



**Mutah University**  
**Collage of Graduate Studies**

**The Lived Experience of Jordanian Children  
with Domestic Violence: A descriptive  
Qualitative Phenomenological Study**

**Prepared by**  
**Ruba Samih Sbaih**

**Supervised by**  
**Professor. Hala Obeidat**

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الآراء الواردة في الرسالة الجامعية لا تعبر  
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رَبِي سَمِيح رَاغِب صَبِيح

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Violence : A Qualitative Phenomenological Study

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عضواً خارجياً

Handwritten signatures of the committee members.

أ.د. هالا محمود مفلح عبيدات

د. هيثم محمد عبدالسلام العوران

د.لاء عباينة

د.نادين محمود ابراهيم عبد الرازق

عميد كلية الدراسات العليا

أ.د. مخلد سليمان الطراونة



## **DEDICATION**

Firstly , I'd want to express my gratitude to the Almighty God for blessing us with a long and healthy life, as well as providing us with the wisdom, fortitude, mental acuity, physical health, and the ability to use these qualities effectively, Finally, I dedicate this achievement to my parents, who have always been there for me and encouraged me when I felt like giving up, for everything they have done and continue to do to support me, morally, spiritually, emotionally, and monetarily, and who deserve the credit for the success of this research. Thanks to everyone who has helped me along the way by providing feedback and encouragement: family, friends, teachers, and coworkers.

**Regards, Ruba Samih Sbaih**

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I would like to thank everyone who helped and motivated me to Work on this study. First and foremost, I would like to thank my supervisor Dr.Hala.Obeida who guided me in doing my study. She provided me with invaluable advice and helped me in difficult periods. Her motivation and help contributed tremendously to the successful completion of this work. Besides, I would like to thank all the teachers who helped me by giving me advice and providing the equipment's which I needed. Also, I would like to thank my family and friends for their support. Without that support I Couldn't have succeeded in completing this work.

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## **LIST OF ABBREVIATION**

UN	United Nations
UNICEF	United Nations Children's Fund
UNSG	United Nations Secretary General
NGO	Non-Governmental Organization
CSO	Civil Society Organization
BDI	Beck Depression Inventory
DV	Domestic Violence
IPV	Intimate Partner Violence
BAI	Beck Anxiety Inventory
PTSD	Post-Traumatic Stress Disorder
WHO	World Health Organization

## Abstract

### **The Lived Experience of Jordanian Children with Domestic Violence: A Descriptive Qualitative Phenomenological Study**

**Ruba Samih Sbaih  
Mu'tah University, 2022**

**Background:** Violence against children takes many forms such as physical, psychological, emotional, and sexual. Violence could happen in all countries and at any setting such as child's home, community, and school. Violence could be socially accepted and common in certain culture. It comes at the hands of the people that the children eminently trust such as their parents or caregivers, teachers, peers and neighbors'.

**Aim:** This study aimed to explore and describe the lived experiences of children witnessed and/or subjected to domestic violence in Jordan

**Design:** The study used a descriptive qualitative phenomenological approach.

**Method:** Data were collected using semi-structured interviews. With total of 25 children (15 girls and 10 boys, aged 8-15 years) ,who are selected purposively from voluntary local non-governmental organization , located in Ain Al-Basha District / Al-Baqa'a Camp, Jordan. .The data were recorded and analyzed using Van Kaams' method of qualitative data analyses.

**Results:** The analysis has yielded at three distinct themes, namely: (1) Beyond the Walls of Homes, Children experiencing domestic violence (2) The harmful feelings (3) Living with fantasy and forgetting about reality

**Conclusion:** This study concluded that the children who were exposed to domestic violence have weak academic performances and that they often want escape from their families. The study also have provided evidence they feel difficulty in social interactions and are not focused on their live goals. Additionally, children are become more aggressive than others. More importantly, the study provided empirical support to develop and implement effective community-based strategies to alleviate the children suffering.

**Keywords:** academic performance, domestic violence, fear, Jordan, loneliness, physical violence, verbal violence

## المخلص

التجربة الحياتية للأطفال الأردنيين مع العنف الأسري: دراسة ظاهرية وصفية نوعية

ربي سميح صبيح

جامعة مؤتة، 2022

**المقدمه:** يتخذ العنف ضد الأطفال عدة أشكال منها الجسدية والنفسية والعاطفية والجنسية. يمكن أن يحدث العنف في جميع البلدان وفي أي مكان مثل منزل الطفل والمجتمع والمدرسة. يمكن أن يكون العنف مقبولاً اجتماعياً وشائعاً في بعض الثقافات غالباً ما يأتي على أيدي الأشخاص الذين يثق بهم الأطفال بشكل بارز مثل والديهم أو مقدمي الرعاية والمعلمين والأقران والجيران..

**الهدف:** هدفت هذه الدراسة إلى استكشاف ووصف التجارب المعيشية للأطفال الذين شهدوا و / أو تعرضوا للعنف المنزلي في الأردن.

**التصميم:** استخدمت الدراسة المنهج الوصفي الظاهر النوعية.

**المنهج:** جمع الباحث البيانات باستخدام المقابلات شبه المنظمة. تم جمع البيانات باستخدام المقابلات شبه المنظمة مع 25 طفلاً 15 فتاة و 10 فتیان ، تتراوح أعمارهم بين ( 8 و 15 عاماً) ، تم اختيارهم عن قصد من مركز تطوعي محلي غير حكومي ، يقع في مديرية عين الباشا / مخيم البقعة ، الأردن. تم تسجيل البيانات وتحليلها باستخدام طريقة فان كام لتحليل البيانات النوعية

**النتائج:** أسفر التحليل عن ثلاثة محاور متميزة ، وهي: (1) ما وراء جدران المنازل ، أطفال يواجهون العنف المنزلي (2) المشاعر الضارة (3) التعايش مع الخيال ونسيان الواقع

**الخلاصة:** أشارت نتائج الدراسة إلى أن الأطفال الذين تعرضوا للعنف المنزلي لديهم أداء أكاديمي ضعيف. يريدون الهروب من عائلاتهم. يشعرون بصعوبة في التفاعلات الاجتماعية ولا يركزون على أهدافهم الحية. أظهرت النتائج أن هؤلاء الأطفال هم أكثر عدوانية من الأطفال العاديين الآخرين وهناك حاجة لتطوير وتنفيذ استراتيجيات مجتمعية فعالة لتخفيف معاناة الأطفال.

**الكلمات المفتاحية:** الأداء الأكاديمي ، العنف الأسري ، الخوف ، الأردن ، الوحدة ، العنف الجسدي ، العنف اللفظي.

# CHAPTER ONE

## Introduction

### 1.1 Background

According to the United States Department of Justice on domestic violence (2019), domestic violence is defined as a pattern of abusive behavior in any relationship that is used by one person to gain or maintain control over another. Domestic violence was formerly referred to as wife violence. However, this term was abandoned when the definition of domestic violence was changed to reflect that wives are not the only ones who can fall victim to domestic violence. The definition of domestic violence now recognized that victims can be: spouse, intimate partners, family members, children, and cohabitants (Department of Justice, 2019).

A complete definition of domestic violence encompasses many forms of violence and negative behaviors. It is a destructive crime that carries life-altering damage to everyone involved (Powney & Graham-Kevan, 2019). Besides, domestic violence recognized that victims could include anyone, regardless of socioeconomic background, educational level, race, age, sexual orientation, religion, or gender. Moreover, domestic violence takes many forms such as physical, emotional, psychological, sexual, and economical violence (Cullen, 2021).

The prevalence of domestic violence is arguably one of the top health concerns across countries. In this context, the prevalence rate of violence against children was concluded in Thirty-eight reports provided quality data for 96 countries on past-year prevalence's of violence against children. The estimates showed a minimum of 50% or more of children in Asia, Africa, and Northern America who experienced past-year violence, and that globally over half of all children—1 billion children, ages 2–17 years—experienced such violence (Hillis, Mercy, Amobi & Kress, 2016).

Caring for children victims is the responsibility of all healthcare providers with nurses commonly taking the lead as front-line providers for their care. In last years, nurses of all areas have become increasingly involved with promoting, protecting and recovering the health of children, therefore, it is extremely important to prepare these professionals to cope with and help prevent violence against children. (Leite et al., 2016). In the nursing profession, prevention is considered the best way to solve the problem of violence. Furthermore, the role of nurses screening and identifying children who exposed to domestic violence is instrumental to patient care. Because it has been linked to improved self-esteem, increased awareness of supportive services and initiated conversations for preventive actions. In addition, if child who exposed to domestic violence missing these benefits could become frustrated, disappointed or upset, and avoid health care in the future. (Leite et al., 2016)

Risk factors for violence against children are a multifaceted problem with causes at the individual, close relationship, community, and societal levels. They included biological personal aspects such as sex and age, lower levels of education, low income, having a disability or mental health problems, use of alcohol and drugs and a history of post exposure to violence.(Huecker et al., 2021). Moreover, domestic violence among children is exacerbated by economic hardships such as joblessness of parent. The chance of domestic violence increased with age, household income, and racial/ethnic background. (Huecker et al., 2021).

