UNIVERSITY OF CAPE COAST

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PERFORMANCE IN SCHOOL IN THE BIMBILLA COMMUNITY, GHANA:

IMPLICATIONS FOR GUIDANCE AND COUNSELLING

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CHAPTER ONE

INTRODUCTION

Background to the Study

The incidence of interpersonal violence continues to occur in our society. Generally, it tends to have some cognitive, emotional and behavioural impacts on the victims. An aspect of interpersonal violence is domestic violence. Domestic violence refers to any attitude or behaviour that results in harm, injury or damage to the victim within the domestic setting. It ultimately causes the victim to live in fear of the perpetrator. Domestic violence is often unpredictable and uncontrollable. It overwhelms a person's sense of safety and security.

Children are gifts of nature, a blessing to marriage, and asset to every nation. Most marriages land on rocks because of absence of children. Some couples spend millions of cedis "searching" for children but when they are blessed with these same children, they end up traumatizing and putting them into streets through conflicts. Conflict is inevitable in any society but how one perceives it makes the difference. It is said that if you put two human beings together on a desert island, they will find something to disagree about. Elliot (1999) asserts that conflict is an inevitable part of human life, so it is something we must see as an opportunity to learn, grow, negotiate and to find creative solutions to. To him, resorting to anger and violence to resolve our conflicts

distracts a man from that opportunity of progress. Violence does not solve a problem. It creates more problems. Any satisfaction we get from "getting even" is soon eclipsed by share of retaliation from the one we have injured.

Conflict occurs everywhere, including school, home, workplace and in politics. Its occurrence at home has more pronounced effects on children and women because of the patriarchal power that exits at homes. The traumatizing situation and depression children go through is considered as violence against children. Violence and abuse is synonymously used in this context because violence at home eventually leads to abuse of children. Edgar as cited in Renvoize (1993) confirms this by stating that society has given men contradicting messages about their offspring. Men are seen as heads of the family; as such, the children are their property. This attitude varies across cultural groups.

A major issue facing society which is long ignored and tolerated is the problem of domestic violence against women and children. In the past two decades, there has been growing recognition of the prevalence of domestic violence in our society. Freeman (1985) revealed that violence is rooted in our earliest myths and history. Cain murdered his brother Abel because the Lord did not accept Cain's offering and preferred Abel's (Murray & Richard, 2006). Romulus killed his twin brother Remus when he ridiculed Romulus's strength and authority. Murray and Richard (2006) added that historical record demonstrated a use of extensive and often lethal forms of abuse by parents. David, Rodbill, Neuberger et al. and De-Mause as cited in Murray and Richard (2006) documented a list of violence and infanticide dating back to biblical times. The

Bible itself chronicles parental beginning when Abraham nearly killed his son as a sacrifice. Jesus' birth coincides with Herod's "slaughter of innocents". The dictum "spare the rod and spoil the child" was stated and supported in the Bible (Rodbill, as cited in Collins, 1988).

Infanticide mutilation and other forms of violence were legal parental prerogatives from ancient Rome to Colonial America. Children were hit with birch, rod, switches and canes. They were whipped, castrated and destroyed by parents most often with the consent and mandate of the ruling religious and political forces in the society. According to Hill (1867), children were pinned to the knee to keep them to their work. Freeman (1985) noted that using children for begging purposes and pre-maiming or blinding them to make them valuable objects of pity has been common throughout history. The practice is common among the Muslim community in Ghana. The researcher is of the view that, the Quranic quotation that states that "charity is for the poor, who in Allah's cause are restricted and cannot trade nor work… and for those who ask, whatever you spend in good, surely, Allah knows it well". (Qur'an chapter 2 verses 3 and 177). This practice has been misunderstood and misinterpreted by most people, even though strong and fit to work, they still take advantage of the quotation and take children along for begging.

Domestic violence is perceived as an act of conflict which depends on the existence of patriarchal power structures involving the act of aggression. Adler as cited in Ansbacher and Ansdacher (1970) asserts that aggression is related to "Will Power". He identifies power with the masculinity. He added that

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both men and women indulge in "Masculine Protest" when they feel inadequate and inferior. Men are mostly seen as heads of family and as such exercise mostly this power at home. Coker (1999) reported that 41 % of men dominates at home and, therefore, are the sole decision makers in the home.

Act 732 of Parliament of the 4th Republic of Ghana entitled <u>Domestic Violence Act 2007</u>, defines domestic violence as an act under the criminal code of 1960 (Act 29) which

> *constitutes a threat or harm to a person under the Act likely to result in physical abuse, sexual abuse, economic abuse, emotional abuse, harassment and behaviour or conduct that in any way harm or may harm another person, endangers the safety, health or well-being of another person, undermines another person in privacy, integrity or security"* (Domestic Violence Act 4th May, 2007, pp. 3-4).

Abuse is seen as a complex psychological problem that affects large number of adults and children throughout the world. It refers to harmful and injurious treatment of another human being that may include physical, sexual, verbal, psychological/emotional or spiritual maltreatment (Straus, 1979). Abuse may coexist with neglect, which is defined as failure to meet a dependent person's basic physical and medical needs, emotional deprivation, and/or desertion. Neglect is sometimes described as passive abuse. This means that what constitutes violence act is governed by time and place which reflects the culture or the social value of an area. What a person considers as violence may

not necessarily be perceived as violence in another society because values differ from one place to another. For example, beating or corporal punishment within certain areas in Ghana, especially in the Northern Region, may not be seen as an act of violence whilst it may be seen as a serious offence in other societies like the United State of America.

Quite often, beating is veiled under such terms as chastisement, discipline or correction which are viewed as both parental/spousal right in some areas in Ghana. As one social worker explained, "Children can be beaten by anybody in the society, there is nothing wrong with spanking, caning and banging their heads together when they misbehave, a child is your property to be corrected in any way that you want" (Coker,1999, p.14). According to Coker's report, an educationist confirmed that traditionally, a child is considered the property of the parents and must be maintained as liked by parents and that a child must feel pains as a consequence of bad action. This means that such individuals do not perceive the concept of violence against children as an offence; they rather see it as a right.

Coker (1999) noted that about 886 out of 1,424 children interviewed were beaten within one month in Ghana; 103 children were hit on their body; 257 were hit on their buttocks and 39 people were hit on their face. This means that physical abuse is rampant on children in the Ghanaian community. Meanwhile, Act 560 of the children Act (1998) of the Ghanaian constitution states that no person is allowed by law to inflict punishment and impose any harmful cultural

practices on children. That is, no one is allowed to be subjected to torture or other cruel human treatment or punishment.

Domestic violence is regulated by time. This implies that issues considered as violence today was not perceived as violence some hundred years back. For example, it was a taboo for a young girl to choose her own partner for dating and marriage among the Nanumba in the Northern Region. Young ladies were given out for marriage or betrothed without their consent, but today this practice is seen as an act of violence and serious crime.

The United Nations Report (1993) describes violence as action and omission that occur in varying relationship. According to this definition, domestic violence is used narrowly to cover incidents of physical attack, such as act of physical and sexual violation including pushing, pinching, spitting, kicking, hitting, choking, burning, clubbing, stabbing, forced sex and throwing water or acid on a person.

Hill (1867) defined domestic violence as a behaviour used by one person in a relation to control the other. To him, name calling, keeping a partner from contacting the family or friends, withholding money, stopping a partner from getting or keeping a job, actual or threatened physical harm, sexual assault, stalking and intimidation are examples of abuse. He believed that violence can be criminal and include physical assault (hitting and pushing) and sexual abuse (i.e., unwanted or forced sexual activity and stalking). Hill's definition does not see child abuse as part of violence although children constituted part of the family. It

dwells more on the couple and their abuse instead of the child as the subject of abuse.

From the above definitions, it could be deduced that violence against children are in varied forms. These may include physical abuse such as push up, lifting, slapping, choking, kicking, or biting. Verbal abuse include name-calling, belittling, ridiculing, threatening, threatening suicide to get one to do something; sexual abuse (i.e., forcing one to have sex or do sexual activities that the other party is not interested in); verbal remarks, fondling or kissing, incest, sexual contact between a child and any care-giver; economic abuse (i.e., refusal to provide food, money, clothing, shelter and education to a child); psychological abuse (i.e., refusal to provide care and support, love, affection for a child).

Coker (1999) posits that there are four likely types of violence common in Ghana. They take many forms and vary from culture to culture. The types include physical violence, socio – economic violence, psychological violence and sexual violence. He believes that violence involves behaviours, injuries and impacts that are psychological and are purposely made to kill one's soul, not just through beatings but also through words that will be remembered for the rest of one's life.

Psychological violence involves emotional abuse which includes threatening behaviour, objectification, verbal abuse and infantalisation of a person (Coker, 1999). Threatening behaviour incorporates acts that serve to undermine a person or child's sense of safety and security. Cruel punishment and physical torture, forced labour, beatings, assault with a weapon are perceived as physical violence. According to Coker (1999) children were cited as the main targets of

cruel punishment. Examples of cruel punishment include starving children of food ration and inserting pepper and ginger into the genitals of children.

Sexual violence according to Coker (1999) include, rape, gang rape, forced sex, defilement and female genital mutilation. Ogata (1995) noted that there are various forms of sexual violence; rape being the most common. To him the definition of rape varied from country to country. Some societies perceive rape as sexual activity without the consent of another person. Rape is committed when the victim's resistance is overcome by force of fear or under other coercive conditions. Ogata (1995) believes that many forms of rape do not fall under the strict definition of rape, such as insertion of objects into genital opening, oral and anal coitus, attempted rape and the infliction of other sexually abusive acts such as sexual assault, interference and exploitation, including "statutory rape" and molestation without physical harm or penetration.

Forced labour is also considered to be an abuse. Examples of forced labour include putting children into the form of maidservants whereby a girl is sent out to work without the child's consent, working without pay and working over time. Included in forced labour is the use of female students to do personal work such as washing, cooking, scrubbing and mobbing of toilet, bathhouse and bedroom for teachers against their will.

Socio-economic violence is most often described as deprivation and encompasses a tension between essential needs and available resources. This may be due to unavailable resources as a result of the economic situation in the country resulting in high unemployment and leading to high-level of poverty and hunger.

But the most common experience for women and children is the situation in which men or heads of household withhold resources or neglect their responsibility to provide essential materials such as money for food, school fees and clothing. This is done to punish children and women and to reinforce the status of men as the head of the household. Denial of a child's economic needs is enough to put him/her off and "kill" his/her emotional drive. This, however, leads to financial neglect and increase in child vulnerability.

Additionally, there are also traditional practices where widows and children are not allowed to take part of the property of a dead spouse, forgetting that behind any successful man there is a woman. Coker (1999) noted the situation whereby girls are made to undergo rituals such as "Trokosi" by which young female virgins are given away to oracles or shrines in atonement for past crimes committed by family members. Such girls become concubines of the fetish priest; bear him children but without proper care for the children and women.

Violence against children is a problem of international recognition and nowhere is a child in a greater danger than in his or her home. According to Ogata (1995) sexual violence has serious medical, physical, social, intellectual and physiological consequences.

Medically, the victim is likely to be infected with HIV and AIDS, sexually transmitted disease (STD), mutilated genitalia, pregnancy, abortion, menstrual disorder, severe abdominal pains in the case females and self-mutilation as a result of psychological trauma. Girls who have not completed the period of puberty but are involved in forced sex are particular vulnerable to effects of

sexually transmitted diseases because the lining of the genital tract is yet to take place as an adult characteristic. There may also be injuries due to the use of sharp objects or forced penetration by abusers.

All victims of abuse may experience psychological trauma. They may feel paralyzed by terror, experience physical and emotional pains, intense self-disgust, powerlessness, worthlessness, apathy, denial and an inability to function in their daily lives. In the worst cases, they may experience deep depression leading to chronic mental disorder and suicide. A victim may be seriously affected by stigmatization or ostracism by the community. Also an abused child is likely to be deprived of education, employment and other types of assistance and protection in the community.

Victims of violence mostly experience fear, helplessness, and loss of trust, sense of safety and security. A victim may feel guilty or shamed, aggressive or destructive, angered, hated and fretting, especially when assuming the blame. It makes the victim feel unclean when it involves sex because virginity, modesty and female chastity define the value of girls and women in many cultures.

Victims of trauma commonly adopt strong defence mechanisms, which include forgetfulness, denials and deep repression of the events during the immediate aftermath of the trauma, when the victim is still operating in ''survival mode''. A child who adopts forgetfulness as a defence mechanism may end up being a poor performer at school. This is because whatever is learnt in the classroom does not stay in his/her memory for recall during assessment. A child who is traumatized would end up thinking frequently about the incident and re-

experiencing the trauma. According to Ogata (1995), the reaction of a victim of violence ranges from minor depression, grief, anxiety, phobia, and chronic mental conditions.

Ogata (1995) believes that children are more vulnerable to trauma than adults. This is because children are developing and grow in a sequence; each sequence depends on the one below it. Serious delays interrupting these sequences can severely disrupt smooth transition through the developmental stages.

Children can be injured as a direct result of domestic violence. Batterers, sometimes, intentionally injure children in an effort to intimidate and control their adult partners. These assaults can include physical, emotional, and sexual abuse of the children. Children are also injured-either intentionally or accidentally- during attacks on their mothers. Assaults on younger children may occur while the mother is holding the child. Injuries to older children often occur when an adolescent attempts to intervene in violent episodes.

Children can also be adversely affected by witnessing domestic violence. Although many parents believe that they can hide domestic violence from their children, children living in these homes report this differently. Research suggests that 80% to 90% of these children are aware of the violence. Even if they do not see a beating, they hear the screams and see the bruises, broken bones, and abrasions sustained by their mothers. Infants exposed to violence may not develop the attachments to their caretakers that are critical to their development. In extreme cases, they may suffer from "failure to thrive" (Clark & Smart, 1993).

Pre-school children in violent homes may regress developmentally and suffer sleep disturbances, including nightmares. Similarly, school-aged children who witness violence may exhibit a range of problematic behaviours including depression, anxiety and violence towards peers (Renvoize, 1993). Adolescents who have grown up in violent homes are at risk for recreating the abusive relationships they have seen. While many children experience difficulties resulting from their exposure to violence, many other children appear to cope with the experiences and show no fewer problems than the comparison children. This is likely because the level of violence in families and children's exposure to it vary greatly. When violence happens they can feel helpless, scared and upset. They may also feel like the cause of the violence is their fault.

Violence in the home is dangerous for children. Children live with noise, yelling and hitting. They are afraid for their parents and themselves. Children feel bad that they cannot stop the abuse. If they try to stop the fight, they can be hurt. They can also be hurt by things that are thrown or weapons that are used. Children are harmed just by seeing and hearing the violence. Children in violent homes may not get the care they need. A parent who is being abused may be in too much pain to take good care of her children.

Children who live in violent homes can have many problems. They can have trouble sleeping. They can have trouble in school and in getting along with others. They often feel sad and scared all the time. They may grow up feeling bad about themselves. These problems do not go away on their own. They can be there even as the child gets older (Gregory, 2006).

There is no doubt that domestic violence has detrimental effects on children. Not only are these children at risk for physical neglect and injury, but they are also at risk for both short-term problems such as post-traumatic stress disorder as well as long-term issues such as behavioural problems, mental health problems, sleep difficulties, and school problems (Moffat as cited in Carter & Susan, 1997)

The overlap between child abuse and domestic violence is well documented world-wide. Researchers found that 50% of the men who frequently assaulted their wives also frequently abused their children in the United States (Straus & Gelle, as cited in Carter & Susan, 1997).

Domestic violence is linked to severe and fatal cases of child abuse. The Oregon Department of Human Resources reported that domestic violence was present in 41% of the families experiencing critical injuries or deaths due to child abuse or neglect (Oregon Children's Services Division as cited in Carter & Susan, 1997) which eventually affected the performance of the child in school.

The Government of Ghana's Education Reform Review Report in 2003 states that, education must help directly to create the wealth with which the nation can pursue worthy objectives such as building an admirable society with a high level of cultural development and a stable system of democratic government (Government of Ghana's, 2003).

