
Preventing Domestic Violence Through Education

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Abstract

Education always plays a lucrative role in the eradication of social evils. It has been considered as the most significant tool for diminishing domestic violence in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. This study highlights the factors responsible for domestic violence, types, impact and the role of education in eradicating domestic violence.

Key words: - Preventing Domestic Violence, Education, impact and society.

Introduction

Domestic violence is defined as emotional, psychological, or physical violence that occurs in the home. Domestic violence, gender inequality, gender disparity and war against the women are the terms use for the issue. WHO (1999) expressed in its press release that the modern society failed to recognize the role of house-wife and it's devaluing is increasing. Various forms of the abuses like physical, psychological, economic, disrespect, breaking of trust, separation, and mauling are there in the form of domestic violence. Domestic violence is the breach of human rights. These are taken in the form of psychosomatic, corporeal and also geographical. It has no limits; it is beyond the race, cost, chronological age, culture and wealth. Naturally, no man is born with the traits of being violent to women but men acquire this attitude through socialization.

Domestic violence education in institutions is the targeted teaching of emotional awareness, empathy, and the identifying traits of abuse in the home to students. This can not only help students avoid engaging in domestic violence as perpetrators in future, but can also help students identify abuse that they or a loved one might be experiencing, identify its impact on them, and aid in their efforts to get help. Education in schools about domestic violence can make prevention, or the heading-off of an event before it occurs, possible by increasing student awareness of what domestic violence is and how to identify it and seek support. Before a student experiences physical violence after several months of increasing emotional and verbal abuse at home. However, in the event that prevention is not possible, intervention can still be facilitated by domestic violence education by raising student awareness and giving students the language needed to articulate what they are experiencing and whether or not they are in danger.

Factors Responsible for Domestic Violence:

Different factors responsible for domestic violence are:

Environmental: The environment is responsible for domestic problem. Sometimes violence in family is already existed, the use of various kinds of drugs or addiction, unemployment etc.

Psychological Factors: Many psychological factors involved in the eruption of violence i.e. isolation, separation, non-socialization, alcohol drinking, dependency, aggressiveness in behavior and emotional control.

Historical and situational factors: Abused childhood by parents, harsh and ruthless spousal behavior, arrests, availability and frequent use of weapons, divorce cases, child dispute, hostile attitudes and other such situations create violence.

Intrapersonal: The intrapersonal factors responsible for these issues are anger, power controlling, intimidated fear, hostility, feelings of low self-esteem, stress tolerance, minimization, anxiety and despair.

Interpersonal: Factors like jealousy, suspiciousness of partner, weak communication between the partner, verbal aggression, belligerent and negative attitude towards the woman are the interpersonal aspects that create the issues.

Types of Domestic Violence and Their After Effects: Domestic violence is controlling behavior and includes all kinds of physical, sexual and emotional abuse within all kinds of intimate relationships. The perpetrators of domestic violence or abuse are usually men and the victims or survivors are usually women and children that they know. It includes:

- Biting and pinching
- Pushing and shoving
- Punching and slapping
- Kicking and hair pulling
- Being forced to have sex
- Being beaten or cut with other objects
- Disrespect, neglect and emotional blackmail
- Verbal abuse and swearing
- Being prevented from going out or seeing people
- Lying, harassment and putting pressure and through threats

Children living with domestic violence may:

- Express behavioral problems.
- Be more likely to truant or have difficulties at school.
- Turn to alcohol or drugs.
- Self-harm or attempt suicide

Impact of Domestic Violence on Children:

The impact of domestic violence on children can be deep and prevalent, touching not only their mental health and emotional functionality, but also their abilities to find fulfillment in school, secure and retain a job, or to develop mutually beneficial friendships and relationships. Domestic violence steal from children of crucial years of emotional development by normalizing harmful, threatening, or erratic behaviors instead of safe, soothing, or consensual ones. If a child is repeatedly exposed to raised voices or physical harm without any corresponding demonstrations of soothing or resolution, they become unable to self-regulate. This can manifest in classrooms as avoidance of adults, repeatedly shouting or screaming, refusal to speak, or obsessive fixations on certain familiar activities.

As result, the education that the child receives can be markedly effected. This, in turn, sets the stage for not only a challenging, but also a potentially difficult life overall. This does not mean that children who experience domestic violence will grow up to be unhappy and unfulfilled adults. But it does mean that those children are much more likely to grow up to be adults who have to work incredibly hard to heal from the harm they have sustained in order to pursue happy and fulfilling lives.

Role of Education for the Prevention of Domestic Violence- Education is defined as a continuous process of learning where individuals or a people acquire knowledge by interacting with one another and by moving from place to place. Education is of two types, formal and informal education. In formal education, learning is done in schools with teachers and students, while informal education learning is done by interacting with people, and by travelling.

