CHAPTER SIX

SUMMARY AND CONCLUSION

6.1 INTRODUCTION

The investigation titled “The Impact of Domestic Violence on Children in Tirunelveli District – A Comparative Psycho – Social Analysis” is a descriptive survey study. The investigation aimed to assess the impact of Psychological factors of Domestic Violence like Personality, Emotional Intelligence, Personal Effectiveness, Aggression level and Sociological factors like Self Esteem, Study Skills and Quality of School life on children in Tirunelveli District.

6.2 NEED AND SIGNIFICANCE OF THE STUDY

Exposure to domestic violence can have serious negative effects on children. These effects may include behavioral problems such as aggression, phobias, insomnia, low self-esteem, and depression. Children exposed to domestic violence may demonstrate poor academic performance and problem-solving skills, and low levels of empathy. Exposure to chronic or extreme domestic violence may result in symptoms consistent with posttraumatic stress disorder, such as emotional numbing, increased arousal, avoidance of any reminders of the violent event, or obsessive and repeated focus on the event. Retrospective studies indicate that there may also be negative effects in adulthood, including depression, low self-esteem, violent practices in the home, and criminal behavior.

The effects of domestic violence can vary tremendously from one child to the next. The family situation, community environment, and the child's own personality may either strengthen the child's ability to cope or increase the risk of harm. For example,
studies indicate that children exposed to both domestic violence and child maltreatment typically show higher levels of distress than children exposed only to domestic violence. Additional research is needed to determine if the presence of other stressors such as poverty, homelessness, substance abuse, and exposure to community violence exacerbate the negative effects of exposure to domestic violence.

Not all children exposed to violence suffer significant harmful effects. Children exposed to violence need to be able to speak openly with a sympathetic adult about their fears and concerns, and also, ideally, have someone intervene to improve the situation. Most children rely on one or both parents to provide nurturing support in the face of crises and emotionally challenging situations, but ongoing exposure to violence can sometimes hamper the parents' abilities to meet these needs. Parents living with chronic violence may feel emotionally numb, depressed, irritable, or uncommunicative, and thus may be less emotionally available to their children.

In cases of domestic violence, in which one parent is a victim of the violence and the other is the perpetrator, children may be even less able to turn to their parents for support and reassurance. The limited research to date on resilience and exposure to domestic violence indicates that maternal functioning, particularly as it relates to the mother's emotional availability, may be critical to children's ability to cope with the exposure. Yet, battered mothers may be less emotionally available to their children because they are preoccupied with the violence and trying to stay safe, and/or because they are experiencing depression. Their parenting practices may be compromised in other ways as well. Studies of battered women's patterns of affectionate or aggressive conduct toward their children either reveal no differences when compared with control groups, or
suggest that battered women may use more punitive child-rearing strategies or exhibit aggression toward their children. The limited research to date on the relationship between battering fathers and their children indicates that these fathers may be less available to their children, less likely to engage in rational discussions with their children, and less affectionate than fathers who are not violent. Still, more research on the effects of domestic violence on parenting is needed. Because the battered parent can be a critical support for the child, and because children often have ongoing contact with the batterer, services must be available to help parents improve their interactions with their children.

If parents experiencing domestic violence are unable to meet their children's needs, a relationship with a caring adult who is closely connected to the child's home or school can be helpful. Children with good social and communication skills are more likely to be successful at developing these relationships than children who do not have these skills. Further study is needed to identify which social supports are most helpful to children exposed to domestic violence, and in which situations. With better research, practitioners can shape prevention and intervention strategies to boost the protective factors that promote children's positive coping.

Children and teenagers in our society are not spared from the evil of domestic violence. There is a lot of variation in the form of its occurrence in urban and rural areas and in upper/middle class and lower class families in India. In urban regions, it is more private and concealed within the four walls of homes. The possible reasons could be disobeying parental advises and orders, poor performance in academics or not being at par with other children in neighborhood, debating with parents and other family members etc. In addition to this, factors like not being socially intelligent or as active as the parents
expect them to be, abusing the parents or speaking ill about other family members, not returning home on time are some other factors.

In rural areas the reasons could be harassment for child labor, physical abuse or harm for not following family traditions, forcing them to stay at home and not allowing them to go to school etc. Domestic violence against girls is in fact more severe at homes. As the common mob mentality of India prefers to have at least one male child after marriage, the girls in most of the occasions are cursed and assaulted for having taken birth in the home. This kind abuse is prevalent both in cities and villages but is more common in latter case. Then there are cases of paedophilia causing sexual harassment of children in homes by family member themselves. In fact the number of rape cases of pre-matured girls has been rising since last few years. A survey of teens and college students found that rape accounted for 67 percent of sexual assaults in girls. Apart from sexual abuse and rape, pushing, slapping, punching, stalking and emotional abuse are other forms of domestic violence against children.

Adding to the above mentioned causes, there are also instances of abuse against children who are physically and/or mentally challenged. Instead of providing them proper health care and treating them politely, these children are beaten and harassed for not cooperating and attending to what family members ask them to do. They are even emotionally abused by cursing them having been in such retarded or handicapped state. In fact in poor families, there have been reports of selling body organs of the retarded children for getting money in return. It reflects the height of crudeness and violence against innocent children. These above views aimed the investigator to study the Impact
of Domestic Violence on Children in Tirunelveli District – A Comparative Psycho –
Social Analysis.

