

2ND THREE MONTH REPORT OF ACTIVITIES

(APRIL – MAY – JUNE)

Date: 08.07.2010

Partner: Slovak Republic

Leader: Iveta Kovalcikova

Months: April – May – June 2010

Project with the Research Title:

An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child's exposure to violence against herself.

Sensitizing and creating awareness through research-product material, both transnational and differential according to the partner-context.

Instruction: *Please, for each month below fill in the subheadings accordingly:*

Period report	April – June 2010
Description of activity: April	The focal point in April was gathering and analysis of testimonies by women-mothers, who had personal experience with maltreatment. Primal structure of categories had been worked out and single text materials were coded and structured according to given category framework. The methodological principles of content and discourse analysis had been used.
Description of activity: May	The analyses of testimonies as well as final report preparation were the dominant activities. Activities leading towards winning the respondents over and the very realization of interviews had been conducted in a parallel way.
Description of activity: June	In given month, the activities aimed at realization of interviews as well as the preparation of validation study of Harter's Self-Perception Profile for Children

1. Studied literature, apart from sources mentioned in the previous report

Granleese J, & Joseph S. (1994). Reliability of the Harter Self-Perception Profile for Children and predictors of global self-worth. *Journal of Genetic Psychology*, 155(4), 487-92.

Moreno, J. A. & Cervelló, E. (2005). Physical self-perception in spanish adolescents: effects of gender and involent in physical activity. *Journal of Human Movement Studies*, 48, 291-311.

- Martín-Albo, J., Núñez, J.L., Navarro, J.G., & Grijalvo, F. (2007). The Rosenberg Self-Esteem Scale: Translation and Validation in University Students. *The Spanish Journal of Psychology*, 10(2), 458-467.
- Karteroliotis, K. (2008). Validation of the Physical Self-Perception Profile among College Students. *Journal of Education and Human Development*, 2 (1).
- Stewart, P.K., Roberts, M.C., & Kim, K.L. (2010). The Psychometric Properties of the Harter Self-Perception Profile for Children with At-Risk African American Females. *Journal of Child and Family Studies*, 19, 326–333.
- Shevlin, M., Adamson, G., & Collins, K. (2003). The Self-Perception Profile for Children (SPPC): a multiple-indicator multiple-wave analysis using LISREL. *Personality and Individual Differences* 35, 1993–2005.
- Meijer, R.R., Egberink, I.J.L., Emons, W.H.M., & Sijtsma, K. (2008). Detection and Validation of Unscalable Item Score Patterns Using Item Response Theory: An Illustration with Harter's Self-Perception Profile for Children. *Journal of Personality Assessment*, 90(3), 227–238.
- Todd, S.Y., & Kent, A. (2003). Student athletes' perceptions of self. *Adolescence*, 38, 152, 659-667.
- Wichstrom, L. (1995). Harter's Self-Perception Profile for Adolescents: Reliability, Validity, and Evaluation of the Question Format. *Journal of Personality assesment*, 65 (1), 100-116.
- Rudasill, K.M., Callahan, C.M. (2008). Psychometric Characteristics of the Harter Self-Perception Profiles for Adolescents and Children for Use With Gifted Populations. *The Gifted Child Quarterly*; 52 (1), 70-86.
- Shapka, J.D., Keating, D.P. (2005). Structure and Change in Self-Concept During Adolescence. *Canadian Journal of Behavioural Science*, 37(2), 83-96.
- Konečná, V., Portešová, Š., Budíková, M., & Koutková, H. (2007). Sebepojetí rozumove nadaných dětí. *Československá Psychologie*, 51(2), 105-116.
- Van den Bergh, B.R.H., & Marcoen, A. (1999). Harter's Self-Perception Profile for Children: Factor structure, reliability, and convergent validity in a Dutch-speaking Belgian sample of fourth, fifth and sixth grades. *Psychologica Belgica*, 39 (1), 29-47.
- Bodnárová, B., Filadelfiová, J., Holubová, B. *Reprezentatívny výskum výskytu a skúseností žien s násilím páchanom na ženách (VAW) na Slovensku*. Bratislava : Inštitút pre výskum práce a rodiny, 2008.
- Konať proti násiliu na ženách a deťoch*. Ministerstvo práce, sociálnych vecí a rodiny SR: 2008.
- Národný akčný plán na prevenciu a elimináciu násillia páchaného na ženách na roky 2009 – 2012. http://www.fenestra.sk/html/7_4.html

2. Project activities

a/ Interviews with women – victims of domestic violence (the number of interviews done, access to the sample, respondents' characteristics, the process of interview administration, recording, problems etc.)