Although there have been an improvement in the supply of educational facilities and support from governmental and non-governmental organizations such as Action Aid International, United Nations Children's Fund (UNICEF),

Christian Children Fund of Canada (CCFC), Campaign for Female Education (CANFED), Savannah Education Development Agency (SEDA) and SENT Foundation to enhance performance in Ghana, there is still poor performance in schools, especially in the Nanumba District. Data gathered from the statistical department of the District Education Office, from 2000 to 2007 academic year revealed that there had been a drop in performance from 84.37% to 46.21% at the Basic Education Certificate Examination (GES Statistic Department, Bimbilla, 2008). The data also indicated that the performance of female students skewed to the right even though their performance at the early years was better than that of the boys.

Factors likely to influence the poor performance of pupils in addition to what happens at home before the child comes to school are poor motivation of teachers, inadequate infrastructure and insufficient teaching and learning materials as well as the abusive behaviour of some school teachers. Maicibi (2003) supports this by noting that lack of sufficient textbooks, poor infrastructure and inadequate classroom furniture, dissatisfaction of teachers with conditions of service, and lack of teaching learning materials, among others contribute to poor standard of education.

It is important to consider a whole range of influences which facilitate or hinder the socialization of students into ideal pupil role. The main problem could be the family and its circumstance. Some family circumstances may undermine the students' intellectual development and as a learner. Maccoby (1980) supports this by saying that the development of impulse control is critically important for

the pupil's adjustment to school. Such control is essentially learnt socially and influenced by child bearing practices.

Some parents may be so immersed in domestic problems that they could lose sight of their primary roles in supporting their children. As such children's willingness to apply the set school rules diminishes and leads to poor performance. Performance of a child who adopts forgetfulness as his/her defence mechanism may end up being poor at school and eventually leading to intellectual deficiency and 'academic dumpiness'(Ogata, 1995).

The researcher's interest is drawn to domestic violence because she lives in a community where child trafficking, and other forms of abusive behaviour are prevalent. In Bimbilla, where the research was carried out, the Islamic and other traditional cultural practices are dominant. Men in this community are permitted to marry more than one wife and as many as four wives, provided they are economically sound and are capable of paying the bride price known as "Asadaaki", which is the important rite for the consummation of marriage. As a polygamous community, most men take advantage of that and marry more than one wife, only to give birth to numerous children they cannot cater for by providing their basic needs and eventually neglecting their responsibilities. As farming and trading community, children are often sent to farms and market to the neglect of their schooling.

Statement of the Problem

The role of parental involvement in the education of their wards has been increasingly emphasized as an important factor for both the academic growth of

children and the competitive future of the country (Amadium, 1987). This was reiterated by Bernard (2002) when he emphasized that a competent and caring adult has a significant influence in the lives of young children. It is worth noting that when children experience the support of other significant adults in the community, the teaching and learning processes is strengthened (Tsikata, 1997). In view of this, the government and some non-governmental organizations such as Campaign for All Female Education (CANFED), Action Aid International and others are making the effort at supporting the cost of education by providing financial support, food, clothing, uniforms, and pencils to boost performance in the Bimbilla community. Meanwhile, majority of people in the Bimbilla community still think that it is a waste of money to send children to school, especially the girl child. The community places a greater premium on what they consider worthwhile, such as the number of wives, children, livestock and food, instead of concentrating on the children's well-being.

A visit made to the Bimbilla market by the researcher showed that children were found with wares of their parents for sale during school time. What accounted for this was partly due to low parental economic and educational standard. Those in schools are usually withdrawn to sell on market days. Boys are withdrawn from school to be sent to the farm to take care of livestock. Additionally, most families send their daughters to urban areas to live with more affluent families, where they serve as domestic workers in exchange for shelter, food and sometimes a minimal income. These might have facilitated the high rate of abuse in the district.

In recent times, we often read from newspapers, hear from radio stations, read from magazines, posters and watch on televisions reports on domestic violence against women and children. Organizations such as the police, Commission for Human Rights and Administrative Justice (CHRAJ), Federation of International Women Lawyers (FIDA), Domestic Violence Victims Support Unit (DOVVSU), non-governmental organizations, social welfare and medical authorities, receive reports on domestic violence against women and children. Such agencies help to advocate and find ways of curbing this long neglected social canker. This means that domestic violence against women and children is prevalent in Ghana and its effects cannot be under estimated. Coker (1999) revealed that 70% of adolescents and 70% of adults interviewed in the Cusack report had experienced physical abuse by guardians before age 13. One in three women have experienced physical violence at least once in their lives; this was perpetrated by a male member of their family; 2 in 10 women experienced sexual violence; 2 in 10 women have also experienced psychological violence; and 1 in 4 women have experienced economic violence. Importantly, female genital mutilation (FGM) is traditionally practiced by several ethnic groups in northern Ghana including the Bimbilla community, although it was criminalized in 1994. UNICEF has estimated that 5.4% of all women in Ghana aged 15 to 49 have been subjected to FGM (Coker, 1999). In 2007, the Ghanaian Parliament further strengthened the law against FGM by increasing the maximum penalty to 10 years of imprisonment and extending the range of persons, who can be prosecuted for involvement in an act of FGM.

The Children's Act of 1998, sets 18 years as the minimum age for marriage and criminalizes child marriages. However, child and early marriages continue to be performed, because the law is not adequately enforced

Purpose of the Study

The purpose of this study was to find out the most prevalent causes of domestic violence in the Bimbilla community and the common types of violence children are subjected to in their homes as well as their perceived effect on child performance in school and the most affected gender. It was also to determine the guidance and counselling implications of the effect of domestic violence on children in the Bimbilla community.

Specific Objectives of the Study

The objectives of the study were:

1. To find out the most prevalent causes of domestic violence in the Bimbilla community

2. To identify the common types of violence children are subjected to in the Bimbilla community

3. To compare the performance of children in abused homes with those in abuse-free homes in English Language, Science, Mathematics, Social Studies and Ghanaian Language?

4. To find out the extent to which domestic violence has affected child performance in school

5. To identify the most affected gender, male or female

Research Questions

1. What are the most prevalent causes of domestic violence in the Bimbilla community?

2. What are the common types of violence children are subjected to in their homes?

3. Is there any difference in performance between children from abused homes and those from abuse- free homes in English Language, Science, Mathematics, Social studies and Ghanaian language?

4. In which ways do parents perceive the effects of domestic violence on their children performance in school?

5. Which gender does domestic violence affect more?

Significance of the Study

This study serves as a tool to contribute to the improvement of performance of students in the Ghana Education Service (GES), especially in the Bimbilla community. It has identified the effects of domestic violence on students' performance in school. The findings of the research provide information to the GES in the Nanumba North District as to how to combat domestic violence and to improve students' performance in the Bimbilla community. The findings add to the wealth of knowledge that already exists in education in the Nanumba North District and the nation at large.

It is hoped that the findings of the study provide policy- makers and non-governmental organizations in education interested in combating domestic

violence to plan and organize programmes to combat domestic violence in the community.

The study also provides information for prospective researchers in the field of education to replicate in other areas across the country to support any future needs adjustment and for reformulation of strategies or policy to increase awareness of the adverse effects of domestic violence on students' performance and measures to curb them in the Bimbilla community.

Finally, the finding of the study provides information for counsellors to identify abused children and homes in the community and the consequences of abuse on students' performance and adopt the appropriate counselling services available to assist them appropriately.

Delimitation of the Study

Although violence exists and affects all aspects of human life, the researcher was interested in the causes and types of domestic violence and the perceived effects on child performance in school in the Bimbilla Community. The study was confined to pupils in the Junior High Schools as well as their parents and teachers in the Bimbilla community.

Limitations of the Study

There could be certain intervening variables that may be difficult to control in this study. For instance, teachers' attitudes towards pupils in general could affect their performance either positively or negatively. In addition, some parents and pupils were not willing to give out certain vital information because of the sensitive nature of the topic.

Definition of Terms

Domestic violence- Domestic violence is abuse by a caregiver (a parent, a spouse, an intimate partner or a sibling).

Performance – An output of individual based on assessment

Human Trafficking - The recruitment, transportation, transfer, harbouring, trading or receipt of a person within and across a country by the use of threat force and other means

Assault - Any behaviour that involves the intentional use of force against the body of another person that risks physical injury, harm and or pain by the use of knife, stick, belt, rope or any other object.

Batter- Any physical behaviour that involves the intentional use of force against the body of another person

Sexual abuse- Any physical force to compel a person to engage in a sexual act against the person's will, whether or not the act is completed, attempted sexual act involving a person who is unable to understand the nature or condition of the act.

Emotional abuse- Psychological trauma a person goes through, including threats, constant criticism and put-downs.

Stalking - Refers to repeated harassment behaviour that causes victims to feel a high level of fear or upset.

Harassment- This involve checking up on a partner; not allowing him or her any privacy (for example, opening your mail), repeatedly checking to see who has telephoned you; embarrassing one in public; accompanying one everywhere he/she goes.

Threats- This is where a partner or a care giver makes   angry gestures; using physical size to intimidate; shouting one down; destroying your possessions; breaking things; punching walls; wielding a knife or a gun; threatening to kill or harm the partner; threatening to kill or harm family pets and threats of suicide.

Denial- This is the situation where the victim pretend he/she has been abused and try to say the following: the abuse did not happen; saying he/she caused the abusive behaviour; being publicly gentle and patient; crying and begging for forgiveness; saying it will never happen again.

Organisation of the Rest of the Study

Chapter two reviews existing literature in relation to domestic violence and how it affects child performance in school in the Bimbilla community while chapter three focuses on the methodology of the study and deals with the research design, population and sample procedure, research instrument, data collection and data analysis procedure.

Chapter four consists of the presentation of the results, discussion and the implication of the findings. Chapter five presents the review of the study and the findings of the study; draws conclusions and makes recommendations and suggestions for future researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The rationale of this study rests on the premise that children's performance is influenced partly by what happens at home. To comprehend fully the perceived effects of domestic violence on performance, there is the need to review related literature, both theoretically and empirically. The review of literature in connection with this study covers topics such as the concept of domestic violence, theories of domestic violence, prevalence of domestic violence, types of violence at home, causes of violence and counselling implications.

Domestic Violence as a Concept

There is no single, precise definition for domestic violence. According to Grafter, Rosenbaum, and Hughes as cited in Freeman (1985), in a review of 30 reports on violence published between 1980 and 1985, only 5 of the reports included a description of how abuse was defined. From the medical model perspective, the main criterion that defines domestic violence for years is injury in the case of physical abuse and sexual penetration. Domestic violence according to this view is relatively clear. It is synonymous with the broken bones or the cuts and bruises displayed in the hospital (Andrew, 1999).

From political perspective, however, violence can be defined more broadly as including minor injuries or even the threat of serious injury. Verbal threats constitute violence because it will make a child submit to an unwelcome demand or a woman to an unwanted sexual advance. It also includes an attempt to coerce a woman or child through such activities as slapping or through the threat of injury. Andrews (1999) asserts that, this type of definition works towards ending men's dominance over women and children through the use of threat of superior physical force. Violence is the improper use of power by one person to the detriment of another. It occurs in the home as child abuse or domestic violence, in work places as sexual or racial harassment. This study is concerned with child abuse and domestic violence.

Domestic violence refers to any attitude or behaviour that results in harm, injury or damage to a victim within a domestic setting and which ultimately causes the victim to live in fear of the perpetrator (Ebenezer, 2006). To the present researcher, domestic violence, specifically, refers to abuse or violent behaviour of one person against another in an intimate relationship. The intimate relationship includes relationship between a husband, wife and children; or wife, child and siblings. The violence may be done consciously or unconsciously to inflict pains on the victim. Ebenezer (2006) asserts that an act of domestic violence is usually deliberate but it may be an impulsive reaction. Domestic violence in any form is an abuse and human rights violation. Domestic violence means engaging in any violence within the context of a previous or existing home relationship.

The Children and Family Court Advisory and Support Service in the United Kingdom in its Domestic Violence Policy as cited in Freeman (1985), defines domestic violence as:

> *Patterns of behaviour characterized by the misuse of power and control by one person over another who are or have been in an intimate relationship. It can occur in mixed gender relationships or same gender relationships and may have profound consequences for the lives of children, individuals, families and communities. It may be physical, sexual, emotional and/or psychological. The latter may include intimidation, harassment, and damage to property, threats and financial abuse.* (p. 23).

The introduction of the organic law 1/2004 (Independent Analysis of Domestic Violence in Spain) in December 2004 redefined domestic violence as a violence originating from the position of power of men over women. Men have been specifically excluded from the definition on the basis that government figures show that around 88%-90% of victims were women. The new law, which changes a number of other laws and sentencing, provides instant protection to all women, eviction of men from their family homes, prior to trial, and a suspension of the presumption of innocence.

Domestic violence and sexual abuse in Ghana constitute a serious social evil which continues to undermine and threaten harmony in the family as unit of society with the potential to erode gains made by the country (Coker 1999). Fortunately, Ghana now has an adequate law that deals with particular crimes of domestic violence; The Domestic Violence Act 2007 is a vivid example. Beeper,

as cited by Tillman (1995), asserts that it is unfortunate that the prescribed punishment for violence in the home now is imprisonment. Domestic violence destroys the foundation of life, happiness, peace and ultimately the society. To him, violence in the home should not now be treated as a private family matter; it means that the state should now ensure the obligation of protection for its citizens.

Theories of Violence

There are different theories on domestic violence with varied views about its existence, prevalence, causes and effects. The different proposed theories on violence include: Psychoanalytic theory, Social psychological theory, Social learning theory, Socio-political theory, conflict theory, the functionalist, and the feminist theory. All these theories have some elements on violence.

The psychoanalytic theory focuses on stress, entity and anger instilled during child rearing. Brown, Miller and Doeskin as cited in Freeman (1985) see men's violence as the very heart of patriarchy and its perpetration. This entails the defensive establishment of ego boundaries as an overlay on fundamental emotional insecurity. Chodorow as cited in added that these defences may develop to become forms of compensatory hyper masculinity forms of violence when women cannot or do not satisfy men's dependency needs which leads to hatred in marriage. This behaviour may be due to early childhood relationship with others. For example, men's over dependence on sisters as boys might be transferred in the form of hostility to daughters or to other girls. Alternatively, men's compensatory hyper masculinity may be enacted by fathers upon sons,

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especially when fathers experience the pain of their own boyhood, through the restimulation of living with sons who are not hyper masculine (Clark, Cochrane & Smart, 1993).

The social learning and the modelling theories view violence as a learned phenomenon. They assume that children learn violent behaviour when they see their parents, or other significant others resolving conflict by means of violence (Gelles, 1994). The children then model the role of violent interpersonal interaction when they themselves become parents, becoming desensitized and no longer responding to environmental cues that inhibit their own tendencies towards violence. The theories emphasize that violence is an outgrowth of learned patterns of aggressive communication to which both husband and wife contribute. This means that the couple at home may exhibit a particular behaviour that their wards grow up to see as normal and in turn practice when mature. Steinmetz's (1986) study supported the social learning theory on violent behaviour. She asserted that children are likely to use aggression to resolve disagreements between themselves and their brothers and sisters as their parents use to resolve marital conflict between themselves and their children. Sears, McCoy, Levin and Eron as cited in Freeman (1985) agree with the social learning theory by saying that physical punishment of children tends to increase rather than decrease their aggressive behaviour. This aggression may not cease with the attainment of adulthood, for, there is clear evidence that child abusers were frequently abused children themselves.

Bell as cited in Clark, Cochrane and Smart (1993) also asserts that children learn and imitate what they see and experience. Considerable evidence indicates that children, who are exposed to domestic violence, as well as to violence in their community, are at much higher risk of becoming both perpetrators and victims of violence. Blumstein as cited in Clark, Cochrane and Smart (1993) supported this by adding that imitation and modelling appear to play significant roles in the learning process of children. However, Gelles (1994) identified a gap in the use of social learning theory in explaining violence. He sees violence to be the result of a set of social and psychological processes, such as stress, unemployment, poverty, and alcohol abuse and not just the result of learning.