A number of issues arose at the time of selection of research study. The main issues which emerged have been presented here in the form of following questions:

1. What is the impact of Psychological factors of Domestic Violence on Children?
2. Whether the Sociological factors of Domestic Violence have any effect on Children?
3. Is there any difference and association in the Psycho-Social factors of Domestic Violence in children from violent and non violent homes?

6.3 STATEMENT OF THE PROBLEM

A Study on the Impact of Domestic Violence on Children in Tirunelveli District –
A Comparative Psycho – Social Analysis.

6.4 OPERATIONAL DEFINITIONS OF THE TERMS

Domestic violence

‘Domestic Violence typically involves a pattern of physical, sexual and emotional abuse and intimidation which escalates in frequency and severity over time. It can be understood as the misuse of power and exercise of control (Pence and Paymar,1996) by one partner over the other in an intimate relationship, usually by a man over a woman, occasionally by a woman over a man (though without the same pattern of societal collusion). It has profound consequences in the lives of individual, families and communities’ (Mullender and Humphreys, 1998)
**Children exposed to domestic violence**

It refers to children seeing, hearing or being aware of violence against one parent figure that is perpetrated by another parent figure. It is used interchangeably with *children living with violence.*

**Children from Non violent homes**

It refers to children who live in families without violence, wherein the parents fulfill all the developmental needs of children.

**PSYCHO-SOCIAL FACTORS**

The Psycho-Social factors used for the study are as follows:

**Personality**

"Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations, and behaviors in various situations.(Ryckman, 2004)

**Emotional Intelligence**

Emotional Intelligence, or EI, describes an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others.( www.ihhp.com/what_is_eq.htm)

**Personal Effectiveness**

Personal Effectiveness is about producing desired behaviors and outcomes whether at home or work. It is having the capability to achieve personal objectives – ‘the can do’ and the will to put this into action-‘the will to do’. (Diana Winstanley, 2005)

**Aggression**

Aggression refers to any behavior that is hostile, destructive, and/or violent. Generally, aggressive behavior has the potential to inflict injury or damage to the target
person or object. Examples of aggressive behavior include physical assault, throwing objects, property destruction, self-harming behaviors, and verbal threats. Aggression can have mental aspects, as well. (well. bpd.about.com/od/glossary/g/aggression.htm)

**Self Esteem**

The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.

**Study Skills**

**Study skills** or study strategies are approaches applied to learning. They are generally critical to success in school are considered essential for acquiring good grades, and are useful for learning throughout one's life. (Bremer, Rod)

**Quality of School Life**

It is the personal satisfaction (or dissatisfaction) with the cultural or intellectual conditions under which one live. (www.thefreedictionary.com/quality+of+life)

**Tirunelveli**

It is a city in the Indian state of Tamil Nadu. It is the district headquarters of Tamil Nadu.

6.5 OBJECTIVES

1. To study the level of personality of the children from non violent and violent homes with regard to Demographic Variables.

2. To study the level of Emotional intelligence of the children from non violent and violent homes with regard to Demographic Variables
3. To study the level of Personal Effectiveness of the children from non violent and violent homes with regard to Demographic Variables

4. To study the level of Aggression of the children from non violent and violent homes with regard to Demographic Variables

5. To study the level of Self Esteem of the children from non violent and violent homes with regard to Demographic Variables

6. To study the level of Study Skills of the children from non violent and violent homes with regard to Demographic Variables

7. To study the level of Quality of School Life of the children from non violent and violent homes with regard to Demographic Variables

8. To find out the association of the Emotional intelligence of the children from non violent and violent homes with regard to Demographic Variable

9. To find out the association of the Personal Effectiveness of the children from non violent and violent homes with regard to Demographic Variables

10. To find out the association of the Aggression of the children from non violent and violent homes with regard to Demographic Variables

11. To find out the association of the Self Esteem of the children from non violent and violent homes with regard to Demographic Variables

12. To find out the association of the Study Skills of the children from non violent and violent homes with regard to Demographic Variables

13. To find out the difference in the Personality of the children from violent and non violent homes.
14. To find out the difference in the Emotional Intelligence of the children from violent and non violent homes.

15. To find out the difference in the Personal Effectiveness of the children from violent and non violent homes.

16. To find out the difference in the Aggression level of the children from violent and non violent homes.

17. To find out the difference in the Self Esteem of the children from violent and non violent homes.

18. To find out the difference in the Study Skills of the children from violent and non violent homes.

19. To find out the difference in the Quality of School Life of the children from violent and non violent homes.

6.6 HYPOTHESES

1. There is significant association in the Emotional Intelligence of the children from non violent and violent homes with regard to Demographic Variables

2. There is significant association in the Personal Effectiveness of the children from non violent and violent homes with regard to Demographic Variables

3. There is significant association in the Aggression of the children from non violent and violent homes with regard to Demographic Variables

4. There is significant association in the Self Esteem of the children from non violent and violent homes with regard to Demographic Variables

5. There is significant association in the Study Skills of the children from non violent and violent homes with regard to Demographic Variables
6. There is significant difference in the Personality of the children from non violent and violent homes with regard to Demographic Variables

7. There is significant difference in the Emotional Intelligence of the children from non violent and violent homes with regard to Demographic Variables

8. There is significant difference in the Personal Effectiveness of the children from non violent and violent homes with regard to Demographic Variables

9. There is significant difference in the Aggression of the children from non violent and violent homes with regard to Demographic Variables

10. There is significant difference in the Self Esteem of the children from non violent and violent homes with regard to Demographic Variables

11. There is significant difference in the Study Skills of the children from non violent and violent homes with regard to Demographic Variables

12. There is significant difference in the Quality of School Life of the children from non violent and violent homes with regard to Demographic Variable.