In course of April - June 2010, 30 interviews were carried out

- 5 interviews in the setting of psychological consultancy facility (The Department of Strategy of Social Protection of Children and Family in Prešov, Ministry of Labour, Social Affairs and Family of the Slovak Republic)
- 8 interviews in the setting of psychological consultancy facility (The Department of Strategy of Social Protection of Children and Family in Vranov nad Topľou, Ministry of Labour, Social Affairs and Family of the Slovak Republic)
- 17 interviews in collaboration with the civic association MAGIS. Magis is a civic association Congregatio Jesu, oriented towards social work in general and help for women in need and socially vulnerable families in particular.

http://www.congregatiojesu.com/vismo/dokumenty2.asp?id_org=451014&id=1642&p1=1020

Single interviews in approximately 60 minutes duration were taped and subsequently archived for future processing.

In light of research sample specifics, the process of winning the respondents was rather a difficult one – the collaboration with the non-governmental organization MyMAMY yielded just one interview due to lack of suitable participants and other organizational problems, what led to abandon the original intention to organize focus groups. By means of collaboration with the Office of Labour, Social Affairs and Family in Vranov nad Topľou and Prešov, 30 individual interviews were carried out. The discovery of effective means of motivating participation of respondents in form of meal vouchers (15 euro value) and still in concord with the project financial rules cannot be considered otherwise than a highly positive moment. The participants had no problem with providing informed consent, with interview recording, nor with inking voucher takeover protocol.

An important liaison person in winning potential respondents was the representative of civic association Magis (Sr. Maristela) who had been introduced to the DAPHNE project aims as well as interview purpose. Sr. Maristela contacted potential respondents via phone and conveyed the appeal of interview. After getting preliminary consent, she provided contact information of the interview respondents. We phoned each respondent and specified the exact date, time and place of meeting for interview.

The majority of interviews were carried out on the ground of c.a. Magis, since the respondents had grown accustomed to it and thus, felt more confident. The other meetings took place on the Faculty of Greek-Catholic Theology, University of Prešov. The date and time of these meetings was customized to the respondents' possibilities and preferences (some of the meetings took place during weekend or in evening hours).

Before the interview, every respondent had been made familiar with the “Agreement on research cooperation in sense of informed consent” and with the voucher takeover protocol. Most of the participants were surprised to hear that her name won't be mentioned anywhere and needed guidance in filling the forms as well as justification of interview recording.

Some respondents provided rather brief and superficial answers and seemed not to perceive or maybe even deny eventual negative effect of child's victimization. Testimonies of some other women were more detailed. These discrepancies might have sprung from variant intellectual capacity, depth of introspection or maybe empathy. In respect to research quality, we suppose that these discrepancies will result in making the interview analysis difficult.

b/ Brief proposal on interview's content and discourse analysis procedure

Each interview will become a basis for the next analysis. This basis will have a form of report, created according to the criteria given by the structure of interview, while the interviewer will

select and literally take down all the statements that directly or indirectly correspond with given question. Moreover, the interviewer puts on her/his impressions and implications arising out of concrete interview situation which may contain his observation of respondent's behaviour, entire picture of the interview dynamics, the assessment of nonverbal communication signals, highlighting the leitmotif of the narration, the attempt to assess the contents that although remained covert, were apparently communicated and implied in the course of the interview. The aggregation of such reports will be the basis for final content and discourse analysis.

The goal of discourse analysis, as a part of socio-constructivist approach should be, in our view, to notice opinion tendencies which would point out how the respondents interpret social reality, which meanings and signification do they ascribe to it, which life convictions do they come to believe and which mode of behaviour do they choose to react.