The social psychological theory, however, examines the interactions of the individual with the social environment; that is, with other individuals, groups and organizations (Steinmetze, 1986).

The conflict theory of violence assumes that conflict is an inevitable part of all associations which are characterized by super-ordinate and subordinate relations as well as competing goals. The family is viewed as an area of super-ordinate and subordinate in terms of the relationship between husband and wife, and therefore characterized by conflict. For instance, social inequality is seen at play in the sharing of family resources. Where domestic labour is pooled within the family, men are seen to claim a greater share of domestic resources, irrespective of who brings it in (Glenn, 1987).

Sociologists, ethnologists, psychologists and the functionalists believe that violence is genetic and is rooted in biology; to them violence is instinct innate, physical and/or psychological aggression that is exerted by man. Aggression is perceived differently by psychologists (Freeman, 1985). Freud as cited in Freeman (1985) was of the view that, aggression is a constantly driving force whose energy must be released in some manner. He argued that there are impulses towards self-destruction which motivated the individual to kill himself. In other words, man attacks others as an outlet for the energy of his death instinct. Anthony Storrs is an eloquent advocate for this cause. He asserts that "In Man, as in other animals, there exist physiological mechanisms which, when stimulated give rise to a feeling of anger and also to physical changes which prepare the body for fighting" (Freeman, 1985, p. 2).

The frustration aggression theory views the expression of aggression as a response to the emotion that an individual feels when some goal is blocked and this can be the product of learning (Steinmetze, 1986; Abraham, 1995). According to Hartmann as in Freeman (1985) victims invite the discharge of aggressive energy rather than instigating aggressive impulses. Biologists believe that aggression is related to male sex hormone called androgen. The higher the level of androgen, the greater the aggressive behaviour of an individual. This is, however, debatable because men with normal and those with low androgen level have been known to commit violent acts, just as women without excess androgen (Freeman, 1985).

The socio-political theories hold the patriarchal power of men oppressing women and children. Patriarchy is a form of social exploitation, a social ideology of values and norms, often embedded in law, religious beliefs, political and economic practices which support the perpetuation of gender discrimination against women and children. Such ideology is based on claims of male biological superiority supposedly God given, while women are perceived and treated as legal minors and, therefore, remain either the property of or under the guidance of husband, father, uncle, brothers or other male members of their families. A comprehensive meaning of the term patriarchy is given in Eisenstein as cited in Rich (1976) as follws;

> *Patriarchy is the power of the "fathers"; a familial social ideological, political system which men by force direct pressure, of ritual, traditional, law and language, customs, etiquette, education and division of labour, determine what part women shall or shall not play, and in which the female is everywhere subsumed under the male--- whatever my state or situation, may derive economic class, or my sexual preferences, I live under the powers of the father, and I have access only to so much privileges or influences the patriarchy is willing to accede to me, only so long as I pay the price of male approval*(p.45).

Owens and Straus as cited in Freeman (1985) agree with this view by stating that those who experienced violence as children tended to favour the use of violence to achieve personal and political ends. To them, observing and

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experiencing violence tends to provide a powerful learning situation. Such experience provides the entire script for behaviour.

The forgoing researchers, probably, might have learned their ideals from the scriptures that condemn all forms of violence including the use of physical punishment, verbal abuse, sexual abuse which is seen as fornication. These are serious crimes in the sight of the Creator of the world, especially on children. For example, some Hadiths in the Quaran appendix 1 page 869 explain that the Prophet (PBUH) refused corporal punishments to be omitted on children below ten years. A child more than 10 years can only be disciplined and not punished when the child refuses to observe his daily prayer (obligation). Under this situation, the disciplinarian has no intention of hurting or harming the said child.

Feminists have a different view from the psychoanalytic learning theory. They believe that violence is a general means of maintaining and reinforcing power that is available to men. They assert that violence is rooted in the unequal power relationship between men and women at both personal and structural level. They belief that men use violence against women and children, along with other forms of control such as ideological and economic control, to enforce and maintain their dominance. Feminists tried to answer the question of where violence comes from and why society did nothing in solving it. According to Jeff as cited in Blyth, Channer and Clark (1993) two important factors contribute to this. First, the development of masculinity encourages aggression. Second, fathers in private and public have the power to dominate children and young people (Freeman, 1985). That is to say, men because of their physique and strength end

up in bullying women and children due to their weakness. This is unfortunate because it is stated in the scripture that women were created from the rib of the man for the purpose of helping men to survive and not as enemies.

Violent acts are not related to men alone. Women in an attempt to exercise their responsibilities sometime end up being violent. Blyth, Channer and Clark (1993) citing Jeff asserts that women also exercise control over children and can abuse them too. Women's abuse, in part, reflects their role as the primary parent and the lack of support for parenting. Cohen as cited in Freeman (1985) states;

It is mother who takes time out of the labour market to care for pre-school children, who reduce their hours of work to provide for children out of school hours and school holidays, and who are more likely than fathers to take time off work when the child is ill (p. 43).

Also in an attempt to discipline their wards, mothers end up abusing and denying them their rights. Some mothers transfer their anger meted on them by the supposed house head on their children in an attempt to discipline them. Creighton, as cited in Greenland (1987), is with the view that women predominate in cases of emotional abuse. Abusing mothers are responsible for their children's welfare. They are too often seen as actively or passively colluding when abuse occurs.

For feminists, the reasons why some women fail to protect their children lie partly in their position of relative powerlessness within the family and the wider society. The psychological, social and economic pressures upon a woman

to maintain her relationship with an abusive man are enormous. The idea that battered women enjoy violence is nevertheless an invidious and persuasive one. Many women do choose to sever a relationship with an abusive father but the consequences are great because of the stigma, poverty, and loneliness of one's' parenthood. The threat of further violence from an ex- partner and so on, most often, put them off and let them remain in the abusive home. The woman plays a crucial role in protecting their children and she needs to work because mothers are responsible for their children's welfare. They are often seen as actively or passively colluding when abuse occurs. To Blyth, Channer and Clark (1993), working towards giving women and children the power and resources to protect themselves will go a long way to support women. Improving women's self esteem and encouraging them to take control of their lives and relationships must also run alongside an initiative to improve the material conditions of motherhood, such as better child care facilities, housing, public support and financial support.

Erickson (1963) held that the development of trust is the initial step in forming healthy relationships. Children, therefore, need to be safe and secure at home to develop a positive sense of self, necessary to their growing into healthy, productive, caring adults. Children need to be safe in their communities and at school to be able to explore and develop relationships with other people in order to successfully learn. Trust develops early and is primarily contingent on the infant's relationship with his or her caregiver. Erickson noted that if this first psychosocial stage of trust-building is successfully resolved, the infant will learn to trust others, which will then help with later relationship building.

Mistrust, in contrast, can result from a single trauma or from chronic environmental stress. If parents are emotionally unavailable, for instance, or are inconsistent, continually negative, or abusive, the infant or child may fail to develop basic trust. In light of this theoretical perspective, one must ask how growing up in a neighbourhood rife with poverty, drugs, and violence and in a home marked by instability and violence may interfere with a child's developing trust. For far too many children, those very relationships on which the development of trust and trusting relationships are built may be limited or changeable.

The various theories highlighted in the foregoing paragraphs have vividly provided ideas and insight into the existence of domestic violence. It is clear from the theories that violence against children is perpetrated by both men and women, and has psychological, psychosocial, physical and health implications. Erickson, a psycho-socialist supported the other theories by concluding that children need to be safe in their communities and at school to be able to explore and develop relationships with other people in order to successfully learn. It is in this regard that the researcher intends to find out the causes of domestic violence and how domestic violence affects child performance in school in the Bimbilla community. The findings will, therefore, assist the stakeholders in education to combat domestic violence in the Bimbilla community.

Prevalence and Existence of Domestic Violence

The beginning of violence has been equated to the creation of man. Although parental use of violence on children is not new, the addition of the term

child abuse has been recently used. The historical record demonstrated a use of extensive and often lethal forms of abuse by parents. Balkan, Rod, and Lloyd De-Mause as cited in Murray and Richard (2006) documented a list of violence and infanticide dating back to biblical times. The Bible itself chronicles parental beginning when Abraham nearly killed his son as a sacrifice. Jesus' birth coincides with Herod "slaughter of innocents". The dictum "spare the rod and spoil the child" was stated and supported in the Bible (Rodbill as cited in Collins, 1988).

The history of violence towards children in America dates back to the arrival of the Puritans. There existed laws that threaten death to the unruly. Huge objects were hung over children's head and parents supported the right to whip and punish children with biblical quotations. Religious ideologies identified that all children were born corrupted by original sin and can regain salvation by their parents. To beat "the devil" out of the child was not just a passing phrase for punishment; it was a mandate to provide salvation for their children through physical punishment. Thus, historically, we have a tradition of physical and emotional cruelty to children. As a society we have justified this cruelty through religious dogma, or by maintaining it to the child's best interest. This social mandate and tolerance of physical violence towards children may have been one factor which delayed the identification of child abuse as an important social problem.

In 1968, it was estimated that more children under the age of 5 died from parentally infected injuries than from tuberculosis, whopping cough, polio,

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measles, diabetes, rheumatic fever and appendicitis, (United Nations Newsweek, 1968). The report of the commissioners on the employment of children in factories in 1833 in the United States of America remark on the act of severity and cruelty towards children employed in factories where often parents beat children in the factories.

Hill (1867) asserted that children were pinned to the knee to keep them to their work. Freeman (1985) noted that using children for begging purposes and pre-maiming or blinding them to make them valuable objects of pity has been common throughout history. According to Kempe as cited in Roberta (1993), some parents and caretakers inflict serious injuries to children. He estimated that 10.4% of 749 of children had died as a result of violence and another 15% were left with permanent residual damage as a result of parental attacks within the United Nations. Most of the children were under 3 years and most parents came from low socio-economic background. A research conducted by Russell as cited in Renvioze (1993) revealed that 38% of women had been sexually abused at least once by the time they were 18 and one in every six women had been abused by their step fathers in childhood.

Additionally, Donald as cited in Renvioze (1993) asserted that 42% of a mixed social group of women from the health centres at Cambridge and 54% of female students reported at least one sexual experience in childhood, ranging from an obscene phone call to intercourse. Half the total number of women has been under 12 years at the time and 15 were under 9 years. Another study indicated that most women and more than one in four women were sexually abused in some

form during childhood; nearly one in three of these being assaulted before the age of 12. Twenty-seven percent (27%) of the assaults were flashing and twenty-three percent (23%) touching. One in twenty of the women and one in fifty men had been raped, pressurized into sex or forced to take part in masturbation (Economic and Social Research Council, 1991).

According to Renvoize (1993), in May 1986, the Women's Magazine: Women's Own (UK) revealed that 12% of their respondents said they have been raped within the ages of 10 and 16 years, 14% under 10 years and 41% between 16 years and 24 years were also raped. Majority of those aged under 16 years were raped by a relative; 29% of these were under 10 years old and 20% were between 10 years and 16 years; 7% of rape victims had not reported the attacks to the police in the United States of America.

According to the United States (US) Department of Justice, in every fifteen seconds a woman is beaten in the United States; in every 5 seconds three children are beaten; and each day, at least, four women are killed through domestic violence (Roberta, 1993). Roberta added that over 2,000,000 children are abused or neglected each year in the US. Approximately, 1,000 – 2,000 children die each year because of abuse or neglect by their adult care takers.

In Ghana, a report indicates that 41% of victims of abuse reported in Brong Ahafo Region was between 0-12 years in age, indicating a higher rate of child abuse. Seventy five per cent of adolescent and 7% of adults had experienced physical abuse by a guardian before the age of 13 (Coker, 1999). Over three in five children in Ghana had been beaten during the month of the survey. One in

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three girls had been slapped, beaten and punished by males. In over 15% of the cases of physical abuse experienced by women and girls, a weapon was used. Two out of three women and girls suffer body injuries and pain during physical assaults. In every three girls, two have been touched against their will, and one in five girls has been forced to have sex against their will (Coker, 1999).

In Africa, violence against children and women is rooted in history and culture. Children in Ghana, for example, were exchanged for money and other resources; they were used to cultivate their parents and masters' farms. In Africa, the value of a man in some communities was based on the number of farms and animals he had; as such children were purposely born to be used for farming. Families were perceived to be cursed when a baby girl was born because she is seen to be weak and not capable of doing farming activities. Furthermore, a girl was given out for marriage the very day she was born because it was believed that the place of a woman is in the kitchen and the husband's room. Also, corporal punishment was seen as a means of disciplining children and the right of parents. Girls and women were used as sex machines; as such, they were made to undergo female genital mutilation to prevent unwanted sexual desire and remain passive in sexual relationship.

The current rate of violence against women and children in Ghana is at an alarming stage. A report submitted by Coker (1999) indicated that, Ashanti Regional Police Head Quarters reported 166 cases of violence against women and children within one month, 916 was reported in Brong Ahafo, 1,480 in Western Region, 720 in Central, 482 in Volta, 1,119 in Eastern, 477 in Greater Accra, 129

in Northern, 733 in Upper East and 447 in Upper West respectively. With a total of 6,664 cases on violence against women and children reported by the Domestic Violence Victim Support Unit (DOVVSU) of the Ghana Police within the period of 1993-1997, the report indicated that over a five-year period, a total of 12,890 cases were reported to formal agencies. In all regions in Ghana, police recorded the high number of cases. Brong Ahafo reported the highest number of cases nationwide representing 22% of the total reported cases. Surprisingly, Northern Region reported the least domestic violence rate of 1.4% of the total cases reported even though poverty is at its peak in the region. The researcher is of the view that, Northern Region reported the least cases of violence because, the abused do not report cases to the police and other agencies due to ignorance and intimidation from the public. Also due to poverty, most women depend on men for financial support so they fear the risk of losing their husbands. As a result, most prefer settling cases at home and with the local authorities.

Importantly, female genital mutilation (FGM) is traditionally practised by several ethnic groups in northern Ghana including the Bimbilla community, although it was criminalized in 1994. UNICEF has estimated that 5.4% of all women in Ghana aged 15-49 have been subjected to FGM. (The Commission of Human Rights and Administration Justice, 1993- 1994)

Violence against women, including rape and domestic violence, remains a significant problem in Ghana. A 1998 study conducted by Coker revealed that, particularly, in low-income, high-density sections of Greater Accra, at least 54

percent of women have been assaulted in recent years. A total of 95% of the victims of domestic violence are women (Coker, 1999).

The media in Ghana increasingly report cases of assault and rape. The Domestic Violence Victim Support Unit (DOVVSU) of the police revealed that 11,298 of domestic violence cases were reported between January and September, 2007 out of which 20% represented rape and 68% defilement. Also, in the first quarter of the year 1998, DOVVSU recorded 199 cases, including 30 assaults on women and 9 rapes. In late 1998, a series of mysterious and murders of women began to occur in the Mateheko area of Accra. Three of the 20 murders reportedly involved husbands' suspicion of their wives' infidelity. In the same report, a 37 year old farmer was alleged to have impregnated his 14 year daughter in Pewodee, a community near Kunsu in the Ahafo-Ano south district (Asare, 2007). On the 31st of July, 2007, Yarboi reported in the Daily Graphic that a 31 year old man in Cape Coast was alleged to have poured an acid on a girl for refusing to agree to his marital proposal (Yarboi, 2007). In another episode, in the Daily Graphic there was a report entitled "Horror at La, in which a man who was 34 years old severed the head of his girl friend". In another development, a truck pusher was also alleged to have assaulted and murdered his girl friend at La, a suburb of Accra. In addition, a 16 year old girl fled from a 60 year old husband and said; "I want to go to school" (Spectator November 4, 2006 p 2). These are complete abuse and violation of human rights of the individuals involved. Musah in 2006 reported in the Daily Graphic that, by the end of 2006 a total number of 2,843 cases of domestic violence were recorded between January and August.