6.7 FINDINGS OF THE STUDY

1. Level of Emotional Intelligence

1a. Religion: 24% of the children from Moderate and 21% from high level of non violent homes were Hindus, 4% of the children from Moderate and 1% from high level of non violent homes were Christians and 7% of the children from Moderate and 3% from high level of non violent homes were Muslims with regard to Emotional Intelligence.

33% of the children from Low level, 5% from Moderate and 1% from high level of the children from violent homes were Hindus, 12% of the children from Low level, 8%
from Moderate and 0% from high level of the children from violent homes were Christians and 1% of the children from Low level, 0% from Moderate and 0 % from high level of the children from violent homes were Muslims from violent homes with regard to Emotional Intelligence.

1b. Type of Family: 30% of the children from Moderate and 23 % from high level of non violent homes were from Nuclear family, 5% of the children from Moderate and 2 % from high level of non violent homes were from joint family with regard to Emotional Intelligence.

22% of the children from Low, 6% from Moderate and 1 % from high level of violent homes were from Nuclear family, 24% of the children from Low, 7% from Moderate and 0 % from high level of violent homes were from joint family with regard to Emotional Intelligence.

1c. Number of Siblings: 1% of the children from Moderate and 2 % from high level of non violent homes were having one sibling, 13% of the children from Moderate and 6 % from high level of non violent homes were having two siblings and 12% of the children from Moderate and 11 % from high level of non violent homes were having three siblings and 6% of the children from Moderate and 4% from the high level were having four siblings with regard to Emotional Intelligence.

2% of the children from Low level, 0% from Moderate and 0 % from high level of the children from violent homes were having one sibling, 12% of the children from Low level, 6% from Moderate and 7% from high level of the children from violent homes were having two siblings and 24% of the children from Low level, 3% from Moderate and 0 % from high level of the children from violent homes were having three siblings
and 7% of the children from Low level, 4% from Moderate and 0% from high level of the children from violent homes were having four siblings from violent homes with regard to Emotional Intelligence.

1d. Birth Order: 12% of the children from Moderate and 6% from high level of non violent homes were having first birth order, 11% of the children from Moderate and 9% from high level of non violent homes were having second order and 9% of the children from Moderate and 5% from high level of non violent homes were from third order and 1% of the children from Moderate and 4% from the high level were from fourth order with regard to Emotional Intelligence.

20% of the children from Low, 3% from Moderate and 0% from high level of violent homes were having first birth order, 16% of the children from Low, 8% from Moderate and 1% from high level of violent homes were having second order and 8% of the children from Low, 2% from Moderate and 0% from high level of violent homes were from third order and 1% of the children from Low, 0% from Moderate and 0% from the high level were from fourth order with regard to Emotional Intelligence.

1e. Caste: 1% of the children from Moderate and 1% from high level of non violent homes were from OC, 18% of the children from Moderate and 10% from high level of non violent homes were from BC and 9% of the children from Moderate and 6% from high level of non violent homes were from MBC and 7% of the children from Moderate and 8% from the high level were from SC/ST with regard to Emotional Intelligence.

17% of the children from Low level, 10% from Moderate and 0% from high level of the children from violent homes were from BC and 16% of the children from Low level, 1% from Moderate and 0% from high level of the children from violent homes
were from MBC and 13% of the children from Low level, 2% from Moderate and 1% from high level of the children from violent homes were from SC/ST with regard to Emotional Intelligence.

2. Level of Personal Effectiveness

2a. Religion: 1% of the children from Low, 33% from Moderate and 11% from high level of non-violent homes were Hindus, 1% from Low level, 4% of the children from Moderate and 0% from high level of non-violent homes were Christians and 1% of the children from Low, 9% from Moderate and 0% from high level of non-violent homes were Muslims with regard to Personal Effectiveness.

10% of the children from Low level, 28% from Moderate and 1% from high level of the children from violent homes were Hindus, 7% of the children from Low level, 13% from Moderate and 0% from high level of the children from violent homes were Christians and 0% of the children from Low level, 1% from Moderate and 0% from high level of the children from violent homes were Muslims from violent homes with regard to Personal Effectiveness.

2b. Type of Family: 3% of the children from Low, 41% from Moderate and 9% from high level of non-violent homes were from Nuclear family, 0% of the children from Low, 5% from Moderate and 2% from high level of non-violent homes were from joint family with regard to Personal Effectiveness.

11% of the children from Low, 18% from Moderate and 0% from high level of violent homes were from Nuclear family, 6% of the children from Low, 24% from Moderate and 1% from high level of violent homes were from joint family with regard to Personal Effectiveness.
2c. Number of Siblings: 3% of the children from Moderate and 0 % from high level of non violent homes were having one sibling, 2% of the children from Low, 14% from Moderate and 3% from high level of non violent homes were having two siblings and 1% of the children from Low, 17% from Moderate and 5 % from high level of non violent homes were having three siblings and 0% of the children from Low, 9% from Moderate and 1% from the high level were having four siblings with regard to Personal Effectiveness.