Children who are witnessed and/or subjected to domestic violence are at a higher risk for a number of negative outcomes, including aggressive behavior, delayed development, anxiety, an increased risk of developing post-traumatic stress disorder (PTSD), academic challenges and an increased risk of suicide (Hackenberg et al., 2021; Huecker et al., 2021). Children who witnessed and/or subjected domestic violence are at a higher risk of experiencing victimization as adults and at increased risk for developing unfavorable psychosocial outcomes. As a general rule, when the children are exposed to domestic violence during their childhood as they become parents in the future, they will severely neglect their children in a percentage of eighty to ninety percent (Huecker et al., 2021).

Jordan is a middle-income developing country, more than 40% of the population is under the age of 18, according to the Jordanian Statistics Department's Estimates (General Statistics Department, 2020). Many families are affected by violence against women and children, which is a problem since it is socially acceptable (Al-Hawari & El-Banna, 2017). Nonetheless, the Jordanian families do not report or disclose the violence that occurs within their homes due to fear of punishment and misconceptions about society, particularly regarding women and children whom they bear the consequences of reporting violence to which they are subjected to (Al-Hawari & El-Banna, 2017; Al-Modallal et al., 2020; Gausman et al., 2020).

According to the study that conducted on violence against Jordanian children, among 3,130 Jordanian school children aged (8-17) from 229 schools representing public were interviewed. The study identified five types of domestic violence, Jordanian children exposed to physical, psychological, neglect and sexual. The study reported that 74% of Jordanian children aged 8-17 years have experienced at least one form of physical violence in their lifetime, 27% reported sexual violence and 55% of children with disabilities with the same age group have experienced at least one form of physical violence in their lifetime . Furthermore, 58.3% of children had psychological violence represented by vulgar behavior and humiliation. (United Nations Children's Fund (UNICEF), 2021).Moreover, the violent acts experienced by Jordanian children are perpetrated by an

authority figure whether at home or at school in which 50% percent of children were physically exposed to violence by parents/legal guardians, school teachers, administrators and siblings (United Nations Children's Fund (UNICEF), 2021)

According to the recommendations of the national studies from Jordan, there is a need to address the issues of domestic violence against children and to develop national strategy for screening and rehabilitating the children as victims of violence (High Health Council, 2016b).

## **1.2 Research Problem**

Internationally, domestic violence instances are significantly underreported. (Wake & Kandula, 2022) .Statistics on violence within the family setting are difficult to gather because of prevailing beliefs that violence within the family environment is not regarded to be “violence” (Al-Hawari & El-Banna, 2017). Violence is a concern in Arab countries, especially in Jordan, and the extent to which it occurs is unknown owing limited documentation and underreporting of incidents (Al-Hawari & El-Banna, 2017). However, prevention initiatives cannot be implemented without access to reliable and accurate information.

Many studies and reports discussed domestic violence in Jordan. Jordan has seen a “dramatic spike” in domestic violence in 2020, with 54,743 incidents being reported over the previous year. As compare to 62 countries in the report, Jordan ranks at 14 in terms of violent disciplinary practices and ranks at 14 in terms of violent disciplinary practices (Al-Hawari & El-Banna, 2017; Al-Modallal et al., 2020; Department of Statistics, 2017; Gausman et al., 2020).

Everyone exposed to violence, including offenders, victims, and infants who encounter the violence, is affected. There is no question that domestic violence happens, that it is a global scourge, and that it affects everyone, irrespective of race, gender, or class. In order to effectively comprehend the institutions which are also impacted by this violent act, it is crucial to appreciate the intricacies of family violence. The issues that domestic violence-affected children face might be simple to ignore. Although it may appear that the children are doing well, or that the families are doing all in their power to shield the children from the violent incidents, the effects of seeing the events firsthand are adverse (Lloyd, 2018).

Several studies have shown that exposure to domestic violence or witnessing it harms children cognitive, psychological, behavioral systems, for example: self-blaming ,sadness , depression, self-harm, suicidal thoughts, substance addiction, risk- taking behavior, criminal activity, inadequate social networks, dissatisfaction with schooling and medical conditions(Miranda et al., 2020; Pells & Morrow, 2018; Pingley, 2017; Rabaia et al., 2020).

Furthermore, interpersonal relations with others are affected by family relations. Children who are subjected to domestic violence may become incapable of or avoid forming healthy relationships with others. This is due to their own family interaction experience which make them fear or worry about the outcome of interaction with others (Robbins, 2021).

Contact with children and the ‘freedom’ of fathers are regularly used as pretexts for violence and neglect. So, the responsible communities have to adopt interventions that help parents and caregivers to create and maintain safe environments for children, promote nonviolent norms and values, provide education and life skills training and implement and enforce laws against child maltreatment to reduce the occurrence of violence among children (Njelesani et al., 2018; World Health Organization (WHO), 2021).

Studies have shown that there are numerous factors which had proven to be the cause behind increasing the violence among Jordanian children. These factors including poverty, the lack of education and the social welfare authorities to support children exposed or witnessed violence ((Damra, 2015; Sabbah et al., 2017; Clark, 2021).

In conclusion, understanding the experiences of Jordanian children with domestic violence may encourage the Jordanian authorities to develop surveillance systems, awareness processes, required policies and laws to compact this type of violence. All these strategies could decrease the incidence of domestic and lead to early identification of violence, and its impact on children quality of life as well as their health status. (Sabbah et al., 2017)

In Jordan, limited studies discussed these issues (Al-Hawari & El-Banna, 2017; Al- Modallal et al., 2020; Gausman et al., 2020). Previous studies have not dealt with a qualitative design. As this study utilized qualitative approach in order to let the children to fully disclose their lived experience of domestic violence by addressing the ‘how’ Jordanian children are exposed to domestic violence. This approach will enable deeper understanding of the children’s lived experience. Indeed, the context of domestic violence also allows getting into the everyday realities of this social phenomenon. Up to the researcher knowledge there has been no published qualitative studies in Jordan. Given gaps in the literature as several studies have been conducted in Jordan on violence against women and children, there was no comprehensive study of the lived experience most of studies were conducted using quantitative designs).



## **1.3 Significance of the Study**

### **1.3.1 The significance of this study lies in several of the headlines:**

According to the Jordanian Nursing Council (JNC), nursing research is essential for improving health. JNC classified nursing research priorities into five main nursing domains: regulation, leadership, workforce, education, and practice. (Council, 2016). This study falls under practice domain that primarily focused on the characteristics of ethical, humanistic and caring approaches to nursing practice in different fields:

**Nursing practice:** Based on nursing practices, this study will assist the practicing pediatric nurse in constructing a preventative programs and strategies that include children and their families in how to solve violence. Help pediatric nurses to develop a structured tool to screen the children exposed to domestic violence.

**Nursing education:** This study will add scientific nursing knowledge about the experiences of children with domestic violence, since there is little published research that comprehensively describes these experiences.

**Nursing management:** Through the experiences that are provided by this study, nurses in pediatric departments will be able to better deal and care for children who witnessed and/or subjected to domestic violence.

**Nursing community:** Nurses can use this study to raise community awareness about children who witnessed and/or subjected to domestic violence and their experiences, helping to enhance their self-confidence, and helping them get moral and psychological support including them in different initiatives and programs where creative ideas are shared and constant communication is established, while also leaving them with a positive impact.

According to the community, schools also play an important role in supporting these children. In order to help these children, thrive in life, those who engage with them in community and school settings must be aware of the need of planning and executing interventions, and they must have a thorough understanding of the impact of exposure. Chanmugam and Teasley's study shows that educators and other professionals should establish productive relationships with families (2014). (2016).

Teachers, during their interacting and cooperating with the child, can play an important role by observing the circumstances that the child is facing within or outside the family or around the environment. They can also introduce a beneficial and healthy relationships that can progress toward self-awareness and means of reaching out to society (Sundler et al., 2019; Fayeze et al., 2014b)

Moreover, the role of the teachers as councilors, in the targeted communities for the child, will help identify the students who are subjected to domestic violence and help them overcome their problems and make them strong (Lloyd, 2018). These assessments can be undertaken by

observing the child's behavior changes and body language as well as hold good conversations in which they can pin out the elements which might be disturbing the child or student and ultimately help them see the school as a place in which they can interact with other social members like their friends and instructors. (Chutiphongdech, 2021; Fayez et al., 2014b)

The results may be used by governmental and non-governmental agencies to develop strategies and educational programs for families and children about violence protection and improve children's wellbeing. Further, this study will enhance and improve the child safety system at its preemptive, services, and parliamentary levels, judgments in government related and non-governmental organizations as well as political organizations who can use the study as a guide (Kotzé, 2021).

According to Theoretical contribution:

In addition, this study is considered significant and unique because it is the first qualitative study in Jordan that aims to develop more understanding of the lived experiences of Jordanian children experience domestic violence, in order to provide a comprehensive picture of the children conditions who exposed to domestic violence. Also, this study may be considered as a base line information for future research that discussed domestic violence experience among Jordanian children.

#### **1.4 Research purpose**

This study aimed to develop more understanding of the lived experiences of children witnessed and/or subjected to domestic violence in Jordan using qualitative phenomenological study.