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Assault cases were 1,397, verbal abuse 359, defilement 313 and the remaining stand for other issues. (Musah, 2006).

Some women and girls in Ghana to some extent are subjected to severe abuse and violation of their constitutional rights. In rural areas, women remain subject to burdensome labour conditions and traditional male dominance. Rape and domestic violence remain a significant problem in Ghana (Coker, 1999).

There has been an underestimation of the scope and magnitude of domestic violence incidents known from research data that 2 in 3 women do not report experiences of abuse, particularly sexual violence. For women who reported sexual violence, 9 out of 10 reported at the informal level (to family, religious leaders and friends). Only 1 in 10 reported to formal agencies. At least one out of every four women in Ghana is abused. This violence occurs regardless of race, religion, sexual orientation, education or financial status. If the abuse happens once, it is likely that it will happen again with increased severity (Coker, 1999).

It is rather unfortunate to hear that some women still have it that it is a right for a man to abuse women. The final report of the Ghana Multiple Cluster Survey (MICS) of 2006 has revealed that a higher percentage of women accept wife beating as justifiable. It also indicated that 47 per cent of women between 15 to 49 years believed that a husband is justified in beating his wife. This belief is held among a higher proportion of women in rural areas (57%) than urban areas (36%). Nsowah-Nuamah, Deputy Government Statistician, launching a report in Accra on Wednesday July, 2006 described the situation as "very surprising".

Most people also believe that "good wives" and "nice girls" don't get battered. Batterers abuse their partners because they love them. Some also think that domestic abuse is confined to the poor, the disadvantaged, the uneducated, and with a particular age or ethnic groups. It is again believed that battered women provoke their own abuse and battering and they liked to be abused or battered.

Alcohol and drugs cause battering. These are myths and do not stand as it is. Anybody can be abused, the young or old. Normally, people who are isolated and lack social or emotional support are particularly vulnerable. Perpetrators may include family members, caregivers, and acquaintance (Clark et al, 1993).

The 2003 Demographic and Health Survey (DHS) of Ghana states that 34% of women considered it acceptable for a husband to beat his wife. Ten percent of men and 19.9% of women in the 2003 survey considered it justified if a husband beats his wife for refusing to have sex with him. However, the law in Ghana which for so long protected male prerogative has been amended to rescue children and women from this social canker. Child abuse may have been identified as a social problem by concerned church workers, social workers and private citizens in the 19th century, but it took almost 100 years after the case of medical examination for violence towards children to be considered a major national social problem.

The prevalence of domestic violence in African countries, including Ghana, and the world at large, is at an alarming stage. Even though laws have been enacted and advocacy programmes with more publications to rescue the disadvantaged put in place, women still suffer abuse in the society. Women and

children who suffer abuses are denied the access to contribute to the development of the nation. It's for these reasons that the researcher finds it important to identify the causes and types of domestic violence children are subjected to in the Bimbilla community and make the necessary recommendations to stakeholders to help combat domestic violence in the Bimbilla community.

Types of Violence

Different forms of violence exist in the domestic settings. These forms of violence include physical violence, sexual violence, psychological/ emotional violence, economic violence, neglect and verbal abuse/violence.

The feminists are of the view that violence exists in the form of physical, verbal and emotional, sexual harassment, rape, incest, and exploitation (Clark et al, 1993). According to Ebenezer (2006), domestic violence include physical, sexual, psychological, economic, social and cultural violence. Coker (1999) asserts that there are four types of violence that are common in Ghana. These are economic violence, physical violence, sexual violence and psychological violence. The following paragraphs explain the types of violence in detail with examples.

Physical violence

Physical violence is the violence that affects the physical being of any human being. It is the intentional use of physical force with the potential for causing injury, harm, disability, or death. It takes the form of inflicting pain on another person for no justifiable reason or cause. Examples include hitting,

shoving, biting, kicking, or the use of a weapon. Others include striking or beating another person with the hand or an object. Physical abuse also include such behaviours as locking someone in a closet or other small space, depriving some one of sleep, burning, gagging, or tying someone up. Physical abuse of infants may include shaking them, dropping them on the flour, or throwing them against the wall or other hard objects. It entails the action of pushing, punching, striking, shoving, throwing objects, smashing precious collections and caning United Kingdom National Domestic Violence (UKNDV, 2008). According to Ebenezer (2000), one out of every three Ghanaian women has been physically abused by an intimate partner. And about 90% of victims of physical abuse are women and children.

In Bimbilla community, when a man is not fond of beating the children and wife, after his death, traditionally, he is to be caned three times and accompanied with a cane in his grave at his burial to signify that he was a weak man when he was alive. This act is observed to be barbaric, outmoded and violation of human rights.

Sexual violence

Sexual violence refers to the use of physical force to compel a person to engage in a sexual act against his/her will, whether or not the act is completed or attempted. It may be a completed sexual act involving a person who is unable to understand the nature or condition of the act, unable to decline participation, or unable to communicate unwillingness to engage in the act due to immaturity,

illness, disability, or the influence of alcohol or other drugs, intimidation or pressure, seduction and submission. Sexual violence can also be seen as inappropriate sexual contact between a child or an adult and someone who has some kind of family or professional authority over them. Sexual abuse may include verbal remarks, fondling or kissing, or attempted or completed intercourse. It may also take the form of sexual contact between a child and a biological relative. This form of sexual violence is known as incest. Girls are more likely to be abused sexually than boys. According to a conservative estimate, 38% of girls and 16% of boys are sexually abused before their eighteenth birthday (Freeman, 1985).

Beazley as cited in Tillman (1995) noted that child sexual abuse needs to be seen both as a children's right issue and as a health and mental health problem. Any sexual activity without the consent of the other person is said to be an abuse. Additionally, any sexual behaviour with a minor who cannot make an informed adult decision to enter into sexual activity is said to be abuse even with the consent of the person (The domestic Violence Act, 2007). Sexual violence according to Coker (1999) include, rape, gang rape, forced sex, defilement and female genital mutilation.

Ogata (1995) added that there are various forms of sexual violence and rape being the most commonly referred to. To him the definition of rape varied from country to country. Some societies perceive rape as social activity without the consent of another person. Rape is committed when the victim's resistance is overcome by force of fear or under other coercive conditions. He believes that

many forms of rape do not fall under the strict definition of rape, such as insertion of objects into genital opening, oral and anal coitus, attempted rape and the infliction of other sexually abusive acts. In Ghana, the Act 732 of domestic violence sees sexual violence as

> *"the forceful engagement of another person in sexual contact which includes conduct that abuses, humiliates or degrades the other person or otherwise violate another person's integrity by a person with human immunodeficiency virus (HIV) or any other sexually transmitted diseases without that other person being given prior information of the infection"* (Domestic Violence Act, 4th May, 2007, p.4)."

Sexual violence is also used to cover sexual threat, assault, interference and exploitation, including "statutory rape" and molestation without physical harm or penetration. A report in the Ghanaian Times revealed that a 45 year old man sexually assaulted his 16 year old daughter many times until she gave birth (Ghanaian Times June 10, 2008).

In my view, sexual abuse in addition to the already captured forms includes the offensive looking at another person because of his/her outfit, beauty and unequal power. It also involves harassment and intimidation by induction of fear in another person to make love or touch any parts of a person's body with the intension of expressing sexual desire.

Psychological /Emotional violence

Psychological / emotional abuse is the wilful infliction of mental or emotional anguish by threat, humiliation or other verbal or non-verbal conduct. It is also seen in behaviours such as an extreme yelling and anger by a parent or constantly belittling, threatening, dismissal of a child until the child's self – esteem and feelings of self-worth are damaged (mental damage). When a parent fails to provide enough emotional support or deliberately and consistently pays very little or no attention to a child, these forms of behaviour is said to be emotional neglect. Throwing, threading, smashing, breaking things, punching walls, hiding things and sabotaging one's care are all examples of psychological abuse. Psychological abuse also include unreasonable demand put on a child that is beyond his or her capabilities and may include persistent teasing, belittling or verbal attacks (Farmer as cited in Roberta 1993).

In addition, psychological abuse includes failure to provide emotional and psychological nurturing necessary for a child's healthy development. To Roberta (1993), psychologically, unavailable parents inhibit the child's ability to develop a secure attachment to their parents. An emotionally abused child will avoid the caretaker for fear of disappointment of not being accepted. It is difficult to estimate the scope of psychological abuse because it is more difficult to define and determine than the other kinds of abuse discussed in this review because the signs are invisible and the scars are internal, making it difficult for one to see and believe that it has really taken place.

Many examples can be put into more than one category. For example, sexual abuse may result in psychological, emotional and physical injury. Psychological abuse destroys people even though no physical contact may be involved. Farmer as cited in Roberta (1993) states that parents who psychologically abuse their children are promoted not by the child's misbehaviour but by their own psychological problem. They are usually people who received inadequate love and nurturing from their own parents (Helfer, Kempe & Kempe, as cited in Roberta, 1993). Parents may use a steady stream of verbal abuse that discounts the child's achievements and blows out of proportion every sign of misbehaviour. Words like "always," "never," and "should" imply that a child invariably fails to live up to a parent's expectations. Psychologically, abusing parents may display irrational expectations so that normal behaviour is seen as a deficiency on the part of the child and a failure on the part of the parent (Junior League Newport Harbor as cited in Roberta, 1993).

Verbal abuse / violence

Verbal abuse is seen as the use of provocative words with the intention of causing harm to another person. It refers to the regular and consistent belittling, name-calling, labelling, or ridiculing of a person. It may also include spoken threats and does not leave physical scar or evidence but very hurtful. It may occur at home, workplace or in school. Verbal abuse includes shouting at a person, rage, and putdowns.

Economic abuse / violence

Economic abuse is when the abuser has complete control over the victim's money and other economic resources. Usually, this involves putting the victim on a strict 'allowance' (i.e., deciding on what the victim needs and providing money strictly for the purchase of such items), withholding money at will and forcing the victim to beg for the money before the abuser gives the money out. It is common for the victim to receive less money as the abuse continues. This also includes (but is not limited to) preventing the victim from continuing his or her education or obtaining employment. Economic abuse is also seen as a person preventing another person from getting or keeping a job. The abuser takes important financial decisions and finally demanding exclusive control over household finances.

According to Olson and DeFrrain (2000), finances are key issues in any relationship, and intimacy is enhanced when a couple is in close accord on how to earn and spend money. Some people tend to be spenders and others savers. Most are somewhere in between. Differences in philosophy about spending money can cause considerable conflict. Gomel et al as cited in Olson and DeFrain (2000) added that financial issues are the most common stressors couples and families face, regardless of how much money they make. Researchers have consistently found that economic distress and unemployment are detrimental to family relationship (Olson & DeFrrain, 2000).

Causes of Domestic Violence

Violence is seen to be highly related to social stress caused by negative life events such as poverty and joblessness. As a family declines in satisfaction, a

growing sense of anger and frustration emerges that increase the potential of violence. It is, however, alleged that frustration does lead to aggression. The frustrated individual act aggressively when certain intervening variables such as the level of family satisfaction and alcohol used are seen to trigger the expression of the aggression (Abraham, 1995; Steinmetze, 1986).   According to Goode (1971), violence is the ultimate resource which is used when other resources are perceived to be insufficient. Men who lack the resources feel powerless and resort to violence in solving a problem. The following are among the numerous, complex and overlapping reasons that counsellors have discovered for the causes of domestic violence.

(a) Environmental Stress

Whenever people get really frustrated resulting in environmental stress, a common reaction is to respond to these feelings by verbally or physically lashing out at some other person or object. The pressured businessman who snaps at his secretary or the frustrated tennis player who throws his racket on the ground or the person who kicks the family dog are examples (Collins, 1988). When life's stresses are added to feelings of inadequacy and lack of parenting skills, child abuse and neglect may be the result. Families who have emotional and financial problems, stress, lack of knowledge about child development, and who are immature, may neglect or abuse their children.

Abusive parents lack understanding of child development and consequently often have unrealistic expectations. They expect their children to eat when they are fed, not to be messy, to be obedient, to be quiet, and to give love.

When children do not behave like adults, the parents lash out at them because their inability to conform to their parents' expectations serves as a reminder of their own inferiority (Green, as cited in Roberta, 1993).

It is easy for parents to get frustrated with crying and whining children and to wish there was some way to "shut up that kid". To Collins (1988), it can be very frustrating to have older relatives who are getting more dependent and unable to care for themselves. This may serve as a major cause of violence at home. Also, if financial or work pressure begins to build, it is easy to take this out on family members, especially, if the family members are weak, unable to help, or powerless in defending themselves. Sometimes even trivial stresses can trigger abuse, such as the crying child who interrupts the parents' sexual intercourse or the frustration of cleaning up after a messy feeding or soiling.

Another environmental stress that is highly correlated with abuse is unemployment (Gil, 1970). Perhaps the feeling of having lost control over one's resources is relieved by using force against powerless children. In psychology, this behaviour is called catharsis, which is the alleviation of unconscious fears, drives, or conflicts by giving them conscious expression. In a stressful situation when children are abused, the parent is projecting the blame on them for unemployment. It is like "if I didn't have a family to support I wouldn't be in this predicament."

(b) Learned Abuse

Collins (1988) asserts that children who are abused or who observe violence in their parents, often become abusers in later life. Collins added that one

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in four hundred children who are reared non-violently attacked their parents in later life, compared to one in two children who were abused by their parents. Children who are neglected never learn how to care for others, so they grow up to become neglecters of their own children. When older adults slap or hit their care givers, the care givers are more inclined to hit back. Also when children grow up in homes where fistfights and other physical contacts are common, these children learn to communicate violently. Collins (1988) noted that ordinary people could be trained to inflict pain and torture on others with no follow-up feelings of guilt. Abusive and criminal behaviour clearly can be learned and passed from one generation to the next.

(c) Power

The socio-political critiques and the psychoanalytic theorists believe that men's violence is a general means of maintaining and reinforcing power that is available to them. Brownimiller and Dworkin as cited in Clark and Smart (1993) asserted that men's violence, especially, in the forms of rape and pornography lies at the very heart of patriarchy and its perpetration. Violence is part of tradition and in the family homes, the husband is the father and he is the absolute ruler. Out of generosity, he may give some of his power away by helping with the dishes or help with the kids. It is understood, he doesn't have to do it; if he does, it is seen as "helping" and a gift to the family. The fathers work is to maintain his version as proper family head. His wife and children must be trained to his standards of decorum. If he feels the need to use physical force to maintain the

version, then he has had considerable social support. In this context, man's violence to young people is a development of dominant – submissive power relations that exist in normal family life.

Men may resort to violence when men's power and privilege are challenged, and other strategies have failed. Such violence are mostly used in times of a particular threat, such as the physical and emotional demands of babies and young children, or the resistance to authority of teenagers. They again believe that violence to young people may itself develop in association with feelings of threat when women do not do what men expect, in terms of child care, house work, paid work, sexuality and so on (Blyth, Channer, Yvonne & Clark, 1993, p. 70)

Sometimes there is ongoing power struggle between the abuser and the victim. Recent research has shown that sexually violent movies, pornographic materials, and television programmes can and do promote violence, especially violence against women (Clark & Smart, 1993).

Summary of Literature Review

It is revealed from the literature review that domestic violence and sexual abuse in Ghana and other African countries constitute a serious problem which continues to undermine and threaten societal and family harmony.

It was also revealed that, the various theories: psychoanalytic theory, social psychological theory, social learning theory, socio political theory, conflict theory, and the functionalist, and the feminist, have postulated different about

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domestic violence. They all, however, hold a common goal and share a common view on the consequences of domestic violence in communities. The theories have it that children need to be safe and secure at home and in their environment to develop a positive sense of self in order to grow into a healthy, productive and caring adult.