2% of the children from Low level, 0% from Moderate and 0 % from high level of the children from violent homes were having one sibling, 7% of the children from Low level, 12% from Moderate and 0% from high level of the children from violent homes were having two siblings and 7% of the children from Low level, 20% from Moderate and 0 % from high level of the children from violent homes were having three siblings and 1% of the children from Low level, 9% from Moderate and 1 % from high level of the children from violent homes were having four siblings from violent homes with regard to Personal Effectiveness.

2d. Birth Order: 1% of the children from Low, 13% from Moderate and 4% from high level of non violent homes were having first birth order, 17% of the children from Moderate and 3 % from high level of non violent homes were having second order and 2% of the children from Low, 10 from Moderate and 2% from high level of non violent homes were from third order and 4% of the children from Moderate and 1% from the high level were from fourth order with regard to Personal Effectiveness.

20% of the children from Low, 3% from Moderate and 0% from high level of violent homes were having first birth order, 16% of the children from Low, 8% from
Moderate and 1% from high level of violent homes were having second order and 8% of the children from Low, 2% from Moderate and 0% from high level of violent homes were from third order and 1% of the children from Low, 0% from Moderate and 0% from the high level were from fourth order with regard to Personal Effectiveness.

2e. **Caste:** 2% of the children from Moderate and 0% from high level of non violent homes were from OC, 2% of the children from Low, 23 from Moderate and 3% from high level of non violent homes were from BC and 1% of the children from Low, 11 from Moderate and 3% from high level of non violent homes were from MBC and 10% of the children from Moderate and 5% from the high level were from SC/ST with regard to Personal Effectiveness.

7% of the children from Low level, 20% from Moderate and 0% from high level of the children from violent homes were from BC and 5% of the children from Low level, 12% from Moderate and 0% from high level of the children from violent homes were from MBC and 5% of the children from Low level, 10% from Moderate and 1% from high level of the children from violent homes were from SC/ST with regard to Personal Effectiveness.

3. **Level of Aggression**

3a. **Religion:** 11% of the children from Low, 28% from Moderate and 6% from high level of non violent homes were Hindus, 2% from Low level, 2% of the children from Moderate and 1% from high level of non violent homes were Christians and 3% of the children from Low, 6% from Moderate and 1% from high level of non violent homes were Muslims with regard to Aggression.
0% of the children from Low level, 38% from Moderate and 1% from high level of the children from violent homes were Hindus, 0% of the children from Low level, 19% from Moderate and 1% from high level of the children from violent homes were Christians and 0% of the children from Low level, 1% from Moderate and 0% from high level of the children from violent homes were Muslims from violent homes with regard to Aggression.

3b. Type of Family: 13% of the children from Low, 32% from Moderate and 8% from high level of non-violent homes were from Nuclear family, 3% of the children from Low, 4% from Moderate and 0% from high level of non-violent homes were from joint family with regard to Aggression.

0% of the children from Low, 28% from Moderate and 1% from high level of violent homes were from Nuclear family, 0% of the children from Low, 30% from Moderate and 1% from high level of violent homes were from joint family with regard to Aggression.

3c. Number of Siblings: 3% of the children from Moderate and 0% from high level of non-violent homes were having one sibling, 6% of the children from Low, 9% from Moderate and 4% from high level of non-violent homes were having two siblings and 6% of the children from Low, 15% from Moderate and 2% from high level of non-violent homes were having three siblings and 3% of the children from Low, 5% from Moderate and 2% from the high level were having four siblings with regard to Aggression.

2% of the children from Moderate and 0% from high level of the children from violent homes were having one sibling, 18% of the children from Moderate and 1% from
high level of the children from violent homes were having two siblings and 26% of the children were from Moderate and 0% from high level of the children from violent homes were having three siblings and 11% of the children from Moderate and 0% from high level of the children from violent homes were having four siblings from violent homes with regard to Aggression.

**3d. Birth Order:** 3% of the children from Low, 12% from Moderate and 3% from high level of non-violent homes were having first birth order, 8% of the children from Low, 10% from Moderate and 2% from high level of non-violent homes were having second order and 3% of the children from Low, 9% from Moderate and 2% from high level of non-violent homes were from third order and 1% of the children from Low, 3% from Moderate and 1% from the high level were from fourth order with regard to Aggression.

22% of the children from Moderate and 1% from high level of violent homes were having first birth order, 24% of the children from Moderate and 1% from high level of violent homes were having second order and 10% of the children from Moderate and 0% from high level of violent homes were from third order and 1% of the children from Moderate and 0% from the high level were from fourth order with regard to Aggression.

**3e. Caste:** 2% of the children from Moderate and 0% from high level of non-violent homes were from OC, 7% of the children from Low, 18 from Moderate and 3% from high level of non-violent homes were from BC and 2% of the children from Low, 10 from Moderate and 3% from high level of non-violent homes were from MBC and 7% of the children from Low, 6% from Moderate and 2% from the high level were from SC/ST with regard to Aggression.
25% of the children from Moderate and 2% from high level of the children from violent homes were from BC and 5% of the children from Low level, 17% from Moderate and 0% from high level of the children from violent homes were from MBC and 16% of the children from Moderate and 0% from high level of the children from violent homes were from SC/ST with regard to Aggression.