The fact, that a semi-structured interview had been used, outlines the following categories of interpretation (i.e. discourse repertoire/constellation of attitudes, opinions and convictions):

1. Interpretation of partner's behaviour in hard-handed relationship

1.1: Time factor

1.1.1: the beginning of domestic abuse in course of marriage under the influence of adverse circumstances, e.g. alcohol, unemployment and subsequent frustration, transgenerational violence transfer...) – tendency to justify partner's behaviour

1.1.2: aggressive behaviour pronounced from the beginning of the relationship (before marriage), eventually the aggression in the interactions towards other family members or out of family – tendency to blame self for naivety

1.2: Interaction factor

1.2.1 Paternalistic domestic violence (father ill-treats mother, frequently cause harm to children, mother is protective towards her children)

1.2.2 Hierarchical family violence (father ill-treats mother, she harms children at times, not rarely, the children become violent towards her, adopting the father's model)

1.2.3 Reciprocal family violence (mutual violent displays between parents, children are the witnesses, not rarely culprit as well)....

2. Interpretation of owns behaviour

A: Adaptation of maltreated woman role: not self-contained, dependent (financially in particular), learned helplessness, identification with the victim role, habit in perpetual fear, dread searching escape or external help for even worse aggression, respect towards "cultural norm" of submissiveness, model adopted from own family, family rescue whatever the costs because of children, ev. the preservation of family name dignity...

It is a woman that deals predominantly with her problems, seeks protection, children are in background a bit, - or it is a self-denying woman, hyper-protective towards her children

B: Provoking, admitting "her part of guilt", eventually mutual violent behaviour

3. Interpretation of children's behaviour, eventually the impact of domestic violence on them

3.1 Impact on school achievement, school performance, relationships with classmates

3.2 Impact on the relationship towards a) father b) mother c) siblings d) peers, friends

3.3 Relation and meaning of "home" (sanctuary, shelter of intimacy, privacy, feeling of shame, leaving home...

- 3.4 Displays: transgenerational violence transfer, role models of violence (victim, offender)...
- 3.5 Impact on self-perception, self-acceptation..., interests and motivation
- 3.6 Physical and psychical health (behavioural disorders, aggressiveness, emotional shakiness anxiety, fear, separation, depression, nightmares, bed wetting, the inability of detachment, hyper-protective attitude towards mother, displays of neuroticism, tics, psychosomatic symptoms ... psychiatric treatment)
- 3.7 Secondary victimization by means of unthrifty treatment during investigation

c/ Report on progress of the validation study to date

The preparatory phase is over, the realization phase has begun:

Preparatory phase of validation study:

- Setting a plan of validation study
- Translation and subsequent back-translation of the method; appraisal of content adequacy of individual items;
- Sampling of respondents for the study
- Pilot study – 10 respondents – aimed at checking understanding of individual items
- Selection of alternative self-perception instrument (to check the construct validity of Harter's instrument) and the preparation for administration phase of validation study

Data gathering phase:

The data was gathered on two elementary schools in Prešov. The pupils of fourth and fifth grade took part, 8 classes in overall. The sample consisted of 145 children aged 9 to 12 years with the average value of 10,61 years. Concerning gender variance, the sample covered 66 girls and 79 boys.

The profile test consists of two parts, the latter conveying class teacher's view of the children. These eight teachers got acquainted with the aims and were properly instructed beforehand.

The administration of Harter's instrument was preceded by pre-research. The instrument was administered on a sample of 10 children in order to check the children's understanding of individual items.

The anonymity was ensured by means of assigning catalogue numbers instead of children's names. After the numbers were assigned, teachers left the classroom. The fulfilment of Harter's instrument lasted approximately 20 minutes.

For the sake of acquired data validation, **Coppersmith Self-esteem Inventory** was used and scales, correlating with Harter's instrument were selected. The administration of both instruments took some 45 minutes. In all classes, the order of instruments administration was not altered, so as not to imperil the internal validity.

The collected data are going to be statistically processed to determine the content and construct validity. Moreover, we collected the **average values of pupil's grades** as an indicator of scholastic attainment, which should, theoretically, positively correlate with pupil's self-perception.

d/ Individual plans for forthcoming period (July, August), research and publication activities.

1. - Statistical processing of the validation study results;
 - Preparation of final report on validation study;
 - Workout of sources for publication;

2. Interview analysis – preparation of sources for content and discourse analysis of completed interviews according to given structure

3. Publication outputs: presentation of preliminary partial results at the conference Sociálne procesy a osobnosť 2010 (Social processes and personality 2010), organized by SAV Košice (Slovak academy of science), September 2010