The literature again indicated that domestic violence has been in existence since the creation of man. There has been the evidence of violence even in the scripture where Cain murdered his brother. Domestic violence exists worldwide. Domestic violence in America dates back to the arrival of Puritans in America. In Ghana and other African countries, for example, children were exchanged for money and other resources. They were used to cultivate their parents and masters' farms. Until recently, in Africa, the value of a man in some communities was based on the number of farms and animals he has, as such children were purposely born to be used for farming. This means that domestic violence has been a social canker and its prevention has been long overdue.

Furthermore, it was realized from the literature review that there were various types of domestic violence that students are subjected to in their environment. These forms of violence include physical violence, sexual violence, psychological/ emotional violence, economic violence, neglect and verbal abuse/violence.

It was again realized from the literature review that the causes of domestic violence stem from the fact that parents get frustrated due to emotional and financial problem and lack of parenting skills. Also people learn abusive

behaviour and later exhibit such practices because of ignorance. Additionally, violence occurs as a result of parents exhibiting their superiority and reinforcing power that is available to them.

The literature finally revealed that domestic violence has serious medical, physical, social, intellectual and physiological consequences. And their effects on students depend on the ego-strength of the victim, the time of abuse and the time of treatment, support system available and the attitude of people around the victim.

The study, therefore, sought to find out how domestic violence affects students performance in school in the Bimbilla community and to find it's implication for guidance and counselling for future action.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures the researcher used for carrying out the study. These include the research design, population and sample, instruments used to find out the most prevalent causes of domestic violence in the Bimbilla community, the common types of violence children are subjected to in their homes and their effects on their performance in school. Data gathering and analysis procedures are also presented in this chapter.

Research Design

Research design according to Amedahe (2000) is a plan or blueprint that specifies how data relating to a given problem should be collected and analyzed. It provides the procedural outline for the conduct of any investigation and spells out the basic strategies that the researcher adopts to collect information that is accurate and interpretable. Gay (1992) also notes that research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study.

The researcher in this study used the ex-post facto design. The ex -post facto design was adopted to collect data on the most prevalent causes of domestic violence in the Bimbilla community, and the common types of violence

children are subjected to in their homes. The design was also used to compare the performance of children in abused homes with those in abuse-free homes, identify the extent to which domestic violence has affected child performance in school and the most affected gender. The ex-post facto design is the most appropriate design for the study because the students have been exposed to the abuse and the effects of the violence before the study retrospectively occurred.

This design is different from experimental designs, in that the treatment is included by selection rather than manipulation. In the use of the design, children from abused home and abuse-free home were identified and used in the study. Those who were from abused homes served as the "treatment group" while those in abuse-free homes served as the control group. Data were collected from these two subgroups of people to attempt to answer the research questions.

The design while useful also has some drawbacks. The weaknesses include the fact that the researcher cannot be sure whether the variable of interest causes the effects identified. Since no variable is controlled by the researcher, she cannot be sure whether the criterion (i.e., domestic violence in this case) causes the poor performance of students or not.

Population

The target population involved both male and female students from junior high school level 1-3, parents and teachers in the Bimbilla community totaling 5121. This category of the population is important for relevant information because their input as far as domestic violence is concerned gave the researcher an in-depth knowledge about the extent of prevalence of domestic violence in the

Bimbilla community. The community has 7 junior high schools. The total number of pupils in the junior high schools at the time of the study was 2,503. There were 115 teachers in the targeted schools and 2,503 parents/guardians, given a total population of 5,121 for the study. The teachers were selected to provide information on the student's performance, attitude and behaviour in class while parents gave information on the types and the most prevalent causes of domestic violence in the Bimbilla community. Parents also provided information on their perceived effects of domestic violence on children performance in school. The students, however, provided information on the types of domestic violence they have been subjected to in the Bimbilla community. Table 1 indicates the total number of students, parents and teachers in the respective schools.

Table 1: Distribution of the Population for the Study

S/N	Schools	Boys	Girls	Parents	Teachers	Total
1	Central JHS (A)	252	144	396	14	806
2	Central JHS (B)	257	110	367	16	750
3	E.P Demonstration	123	93	216	7	438
4	Islamic JHS	201	154	355	28	738
5	Jilo JHS 'A'	273	219	492	24	1008
6	Jilo JHS 'B'	228	159	387	15	789
7	Our Lady	165	125	290	11	591
	Total	**1499**	**1002**	**2503**	**115**	**5121**

Source: GES Statistic Department Bimbilla, 2008

Sample and Sampling Procedure

The sampling size for the study was made up of 150 parents, 25 teachers and 150 students. Five out of the seven junior high schools in the Bimbilla community were purposively chosen for the study. This technique was chosen because children from the five schools were perceived to have come from poor homes with most of their parents having no formal education, and so they were likely to be subjected to domestic violence. The school authorities of the five JHS fixed a day on which the interview guide could be administered in each school. In the schools, each level of the JHS students was kept in their classes during the break period. The three interviewers were assigned to each class to administer the interview guide. By face-to-face interaction, the students responded to the interview guide one after the other. Based on their responses, the students were then selected for further studies. The students were within the age range of 12-21 years and were selected from JHS 1-3. This technique was use because each child was capable of being subjected to domestic violence. Twenty-five girls and boys respectively were randomly selected from each class to participate in the study. This gives a total of 150 pupils for the study from JHS 1, 2 and 3. The parents of all the 150 students constituted the parental sampling. Sixty percent of the parents had no formal education, 20% had basic education, 8.2% of the parents had Senior Secondary education, only 4.0% had university education and some few others attended diploma and specialist training colleges. Ninety percent of the parents were, basically, farmers and traders, and 10% were into tertiary

occupation such as nursing, teaching and administrative jobs. Five teachers were randomly selected from each of the 5 junior high schools; giving a total of 25. This is because any teacher was capable of providing   information on the students. The teachers had received professional training and, at least, have a 3-year post secondary teaching certificates. Table 2 provides the distribution of the sample for the study.

Table 2: Distribution of the Sample for the Study

No	Respondents	Number	Percentage (%)
1	Parents	150	46.15
2	Teachers	25	7.69
3	Pupils	150	46.15
	Total	325	100

Source: Field data, 2010

Research Instrument(s)

Two sets of interview guides were designed to gather data for the study. Of the two sets of interview guides, the students' interview guide is made of three sections while the parents interview guide consists of four sections. Section one of the students' interview guide contains seven items that solicited data on the demographic characteristics of respondents. Section two has 8 items, which solicited information on parental responsibility towards their children and section three contains 19 items that aid students' to indicate the types of domestic

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violence they have been subjected to in the Bimbilla community. See Appendix B and C, respectively.

Section one of the parents interview guide contains five items that solicited data on the demographic characteristics of respondents. Section two solicited information on the causes of violence in the Bimbilla community. Possible causes were provided and the interviewers were requested to either tick A-Agree or D-Disagree to each of them as responded by the parents during the interview. The same scale was used to find out the common types of violence children are subjected to in the home in section three. Section four solicited parents' views on the perceived effects of domestic violence in the Bimbilla community.

Data Collection Procedure

The research data collected involved primary as well as secondary sources. The primary data were obtained from parents and pupils in abused and abused-free homes while the secondary data were obtained from the internet, manuals on domestic violence and the cumulative record cards of the students. The cumulative record card help the researcher to obtain the performance of students in English language, Mathematics, Science, Social studies and Ghanaian language.

The researcher made initial visit to each of the selected schools with an introductory letter obtained from the University of Cape Coast, Counselling Centre (See appendix A). The introductory letter facilitated the collection of data because the school authorities were convinced that the data were basically meant

for an academic purpose. The school authorities decided on when the interview guide could be administered to the students. The researcher was, practically, involved in the interview process. She also trained two colleagues to assist in the data collection. The 150 pupils were interviewed using the guide. In each of the schools, the pupils were kept in three classrooms during the break period to undertake the interview one after the other. In each classroom, the student responded to the pupils' interview guides administered by the interviewer. The pupils indicated their parents' names and homes for further study. After the interview, the pupils were classified into having come from abused and abuse-free homes. Based on their parents' information, the parents' of abused homes and those from abuse-free homes were selected for further investigation. The researcher and her assistants involved the parents in face to face interaction, where questions were read out for them to respond to according to. Their responses were immediately recorded for further analysis. Parents were not comfortable responding to questions 12 and 19-22 of the interview guide because of the sensitive nature of the questions. About 99% of the prospective respondents provided valid data for analysis.

Data Analysis

Both quantitative and qualitative methods were used to analyse the data collected. Quantitative data were analyzed using descriptive statistics, and percentages. Frequencies, percentages, means, and t-test were used to analyze the data for the various research questions. The demographic data of respondents such

as age, sex, class, occupation and the educational background of parents were analyzed using percentages. Descriptive narratives were used to analyze qualitative data gathered. .

Research Question 1 was to find out the most prevalent causes of domestic violence in the Bimbilla Community. Frequency and percentages were used to describe the data provided by parents to identify the most prevalent causes of domestic violence children are subjected to in the community. Research Question 2 required parents to answer the question "what are the common types of violence children are subjected to in their homes?" Percentages and frequency were also used to analyze parent responses on the type of domestic violence children are subjected to in the Bimbilla community.

The t-test was used to test the difference, if any, in the mean achievement scores of the abused and abuse –free students in order to compare their performance in science, Mathematics, English, Social studies and Ghanaian language. Percentage and frequency were used to analyse the responses on research question 4, to find out parents perceived effect of domestic violence on children's performance in school. Research question 5, sought to find out the more affected gender by domestic violence in school. The independent sample t-test was used to analyse the data gathered. The responses are summarized in Tables 7-15, and discussed in the following section.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to find out the most prevalent causes of domestic violence in the Bimbilla community and the common types of violence children are subjected to in their homes as well as the perceived effect of domestic violence on their performance at school. The study also compared the performance of children in abused homes with those in abuse-free homes and discusses the guidance and counselling implications of the effect of domestic violence on children in the Bimbilla community.

This chapter deals with the presentation of the results of the data analysis. The results are presented under three sections. Part one presents the demographic characteristics of respondents. The second part is based on the analysis of students' responses which is supported by information given by parents on the causes and the perceived effect of domestic violence in the Bimbilla community. The third part discusses the results and findings of the study.

Demographic Data of Respondents

Demographic information was elicited from participants. These include: age, sex, class, occupation and the educational background of   parents. The distribution of student respondents by age is presented in Table 3.

Table 3: Age of Student Respondents (Students)

Age Range	Number of Students	Percentage %
12 - 15	52	34.7
16 - 18	79	52.7
19 - 21	19	12.6
Totals	150	100

Source: Field data, 2010

Table 3 represents the age distribution of student respondents. Fifty -two point seven percent (52.7%) of the respondents were between the ages of 16-18, 34.7% were within the ranges of 12-15 and 12.7 % were above 18 years. The results indicate that the respondents are mainly minors and are likely to be subjected to domestic violence which may affect their performance in school.

Out of the 150 students selected for the study, ten students were selected from each class across the three levels of the JHS. Equal number of males and females was selected. Table 4 shows the distribution of the student respondents by sex and level.

Table 4: Distribution of Student Respondents by Sex and Class

Level(Junior High School)	Female	Male	Total	Percentage
J H S 1	25	25	50	33.33
J H S 2	25	25	50	33.33
J H S 3	25	25	50	33.33
Total	75	75	150	100

Source: Field data, 2010

Table 4 indicates an equal percentage of both genders; 50% male and 50% female out of a total population of 150 selected for the study. An equal sample of the different gender gives a fair comparison of how the different sexes can be affected by domestic violence. This was purposefully selected to find out how domestic violence can differently affect gender as well as compare their performances at all the 3 levels of JHS.

As part of the demographic information, the researcher found out the parental educational level, to identify how parents with different educational levels would respond to violence and their childrens' needs at home. Table 5 depicts the distribution of parental educational level of the respondents.

Table 5: The Distribution of Educational Level of Parents in Percentages

Level	Father (Freq)	(%)	Mother (Freq)	(%)	Total (%)
No formal Education	30	20.0	45	30.0	50.0
Middle Sch.	18	12.0	12	8.0	20.0
JHS	9	6.0	6	4.0	10.0
SSS	8	5.0	5	3.0	8.0
Specialist	4	3.0	3	2.0	5.0
Diploma	3	2.0	2	1.3	3.3
University	5	3.0	1	0.66	3.66
Total	76	51.0	74	49.0	100

Source: Field data, 2010

Table 5 presents the distribution of educational level of the parental respondents. The table shows that 20.0% of the female respondents and 30.0% of the males interviewed are not formally educated. The result also revealed that out of the total number of 150 parent respondents, only one female and five male respondents had a university degree, representing 0.66% and 3.3%. This shows a high illiteracy level of parents in the community.

The researcher solicited information on the occupational background of the parent respondents as part of the demographic information. Table 6 depicts the information obtained on parental occupation.

Table 6: Parental Occupation

Occupation	Father (Freq.)	Mother(Freq.)	Total	%
Primary	53	67	120	80.0
Secondary	10	6	16	10.67
Tertiary	9	5	14	9.33
Totals	72	78	150	100

Source: Field data, 2010

Table 6 shows that 80% of the students' parents were engaged in primary occupation such as farming, and petty trading and 20% were involved in secondary and tertiary occupations such as teaching, nursing and administrative jobs. The data show that majority of the community members depend solely on primary occupation for their livelihood. Dependent on primary occupation implies

a high level of poverty in the community. As a result, parents, therefore, may not be able to provide all the basic needs of their children, although they would have loved to do so.

Research Question 1

What is/are the most prevalent causes of domestic violence in the Bimbilla Community?

Question 7 of parents' interview guide solicited parents' views about the causes of domestic violence in the Bimbilla community. Table 7 shows the results of the analysis of parental responses to the issues of most prevalent causes of domestic violence in the Bimbilla Community.

Table 7 shows that the most prevalent causes of domestic violence in the Bimbilla community are refusal to provide housekeeping money (87%), employment of spouse (87%), role of spouse (82%) and interference by in-laws (77%). Eighty-two (82%) percent of the respondents supported the assertion that the role of spouse contributes greatly to domestic violence in the Bimbilla community. Majority of the respondent disagree to the assertion that refusal of sexual intercourse, decision making, threat of children and differences in religious practices cause domestic violence. One hundred and twenty-five (83%) of the parent respondents disagree that decision making by the spouse causes domestic violence in the Bimbilla community.

Parents were asked to specify if there were other likely causes of domestic violence that were not captured. In response, mistrust, infidelity, indiscipline at

home and poverty were identified by parents as additional factors leading to domestic violence in the home.

Table 7: Distribution of Parents Responses on the Causes of Domestic Violence

Causes of Abuse	A	%	D	%
Role of spouse	123	82	27	18
Refusal of Sexual Intercourse	25	17	125	83
Decision to have children	35	23	115	77
Interference by in-laws	115	77	35	23
Threat of children	20	13.3	130	87
Refusal to provide money	130	87	20	13
Unemployment of spouse	130	87	20	13
Dif. in Religious practice	18	12	132	88
Decision making	25	17	125	83

Source: Field data, 2010

In summary, the most prevalent causes of domestic violence in the Bimbilla community are the role of spouse, interference from in-laws, unemployment of spouse and insufficient housekeeping money. Other causes are mistrust, infidelity, indiscipline at home and poverty.

Research Question 2

What are the common types of violence children are subjected to in their homes?

Items 13-40 of students' interview guide sought to find out the common types of violence children are subjected to in their homes in the Bimbilla community. Table 8 presents the common types of abuse children are subjected to in the Bimbilla community.

Table 8: Types of Domestic Violence /Abuse Children are Subjected to in the Bimbilla Community

Type of abuse	Frequency	Percentage
Insults	40	26.6
Hitting	25	16.6
Kicking	8	5.3
Biting	1	0.6
Slapping	1	0.6
None of the above	75	50.0
Total	150	100

Source: Field data, 2010

Table 8 shows that forty children, representing 26.6% of the student respondents indicated they were verbally abused (insulted) every day in their homes and 25 (16.6%) indicated they were hit by any object every day. Eight students (5.3%) also indicated they were kicked like football once they go wrong. The data also indicated that one student representing (0.6%) was beaten occasionally and another one 1 (0.6%) was slapped in the home. Fifty percent of the students also indicated they were not subjected to any of the abuse presented.