4. Level of Self Esteem

4a. Religion : 35% of the children from Moderate and 10% from high level of non violent homes were Hindus, 4% of the children from Moderate and 0% from high level of non violent homes were Christians and 9% of the children from Moderate and 1% from high level of non violent homes were Muslims with regard to Self Esteem.

1% of the children from Low level, 38% from Moderate of the children from violent homes were Hindus, 0% of the children from Low level, 20% from Moderate level of the children from violent homes were Christians and 0% of the from Moderate and 1% from high level of the children from violent homes were Muslims from violent homes with regard to Self Esteem.

4b. Type of Family: 42% of the children from Moderate and 10% from high level of non violent homes were from Nuclear family, 6% of the children from Moderate and 1% from high level of non violent homes were from joint family with regard to Self Esteem.

0% of the children from Low, 29% from Moderate of violent homes were from Nuclear family, 1% of the children from Moderate and 1% from high level of violent homes were from joint family with regard to Self Esteem.
4c. Number of Siblings: 1% of the children from Moderate and 1% from high level of non violent homes were having one sibling, 17% of the children from Moderate and 2% from high level of non violent homes were having two siblings and 20% of the children from Moderate and 3% from high level of non violent homes were having three siblings and 7% of the children from Moderate and 3% from the high level were having four siblings with regard to Self Esteem.

0% of the children from Low and 2% from Moderate of the children from violent homes were having one sibling, 0% of the children from Low and 19% from Moderate level of the children from violent homes were having two siblings and 0% of the children were from Low and 27% from Moderate level of the children from violent homes were having three siblings and 11% of the children from Low and 0% from Moderate level of the children from violent homes were having four siblings with regard to Self Esteem.

4d. Birth Order: 14% from Moderate and 3% from high level of non violent homes were having first birth order, 18% from Moderate and 2% from high level of non violent homes were having second order and, 13 from Moderate and 1% from high level of non violent homes were from third order and, 2% from Moderate and 3% from the high level were from fourth order with regard to Self Esteem.

1% of the children from Low and 22% from Moderate of violent homes were having first birth order, 25% from high level of violent homes were having second order and 10% of the children from high level of violent homes were from third order and 1% of the children from the high level were from fourth order with regard to Self Esteem.

4e. Caste: 2% of the children from Moderate and 0% from high level of non violent homes were from OC, 21% of the children from Moderate and 6% from high
level of non violent homes were from BC and 12% of the children from Moderate and 3% from high level of non violent homes were from MBC and 13% of the children from Moderate and 2% from the high level were from SC/ST with regard to Self Esteem.

27% of the children from Moderate from violent homes were from BC and 1% of the children from Low level, 16% from Moderate of the children from violent homes were from MBC and 16% of the children from Moderate of the children from violent homes were from SC/ST with regard to Self Esteem.

5. Level of Study Skills

5a. Religion: 13% of the children from Low, 11% from Moderate and 20% from high level of non violent homes were Hindus, 3% of the children from Low, 1% from Moderate and 1% from high level of non violent homes were Christians and 5% of the children from Low, 3% from Moderate and 2% from high level of non violent homes were Muslims with regard to Study Skills.

16% of the children from Low level, 23% from Moderate of the children from violent homes were Hindus, 4% of the children from Low level, 15% from Moderate level and 1% from high level from violent homes were Christians and 1% from the Moderate and 0% from high level of the children from violent homes were Muslims from violent homes with regard to Study Skills.

5b. Type of Family: 18% of the children from Low, 13% from the Moderate and 21% from high level of non violent homes were from Nuclear family, 3% of the children from Low, 2% from the Moderate and 2% from high level of non violent homes were from joint family with regard to Study Skills.
10% of the children from Low, 19% from Moderate of violent homes were from Nuclear family, 10% of the children from Low, 20% from Moderate and 1% from high level of violent homes were from joint family with regard to Study Skills.

5c. Number of Siblings: 2% of the children from Low, 0% from Moderate and 1% from high level of non violent homes were having one sibling, 9% of the children from Low, 5% from Moderate and 5% from high level of non violent homes were having two siblings and 7% of the children from Low, 6% from Moderate and 9% from high level of non violent homes were having three siblings and 3% of the children from Low, 2% from the Moderate and 5% from the high level were having four siblings with regard to Study Skills.

1% of the children from Low and 1% from Moderate of the children from violent homes were having one sibling, 7% of the children from Low, 11% from Moderate and 1% from high level of non violent homes were having two siblings and 9% of the children from Low, 18% from Moderate and 0% from high level of non violent homes were having three siblings and 3% of the children from Low, 2% from Low, 9% from the Moderate and 0% from the high level were having four siblings with regard to Study Skills.