#### **1.5 Research question**

1. What are the experiences of Jordanian children who have experienced domestic violence?
2. What are the difficulties facing children who had experienced domestic violence?
3. What are the coping mechanisms used by children experienced domestic violence?

#### **1.6 The Researcher Role**

Through the researcher's interest in the field of Maria Montessori's philosophy is one of the pioneers of early childhood education and has made a significant contribution to today's understanding of the principles of early years education and it relies on the principle of the child's freedom, independence, and the development of all aspects of the child through his interaction with the surrounding environment and through discovering the world and getting to know it through his senses. (Isaacs, 2018).

The researcher obtained a Montessori diploma in (September / 2020), then the researcher started more working in this field, the researcher, through frequent visits to the center and interactions with children, noticed behaviors such as isolation, aggression, fear and anger. These children also shared with the researcher feelings of sadness and anger towards the violence they were subjected to inside their homes. This motivated the researcher to realize the importance of conducting this study in order to develop a comprehensive understanding of the experiences of those children who lived with domestic violence and what difficulties these children face. .Appendix I

## **1.8 Conceptual Definitions**

### **1.8.1 Domestic violence**

Domestic violence is defined as a pattern of conduct intended to retain or acquire control and authority over intimate partner (United Nations, 2020). In this study, domestic violence is defined as the sexual, emotional, physical, economic, or psychological behaviors or threats of actions over one's intimate partner that is registered and reported in governmental and/or non-governmental authorities in Jordan (Harland et al., 2021).

### **1.8.2 Lived experiences**

It's the state of mind when a person is aware of what's going on in their lives at the moment those events are happening, before they have had a chance to be analyzed or interpreted by their own (Wahi et al., 2019). In this research, lived experience is the impression of domestic violence and so conveys to the children what is real or correct in his or her life among Jordanian children that is identified and captured through unstructured interview with them.

### **1.8.3 Violence**

To harm another person emotionally, physically, monetarily, psychologically and sexually, or to threaten to do so, falls under the umbrella term "violence." (Safer Spaces, 2021).

### **1.8.4 Child**

A male or female child, aged less than 18 year , or a son or daughter (United Nations, 2020). Every person under the age of eighteen is considered a child, unless the age of majority is reached earlier by the legislation that applies to the child (The Convention on the Rights of the Child: The Children's Version, 2021).

### **1.8.5 Witnessing violence**

When a child, a boy or girl witnessed any kind of domestic violence, from the time they are infants until they become adults (Pingley, 2017). In other words, a child is a witness to domestic violence when an act described as domestic violence is performed in the presence of or observed by the child, or if the child is able to hear or see it, the child is considered a witness (Teicher & Vitaliano, 2011).

### **1.8.6 Physical violence:**

It refers to any form of physical punishment that is intended to create pain or suffering, no matter how mild. Smacking, slapping, or spanking a child on the buttocks with one's hand or an implement (such as a whip, stick, belt, shoe, wooden spoon, etc.) is a common form of this type of punishment (Ferrara et al., 2019).

### **1.8.7 Psychological violence:**

include all forms of persistent harmful interactions with the child, for example conveying to children that they are worthless, unloved, unwanted, endangered, or only of value in meeting the needs of another; scaring, terrorizing, and threatening; exploiting and corrupting; spurning and rejecting; isolating and ignoring (Ferrara et al., 2019).

### **1.8.8 Sexual Violence:**

Any sexual violence in which no physical force is used, yet constitutes transgression against the other, is based on exploitation, and leads to trauma, (Chen et al., 2019).

### **1.8.9 Neglect:**

Is the failure of individuals responsible for children's care to satisfy the children's bodily and psychological needs to safeguard them from danger, and to get medical care (Mikolajczak et al., 2018).

### **1.7.10 Psychological or Emotional Neglect:**

The absence of any emotional support and love, chronic inattention to the child, care givers being "psychologically unavailable" by ignoring young children's cues and signals (Mikolajczak et al., 2018)

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

This chapter is organized into three main sections. The first section explains the process of the literature review, which was undertaken to review studies related to this study. The second section provides scientific information about domestic violence and children experiences. The third section discusses the gap in the literature.

### **2.2 Literature Methodology:**

A search in relevant electronic databases including: Science Direct, CINALL, PubMed databases were used to examine the current published literature on the study's variables and to provide context for the lived experience of children experiencing domestic violence. The search covers the period between 2015 to 2022. The search terms used to locate information on the topic such as: violence, domestic, children, family dynamics and domestic violence, coping mechanisms, qualitative study and Jordan. Some keywords were used singly while others were used in combination.

In this chapter, we looked for research publications that examined at least one of the keywords, and talking about those studies in detail. As a result, This chapter reviews 25 articles that discuss all aspects of this study.

### **2.3 Literature Review**

#### **2.3.1 Domestic Violence Worldwide**

Many studies discussed domestic violence (Ahmadzad-Asl et al., 2016; Boserup et al., 2020; Javed & Mehmood, 2020). A systematic study was conducted to determine the factors that contributed to increase in domestic violence during COVID 19, and recommendations were made for interventional strategies to promote mental well-being. The findings revealed that the pandemic is one of the most significant factors contributing to increased domestic violence. Other factors include the fear of contracting a disease, a forced lockdown, an economic downturn, unemployment, housing, housing overcrowding and the lack of amenities for victims.

According to Javed & Mehmood (2020), the most pervasive kind of violence was violence against women, whether they were employed or unemployed, married or single. The studies in the past had represented the impactful results of violence either domestic or social both had proven harmful for the child, the family structure as well as the society around them. The same had been observed within the region of Jordan as the lack of the education, the necessary facilities due to being an under developing

country has led to impactful results increasing the ratio of child violence and domestic violence to a sky rocketing pace (Javed & Mehmood, 2020).

In order to assess the connection between Intimate Partner Violence IPV and mental health issues including sadness and anxiety, researchers in Iran conducted a home survey of married women. The cluster sampling technique was used to collect data from 615 participants. They then asked about 23 types of IPV (physical and non-physical) they had experienced throughout their marriage over the previous year. Anxiety and depression were evaluated with the use of the Beck Anxiety Inventory (BAI) and the Beck Depression Inventory II (BDI). Seventy-seven% of spouses reported experiencing non-physical violence and thirty-five% experienced physical violence. The prevalence of clinically severe depression and anxiety among women was 15.3 and 32.7%, respectively (Ahmadzad-Asl et al., 2016).

Study on domestic violence among children concluded that children at high risk for the loss of their capacity to empathize with others. Others experience social isolation and find it difficult to establish friends because they are awkward among others or are unsure of what is appropriate (Callaghan, Jane, 2015).

Numerous studies have shown that children from violent households are at least three more likely to engage in fighting and show indicators of more aggressiveness, such as harassment. According to Al-Modallal et al. (2020), up to 40% of persistently aggressive children had experienced severe domestic violence (Al-Modallal et al., 2020).

Children who experience domestic violence may experience personality disorders, behavioral issues, sadness, suicidal thoughts, and bedwetting. Compared to children raised in non-violent households, these children have a higher chance of drug misuse, teen pregnancy, and criminal conduct later in life (Sabbah et al., 2017). Moreover, it was estimated that 2.7 million children had been ignored, physically, sexually, or emotionally abused (Condie, 2015).

According to a thorough review of the scientific findings, exposure to aggression is substantially linked to poor developmental results for children. Marital conflict has been identified as the most significant risk factor for behavioral issues. When children were tested at five age, it was found to be substantially connected with externalizing and internalizing behaviors and social, attention and cognition issues. Furthermore, children were more likely to engage in harmful behaviors when the family conflict was more severe and frequent (Condie, 2015).

Longitudinal studies in 228 men investigated the potential predictive benefit of domestic violence offenders' self-reported exposure to violence in their families and the associated patterns of such exposure. Recidivism, recidivism, violent behavior survival patterns, and destructive behavior survival patterns were examined amongst men with histories of domestic

violence perpetration and varying degrees of exposure to a family of origin violence (Fowler et al., 2016)

Through the study of, 904 high school students between 13 and 20 years old participated in this study. Information regarding each participant's committed CPV was obtained from the Child-to-Parent Aggression Questionnaire. The results show that adolescents who are exposed to violence at home are more aggressive in the future. In addition, this relationship is mediated, at least in part, by the justification of violence and emotional insecurity (Junco-Guerrero et al., 2021).

Children who are the victims of domestic violence have attachment issues, regressive behavior, anxiety, sadness, aggressiveness, and behavioral problems. Intervention in the child protection and youth justice systems, violent behavior, misbehavior, and more victimization may all be more likely for them. Additionally, growing up around violence may affect a child's ability to form relationships and parent later in life, perpetuating the culture of violence in the following generation (Hillis et al., 2016).

According to studies, early detection, treatment, and ongoing follow-up are effective measures to stop or lessen the effects of witnessing violence. It is the duty of all adults who collaborate with children, including families, educators, police, judges, pediatricians, mental health professionals, child protective workers, spousal violence proponents, and others. Its purpose is to develop physical and cognitive treatments that lessen or eliminate the harmful effects of exposure to conflict (UNICEF, 2017).