Another form of abuse identified in the community was sexual abuse. Students were interviewed to find out whether they have been exposed to sexual abuses. The Interview Guide for which group items 30-33, were designed to solicit students' views regarding the types of sexual abuse they have been exposed to. Table 9 indicates the sexual abuse children were subjected to in the Bimbilla community

Table 9: Forms of Sexual Abuse Students are Exposed to

Forms of sexual abuse	Frequency	Percent
Sexual Harassment	40	26.6
Defilement	20	13.3
Oral Sex	2	1.3
Anal Sex	5	3.3
Rape	6	4.0
Female Genital Mutilation	2	1.3
No responds	25	16.6
None of the above	50	33.3
Totals	150	100.0

Source: Field data, 2010

It can be read from the data in Table 9 that 26.6% of the students respondents indicated they have been exposed to sexual harassment, while 20 (13.3%) were defiled. Within the year group of 12- 16, rape cases were reported by 4.0% of the respondents while 3.3% and 1.3% have been exposed to anal and oral sex, respectively. Female genital mutilation and oral sex were the least sexual abuse identified by participants in the Bimbilla community. An interview conducted with the parents surprisingly showed no corresponding confirmation of students' data. Because sex is perceived to be a shameful act in the community, the students failed to report any such abuse they encountered to the parents.

To identify whether students were subjected to psychological abuse in the Bimbilla community, items 30-36 of the interview guide were designed to seek information from students. The data in Table 10 presents students' responses to psychological abuse.

Table 10: Type of Psychological Abuse and the Number of Students Subjected to them

Forms	Yes	%	No	%	Total
Threat	75	27	75	24	150
Threat to kill	70	25	80	25	150
Threat to die and leave you alone	63	22	87	27	150
Present during fighting between parents	75	26	75	24	150

Source: Field data, 2010

The data in Table 10 show that 75 out of a total number of 150 respondents representing 50% of the total sample but 100% of the abused students were threatened by their parents and other adults in the community. Seventy of those who had been threatened received death threats. Their parents threatened to kill them. Some parents also threatened to die and leave the children. Sixty-three of the pupils were subjected to this superfluous and extreme form of deviant behaviour. Fifty percent (50%) of the students observed their parents fight at home. The responses of parents confirm the data gathered from the students.

The study also attempted to find out the parental responsibility for their children in the Bimbilla community. Interview guide items 11 -16 of the students' interview guide sought to find out parental responsibility over children in the Bimbilla community. The data in Table 11 depict the students' responses to parental responsibility.

Table 11: Distribution of People Providing the Basic Needs to the Children

Provider	Frequency	Percentage
Father	22	14.67
Mother	34	22.67
NGO	7	4.67
Guardian	25	16.67
Self	25	16.67
Both parents	37	24.67
Totals	150	100

Source: Field data, 2010

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The data in Table 11 show that 37 (24.67%) students indicated that their basic needs are provided by both parents while 25 students (16.67%) provide their own school fees and basic needs. A follow-up interview conducted with the parents is supportive of the existence of parental neglect in the community.

In summary, the findings indicate that the common types of abuse children are subjected to in the Bimbilla community are physical such as hitting, kicking, slapping, verbal (insult), sexual (defilement, rape and sexual harassment), psychological (threat and expose to parental fight) and some forms of parental neglect (denial of pupils basic needs).

Research Question 3

Is there any difference in performance between students from abused homes and those from abuse- free homes?

Students' cumulative record cards were used to gather data on the performance of abused and abuse-free students in English language, Science, Mathematics, Social studies and Ghanaian language. The information in Table 12 shows the independent samples t-test results, including means of abused and abused-free students in Science, English, Social studies and Ghanaian language in the Bimbilla community.

The results as indicated in Table 13 show that abuse-free students consistently scored higher and therefore performed better than abused students in all the subject areas under study. Specifically, the independent t-test results show that there is a statistically significant difference ($t(148)= 21.370$, $p < .05$) between the performance of abuse-free and abused students in English language. The

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abuse-free students had a mean of 68.87 and standard deviation of 8.486 with the

abused students having a mean of 40.69 and standard deviation of 7.639

respectively.

Table: 12 Independent Samples t-test of Means of Abused and Abused-Free Students in Science, English, Social Studies and Ghanaian Language

Subject	Category	Mean	SD	T	Df	P-value
	Abused	40.69	7.639			
English	Abuse-free	68.87	8.486	21.370	148	.000
	Abused	41.47	6.817			
Science	Abuse-free	67.87	9.378	19.720	148	.000
	Abused	42.93	7.123			
Mathematics	Abuse-free	69.67	8.751	20.518	148	.000
Social	Abused	42.07	6.477			
Studies	Abuse-free	72.67	7.941	25.860	148	.000
Ghanaian	Abused	50.41	5.633			
Language	Abuse-free	80.00	8.054	26.070	148	.000

Source: field data, 2010

The result also revealed that abuse-free students' performance in Ghanaian

language (Mean = 80.0, Standard Deviation = 8.054) significantly differed (t

(184=26.070 P<05) from abused students performance (Mean = 50.41, Standard

Deviation = 5.633).

In summary, abuse-free students performed better than abused students in English language, Science, Mathematics, Social studies and Ghanaian language.

Research Question 4

In which ways do parents perceive the effects of domestic violence on their children performance in school?

The research question sought to identify what parents perceived to be the effect of domestic violence on students' performance in school. The parents' interview guide item 14 was designed to seek parents' views on the effect of domestic violence on their children performance in the Bimbilla community. The data obtained are presented in Table 13.

Table 13: Parent's Perceived Effects of Domestic Violence on Child Performance in School

Perception	Frequency	Percentage (%)
Lack of concentration	44	29.00
Truancy	34	24.00
Prostitution	25	16.66
Withdrawal from school	24	16.00
Drug abuse	15	10.00
Alcoholism	6	4.00
Total	**150**	**100(%)**

Source: Field data, 2010

From the data in Table 13 one can say that the most prominent effects identified by the parents are (a) lack of concentration, (b) truancy and (c) prostitution. Withdrawal from school, drug abuse and alcoholism were also

identified by some parents as perceived effects of domestic violence on child performance at school. Lack of concentration has a percentage of 29% with alcoholism having 4%.

Research Question 5

Which gender does Domestic Violence Affect more in the Bimbilla Community?

The study also attempted to find out the more affected gender in school. Table 14 shows the independent samples t-test of mean performance of selected abused males and females in the Bimbilla community.

Table 14: Independent Samples t-test of Mean Performance of Abused Males and Females

Subjects	Category	Mean	SD	T	Df	P-value
English	Male	42.67	6.39	2.246	57	.029
	Female	38.34	8.29			
Science	Male	43.00	5.96	2.254	57	.028
	Female	39.48	6.02			
Mathematics	Male	43.83	6.78	2.700	57	.487
	Female	42.59	6.89			
Social Studies	Male	43.83	6.78	2.253	57	.028
	Female	40.00	6.26			
Ghanaian Language	Male	51.33	5.40	1.122	57	.267
	Female	49.69	5.80			

Source: Field data, 2010

The results in Table 14 show that abused male students consistently performed better than the abused female students in all the five subject areas under study. In English Language, Science and Social studies, the independent t-test results show significant difference between the abused males and females.

However, there is no significant difference (t (57) = 2.700, p< 0.5) between the performance of abused males and abused females in Mathematics and Ghanaian language. The abused males had a mean of 43.83 and a standard deviation of 6.78, and their female counterparts had a mean of 42.59 and a corresponding standard deviation of 6.95 in Mathematics.

Discussion of Findings

The most Prevalent Causes of Domestic Violence in the Bimbilla Community

The study revealed the role of spouse, interference from in-laws, unemployment of spouse and insufficient housekeeping money as the major causes of domestic violence in the Bimbilla community. Decision making, refusal of sexual intercourse, differences in religious practice and threat of children were not considered by parents as the major causes of domestic violence.

The Bimbilla society placed premium on spousal roles. These roles are categorically defined as a man or a woman's role. In the Bimbilla Community a woman is recognized as the backbone of the family because of the important roles she plays in the society.

The mother provides her child with the inner sense of security when satisfying his/her physical and emotional needs as a result of her direct adhesion to the child body during pregnancy and at breast feeding. Children are believed to

imitate the mother more than any other person around them. A mother is often blamed for any mistake on the child's part. A woman is, therefore, responsible for the training of the children in the home to become useful to the family and the nation in the future. She is also to cater for the physical, emotional and the spiritual needs of the family. She is again expected to inculcate in the children the virtues of obedience, tolerance, love, kindness, discipline, responsibility, and honesty and above all the fear of God. Children who have imbibed these virtues grow up to become responsible citizens who will avoid social ill which are inimical to societal peace, progress and stability. This findings agrees with Freeman's (1985) findings that women role by commenting that "it is mothers who take time out of the labour market to care for pre-school children, who reduce their hours of work to provide for children out of school hours and school holidays, and who are more likely than fathers to take time off work when the child is ill" (P 43.)

In the Bimbilla community, the father's responsibility is to provide shelter, foodstuff, clothes, housekeeping money and education for the children. Husbands are the heads of the family and provide security for the entire family. The father support and re-enforce mother's power in the process of training of the children in the home. Also the naming ceremony of a new born baby is done by the father, a time to justify his manhood.

It was realized that the role of the spouse contributes to the major causes of domestic violence in the Bimbilla community. One hundred and twenty-three respondents (82%) supported the assertion that the role of spouse contributes

greatly to domestic violence in the Bimbilla community. According to a male respondent, a woman is in charge of home management and she is expected to use the available resources effectively to cater for the family. Besides every successful man there must be a woman, so an adage says. Therefore, a woman who does not meet the mentioned qualities is said to be irresponsible and does not deserve to be a wife. Such a woman has neglected her role as a woman which can lead to violence at home.

Another male respondent lamented that *I will pounce on a wife who fails to cook   food for me and the children. A woman who fails to nurture children and keep the home environment clean is only asking for beating. Such a woman has ignored her role as a mother and must be sent back to her house.*

On the other hand, a female respondent also stated that a man is the head of the family and so must greatly undertake his role in the home. Men by nature of their work have no time for home management, they only provide the money and the resources. To her, the man must provide shelter, foodstuff, clothes and education for the children. If a man refuses to undertake his role then he is seen as a useless and irresponsible man. Such a man is simply calling for trouble at home. This implies that both couple will resort to violence if a spouse fails to perform or is unable to undertake his/her role.

This support Blyth, Yvonne and Clark's (1993) finding, which states that a man may resort to violence if his power and privileges are challenged, and if other strategies have failed. It also agrees with their finding that states that violence

may itself develop in association with threat when women do not do what men expert in terms of child care and house work.

Seventy-seven percent of the respondents (77%) supported the assertion that interference of in-laws greatly contributes to domestic violence in the Bimbilla community.

In the Bimbilla community, marriage is not between just a man and woman but two families, both the man and the woman need to build their relationship while taking care to maintain relationship with other family members, especially parents- in- laws. Domestic violence can arise when in-laws lend money to a new couple with subtle expectations attached, like visiting more often couched with reminders about the help they have given. Also some couples who have young children and not much money are forced to call on their parents or in-laws for assistance for the children. Whilst they fall back on this family, it turns out into a problem later as the more the grandparents or aunts and uncles see off the children, the more they will feel they have a say in you and your children's lives. A female respondent lamented:

"When we got married, my husband and I had some financial difficulty and so we mostly rely on his family for financial assistance. They used to tell us how to use the money, and what cloths to buy. Today things are better and we do things on our own. My in-laws still want to decide for us and criticize as well. I am afraid sometimes to put on expensive clothes because each time I do, my in-laws claim I use their brother's money in buying such cloths. Even though I make

my own money now, I am not comfortable using the money, because my in-laws

will criticize me."

Many in-laws decide what should be eaten, the life style of a spouse, the type of friends a spouse must keep, the choice of education and the type of house a couple acquires. Many in-laws interfere in marriage because they believe the man is the head of the family and the founder of the family resources and so has the complete control over the family resources. The woman, however, must make access possible to her matrimonial home to her family. Because of these beliefs, in-laws interfere in marriages to either protect or acquire resources for their wards. The process of in-laws interfering in marriages could lead to disagreement between the families which at the end lead to violence. This finding agrees with Glenn's (1987) findings that state: "a family is viewed as an area of super-ordinate and subordinate in terms of the relationship between husband and wife, and, therefore, characterized by conflict" (P 348). For instance, social inequality is seen at play in the sharing of family resources. Where domestic labour is pooled within the family, men are seen to claim a greater share of domestic resources, irrespective of who brings it in.

One hundred and thirty (83%) of the parent respondents responded that unemployment of spouse contributes to domestic violence in the Bimbilla community. Almost all the parents interviewed identified unemployment as a serious cause of domestic violence. They explained that unemployment is the root of poverty and a fuel for child molestation. Unemployment does cause relationship tensions and insecurity. It makes an individual to denial him/her self

which turns to anger and frustration. One tends to continuously blame others or something around. A respondent said:

"Because of poverty, I am not always able to provide money for the house upkeep. I feel embarrassed when the children are sent back home because of PTA and other levies. I sometimes get angry and frustrated. The woman and the children do not even respect me because I am not employed. There is always misunderstanding in the house. I am searching for a job and I know that when I am employed, my voice will be heard".

It was observed that many parents were not able to provide the basic needs of their children. Parents who are not employed find it difficult to provide their children with the basic necessities of life. Therefore, parents are compelled to engage their children, mostly, the female, in petty trading or withdraw them from school. Others migrate to cities as head-porters or house helps of well- to- do families. They return home with money and personal belongings to support their parents and themselves. Some children are either made to sell iced water and some items of parents on market days or are made to take care of their siblings to enable the mothers go to market or farm. Children facing these difficulties will not get time to study on their own and also to attend extra classes. A student lamented:

"No extra classes, I go to help my Aunty to bake bread, they make me cook, I will be beaten if I say I am going for extra-class and when they are angry they withhold food from me".

This practice is cruel and inhuman. In this technological world where civilization is the order of the day in most communities, Bimbilla seems to be an exception. This affects the quality of life of the children. The children suffer stress and social isolation. It also provides bait for children to engage in illicit activities which lead to poor performance in school.

This practice is criminal according to Act 560 of the Children's Right in the Constitution of Ghana and Child Labour Sect. 87-9-, which states, "No person shall engage a child in exploitative labour". According to the Act, labour is exploitative if it deprives the child of health, education or development (Ebenezer, 2007). Due to poverty, parents are compelled to engage their children in exploitative labour, neglecting their future. Collins (1988) attests to this finding by stating that if financial or work pressure begins to build, it is easy to take this out on family members. Gil (1970) added that, perhaps the feeling of having lost control over one's resources is relieved by using force against powerless children. In psychology, this behaviour is called catharsis, which is the alleviation of unconscious fears, drives, or conflicts by giving them conscious expression. In a stressful situation when children are abused, the parent is projecting the blame on them for unemployment. It is like "if I didn't have a family to support I wouldn't be in this predicament."

The occupational background of the parent respondents revealed that most of them were engaged in primary and secondary occupations such as farming, petty trading, teaching, nursing and administrative jobs. Majority of the community members depend solely on micro or subsistence farming and petty

trading for their livelihood. The result, however, is the high level of poverty in the community. The net effect is that parents may not be able to provide all the basic needs of their children, although they would have loved to do so. This explains why some children live on 'saakunli', roasted legumes and cereals. Children are likely to be withdrawn from school to be used as sales agents in order to supplement the house income. And most children are equally likely to become school drop outs and truants as a result of poverty.