5d. Birth Order: % from Low, 4% from Moderate and 3% from high level of non violent homes were having first birth order, 6% from Low, 5% from Moderate and 9% from high level of non violent homes were having second order and, 5% from Low, 4% from Moderate and 4% from high level of non violent homes were from third order and, 1% from Low, 1 from Moderate and 3% from the high level were from fourth order with regard to Study Skills.
10% of the children from Low and 13% from Moderate of violent homes were having first birth order, 6% from Low, 18% from Moderate, 1% from high level of violent homes were having second order and 3% of the children from Low, 7% from Moderate, 0% from high level of violent homes were from third order and 1% of the children from the Moderate were from fourth order with regard to Study Skills.

5e. Caste: 1% of the children from Low, 0% from Moderate and 1% from high level of non violent homes were from OC, 10% of the children from Low, 7% from Moderate and 11% from high level of non violent homes were from BC and 8% of the children from Low, 3% from Moderate and 4% from high level of non violent homes were from MBC and 2% of the children from Low, 5% from Moderate and 7% from the high level were from SC/ST with regard to Study Skills.

7% of the children from Low, 19% from Moderate and 1% from high level from violent homes were from BC and 8% of the children from Low level, 9% from Moderate of the children from violent homes were from MBC and 5% of the children from Low, 11% from Moderate were from SC/ST with regard to Study Skills.

6.7.1 FINDINGS OF HYPOTHESIS TESTING

1. There is no significant association in the Emotional Intelligence of the children from non violent and violent homes with regard to Demographic Variable.

2. There is no significant association in the Personal Effectiveness of the children from non violent and violent homes with regard to Demographic Variable.

3. There is no significant association in the Aggression of the children from non violent and violent homes with regard to Demographic Variable.
4. There is no significant association in the Self Esteem of the children from non violent and violent homes with regard to Demographic Variable.

5. There is no significant association in the Study Skills of the children from non violent and violent homes with regard to Demographic Variable.

6. There is a significant difference in the Personality level of the children from non violent and violent homes.

7. There is a significant difference in the Emotional Intelligence of the children from violent and non violent homes.

8. There is a significant difference in the Personal Effectiveness of the children from violent and non violent homes.

9. There is a significant difference in the Aggression level of the children from violent and non violent homes.

10. There is a significant difference in the Self Esteem of the children from non violent and violent homes is accepted.

11. There is a significant difference in the Study Skills of the children from non violent and violent homes.

12. There is a significant difference in the Quality of School Life of the children from non violent and violent homes.

**6.8 LIMITATIONS OF THE STUDY**

- The study was limited to children from violent and non violent homes.
- The data was collected only from one district in Tamilnadu.
- The sample was limited to only sixty children from violent and non violent homes.
The study was limited only to four psychological and three sociological factors.

Due to time constraint given to children all of them had not completed all the responses in the inventories, so they had to be omitted from the study.

Like in all other research, the bias of the respondents may have influenced responses.

6.9 Recommendations of the Study

The response to the phenomenon of domestic violence is a typical combination of effort between law enforcement agencies, social service agencies, the courts and corrections/probation agencies. The role of all these has progressed over last few decades, and brought their activities in public view. Domestic violence is now being viewed as a public health problem of epidemic proportion all over the world – and many public, private and governmental agencies are seen making huge efforts to control it in India. There are several organizations all over the world – government and non government – actively working to fight the problems generated by domestic violence to the human community.

The investigator suggests the following recommendations on the light of the research findings to be followed by the mentioned groups.

Need for Stringent Laws

In 1983, domestic violence was recognised as a specific criminal offence by the introduction of section 498-A into the Indian Penal Code. This section deals with cruelty by a husband or his family towards a married woman. The main legislative measures at the national level for the children who become a victim of child labor include The Child Labor Prohibition and Regulation Act -1986 and The Factories Act -1948. The first act
was categorical in prohibiting the employment of children below fourteen years of age, and identified 57 processes and 13 occupations which were considered dangerous to the health and lives of children. The factories act again prohibits the employment of children less than fourteen years of age.

The Government of India passed a Domestic Violence Bill, 2001, “To protect the rights of women who are victims of violence of any kind occurring within the family and to provide for matters connected therewith or incidental thereto”

An act called Protection of Women from Domestic Violence Act, 2005 [DVA, 2005] also has been passed”. This Act ensures the reporting of cases of domestic violence against women to a ‘Protection Officer’ who then prepares a Domestic Incident Report to the Magistrate “and forward copies thereof to the police officer in charge of the police station within the local limits of jurisdiction…”

Unfortunately, at present there is no single law in the Indian Constitution which can strictly deal with all the different forms of ‘Domestic Violence’ as discussed in this essay. There is an urgent need for such a law in the country. In fact, there has also been misuse of section 498-A and DVA, 2005 because of restricted definition of cruelty subjected to married women.

**Role of Non-Governmental Organizations (NGOs)**

The role of non-governmental organizations in controlling the domestic violence and curbing its worse consequences is crucial. Sakshi – a violence intervention agency for women and children in Delhi works on cases of sexual assault, sexual harassment, child sexual abuse and domestic abuse and focuses on equality education for judges and implementation of the 1997 Supreme Court’s sexual harassment guidelines. Women’s
Rights Initiative – another organization in the same city runs a legal aid cell for cases of domestic abuse and works in collaboration with law enforcers in the area. These NGOs continue to spread awareness amongst people regarding the legal rights they have in hand for fighting against the atrocities they are subjected to. They are encouraging more and more people to report any case of domestic violence so that proper action may be taken against the culprits.