Strategies for teaching domestic violence in schools vary widely depending on student age, but they have common topical threads throughout. In preschool and daycare settings, education for domestic violence focuses on the basics of respecting others' personal space, having a concept of individual body autonomy, and personal volume modulation (indoor versus outdoor voices, angry voices versus kind voices, etc.). Elementary school-level domestic violence education centers on emotional intelligence, self-regulation, and the identifying features of a domestic violence situation. These content areas help students take care of themselves and others, articulate their needs, and assess whether or not they wish to seek help regarding something they are experiencing at home. Strategies for prevention include teaching students to develop personal boundaries, practice articulating those boundaries, and ask for help when their boundaries are violated. Strategies for intervention include creating a private means by which students can communicate with teachers or other adults they trust in order to share what they are experiencing at home and how it makes them feel.

Education for domestic violence adds introductory discussions of healthy romantic relationships and consent, but focuses mainly on bodily sovereignty, personal boundaries, self-expression, and mental health care. Students can be introduced to conflict management tools in the context of helping friends or advocating for people who are compromised. This can facilitate prevention for both students who are experiencing domestic violence but do not yet feel comfortable seeking support, and students who might find themselves in future domestic violence situations. Interventions on others' behalf help young people practice identifying characteristics of abuse as well as support resources. These educational efforts benefit from an open, inclusive, and compassionate school culture that helps keep students safe, empowers them to seek help if they need it, and encourages them to practice self-care and the drawing of boundaries.

Education is a great enabler of empowerment. It is an important tool necessary for bringing people and countries together, as well as improving lives and societies for the purposes of development. Unfortunately, low income countries do not have the adequate resources and infrastructures needed for every citizen to attain educational status. Especially in developing countries, male children are generally preferred over female. It was found that as far as formal system of education is concerned at secondary level there is neither separate nor integrated approach applied in the curriculum for gender education. However, at university level, there is gender education as subject or discipline started. But at lower level i.e., secondary or higher secondary level, the curriculum is looking silence. The education department not conducting any seminar, workshop or provides any such practical training to the teachers about the gender education.

Teachers are not interested or have no sufficient time to teach them about the domestic violence because of lack of interest or being over burden. They teach them only the topics that are related to the examination. Education can play better role in the removal of domestic violence. There are so many problems that are directly or indirectly related to domestic violence. Education is the behavioral change and moral, emotional, economic problems can be addressed through education if proper focus may be given to the domestic violence. Teachers are well placed to play a pivotal role in identifying and responding to domestic violence since they have contact with children more than any other service.

Although staff in schools may not be able to stop the violence at home, they are in a position to make a considerable difference to children's lives.

Necessary factors for effective education about domestic violence

Factors for effective education about domestic violence are as follows:

1. Interventions that seek to change attitudes and behaviors should be related to factors associated with violence perpetration, have sustained effects, and should be underpinned by a robust theory of change.
2. Harmful gender stereotypes are central to address in violence prevention interventions. This involves teaching men and boys, as well as women and girls, to question, disrupt and change negative attitudes and practices that entrench the notion of the inferiority of women and sustain inequality between women and men. A failure to address harmful gender stereotypes in such teaching overlooks the specific causes of violence against women.
3. Teaching materials should acknowledge structural inequalities, power imbalances and discrimination based on sex, gender and other intersecting grounds (e.g. age, disability, gender identity, sexual orientation, religion, race, belonging to national or ethnic minorities, migrant or refugee status, etc.) that contribute to or exacerbate violence against women and girls.
4. The involvement of men and boys as partners in violence prevention, rather than only being addressed as perpetrators, is necessary.
5. Interventions should take an integrated approach by promoting comprehensive and coordinated measures taken by all relevant stakeholders, including in the formal education systems level, civil society organizations, community level and family level. For example, work to promote What do we know about the role of education in preventing violence non-stereotyped gender roles in schools needs to focus on interventions within a classroom (e.g. lesson and curriculum), institutional policy (e.g. on sexual harassment, corporal punishment), interactions (e.g. respect shown by teachers for learners, the way bullying or harassment is responded to), and the wider environment.
6. Programme planning should be evidence-based and rely on national and local data, including local variations in the occurrence of certain forms of violence against women risk factors.

Conclusion: - From all above discussion, it may be concluded that it is necessary for educational institutions to apply strategies to prevent and respond to domestic violence through educational process. Institutions need to actively promote non-violent domestic culture. For this purpose, at each level, curriculum should be reviewed and restructured in the light of strategies to eradicate discrimination and domestic violence. Media should play encouraging and constructive role in the eradication of violence against women by adopting guidelines which ensure sensitive coverage of the issue and avoid the perpetuation of stereotypes. Effective laws and policies should be formulated to prevent domestic violence. Specific, enforceable and accountable regulations and measures should be ensured to prevent domestic violence; to expedite the launching of new law and policies on preventing domestic violence; to review, improve and augment the enforcement of existing laws and policies, and recognize the important role and experiences of civil society organizations, especially women's NGOs, and help publicize their good practices and their participation as equal partners of multi-sector collaboration to discourage domestic violence.. Society needs to implement laws on domestic violence.

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