To develop minimum regional and global estimates of violence against children, Hillis et al. (2016) conducted a systematic study of population-based surveys on the prevalence of violence against children in the previous year. Around 38 papers covering about 96 countries had high-quality data on the prevalence of violence against children the year before. Globally, according to baseline estimates, more than half of all children—1 billion children aged 2–17 years—had experienced violence in the preceding year. It is especially true in Asia, Africa and Northern America (Hillis et al., 2016).

Stark and Landis (2017) comprehensively analyzed population-based methods for estimating child victimization in emergencies. Only 22 of the original 2634 items found met the cut. It was not uniformly measured, and the quality of the research differed. There was evidence from 9 out of 22 research (35%) that exposure to the conflict was associated with adverse health and psychological effects. When comparing men and females, studies have shown that males report a much lower incidence of sexual violence than females, whereas females report significantly greater rates of physical violence. Researchers have neglected adequately studying the youngest children and infants (Stark & Landis, 2016).

### **2.3.2 Domestic Violence and Children's Experience Worldwide**

The effects of domestic violence on children have been the subject of several researches (Miranda et al., 2020; Kiesel et al., 2016; Pingley, 2017; Rabaia et al., 2020). The impacts of witnessing domestic violence on children's adjustment, behavior and development were examined in a systematic review. This review was written to dig further into the effects of seeing domestic violence on children. Analysis of these publications revealed three related problems. These ideas came from researches on children who had seen domestic violence. Included in this category are issues with emotional and cognitive control, as well as both internal and behavioral reactivity (Pingley, 2017).

Studies have presented that the impact of family violence is hazardous to the child's social and educational life as such incidents directly or indirectly integrated towards the children within the family system can affect them emotionally and psychologically. The factors that generate such consequences include parental violence; the conflicts which do not include the child directly can still be impactful for the children. Studies have helped understand the causes, which result in the mental disturbance of children (Miranda et al., 2020).

The impact of family violence also results in dreadful results for the children's daily life, and to facilitate the children, the educational institutes and teachers are required to consider having a conversation and overviewing the elements that might be disturbing the children. The teachers are also required to gain the confidence of the students who are victims of family violence and domestic violence (Pingley, 2017).

Through the quantitative study with a descriptive and correlation type. The research respondents were the students of SMA Negeri Padang who were identified as 73 victims of domestic violence victims, selected by using a purposive sampling technique. The data were collected using the CFSEI-2 inventory for self-esteem and Likert model scale for aggressive behavior with a reliability level of 0.899 and 0.915 for parenting. The findings of this research indicated that self-esteem and parenting together contributed to the aggressive behavior of child victims of domestic violence by 41.7%. (Andriani et al., 2019)

With the help of 419 children, community members, and disability stakeholders across four countries, Njelesani et al. (2018) conducted a qualitative study on the issue of violence against children with disabilities. The results showed that disabled children are more likely to be victims of violence than their typically developing peers, that violent incidents can start as early as infancy, and that a child's social interactions with others in his or her community shape his or her individual experience of violence. (Njelesani et al., 2018) have showed it.



Integrated, administrative data from the Minnesota Departments of Education and Human Services were used to obtain a sample of 2,914 children. Longitudinally observe the impact of these experiences on academic functioning, and make comparisons to the general population. Results revealed significant differences in school attendance and math and reading performance by adverse experience. Children exposed to IPV, underperformed at school. As IPV-exposed children had the poorest outcomes. (Kiesel et al., 2016)

In order to better comprehend the effects of IPV on children and how they manage it; a qualitative research was carried out in Chile. N=9 children, ages 8–12, participated in the study (five girls and four boys). They were sought by a particular organization in Chile that addresses the issue of child violence. Interviews were conducted in a semi-structured format. According to the results, children use various coping strategies when confronted with violent situations. These coping mechanisms helped them escape potentially dangerous situations, reach out to others for help, control their emotions and actions, and ultimately stop IPV and protect their mothers (Miranda et al., 2020).

In addition, in May 2017, researchers interviewed and focused groups with children, young people, caregivers, and professionals in three locations in Ethiopia (one rural, two urban) to better understand and define child violence. Violence is defined in various ways and had different ramifications in the study's urban and rural settings, with the former relating to poverty, violence, and exploitation. Based on the age and gender of the victim, some forms of violence were regarded as permissible or undesirable. For different reasons, it was felt that physical punishment was necessary while dealing with children at home or in the classroom (Chuta et al., 2019).

furthermore , the study by Siahaan et al.,(2022) find the relationship between verbal violence and student's learning achievement among 225 student , used descriptive quantitative correlation, cross-sectional. This meaning that verbal violence of parents tends to hurt the child. (Siahaan et al., 2022)

Using two international screening techniques, a qualitative study was conducted to investigate Palestinians' disciplinary practices and their awareness of child violence, both physical and sexual. Thirty in-depth interviews were conducted by qualitative research teams, with ten (10) mothers, ten (10) young males, and ten (10) young women (10). It became clear from the data that including questions on sexual violence in a survey may be counterproductive or even counterproductive in a society where such violence is not openly recognized and where follow-up services might be lacking or nonexistent. However, this study aroused controversy since it asked general questions regarding sexual assault rather than focusing on

one specific incident. The report found that sexual violence between boys and girls was a severe problem in the West Bank (Rabaia et al., 2020).

Palestinian institutions of higher learning, mental health care, social welfare, and the law should take the results very seriously. The results warn against using globally developed survey instruments in LMIC before considering the possible ramifications of cultural, social, and political settings. However, the gap in the literature was the study only focused on discussions about sexual abuse in adults and included the views and opinions of adults. It did not include the individual experience, as that question might be inappropriate in Palestine. (Rabaia et al., 2020).

### **2.3.3 Domestic Violence and Children's Experience in Jordan**

Violence against Jordanian children has been the subject of several academic research (Al-Hawari & El-Banna, 2017; Al-Modallal et al., 2020; Gausman et al., 2020). A literature evaluation of printed research material on child violence in Jordan was accomplished from 2000 onwards to ascertain the incidence and pattern of domestic violence in Jordan. Four studies focused on sexual violence of children (CSA), two on physical violence, and two on mental violence (ECA). Five research analyzed various forms of child maltreatment. In most cases, information was collected via self-reports.

Many sources were minors (those less than 18 years old). Estimates of child violence's prevalence, its effects, and the public's perception and knowledge of the issue were crucial to the discussions during the conference. However, there were substantial differences. Researchers in Jordan found child violence prevalence rates comparable to those found in other developing countries, despite wide variations in the types of violence recorded. Numerous studies have shown the adverse effects of child violence. They have also shown a widespread lack of knowledge about the reporting processes for child violence cases and the availability of community support groups. This research suggests that children in Jordan are vulnerable to various child violence situations. It is clear from the results that further in-depth research into this topic is necessary, even if this was just a pilot study (Sabbah et al., 2017).

Al-Hawari and El-Banna (2017) looked backward to assess the prevalence of domestic violence in southern Jordan. These numbers are based on medical-legal complaints of spousal violence filed with the Directorate of Forensic Medicine in the southern region of Jordan between January 1, 2010, and December 31, 2015.

In all, 128 occurrences met the criteria. Though women made up the vast majority (77.3%), a significant frequency (41.4%) was seen in those aged 18 and above across both sexes. Among intimate partner violence incidents, sexual assault was the most common tactic utilized by both sexes

(41.4%). There is a higher incidence in rural areas (75%). In the spring, there was an increase in domestic violence (28.1%). About one-quarter (23.4%) of these situations lead to people being homeless. In 71.1% of the situations, problems at home or with money were to blame. Domestic violence is far less common in South Jordan than in other parts of the country. However, it is still a severe problem that requires an extensive attention from the community in the form of prevention, investigation and therapy (Al-Hawari & El-Banna, 2017).

The government and relevant agencies must assess the factors contributing to child violence, including the dearth of adequate resources such as good schools. While verbal and physical violence incidents in Jordan's schools have decreased, they have not stopped entirely. These efforts improve the quality of education and provide more possibilities for the child's character development. (Gausman et al., 2020).

Research gaps, programmatic lessons learned, and opportunities for policy change in Jordan from an ecological perspective at the individual, health system, community, and policy/legal levels were identified through a systematic review of the literature and focus group discussions conducted by Gausman et al. (2020). Twenty-seven papers were included in the review. Interactions between stakeholders revealed significant voids in study and policy. Since the beginning of the Syrian crisis, there has been an upsurge in the number of young marriages in Jordan, especially among Syrian refugees. Adolescent refugee girls are particularly vulnerable to sexual and gender-based violence (SGBV) and early marriage due to the country's worsening economic situation. In Jordan, SGBV-promoting norms, attitudes, and behaviors are reinforced at the community and family levels. Despite ongoing initiatives, SGBV services remain insufficient, especially for children, and target populations remain oblivious to service availability. Legal reasons for sexual assault, honor killing, and child marriage persist in current legislation and policy (Gausman et al., 2020).