Role of Parents

Adolescents need parenting plans which reflect the following:

- A time-share plan which incorporates a range of possibilities. Many adolescents prefer one primary home, in large part to avoid confusion for their friends. For many of these teens, they will want weekends or evenings with the other parent. Some will prefer a balanced, 50/50 plan with their parents. Much of this will depend on the prior history of the relationships with each parent and the availability of the parents to meet their needs. At times, adolescents use one parent's home to get a break from the other. More than anything, adolescents will often want a say in the parenting plan.

- Adolescents may require a different schedule than siblings. This can depend on a number of variables, including the adolescent's wishes.

- A statement about the need for any possible support services such as therapy, substance abuse counseling, tutoring, or other such needs.

- To the extent this is relevant, statements about the need for the parents to manage their conflicts away from the teen and maintain healthier boundaries with them.
To the extent that one or both parents is confiding adult issues to the teen, this should be discouraged.

- In cases of severe high-conflict, the teen's autonomy and detachment from both parents may be critical. The adolescent may need to find other appropriate supportive adults may also be indicated. These teens may require someone to monitor and assess the ongoing risks.

**Role of Police**

Police plays a major role in tackling the domestic violence cases. They need to be sensitized to treat domestic violence cases as seriously as any other crime. Special training to handle domestic violence cases should be imparted to police force. They should be provided with information regarding support network of judiciary, government agencies/departments. Gender training should be made mandatory in the trainings of the police officers. There should be a separate wing of police dealing with women’s issues, attached to all police stations and should be excluded from any other duty.

**Role of Health Care**

Authorities should take steps to recognize Domestic Violence as a public health issue. A crisis support cell needs to be established in all major Government and Private Hospitals with a trained medical social worker for provide appropriate services. Training programmes must be organized for health professionals in order to develop their skills to provide basic support for abused people. Documentation on the prevalence and the health consequences of domestic violence should be undertaken by the concerned government departments, health care institutions, NGOs and counselling centres. A nodal agency
should also be set up for the annual consolidation of the documented work and publish
the same for wider publicity among the masses for increasing awareness.

The varying causes which can spark the violence within the four walls of homes
need to be analysed carefully and a wise study of the factors causing the violence may
prevent a family to suffer from the menace of domestic violence. The domestic violence
may have a far wider and deeper impact in real life.

Role of Teachers and Schools

School-based prevention programs are popular because they can reach so many
children and youths, reduce misunderstandings regarding domestic violence, give safety
information and planning, and offer positive alternatives for conflict resolution and
relationship development. Some programs also train school personnel so they can
intervene appropriately when children disclose the presence of domestic violence in their
homes. Preliminary evaluations of school programs suggest that these strategies can be
effective in changing the beliefs of students with regard to domestic violence and in
possibly altering behavior as well. Other promising prevention approaches target families
and couples directly through home visiting programs, for example, or behavioral-
cognitive therapy for new couples at risk of violence.

Role of Community-Based Domestic Violence Services

Community-based domestic violence services emerged from the battered women's
movement of the 1970s and 1980s. Early services focused primarily on providing shelter
and advocacy to battered women. However, because most of the battered women utilizing
these programs brought their children with them, many of these programs began
providing services to the children as well. There are now more than 2,000 community-
based domestic violence programs, and more than 1,300 provide shelter. Approximately half of all shelter residents are children. A 1997 survey shows that 72% of all shelters currently offer some type of children's services. These services range from child care to recreational activities to health care to mental health counseling, though the number of shelters offering each type of service is unknown.

Innovative shelter programs that specifically address childhood exposure to domestic violence include group counseling sessions for the children and special parenting classes for the battered mothers. Another promising approach is the use of child advocates who help child residents access the benefits and services they need, ensure that legal protections are in place for the children, and provides training to shelter staff on child development and the impact of domestic violence on children. Despite the array of services offered through shelters, most children affected by domestic violence do not have access to these services. Shelter programs are chronically underfunded and unable to meet the demand for services. Many battered women do not utilize shelters, either by choice or because these services are not available. Additionally, many shelters do not allow adolescent boys to enter as residents. Despite increases in recent years in the number of battered women accessing legal advocacy, counseling, and support groups through nonresidential programs, these services are less available to children. Identifying children through their contact with other public systems will increase their access to services only if a wide range of children's programs, in addition to those offered through shelters, is available. So stable public funding sources are needed to support comprehensive and coordinated community-based services for battered women and their children, as well as program evaluations and replication of effective interventions.
Role of Child Protective Services and Protection Officers

As mentioned above, research indicates that there is a high co-occurrence in families of child abuse and domestic violence. Child welfare agencies are empowered by state and federal laws to investigate reports of child abuse and neglect, offer services to families, make case recommendations to the juvenile court, and place children in foster and adoptive homes. Services provided to families keep children at home whenever it is safe to do so, and return children who have been removed, once the harmful circumstances have been addressed. If efforts to return the child home fail and the juvenile court terminates parental rights, child protective services (CPS) will find a permanent placement, such as an adoptive home, for the child. Ensuring the safety of the child is the principal mandate of CPS. In contrast, though many community-based domestic violence programs offer services to children, they focus mainly on providing support to battered women. And, while most CPS services are court-ordered, participation in community-based domestic violence programs is voluntary.