On the contrary, some parents were not poor but were reluctant to provide the basic needs of their children. Some well -to-do male parents would prefer marrying an additional wife to paying the children's school fees. Their female partners would equally prefer English bowls and Hollandaise (expensive clothes) to paying school fees. Some of them eat at home and come to school with money, some are given money to buy food at school during the break period. And it was also realized that many of them eat what the natives call ''saakunli'' meaning over-night ''tuozaafi'' (TZ) and roasted legumes and cereals. These unfortunate children live on the ''saakunli'' throughout the day only to take supper in the evening. A JHS student had this to say: *I only take 'saakunli' at home and stay with it for the day. That is why sometimes I pick people's money or I beg for food during break. I cannot understand what the teacher teaches when I am hungry.*

This finding explains vividly the level of poverty and parental neglect in the Bimbilla community. A man is seen to be responsible when he is able to provide for and takes care of his family. He should love his wife, take care of her, provide guidance, protect her and see to it that she develops her full potential and entire being. A man is also responsible as a father to his children to provide for them

and protect them; to give them love and guidance; to teach and discipline them; to be available for them and raise his children. In the Bimbilla community such men are seen as 'ideal men'. Most men, even though rich do not see the need to provide and support their wives and children. They put premium on the number of wives, children, livestock and food stuff, instead of paying attention to their wives and their children's wellbeing.

Many mothers as a result, engage their wards in petty trading to support the little income they make. Also, most families send their daughters to urban areas to live with more affluent families to serve as domestic workers, for a minimal income sometimes. Others serve as 'kayayoo' that is, head- potters in the cities for income to either support pay their school fees or purchase what they call 'taalia' that is, things they need in their husbands home as a way of preparation to go in to marriage. These have contributed to the higher rate of abuse in the Bimbilla community. Many girls in an attempt to support their parents fall in the hands of 'wicked selfish men' who either defile or rape them. The children become drop outs, drug addicts, prostitutes and engage in other social vices. That is why Smart (1993) asserted that men's violence especially in the forms of rape and pornography lies at the very heart of patriarchy and its perpetration. A female respondent lamented:

"We are not like the Akans or the 'Awuraba' whose husband provides 'chop money'; our chop money is a bag or two bags of grains for a season and the rest are left for us to provide ingredients all year round. You dare prepare unpalatable soup, you will be beaten".

These behaviours lead some unfortunate women into prostitution or push their girls into sexual abuse as many a times they are forced to send these children to

ask for money for them. Some also link their children to rich men so that they come home always with money. In the process of gathering information, the researcher was surprise to hear a mother asking her 14 old girl whether she was not going out at night. This behaviour is uncalled for, and put many girls at rick of sexual abuse. Another female respondent said:

"I have three children who are out of school, the senior girl is currently in Kumasi doing 'kayayoo' to buy her things because she is getting married very soon; the second one helps me to sell koko and the third one is a boy who helps the father in the farm because he said he could not pay his school fees any longer yet he has just married a small girl of my daughter's age."

On the contrary, some few women indicated that even though their husbands do not remit them often, they take keen interest in their children education. This finding agrees with Smart's (1993) assertion that states, the fathers work is to maintain his version as proper family head. His wife and children must be trained to his standards of decorum. If he feels the need to use physical force to maintain the version, then he has had considerable social support.

It was realized that no woman had the right to negotiate for sex. All she needs to do is to give in for the man, whether she is ready or not and the woman sees no need for negotiation. The women themselves see sex as a means for child birth and not for enjoyment. A male parent has this to say:

"*The children's mother cannot deny me sex. She was married to satisfy me in bed, cook for me and to have children.*"

The old adage that women have nothing to say still exists in the Bimbilla community. About 100% of the respondents disagree to the assertion that decision making contributes to domestic violence in the community. A widow stated that: "*Decision making in the home is the responsibility of the man, it is necessary when you are without a man*".

The perception that 'women have nothing to share' had left many women with rich and excellent ideals in the community not utilised.

One hundred and eleven parents refute the view that threat of children is a domestic violence. Such parents see children to be their property and, therefore, can threaten and manipulate them to suit their whims and caprices. This finding agrees with Coker's (1999) findings that some parents have it that children are their property and can use them the way they like. Roberta's (1993) postulation is also confirmed by this finding by revealing that general cultural values such as the view of the child as a property contribute to the causes of child maltreatment.

The Common Types of Violence Students are Subjected to in their homes

The study revealed that verbal, physical, economic, sexual abuse and parental neglect are the most prevalent types of abuse in the Bimbilla community. Verbal abuse seems to be permissible in the Bimbilla community. Many parents and husbands inflict emotional pain and mental anguish on their children. Most parents and husbands express their anger by withholding themselves from their children and wives. Such parents avoid talking to those they are angry at until the anger is over. They do not inform the victims where they went wrong. Most perpetrators of verbal abuse in the Bimbilla community also harass, blame and

use putdown words on the victims. Words such as 'jaamulo', 'Paakuaw', 'paabiaw', 'Sheaje', meaning slut, slim, ugly woman, fatherless child, respectively on children and women.   In the Bimbilla community most children are threatened   by their parents to either kill them or die and leave them alone. Pressure of poverty due to lack of employment has contributed to some parents accusing and yelling at their children wrongly. A female student lamented:

"I stay with my father and his wife, when they are angry, they sometimes deny me food. My step mother does not sometimes talk to me and she will not also tell me what I did to her. If I decide to ask her what I did wrong, then she begins to call me names. When I tell my father about it, he tells me I am the cause. He always blames me wrongly."

The children in the family learn from the behaviours of their parents and practice them wrongly. They accuse, blame and insult their sibling or their colleagues at school. Some even tell lies for others to be punished and to escape punishment themselves. This result agrees with Collins (1988) findings that state children who are abused or who observe violence in their parents, often become abusers in later life and that whenever people get really frustrated, a common reaction is to respond to these feelings by verbally or physically lashing out at some other person or object.

Another form of verbal/psychological abuse women are subjected to is phone withdrawal. Under this form of abuse a man calls the wife on a phone to accuse or blame her for doing something wrong. He does not ask for the view of the woman on the problem at hand but quickly goes off the phone after he has

made his point. The woman harbours this psychological trauma several weeks until the man gets over his anger and decides to talk to her again. Because the community is, basically, a polygamous one, men can go for months without talking to a wife who incidentally makes a mistake. Females under this psychological trauma transfer their anger on the children at home, either by physically abusing them or shouting at them carelessly. A female respondent observed:

'*Whenever my husband is angry, he refuses to talk to me for several months and he does not eat my food. Since we are four wives, his attention will be shifted to the other women until his anger is over. He can also call me on the phone and insult me but will not allow me to explain myself*'. *When this happens, I get angry within and begin to beat the children. In fact, my marriage is more than hell. My husband can be described as a lion in human clothes. He always looks for the slightest excuse to pounce on me.*

Many parents used withdrawal of privileges as a way of responding to their children when they are provoked. What the parent identified as privileges are what can be referred to as, the 'touching, immediate and pressing needs of the children' and once these needs are denied then their rights for survival are hindered and for that matter they have been subjected to parental neglect which form part of domestic violence. A follow up interview conducted with the parents is supportive of the situation of parental neglect in the community. Many children support themselves by involving in petty trading and farming. Students are sometimes withdrawn from school to enable them gather enough money to pay

their school fees and to complement home finances. This means that some parents transfer anger on their children because of poverty, environmental stress and frustration resulting from polygamous marriages. Collins (1988) findings attest to this by stating that when life's stresses are added to feelings of inadequacy and lack of parenting skills, child abuse and neglect may be the result. Families who have emotional and financial problems, stress, lack of knowledge about child development, and who are immature, may neglect or abuse their children.

Physical violence is seen to be permissive in the Bimbilla community. Beating is veiled under such terms as chastisement, discipline or correction which are viewed as both parental /spousal right. When a child commits a mistake a parent or any adult in the community can beat him/her without mercy. Many children stay away from school for several weeks because of injuries obtained from beating, all in the name of discipline. During the researcher's interaction with the students, she realized that a student had a broken hand and a follow-up interrogation revealed that the student was severely beaten by his father because he refused to go to the farm and rather went for extra classes. Many parents believe that the only way to discipline a child and a wife is to beat and hurt them. Bimbilla community is basically made of Muslims, where many children attend Arabic instruction. In the school, the main tool used to discipline children is the cane. Because of the frequent use of the cane in the schools and the community, children do not take adults who do not use the cane serious. The children themselves do not recognize beating as a violent act but they see it as a means of

discipline. Also many men beat their wives in the same way they beat their children. The researcher was not surprised at this result because the literature indicated that some women prefer their husbands beating them since it is the only means by which the men can pamper them before making love to them. This confirms Coker's (1999) findings that some women still have it that it is right for a man to abuse women. The final report of the Ghana Multiple Cluster Survey (MICS) of 2006 has revealed that a higher percentage of women accept wife beating as justifiable. Also a child is considered the property of the parents and must be maintained as liked by parents and that a child must feel pains as a consequence of bad action.

Even though students were subjected to physical abuse, it was observed that pushing, hair pulling and arm-twisting were not common in Bimbilla Community. Another form of physical abuse that was not commonly used in the community is slapping. Although some parents admitted slapping their children, it was not a common practice. Only 1% indicated that they sometimes slap their children once they were provoked. The research revealed that an indigenous Nanumba man does not slap, he will prefer the use of cane instead of slapping. Once the typical Nanumba man slaps a child, that child is likely to die instantly. It is believed that most men in the community possess some spiritual power known as 'tim' which can easily damage the brain of a victim once slapped. As such many parents would avoid slapping, irrespective of the magnitude of provocation.

Another type of abuse common in the community is sexual abuse. It involves a direct sexual contact with children and adults of opposite sex. Many

girls and women have been sexually abused in the Bimbilla community. The victims are abused either by their friends, family friends, by some responsible men and some few irresponsible teachers. An interview conducted with the parents surprisingly showed no corresponding confirmation of students' information. This shows that victims do not inform their parents about the incident as such the parents were not aware of their children being subjected to sexual abuses. Victims keep silent over such incident for fear of blame and mockery. This shows no or little parental supervision and poor parental relationship with their wards. At night and in the day (during the time of selling) these children are exposed to perpetrators. They end up being harassed and abused by their peers and older people in the community. These students are abused by people who know them and have power over them. And mostly make the people feel that they cannot resist their sexual advances. The victims are sometimes induced with money, books and expensive gifts, and in turn ask for sex as a reward. They may, therefore, be traumatized and unable to concentrate in the classroom. A female student said:

'I am in JHS 2, but have given birth to a baby boy. Before the incident, I was helping my mother to sell 'koko' (porridge) at the market after closing from school. Sometimes the young men buy and give back the balance to me. It continues until one day, my baby's father invited me to his house to help him wash his dirty cloths. I use to play with my friend after selling the porridge and so I took advantage of that and snick in to his place. At his place he forced me into his bed and made love to me. He then asked me not to tell any body. In fact it was just

once and I became pregnant. Thank God, my mother is taking care of the boy and

I am back to school'.

The few irresponsible teachers who sexually abuse school girls do that with threat. They threaten to fail them if they refuse to have sex with them. Many of the girls are not assertive and mostly adopt passive negotiation in negotiating for sex. The teachers take advantage of these girls and make love to them. Some unfortunate ones too are fondled and kissed by these teachers in their homes and offices before they let them go. This behaviour is dangerous and can expose girls to acquiring sexually transmitted diseases such as HIV and AIDS, syphilis, and others. Coker (1999), Ogata (1995) and Renvioze (1993) attest to these findings by stating that statistically, more women and girls have been sexually abused than boys and that medically, the victim is likely to be infected with HIV and AIDS, sexually transmitted diseases (STD) or have mutilated genitalia, pregnancy, abortion, menstrual disorder, severe abdominal pains in the case of girls or females and self-mutilation as a result of psychological trauma.

The Difference in Performance between Children from Abused Homes and those from Abuse- free Homes

The results revealed that there was a statistically significant difference in the performance between children from abused homes and those from abuse -free homes. The abused children performed consistently lower than the abused –free home children in all the five subject areas with the difference being statistically significant in English language, Science and Social studies.

Many children were subjected to all sources of violence including psychological/ emotional, physical, sexual and verbal violence. These types of violence may tend to have tremendous effects on learners and go a long way to affect their academic performance. A parent lamented:

I am a teacher but sometimes find it difficult to help some students learn in the class room. Some of these students are seen in the class physically but psychologically absent. There is no amount of explanation that can make them understand what you teach. They come to school looking confuse with torn uniforms and bags. Many of such students do not understand anything taught in the class because they come with their problems from home.

In class, abused students hardly concentrate. They rather focus on their problems and difficulties they faced hoping that one day their troubles would be over. As such, they may adopt forgetfulness as their defense mechanism and end up being poor at school. These factors, however, might have contributed to the poor performance of the abused students in the various subject areas. It can also be concluded here that domestic violence (abuse) has some influence on the academic performance of children in school. This finding agrees with Ogata's (1995) that children who adopt forgetfulness as their defense mechanism may end up being poor at school. This eventually leads to intellectual deficiency and 'academic dumpiness' (Ogata, 1995). He added that a victim may be seriously affected by stigmatization or ostracism by the community. Such a child is likely to be deprived of education, employment and other forms of assistance and protection in the community. These abused students will at the end be withdrawn

from school if serious measures are not taken to address their poor performance in school.

The Ways Domestic Violence Affects Students' Performance in School

The data indicate that parents identified prostitution, alcoholism, truancy, drug abuse, lack of concentration and withdrawal from school as the consequences of domestic violence on children. When parents were asked to identify what they perceived to be the effects of domestic violence on their childrens' performance, many of them did not know that their attitudes and responses to their children could influence their children performance in school. Health (medical) and physiological effect as identified by Ogata (1995) as the effects of domestic violence on children were not mentioned by the parents. This means that parents may subject their children to some forms of domestic violence without knowing. It also implies that the poor performance of students in the Bimbilla community as indicated from the data gathered from the GES office Bimbilla, and the high rate of drop out in the community is partly a result of domestic violence meted out to students by their parent in the Bimbilla community.

The Gender Affected More by Domestic Violence

The results of the study show that abused male students consistently scored slightly higher than the abused female students in all the subject areas under study as indicated in their cumulative record cards.

These findings seem to indicate that girls in the community are subjected to and respond to domestic violence than their male counterparts since the abused

females scored lower than their male counterpart in the subjects of study. Females are involved in more selling both during the day and at night. Contrary to what happens in the southern part of the country, males are not made to sell certain things in the northern part of Ghana, especially in the Nanumba community. The male child who is made to sell things and do house chores is said to be a 'Doloo', implying he will grow to be a weak man. As such the female child is used to do more house chores and fetch fire-wood and prepare the day's meal although they are to her disadvantage. Despite the fact that both sexes are subjected to domestic violence, due to the responsibilities of the female students, the effects of domestic violence on them is more than their male counterparts. This might have reflected on their low performance in the subjects under study. This agrees with the finding of Finkellor as cited in Glaser and Frosh (1988) which states that abused girls are prone to negative mood and cognitive instability to interpersonal problems coupled with disturbances and psychotic which finally affect their performance.

Implication for Guidance and Counselling

The responsibility to end domestic violence against children rests with school counsellors working in collaboration with policy makers, the government, teachers and parents to enact laws and policies to combat domestic violence in the country as a whole. This means that all schools should have well trained counsellors or para-counsellors to help render the necessary services so as to combat domestic violence and reduce its effects in the Bimbilla community.

It was realized from the study that there have been some effects of domestic violence on students' performance in the Bimbilla community.

Therefore, stakeholders in education and other agencies interested in combating domestic violence should find solutions to students' difficulties in order to improve their performance in school.

The majority of student respondents were within the age range of 16-18 years. It implies that the student respondents are adolescents who are characterized by the feeling of breaking childhood ties of emotional dependency and becoming capable of functioning autonomously. During this process, the adolescent rejects their parents and teachers ideas which eventually lead to violence. This implies that counsellors should offer more preventive counselling, using information and consultation services to improve parents' knowledge on adolescence behaviour to understand their developmental characteristics to avoid violence at home.