Al-Modallal et al. (2020) conducted a study to determine whether or not a woman's experience of childhood maltreatment was related to her later experiencing mental health problems. A total of 409 women participated in the study, all recruited from Jordanian medical facilities. In this study, we found no evidence of a statistically significant difference in the prevalence of mental health concerns between women who had experienced physical or sexual assault and their non-assaulted counterparts. Furthermore, there was a statistically significant difference in psychological well-being between women who had and had not suffered emotional violence. When comparing emotionally abusive and non-abusive women, as well as neglected and non-neglected women, using the Bonferroni correction, significant differences were found on all dependent variables. It was shown that some childhood violence did not have lasting

effects on women's mental health. The psychological repercussions of childhood mistreatment may alter women's dedication to family, children, and home. Finding out whether a woman has been violent or neglected as a child is crucial, especially before getting married (Al-Modallal et al., 2020).

It has been found advantageous to evaluate numerous aspects of domestic violence by observing the components impacting the children's social and scholastic lifestyle in diverse situations. A more profound knowledge of the effects on a child's life is a direct outcome of the efforts of teachers, child welfare agencies, and educational institutions. Avoiding such outcomes may be fruitful by using methods like a confident communication approach to learn about and discuss the factors that contribute to violence and domestic problems. Numerous studies have proven helpful in identifying the outcomes of persistent marital violence and child maltreatment. Adolescents exposed to domestic violence are affected like violent children. It is common for them to have trouble connecting emotionally with either parent. Growing up in a family where violence is expected increases a child's vulnerability to violence and neglect. Exposure to father maltreatment of the mother is the most critical risk factor for propagating violent behavior across generations. Male offspring seeing their fathers mistreating their mothers appear more inclined to engage in abusive behavior as adults than male offspring from nonviolent homes (Al Majali & Alsrehan, 2019).

The study's overarching goal was to ascertain the impact of domestic violence on students' academic performance from the viewpoint of their advisors, accounting for factors including advisors' levels of expertise, gender, credentialing, and students' socioeconomic backgrounds. Ninety educational advisors from Jordanian public schools in Amman, Irbid, and Karak were surveyed, with 46 men and 44 women included in the sample. The results show statistically substantial disagreements amongst academic advisors over whether or not domestic violence affects students' performance in the classroom. As a bonus, it shows statistically significant shifts in their views due to the experience variable ( $= 0.05$ ) but no shifts in their opinions related to gender ( $= 0.05$ ). There was evidence of statistically significant differences in how educational advisors viewed the impact of domestic violence on their students' academic outcomes based on the advisors' qualifications and the students' socioeconomic position (Nassar, 2017).

The purpose of this thesis was to offer a thorough understanding of sexual assault among Jordanian children and young adults. Five social workers, two psychologists, five high-level policymakers and managers, four never-offending parents, and nine sexually-violence children and youth participated in semi-structured interviews to compile this study's

data. The research led to five significant findings: Sexual assault is traumatic for everyone involved, including the offended and their loved ones. As horrible as it is, honor killing is still a problem many families face and threaten to act on. Girls who are sexually assaulted have fewer options for marriage and schooling. Child-affirming practices create the safest setting for children and youth to disclose violence, increasing the likelihood that they will feel heard and supported. (Burhoum, 2021).

Lastly, providing sexual education in schools and raising public awareness of sexual violence may substantially influence children and adolescents' openness to report violence and parents' responses to such reports. This study expands our understanding of sexual assault in Jordan and the Arab world. This study is unique since it uses qualitative semi-structured interviews to include the voices of children and teenagers (Burhoum, 2021).

## **2.4 Gap in Literature**

Numerous studies have examined children's lived experiences as witnessed or/and subjected to domestic violence on worldwide. However several studies have been conducted in Jordan on violence against women and children , there has been no systematic examination of the lived experience of children witnessed and/or subjected to domestic violence in Jordan, including difficulties facing children, who had experienced domestic violence and the coping mechanisms that were utilized via a qualitative phenomenological approach.

## **CHAPTER THREE METHODOLOGY**

### **3.4 Introduction**

Detailed descriptions of each step undertaken in carrying out the research are presented in this chapter. It presents the study methodology including the study design, setting, population and Sample, data collection procedure, ethical considerations and data analysis.

### **3.5 Research Design**

The construct of the research study is a phenomenological qualitative design that is concerned with revealing the “essence” or “essential structure” of any phenomenon under investigation (Wirihana, Welch & Mental, 2018). As defined by Creswell (2009), “phenomenology is a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants” (p. 13).

A phenomenological research design provides deep understanding of the experience patterns and themes portrayed by the participants of the study. According to Moustakas (1994), the goal of phenomenological inquiry is to understand fully lived experience and the perceptions to which it gives rise and to describe this experience from the perspectives of people involved.

Phenomenology, rooted in a philosophical tradition developed by Husserl and Heidegger, is an approach to exploring and understanding people’s everyday life experiences (Stannard, 2012).

The philosophical underpinning of the current study is a descriptive phenomenology approach developed by Husserl (1994). The descriptive phenomenology provided the researcher with direct exploration, analysis, and description of the phenomena of domestic violence. Moreover, the descriptive phenomenology stimulated the researcher's perception of domestic violence experience while emphasizing the breadth, richness, and depth of children's experiences. The rationale behind the choice of descriptive phenomenological research is that it will understand and identify how children perceive their lived experiences and how these children tries to cope with domestic violence situation by themselves.

The researcher begins to know about the phenomena as described by the participants. The researcher avoided any opinion, evaluation, or criticism and paid strict attention to the lived experiences with domestic violence as children described (Intuiting).

Then, the researcher identified the essence lived experiences with domestic violence based on how children obtained presented the data. The researcher listened to descriptions of the data, and then emerged common

themes. In addition, the researcher dwelled with the data for five months to ensure accurate and pure description of the data (Analyzing).

Finally, the researcher described operation to bring to written and verbal description distinct elements of lived experiences. The researcher described the data based on a classification of the experiences (Describing).

The lived experience of children with domestic violence could be the best source of data. One of the strength of this approach, that it provided the researcher with very rich and detailed description of the children's' experiences.

### **3.6 Sampling and Sample**

Phenomenologist tends to rely on very small samples of participants. Two principles guide the selection of a sample for a phenomenological study, the first one that all participants must have experienced the phenomenon, and the second one is all participants must be able to articulate what is like to have lived experience (Reinharz, 1998) Accordingly, the study included 25 children who experienced the phenomenon of domestic violence and were able to articulate their experiences.

#### **3.6.1 Sampling Methods**

The researcher selected a purposive sample after obtaining all required ethical approval. This method of sampling selected according to the list of children who disclosed or witnessed domestic violence and subjected to domestic violence that was registered in one of non-governmental organization in Ain Al-Basha District / Al-Baqa'a Camp. The author continued recruiting the sample until reaching saturation.

#### **3.3.2 Sample Size Calculation:**

Data saturation was achieved through interviewing the children then researcher notice the same themes coming out and repeatedly with a total 25 children 15 were girls and the rest of them 10 were boys, whom were met after taking permission from them and their parents while they were assured that the information provided will be very confidential and will be used for the study purpose.

#### **3.3.4 Inclusion and Exclusion Criteria**

##### **(1) Inclusion Criteria:**

The child must be of Jordanian nationality, had Previously witnessed or been subjected to domestic violence registered in non-governmental organizations, Aged between 8-15 years old, because this age group can comprehend and reflect on their experience and Acceptance of the child and parents to participate in the study.

## **(2) Exclusion Criteria:**

A child who did not meet the inclusion criteria, or had any chronic illnesses or severe mental illnesses, was excluded from participating in this study.

### **3.4 Setting**

The research study has been conducted on voluntary local non-governmental organization, located in Ain Al-Basha District / Al-Baqa'a Camp, Jordan. It is a new association that was established in 2016-2017 and concerned with the affairs of orphans and poor families.

It is an independent organization that contributes strongly to enabling poor families and orphans in the municipality to rely on themselves to raise their standard of living through material and moral support and specialized and qualitative training and qualification programs provided by a team characterized by credibility and high administrative efficiency. It facilitates the reduction of domestic and family violence. (Al-Zyoud, I. 2019), In Jordan, 6,522 non-governmental organizations (NGOs) were registered in the Kingdom as of December (2020), 3,952 of which were affiliated with the Ministry of Social Development (Ministry of social development, 2020). They give people, of all ages and walks of life, a platform from which to voice their opinions and bring local issues to light; they bring together people who share similar values in order to take action toward a common goal, whether through service to others, open and honest communication, or the doing of good.

The center contains several rooms approximately four to five rooms, some of which are designated as classrooms, others are designated for meetings, and there is a play area inside. They receive all children of all ages and genders. There are no dormitories for these children inside the center, they come with their parents to the center on specific days to attend educational and preparation programs dedicated to them, They also come to attend recreational activities and parties that are coordinated by the manager of the organization with supervisors working together to provide the best service for these children.

#### **3.4.1. Reasons for the Selection of the Study Setting**

The Study Setting was chosen because it is easy access to the center, and their cooperation with the researcher in meeting the children and providing a good, appropriate and prepared place to interview them to find out the extent of their exposure to domestic violence.