Despite these differences, growing recognition of the co-occurrence in many families of child maltreatment and domestic violence has resulted in greater willingness on the part of CPS staff and domestic violence service providers to work together. Collaborative efforts to date have identified beliefs common to both systems: (1) the presence of domestic violence in families is harmful to children, (2) the safety of the mother affects the safety of the child, and (3) perpetrators must be held accountable. Innovative pilot programs are successfully integrating child welfare and domestic violence services. Approaches include screening for domestic violence in all child maltreatment cases, having battered women's advocates on CPS staff to provide case
consultation to workers and domestic violence services to families, and cross-field training for both CPS and domestic violence service providers. Though these pilot programs show promise as models for collaboration, recent research reveals that cross-agency training remains limited and many professionals in each system believe the intervention goals of the other system conflict with their own. In addition, agency policies in both fields are unclear about how to intervene when both forms of violence are present in a family. In 1999, the National Council of Juvenile and Family Court Judges (NCJFCJ) published a set of guidelines for effective intervention in cases involving both child maltreatment and domestic violence. These guidelines, developed by a committee of key experts in both fields, provide a framework through which local communities can design comprehensive, community-based responses that include protections for adult and child victims, support services for the families, and effective and enforceable legal interventions. So CPS and domestic violence service organizations must develop clear protocols for intervening with families in which both domestic violence and child maltreatment are present, offering services that provide safety and stability to the child, support to the battered woman, and treatment and sanctions for the batterer.

**Role of Government**

Legal-system interventions include responses by law enforcement personnel to calls of domestic violence, probation services for batterers, prosecution of criminal cases, and court decision making. These systems have been slow to recognize and respond to the presence of domestic violence in their caseloads, but many states now have laws and protocols to improve responses. Several new law enforcement and court programs address the impact of domestic violence on children.
Between 1992 and 1996, only about half of female victims of domestic violence reported their victimization to law enforcement. In 88% of these cases, there was either a police response or the victim went to the police station for help. This figure marks a considerable improvement in law enforcement responses compared to two decades ago when it was standard policy not to intervene in what were viewed as private disputes. Although police are typically the first professionals on the scene after a domestic violence incident has occurred, they have limited services to offer families. Law enforcement departments in several locales throughout the country have initiated specific programs to improve interventions, including cooperative arrangements with mental health professionals who, upon notification by police, appear at the scene of the domestic violence incident to assist child and adult victims. Other strategies include police report documentation of a child's presence in the home, which automatically qualifies the child for state victims of crime funding for support services, and specialized training in child development for law enforcement personnel.

Domestic violence issues appear in all areas of the judicial system, including criminal court, juvenile court, family court, and other civil courts. Despite the recent use in several locales of innovative approaches to handle these cases, there is still widespread misunderstanding by judges and other court personnel about domestic violence and its potential impact on children. New programs (1) provide training on domestic violence issues to judges, child advocates, mental health professionals, and other court personnel; (2) offer coordinated, cross-agency responses to cases involving both domestic violence and child maltreatment; (3) utilize specialized domestic violence courts; or (4) have a one-family, one-judge approach in which one judge hears all civil and criminal
cases involving a particular family. To be effective, innovative court approaches should include comprehensive training for all court personnel, access to a wide range of family services, and supportive court administrative practices. Judges can play an important leadership role in encouraging coordinated responses for children affected by domestic violence. So Professionals who have regular contact with families and children, including teachers and child care workers, health and mental health care providers, law enforcement officers, child welfare workers, and court personnel, should receive ongoing training on domestic violence and its impact on children.

6.10 Suggestions for further Research

The findings of the present study may serve as a basis for further research based on the present study; a few suggestions are given below.

- The study can be extended not only to children but can be done in women and adolescents above 14 years also.
- A study can be conducted on special children.
- A study can be conducted taking other psycho-social factors.
- The study can be extended to more districts in Tirunelveli.
- The same study can be extended to larger population and sample.
- The study can be extended to districts of other States.
- The study can be done on child abuse of children from violent and non violent homes.
- The study can be simplified by studying the relation between a single psycho and social factor.
- The same study can be done using experimental method.
6.11 CONCLUSION

In conclusion, the adolescent do not fully appreciate the conflict experience, but even they are susceptible to emotional distress, somatic complaints and regression in their development. Older pre-school children may be more likely to understand the conflicts and the feelings of their parents. Their reactions may include regression, confusion, sadness, low-self esteem and fear. They may avoid peer relationships and withdraw from their care-givers.

Research indicates that millions of children are exposed to domestic violence and that the potential effects from this exposure are substantial. This information alone creates an imperative for action, despite the fact that we do not yet have empirical evidence to show which interventions work best. Public and private service agencies must expand efforts to reach children exposed to domestic violence with the best interventions the current knowledge will allow. At the same time, new and better research is needed to improve our understanding of the number of children affected by domestic violence, the nature of that impact, other factors that influence outcomes for these children, and the effectiveness of intervention strategies. Excellent work is being done throughout the country to design and implement programs for children exposed to domestic violence. Solid efforts to date by researchers, advocates, policymakers, practitioners, and others in this young field have greatly improved our understanding of the potential harms to these children. Greater public and private financial support for these efforts is needed, so that future work can build on the good work that has already been done, to reach more children exposed to domestic violence, with more effective and comprehensive responses.