The home environment of the children influences their thinking and their behaviour pattern in their community. Parents, therefore, have significant role to play in the success of their children education. Since children begin learning from home, they are likely to model behaviour and exhibit it in later life. As such there should be an effective consultation between parents and school counsellors so that parents are informed and reminded of their roles to improve their children's education through:

1. Providing parental care and love because every child needs care, love, support and freedom to enjoy childhood and have meaningful life in adult hood.

2. The provision of materials such as books, uniform, pens and pencils in school to facilitate learning.

3. Providing good meals for their children's nutritional needs because a good balance diet is important for the balanced development of every individual.

4. Creating conducive and effective home environment for the students to study after normal classes in school.

5.   Cooperating with counsellors in terms of vocational and placement counselling in the process of selecting courses and schools that best befit their children's strength.

The research revealed financial difficulty and unemployment for spouses to be one of the causes of domestic violence in the Bimbilla community. Counsellors should assist parents to acquire financial support from NGOs and other financial institutions to help boost parental employment to minimise spousal abuse and maltreatment of children. Living within financial limits can be a subtle way to minimize poverty, anxiety and distress.

Children who are exposed to physical and verbal abuse are emotionally affected. Gadagbui (2003) asserts that a child subjected to physical and emotional abuse is afraid of adults' repetition of the same punishment. This can lead to hatred and school neurosis, school dropout and temporal loss of attention span, poor memory and dislike for parents, siblings and subjects. School counsellors should, therefore, employ strategies to educate parents to know the effect of corporal punishment on children which eventually lead to physical abuse and at the long run affect children's performance in school.

Additionally, the research also revealed a high parental neglect in the community. Majority of the students were responsible for providing their basic

needs and in the process they are likely to get themselves involved in sexual activities with old men and women who can provide their basic needs. There should be an effective sex education and counselling services for all students within and around Bimbilla community to address this societal problem. Also, counsellors should train students in assertive skills in sexuality to enable them negotiate for sex and practice safe sex in adulthood and say 'NO' without any fear.

Counsellors in collaboration with Family Tribunal, Department of Social Welfare, law enforcement agencies, religious bodies and NGOs must intensify advocacy on the need to respect and put to practice the Children's Act, Act 560, that states that the best interest of the child shall be paramount in any matter concerning a student and the best interest of the student shall be the primary consideration by any court, person, institution or body (The Children Act 1998). This will protect students from hardship situation in their communities and develop their interest in learning.

Finally, school counsellors should liaise up with the media to broadcast educative programmes on domestic violence and how parents can manage environmental stress and other agents of domestic violence and its effect on students' performance in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents the overview of the study, the findings and draws conclusions based on the findings. It also offers relevant recommendations for stakeholders in education in combating domestic violence in the Bimbilla community. The study aimed at identifying the most prevalent causes of domestic violence in the Bimbilla community, and the common types of violence children are subjected to in their homes. The study compared the performance of children in abused homes with those in abuse-free homes in English, Mathematics, Science, Social studies and Ghanaian language; identified the extent to which domestic violence has affected child performance in school and the most affected gender of domestic violence in the Bimbilla community. The guidance and counselling implications of the effect of domestic violence on children in the Bimbilla community are also discussed.

The ex -post facto design was adopted in carrying out the study. Both the probability and non-probability methods of sampling were used to obtain the sample for the study. For example, purposive sampling technique was used to select parents and students for the study. Students, parents and teachers in the five out of the seven JHS in the Bimbilla community constituted the population of the

study. There were 150 pupils, 150 parents and 25 teachers, given a total population of 5121.

Interviews were the main procedures used for data collection. Two different sets of interview guides were designed and used to collect data from parents, students and teachers. The researcher also collected student performance data from the cumulative record cards of students of the abused children and those from the abuse- free homes. Both quantitative and qualitative methods were used to analyse the data collected. The quantitative analysis included descriptive statistics, tabulations, percentages and t-text while the descriptive narratives were also used to analyze qualitative data gathered from the students and their parents.

Key Findings

Insufficient housekeeping money, Unemployment of spouse, role of spouse and interference by in-laws were identified as the major causes of domestic violence in the Bimbilla community.

The study revealed a high prevalence of domestic violence and the most common type of abuse children are subjected to in the Bimbilla community are verbal, physical, sexual and psychological. It was found out that the abused males performed better in English, Science, Mathematics, Social studies and Ghanaian language than the abused females and for that matter the abused females is more affected than their male colleagues by domestic violence.

Parents and teachers mentioned mistrust, infidelity, indiscipline at home and poverty as the likely causes of domestic violence. Verbal, physical, economic and sexual abuse were the most prevalent types of abuse identified in the Bimbilla

community. The researcher sought to find out the tool used to punish the students in the community. The abused students identified cane, belt, withdrawal of food and insults as the main ways used to punish them. It was also observed that pushing, hair pulling and arm-twisting were not common in Bimbilla Community. Prostitution, alcoholism, truancy, arm robbery and lack of concentration in the classroom were identified by some parents as the consequences of domestic violence on students, which affect their performance in school. Early marriage and withdrawal from schools were also identified by parents and teachers as the ultimate consequences of domestic violence and low academic performance.

Conclusions

There has been a high prevalence of domestic violence in the Bimbilla community, with verbal, physical, sexual and psychological being the most common types of abuse students are subjected to. The major causes of domestic violence in the Bimbilla community include insufficient housekeeping money, unemployment of spouse, role of spouse and interference by in-laws. Prostitution, alcoholism, truancy, arm robbery, lack of concentration in the classroom, early marriage and withdrawal from schools were the perceived effects of domestic violence on academic performance of students in school, in the Bimbilla community. The female students were the most affected gender, as their male counterparts performed better in English, Science, Mathematics, Social studies and Ghanaian language.

Recommendations for Policy and Practice

Based on the findings of the study, the under listed recommendations have been made for stakeholders in education and other agencies interested in combating domestic violence so as to find solutions to students difficulties in order to improve their performance in school.

1. The GES should recruit more counsellors and post them to schools particularly in the Bimbilla community to organize vocational, social and educational programmes for students and community members to improve on their relationship and the individual needs so as to avoid domestic violence and its effects on children's performance.

2. Meanwhile, Counsellors available in the schools should embark on consultation service to provide information on adolescence behaviour to parents so that they understand the developmental characteristics of their children to avoid violence at home and to ensure effective parenting.

3. Counsellors should also provide an effective sex education and counselling services for all students within and around Bimbilla to address the issue of sexual abuse and harassment.

4. Guidance and Counselling coordinators should train students in assertive skills in sexuality to enable them negotiate for sex and practice safe sex in adulthood and say 'NO' without any fear.

5. Counsellors should provide information services to assist parents to acquire financial support from NGOs and other financial institutions to help boost parental employment to minimize spousal abuse, maltreatment

of children and it effect on performance. Once the parents are employ, children will remain in school, instead, of parents withdrawing them from school to sell and go to farms in order to supplement home finances.

6. The right of the child should be enforced. Counsellors, Domestic Violence Victim Support Unit, Family Tribunal Department of Social Welfare, Federation of International Women Lawyers, and religious bodies must intensify advocacy on the need to respect and put into practice the Children's Act, Act 560.

7. Finally, female education funds and scholarship schemes should be instituted in all districts to assist females who are less privileged and orphans to be able to continue with their education in the Bimbilla community. The Government and philanthropists should establish more training centres to enrol students who are out of school to equip them with basic skills to make them useful in life.

Areas for Further Research

The following areas of further research are suggested:

1. Future and prospective researchers interested in combating domestic violence should extend this study to the primary schools so that the effect of domestic violence on the pupils would be curtailed before they get to JHS.

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APPENDICES

Appendix A

Introductory Letter

Interview Guide for Students'

Interview Guide on the causes of Domestic Violence and its Perceived Effects on children's performance

The interview guide is to solicit information on causes of domestic violence and its effect on child's performance in the Bimbilla community. Please provide answers to the items for the following. The information you provide would be treated as confidential and your identity will not be disclosed to any other person. Please, respond to each item only once.

Section 1

Demographic characteristics

Personal data

1. How old are you?

   a. 12 -15   ( )

   b. 16 -18   ( )

2.   Sex.

     Male   ( )

     Female   ( )

3. In which class are you?

School	Year
	J.H.S 1 ( ) J.H.S 2 ( ) J.S.S 3 ( )

4. What is the occupation of your parents?

	Tertiary occupation e.g Manager of a company.	Secondary occupation e.g Teacher/ Nurse	Primary occupation e.g farmer, Trader
Father			
Mother			

5. What is the highest educational level of your parents?

	No formal Edu.	SSSCE ('O' Level, 'A' Level)	Specialist	Diploma	B.A /B.E.D	M.A./ MPHIL
Father						
Mother						

6. Do your parents stay together? Yes (   )

                                                    No   (   )

7. Whom are you staying with?

- Both parents (   )

- Father   (   )

- Mother   (   )

- Aunt   (   )

- Uncle   (   )

- Sister   (   )

Section 11

Parental Responsibility towards children

9. How do you come to school every morning?

- Walk to school (   )
- On a bicycle   (   )
- Motor bike   (   )
- Car   (   )

10. How do you eat in school?

- Come with food and money to school (   )
- Buy food in school   (   )
- Eat at home before coming to school (   )

11. Who provides books,   pens, school bags and pays your school fees and uniform.

- Father   (   )
- Mother   (   )
- NGO   (   )
- Guardian (   )
- Self   (   )
- Both parents   (   )

12. How many times have you been taken away from school?

- Ones in a week   (   )
- Twice a week   (   )
- Only market days   (   )
- 7 days in a moth   (   )

Any other specify --------------------------------------

13. What do you do after classes? …………………..

14. Do your parents allow you to attend extra- classes?

Yes (   )

No (   )

15. If no as in Q14 above, what would they prefer you doing at home?

Section 111

Types of Domestic Violence (Abuse)

16. Some people think it is acceptable to punish a child to change a behaviuor.

Which of the following punishment have you been subjected to? Tick where applicable.

- Insults   (   )
- Punching   (   )
- Slapping   (   )
- Kicking   (   )
- Beating   (   )
- Biting   (   )
- Hitting   (   )
- Withdrawal of food   ( )

17. What was mainly used to punish you?

Stick / cane   (   )

- Belt   (   )
- Hand   (   )
- Stones   (   )
- Withdraw of food   (   )
- Talk to   (   )

19. How often have you been punished?

- Every day   (   )
- Twice a day   (   )
- Once in a week.   (   )

-

20 .For what reason where you punished?

- Refusal to go to school ( )
- Refusal to fetch water ( )
- Refusal to wash utensils ( )
- Wanting to go to extra- classes. ( )
- Any other specify ----------------------------------

21. A parts from your parents has any member of the community beaten you?

- Yes ( )
- No ( )

22. Have you ever been injured or suffered bodily pains during any of the physical dispute? Yes ( )

No ( )

23. What was the form of injury?

- Broken bones ( )
- Open injuries ( )
- Bruises and body pains ( )
- Broken teeth ( )
- If any please specify. ---

24. Has the injury ever prevented you from going to school?

Yes ( )

No ( )

25. If so as in (22 above) did you seek treatment?

- Yes ( )
- No ( )

26. If not as in 22 above), why did you not seek for treatment?

27. Has any man/woman/ teacher/ boys/ girls in school, community and home ever forced you to touch your private parts?

- Yes ( )
- No. ( )

28. Which of the following have you experience?

- Rape   ( )
- Group rape   ( )
- Force sex   ( )
- Defilement   ( )
- FGM.   ( )
- Insertion of object into the genital   ( )
- Oral sex   ( )
- Anal sex   ( )

29. Does your parent prevent you from playing with friends?

        Yes   ( )

        No   ( )

30. Do your parents threaten you?

        Yes   ( )

        No   ( )

31. What was the threat about?

     a. to die and live you alone   ( )

     b. To kill you.   ( )

32. Have your parents refuse to talk to you before?

        Yes   ( )

        No   ( )

33. How many times does that happen in a week?

        Every day   ( )

        In every two days   ( )

        Once a while   ( )

34. Have you ever observed your parents fighting before?

        Yes   ( )

        No   ( )

35. What have been your feelings each time it happens?

- Weep.   ( )
- Hide   ( )
- Imagine in the class room   ( )

If any specify --

Parents' interview guide

Interview guide for Parents on Causes of Domestic Violence and Its Effects on Children's Performance

Introduction

The interview guide is to elicit information on causes of domestic violence and its effect on child's performance in the Bimbilla community. Please provide answers to the items for the following. Do not write your name. The information you provide would be treated as confidential and your identity will not be disclosed to any other person. Please, respond to each item only once. The interview guide is grouped into 4 sections.

Section 1

Personal Background Information

Respond by ticking the appropriate box or provide information.

1. Gender: Male   (   )

        Female   (   )

2. Marital status:

        Married   (   )

        Separated   (   )

        Divorced   (   )

3. Academic and professional qualification of the respondent

      ♦ No formal education   (   )

      ♦ Primary   (   )

      ♦ JHS   (   )

      ♦ Standard Seven   (   )

      ♦ Vocational   (   )

- ♦ Teacher Training   ( )
- ♦ Polytechnic   ( )
- ♦ University   ( )

Any other please specify ----------------------

4. What is your occupation? (Please tick (√) the appropriate cell)

1. Professional and related worker   ( )
2. Administrative worker   ( )
3. Clerical and related worker   ( )
4. Sales/ service worker   ( )
5. Agricultural officer   ( )
6. Production and related worker   ( )
7. Peasant farmer   ( )
8. Pity trader   ( )
9. Self employed   ( )
10. Unemployed   ( )

Any other specify ---

5. How many dependence do you have? -------------------------

Section II

Causes of violence

Instruction

On the right side of the questions 7, 12, 13 and 14, there is a row of boxes. Indicate in each box in response to each item a tick (√) to show how you agree and disagree to each item. Use the key below:

SA –Strongly Agree, A- Agree, SD-Strongly Disagree, and D- Disagree.

6. Which of the following is/are the likely causes of domestic violence? Tick the most appropriate ones.

Causes of Violence	SA	A	SD	D
Role of spouse				
Refusal of Sexual intercourse				
Decision to have children				
Interference (In-laws)				
Threat of children				
Refusal to provide money				
Unemployment of male spouse				
Unemployment of female spouse				
Differences in Religious practice.				
Decision making				
Totals				

7. Are arguments or fights common in your home?
    - Yes ( )
    - No ( )

8. At what stages are your children?

   Primary ( )

   J.H.S ( )

   S.H.S ( )

   Training college (   )

   Tertiary   (   )

9. Who provides the learning material of your children?_____ .
    - Wife   (   )
    - Husband   (   )
    - Child   (   )

- NGO ( )
- Both parents ( )
-

Section III. Common type of violence in the home

Please tick the appropriate column to show the common practices

that occurs in the home.

Common types of violence in the home	SA	A	SD	D
10. How do you respond to your wife and children if you are provoked? Beat				
Insult/verbal threats				
Slap				
Push				
Avoid providing house keeping money				
Hitting				
Arm twisting				
Hair pulling				
Belt caning				
Kicking				

Any other specify: ----------------------------------

11. How do you respond to your husband and children if provoked?

Common types of violence in the home	SA	A	SD	D
Beat				
Insult/ verbal threats				
Slap				
Push				
Avoid Providing housekeeping money				
Hitting				
Arm twisting				
Hair pulling				
Belt caning				
Kicking				

Any other specify : ----------------------------------

12. How do you, the father discipline your children at home?

Common types of violence in the home	SA	A	SD	D
Beat				
Insult/ verbal threats				
Slap				
Push				

Avoid Providing housekeeping money				
Hitting				
Arm twisting				
Hair pulling				
Belt caning				
Kicking				

Any other specify: ---------------------------------

13. Has your girl child been defiled before?   Yes   (   )

No   (   )

SECTION IV

Perceived effects of domestic violence

14. What are some of the things you perceive to be the effects of domestic

violence on child performance?