### **3.6 Ethical Consideration**

The study was approved by the Research Ethics Committee of Mutah University on December/2021 (Reference No: 2654/97/107) and from the



non-governmental authority as well as from the parents of the children. The researcher ensured the parents and children that their personal information will not be revealed to anyone. Appendix II

### **3.5.1 Parental Consent Form, Parental Permission for Children Participation in Research:**

The researcher made sure to get an ethical permission from the parents of the children and explain to the parents that child's privacy and the confidentiality of their data will be protected by keeping their identity confidential, as only symbols, rather than names, will be used to document their answers to the researcher's questions. Anonymity was used for protection and security. All data collected was kept strictly confidential, and names were not used in any presentation or texts. All information (records, transcripts, all written materials, consent forms) was kept in password-protected electronic files that no one can access, except for the researcher and her assistants. Parents reported their cooperation and acceptance of the order to allow their children to participate in this study .Appendix III

### **3.5.3 Voluntary Participants and Informed ConsentForm:**

The respondents to be as impartial as possible, they were given a thorough explanation of the study project. The participants' goal, methods, time commitment required risks and advantages of the study, and the privacy of their records were all explained to potential research subjects in the informed consent statement. The research subjects had been notified of their right to participate and their ability to refuse at any moment. Appendix IV.

### **3.5.3 Confidentiality:**

The researcher advised the subjects that their information would be kept in a safe place for at least three years after the study is over, and that their identities would stay private and not be connected to any data. Additionally, the researcher protected the respondents' privacy and confidentiality by not asking them for their names and keeping the information they provided secret (Tluczek et al., 2019). By asking individuals up front whether they had any concerns about taking part in the experiment or whether they anticipate that it would harm them, the researcher was able to reduce and relieve the tension and worry that might have been caused by the research for the individuals.

### **3.7 Data Collection Procedure**

After obtaining the ethical approval from the Academic Research Committee at Mutah University, the researcher made an audio call with the manager of the organization, where an initial acceptance was obtained from the manager to conduct the study. The researcher informed the manager about the purpose of the study, the study sample, and all relevant issues to the present study. The cooperation from the manager of the organization and feasibility to conduct the study appropriately were assured.

After having the approval from the manager to start the interview, the researcher obtained the appropriate sample according to the list of children who disclosed or witnessed domestic violence, then asked for the telephone numbers of the parents in order to communicate with them for the approval to include their child as participants in the study.

The researcher contacted participants selected for the interview in order to tell them about the aim of the study, explain to them the significance of the study, taking a prior consent from them for the interview, and tell them the time of the scheduled interview. When conducting the interview, the researcher introduced self as a master's degree student. The permission was signed on the day of the interview.

After taking approval from the children as a participants, 25 face-to-face semi-structured interviews were conducted with 25 participants in the Arabic language were held in a room determined in the center, where the ventilation and the lighting were good while taking the necessary precautions to prevent Coronavirus Infections. General prevention methods were used through wearing mask, gloves, and social distancing with participants. The researcher used high-quality tap recording equipment. The researcher started collecting the data from the sample in March/2022 and continued to May/2022.

The time for the interview was between (45-60) minutes, depending on the saturation of data and the willingness of the participant to speak, The researcher gave the participants (10-15) minutes break during the interview in which they can play or listen to music, so that the participants would not feel bored or tired.

Interviews were conducted individually, with the presence one of the parents outside the room, and was separated on different days: three to four interviews per week.

The participants were asked about their lived experience; by using open-ended questions that allowed the participants to speak freely, questions developed based on many previous studies (Miranda et al., 2020; Pells & Morrow, 2018; Pingley, 2017; Rabaia et al., 2020).

Based on the evaluation of the content, the protocol was organized by the supervisor. It consisted of three sections: The first section of the questionnaire begins with the letter of inquiry addressed to the study child

parents, and it is followed by information about the study's goals, what it is asking of the child and their parents, space for them to sign and the researcher's contact information.

The Interview for children included three demographic variables (age, gender, academic performance) and 17 questions:

1. Could you tell me about yourself?
2. Where you live, and with whom?
3. How would you describe your family?
4. Whom are you closest to you in your family?
5. What is your relationship with this person like?
6. This project is about children growing up with domestic violence. Do you think of yourself as growing up in that kind of situation?
7. When there are bad times at home?
8. What is that like for you when people are fighting or getting angry with each other?
9. How do you react with those kinds of situations?
10. Is there anything you do that makes you feel better?
11. When are bad things happening at home? What do you do/say? How does it help?
12. Is there someone you can talk to about the things that happen or have happened at home?
13. Does the violence that you are exposed to affect your academic performance?
14. What are the alleviating factors that help you?
15. When you exposed to violence how you protect yourself?
16. What are the situations that alleviate your suffering?
17. Do you think that the exposure to violence affect your academic performance and your relationship with others?

The interview was in Arabic language. In addition, the researcher used observation skills to collect data such as: body language, sensations, and tone of voice, facial expressions and any other expressions .Appendix V.

### **3.7 Data Analysis**

Qualitative data analysis began immediately following the completion of the individual interview. The researcher transcript the data, and then translated it from Arabic to English. The researcher assessed the transcription for accuracy by listening to and comparing it with the audio tapes.

The data were analyzed using a modified version of the van Kaam method. Because of the massive amounts of data needed for this kind of study, the Modified van Kaam methodology, pioneered by Moustakas (1994), is used as the method of data analysis. The following are the seven steps that make up the modified van Kaam analysis: (1) listing and

grouping; (2) reducing and deleting; (3) clustering and thermalizing; (4) validating; (5) describing in textual detail; (6) describing in structural detail; and (7) describing in both textual and structural detail. (Moustakas, 1994)

To begin formulating a strategy for analyzing data, the researcher first refrains from making presumptions regarding the existence of any given phenomenon. At this point, the data is phenomenological bracketed in great detail. The researcher also takes part in the verbatim transcription of the recorded data, which involves encoding and organizing the information included within the transcription. Second, the data is grouped into subcategories and subunits. Since these definitional units were identified, the researcher used building blocks for analysis. Third, the researcher then used the confirmed themes to create unique textual descriptions for each Participant. Part four, validation, involves checking the consistency of the major themes with the rest of the transcript. If they aren't, then it's time to get rid of them. In the fifth and last phase, the researcher uses the confirmed themes to create unique textual descriptions for each participant. Moreover, the researcher was constructing a structural description of the participant's overall experience based on the textual description.

Thematic analysis is a way to sort through qualitative data to find, study, and report on themes that keep coming up (Braun & Clarke, 2006). It's a way to talk about facts, but the way codes and themes are chosen and built needs some explanation. The matrix analysis stands out because it can be used with different research goals, designs, and sample sizes, as well as in different theoretical and epistemological frameworks. Braun and Clarke (2006) say that thematic analysis can be used on its own as an analytical method and as a foundational technique for other qualitative research methods, even though some scholars have said that it belongs to ethnography or is best for phenomenology. Several other qualitative methods, like grounded theory and discourse analysis, could use the thematic analysis's rules for data coding, finding themes, and writing reports (Watling & Lingard, 2012). Because thematic analysis can be used in many different ways, Braun and Clarke (2006) call it a "method" instead of a "methodology."

### **3.8 Trustworthiness of data:**

Trustworthiness were considered during data collection and analysis. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. According to Guba and Lincoln framework in (1985), trustworthiness has four key components: credibility, transferability, dependability, and conformability (Pilot & Beck, 2014). But, in 1994,

Lincoln and Guba added a fifth criterion of credibility in response to criticism, and that criterion is: authenticity. . (Polit & Beck, 2014 ; Kyngäs et al., 2019)

Credibility can be defined as confidence in the ‘truth’ of the findings. In order to ensure credibility, the researcher kept the data grounded in the interviews. This was accomplished by pulling codes or segments of meaning verbatim from the transcriptions. This process was occurred over and over until all relevant data are processed. Once organized into groups the researcher looked for existing themes in the groupings of codes. The tracked these groupings and ideas throughout the process to allow for transparency around the findings of the study. It should be clear to another researcher how and why the themes presented surfaced from the original data. The researcher must also work towards maintaining a fair perspective on the data and the participants. (Polit & Beck, 2014 ;Kyngäs et al., 2019))

Dependability seems to be more closely tied to reliability. Occasionally, the veracity of data is determined via the use of a data audit. A data audit may be undertaken if the data collection is sufficiently rich and dense to allow an auditor to decide if the study scenario relates to their own circumstances. This is impossible without appropriate specifics and contextual knowledge. The researcher requested an external reviewer to review and examine the research process and the data analysis in order to ensure the stability of data over time and over conditions. That expert was (Dr.Haitham Oran).

Finally, it is critical for other researchers to be able to duplicate the findings in order to demonstrate that the findings are the result of objective research procedures and not conscious or unconscious bias. For this reason, over time, the researcher was to notice patterns that seem to be repeated throughout the participants' responses to the interviews. The interviewing was carried out until the saturation threshold has been reached, at which time it was assessed that additional interviews would be unlikely to provide any new significant themes, the researcher utilized triangulation as a method to improve the dependability of the study. (Moon et al., 2016; Birt et al., 2016b)

Triangulation and member checks assist to establish credibility and reliability. Triangulation entails posing the same research questions to a variety of study participants and collecting data from a variety of sources using a variety of methodologies in order to answer the same questions. This included interviews, observation, and field notes in order to achieve audit trail (enough information).

The researcher went to the center for attend the activities and charitable parties that are held for these children selected in the study in order to observe the behaviors and the experiences of the participants

and document the note about their behavior among themselves and how do they interact with their environment. Finally, the researcher's supervisor proved that the researcher draw clearly the interpretations from the data. When researchers invite participants to evaluate the data acquired by interviewers and the researchers' interpretations of that data, this is referred to as a member check. (Kyngäs et al., 2019)

Transferability aims to generalize research results and apply them to various situations and settings. Researchers cannot conclusively demonstrate that results based on data interpretation are transferrable, but they can indicate that they are plausible. (Kyngäs et al., 2019)

Similar to credibility, authenticity was beginning with writing an epoche about the researcher's connection to the topic. From there, the researcher revised the data during the analysis phase looking for any data that are missed. This process also was included considering alternative explanations or themes that may have been overlooked. By paying attention to the biases and predisposition to the topic, the researcher was more open to see the data from multiple perspectives. (Kyngäs et al., 2019)

Conformability is the neutrality or the degree findings are consistent and could be repeated. This is analogous to objectivity in quantitative research (Polit& Beck, 2014). In this study, researcher kept detailed notes of all her decisions and analysis as it progresses. In addition, the study results were confirmed by the participants who assured that the themes were reflecting their experience of domestic violence.

### **3.8.1 Member checking:**

The term "member check" is used to describe the process by which researchers ask respondents to assess the quality of the data collected by interviewers and the accuracy of the researchers' interpretations of that data. (Birt et al., 2016b)

After their semi-structured interview, the researcher shared the results with the 5 participants to discuss the transcripts and get their response. The researcher then collected the respondents' reactions and opinions. Using individual interviews as a confirmation strategy, the researcher provided the participants with the data and findings to ensure their precision and consistency with their observations.

The study gained Credibility when the participants said that the descriptions accurately reflect their opinions, sentiments and experiences. These member checks helped to reduce the occurrence of inaccurate data and inaccurate data analysis. The main objective of this procedure was to deliver dependable, realistic, and unique results

### **3.9. Piloting Interviews**

In-depth, rich information about personal views is provided via qualitative interviews. However, it could be challenging for a researcher with little expertise to conduct a quality interview in a qualitative study. As it indicates the adaptation to the main study, interview prototyping is crucial and helpful in qualitative research. The researcher tested the structured interview to gauge the questions' suitability and receive some preliminary advice on the research's potential. Additionally, it made it easier for the researcher to practice conducting lengthy, semi-structured conversations and establishing a relationship with the participants. (Kyngäs et al., 2019)

Furthermore, the preliminary questions helped the researcher develop interviewing techniques and a better understanding of conversational flow to detect potential difficulties. Before gathering data, the researcher performed prototype conversations with three eligible participants to assess the suitability of the interview questions and the entire interview experience in the available room at the sitting. By providing each participant with consent form guidelines, the researcher could secure permission from participants. The researcher used digital voice recordings to capture the interviews.

Each interview lasted about 45 minute, the researcher found that the questions that she asked to the participants during the pilot interviews were clear, easy and understandable. The researcher did not face any difficulties.

## **CHAPTER FOUR RESULTS AND ANALYSIS**

### **4.1 Introduction**

The overall aim of this study is to develop understanding of the lived experiences of children witnessed and/or were subjected to domestic violence in Jordan using qualitative phenomenological study. This chapter presents the results of the study, which includes a description of the sample. The researcher organized the results according to the research questions. In addition, the researcher identified and discussed the themes in an objective manner.

### **4.2 Characteristics of the Participant's**

The researcher conducted 25 interviews with children who witnessed and/or subjected to domestic violence at local- nongovernmental organization in Jordan , The age analysis of the participants shows that 19 of the participants were belong to the age group 8-12 years while 6 belong to the age group 13-15 years old. It shows that data is collected about school children and the majority of the respondents were under 12 year's age. The Gender analysis shows that the majority of the participants 15 were girls and rest of them 10 were boys.

Self-evaluation of academic performance shows that 3 of the participants agree that their academic performance is weak due to domestic violence, while 11 of the participant's performance is satisfied, 3 of the participants were able to show good academic performance and 8 of the participants have excellent performance.

The researcher reported the participants' Characteristics at the time of the interviews in Table (1).



**Table 1**  
**Sample characteristics from participants Interviews (n = 25)**

<i>Child symbols</i>	<i>The Gender</i>	<i>The Age</i>	<i>Self-evaluation of academic performance</i>
<i>R (1)</i>	Girl	8	Good
<i>R (2)</i>	Girl	10	Good
<i>R (3)</i>	Boy	11	Satisfied
<i>R (4)</i>	Girl	8	Satisfied
<i>R (5)</i>	Girl	9	Excellent
<i>R (6)</i>	Boy	12	Week
<i>R (7)</i>	Boy	13	Satisfied
<i>R (8)</i>	Girl	9	Good
<i>R (9)</i>	Girl	11	Satisfied
<i>R (10)</i>	Girl	8	Satisfied
<i>R (11)</i>	Girl	9	Excellent
<i>R (12)</i>	Boy	10	Week
<i>R (13)</i>	Boy	15	Excellent
<i>R (14)</i>	Girl	10	Satisfied
<i>R (15)</i>	Boy	14	Satisfied
<i>R (16)</i>	Girl	9	Excellent
<i>R (17)</i>	Boy	13	Satisfied
<i>R (18)</i>	Boy	8	Satisfied
<i>R (19)</i>	Girl	10	Satisfied
<i>R (20)</i>	Boy	15	Excellent
<i>R (21)</i>	Girl	12	Excellent
<i>R (22)</i>	Girl	10	Excellent
<i>R (23)</i>	Boy	14	Week
<i>R (24)</i>	Girl	9	Satisfied
<i>R (25)</i>	Girl	10	Excellent

### 4.3 General Self-Analysis of Respondents

Table 2 shows the general personal analysis of the respondents. Total respondents were 25. Most of the respondents have swimming hobbies as they think swimming can help them to release their stress. Maximum respondents like their family but they don't like violent part as it disturbs them. Some of the respondent's academic performance is affected by family culture and some tackles the situation. The above table shows that most of the respondents has a strong relation with one of the family members. They like to share their secrets of their believes ones and that helps them to.

The researcher reported the general personal analysis of the respondents In Table (2).

**Table 2**  
**The general personal analysis of the respondents**

Scale Items	Subtheme	Participants Quotes
<p>Could you tell me about yourself?</p>	<p>Personal hobbies/tributes</p>	<p>R1: one of my hobbies is playing chess, playing Rubik, going to school, going back to sleep and spending my day normal like others.</p> <p>R2: I enjoy playing soccer and mobile games.</p> <p>R3: I like playing sports such as football.</p> <p>R4: I enjoy drawing and swimming.</p> <p>R5: I love to draw and I like to go out and play with the neighbors' children and play on my phone, I feel ugly when I look at the mirrors but people tell me you are nice and my personality is calm, I mean, when my brothers beat me, I forgive them I don't say anything.</p> <p>R6: I love studying and I'm very smart.</p> <p>R7: I go to Al-Zahraa school, I enjoy playing soccer, and make a lot of fights.</p> <p>R8: I don't like anything that makes me mad, yet I don't like to see bullying because it's the thing that I hate the most, I mean, when I see a bully person, I hate him even if he did nothing and I like to help anyone who is mentally ill making him forget his pain</p> <p>R9: I love drawing a lot and football and I am not satisfied with myself very much</p> <p>R10: I love to play football and I am good at it and I don't like studying very much and I wish to change myself for example getting thinner.</p> <p>R11: I love swimming a lot and I feel that I am confident of myself a lot</p> <p>R12: I like to play outside and I like visiting my sisters</p> <p>R13: I'm a very smart person in mathematics and I enjoy soccer a lot.</p> <p>R14: I love riding the bicycle a lot and i am</p>

very active

R15: I love to help my mother, to draw and I love when I grow up to be an investigator

R16: drawing is one of my best hobbies, especially with a pencil.

R17: I enjoy yoga a lot and I like studying.

R18: I love to play on the phone and i am polite and smart

R19: I like to help my mother and to play with my sisters yet to buy to my little brother nice things, I love playing and swimming in the pool also.

R20: I am excellent in my academic performance.

R21: I enjoy cooking and making deserts, I have two best friends.

R22: I enjoy swimming and drawing but I'm prohibited from doing such things because of the domestic violence of my father towards my mom, and no one takes me to the park, all time I'm distracted between these fights.

R23: I enjoy soccer, I don't like the anger in me

R24: I come back from school for lunch and read Quran and fast and I have no friends

R25: I live in Ayn-El-Basha, yet soccer and swimming are my hobbies.

R1: My parents, my sister, and my brother.

R2: My parents, my brother and my sisters.

R3: I live with my family that consists of my parents and my brothers.

R4: I live with my parents and my brother, yet I wish I have a sister.

R5: My parents, my brother and my sister.

R6: My parents, and my brothers.

R7: I live with my parents, my two married brothers, and my two sisters.

R8: Our family consists of four people, my parents, my brother and me.

R9: My parent and my two brothers

R10: My parents and my brothers

Where you live,  
and with whom?

Family  
members

How would you describe your family?

Family culture

- R11: My parents and my brothers
- R12: My parents, my brother, my sister is married and she lives alone.
- R13: My parents and my brothers.
- R14: My parents and my brothers.
- R15: My parents, three sisters and my brother.
- R16: With my parents and my brothers and sisters.
- R17: My parents, my sisters, and my brother.
- R18: With my brother and my parents, I am the eldest
- R19: My parents, my sisters, and my little brother.
- R20: My parents, my sisters, and my brother.
- R21: I live with my parents and my two young brothers in an apartment.
- R22: My parents, my sister, my brother, and I'm the youngest.
- R23: My parents and my brothers.
- R24: My parents, my brother, and my grandparents.
- R25: I'm the youngest in our family, I live with my parents, my sister, and my brother.
- R1: My family is full of problems; my parents fight with each other for the most trivial reasons for example if my mother didn't cook or my father is not sitting well.
- R2: Happy family
- R3: My family is interconnected.
- R4: A normal family living in peace
- R5: Beautiful
- R6: My family describing it with a word it is disintegrating
- R7: It's beautiful and lovely, and we hangout a lot.
- R8: My family is beautiful.
- R9: I don't love them a lot, they fight way more.
- R10: Lovely Family
- R11: problematic family

Whom are you  
closest to you in  
your family?

Family  
connection

- R12: Beautiful like every family  
R13: Good family  
R14: My family is normal like any other family they don't go out a lot but my mother is social  
R15: They're good and lovely people.  
R16: Social Family  
R17: My family love violence a lot.  
R18: They're good but they fight alot  
R19: I love my family very much; they gave me all what I want.  
R20: we are a happy family.  
R21: It has problems, especially with my brothers who break down everything in the house, they're 3 and 3 you, I try to say no to them but they don't answer my request.  
R22: My family consists of a problem that's always in regulation, I don't like this situation since I hope to be like other children who go play in the park, I wish I had another family who care for me, not like my father who always distracts me.  
R23: They are good.  
R24: We don't travel and we don't go out a lot like my friends, they're lovely but there are problems between them  
R25: They are violent. I am not happy with my family.  
R1: My brother  
R2: My twin Ghayth  
R3: Absolutely My Mom.  
R4: My mom is the closet person to me.  
R5: My Mom  
R6: My youngest brother  
R7: My mother  
R8: My father shows me love more than my mom and he understand me well.  
R9: My eldest brother  
R10: My mom  
R11: My Mom and my sister  
R12: My dad  
R13: My brother  
R14: My mother

What is your relationship with is person like? Nature of connection

- R15: My eldest sister
- R16: My youngest sister
- R17: My sister
- R18: My Dad
- R19: My eldest sister
- R20: My sister
- R21: My mother
- R22: The closest person to me is myself, and my cats,
- R23: My Dad
- R24: My eldest brother
- R25: My mother
- R1: He's me secretes keeper; I hang out with him.
- R2: He's my friend and my partner
- R3: My relationship with her has a strong bond.
- R4: She's the friend who kept my secrets.
- R5: My best friend and the keeper of my secretes.
- R6: I love and take care of him, sometimes I helps him in studying and so on.
- R7: Good
- R8: he is the one who keep my secrets
- R9: He's my friend, we play together and talk about our problems.
- R10: My friend and my secrets keeper.
- R11: They are my secret keeper.
- R12: He's the keeper of my secrets, like yesterday my brother beat me but my dad punished him.
- R13: like a friend
- R14: She keeps my secrets.
- R15: She plays with me and keep my secrets.
- R16: My best friend whom I am used to talk to a lot.
- R17: She is my best friend
- R18: It's a little bit great relationship.
- R19: When my father beats her and my sister, I take them in my lap and tell them it's ok apologize to dad
- R20: She keeps my secrets.

R21: My best friend, my secret keeper, she's always with me, unlike my dad who comes back home late from work.

R22: I enjoy taking care and playing of them and they're the thing that makes me patient in my life.

R23: He is my friend. We have good relations.

R24: My friend and we go to all the places together and we finish the Quran together and I tell him sometimes me secretes

R25: She is my best friend.

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#### 4.4 Themes

Three distinct themes captured and reflected the lived experiences of children who witnessed and/or subjected to domestic violence: (1) Beyond the Walls of Homes, Children experiencing domestic violence. (2) The harmful feelings, (3) Living with fantasy and forgetting about reality. The themes described the lived experiences and difficulties faced by children who witnessed and/or experienced domestic violence in Jordan and how these children try to cope with the situation of domestic violence on their own .In order to answer the three research questions:

1. What are the experiences of Jordanian children who have experienced domestic violence?
2. What are the difficulties facing children who had experienced domestic violence?
3. What are the coping mechanisms used by children experienced domestic violence?

Table 3 summarized how the five themes evolved from grouping the data into meaningful themes and subthemes.

**Table 3**

**Emerging themes and subthemes of children's' experiences**

<b>Themes</b>	<b>Subthemes</b>
Beyond the Walls of Homes, Children experiencing domestic violence	
The harmful feelings	1. Feeling of loneliness 2. Feeling of insecure 3. Feeling of anger
Living with fantasy and forgetting about reality	

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#### 4.4.1 Theme 1: Beyond the Walls of Homes, Children experiencing Domestic Violence

This theme 1 summarizes the responses to the first research question, where this theme explains the experiences of children with domestic violence and what they face inside their homes through witnessing violence or being subjected to violence itself. The researcher noticed after immersing with this group of children .When they were talking about their experiences, they spoke comfortably and described their suffering with domestic violence, as if they had found someone listen to them. Most of them confirmed that they (living with Domestic Violence)

Children subjected to violence in a variety of ways, including: witnessing the act itself, hearing about it during or after the occurrence, intervening to stop the violence, or suffering the violence themselves.

Physical violence is the most evident form of domestic violence that may include (crushing, beating, choking, kicking, and beating).

The following quotes illustrate physical violence towards children:

*At home we have cursing and beating between my mother and father my father is the one who practices violence more. Even between my brother and sister they beat each other and my fathersometimes beats me too. (R1)*

*Something very bad and I feels regret because for example, I sawmy parents fighting in front of my little brothers. (R13)*

*Yes, I have what to do with the subject of violence, we have it athome, I mean, sometimes beatings or bad words between my mother and father.*

*(R4)*

*Yes, we have a lot of beating at home a lot and most of the time myfather is the source of violence. (R25)*

The children also disclosed their exposure to Verbal violence also known as emotional abuse, where they are subjected to a set of words or behaviors used to manipulate, intimidate, maintain power and control over them. These include insults, humiliation and ridicule, the silent treatment, and attempts to scare, isolate, and control.

*\*Verbal violence does not leave scars on your child's body, but scars on his heart that will not disappear no matter how many days pass.*

The following quotes illustrate verbal violence towards children:

*My father told me that I am ugly and stupid,  
And I feel ugly, worthless, and a burden to others.*

*My heart feels numb. (R6)*

*My mother says 'you're stupid and fat, she screaming at me all the time. I felt worthless so I couldn't do that anymore. I know I'm still young to say this, but I just can't do it anymore. (R7)*

*When my little brothers ruin and break the house rules like for example when my mother closes the doors of the rooms so that my brothers don't ruin anything and forget where the key is there will be a fight between her*



*and my father like violence by beating or by using wrong words (R12)*  
*Yes, it concerns me a lot we have problems and physical beating and verbal violence (R9)*

There is no one "correct" reaction from children who have witnessed domestic violence, when children subjected to violence from one of family member, they turn to one of the parent, to protect them. Furthermore children reported frequent witnessed of violence between their parents, the father often directed violence at the mother. Children show that the violence and disagreements that occur between their parents due to of financial problems. Sometimes children beaten by one of the parents mainly mother or from older siblings.

*\*I beat him because I love him and I have to raise him. " Parents justify the violence toward children!\**

Most of children think that it is normal for their parents to hit them when they act in any wrong behavioral. Children also explained that their parents loved them and beat them in order to learn from their mistakes. Parent going to the easiest way to discipline their children, So they hit them or because they are exposed to the pressures of life that make them lose control and control of their temper without think of any other way to punish them that doesn't have a short, medium or even long term negative impact.

The following quotes show how children find it normal to be subjected to violence by their parents:

*Yes, sometimes we have violence between my mother and father, and I was beaten too, but now the situation is better, my mother used to slap my face in the third grade, but I see that beating is normal, I had to be beaten to learn, but when I grow up, I don't want to hit my children because it hurts a lot. (R20)*

*Yes, we have domestic violence between my parents, and sometimes I got beaten also by my dad, I had to be beaten to learn. (R18)*

The children also expressed their strong desire for the disappearance of violent behavior within their homes, they wish to live in a loving family without violence. They feel very sad when they see their mother or one of their siblings exposed to violence. Despite their young age, they see that there are solutions to all problems without violence, Such as talking more between them and solving problems through dialogue and discussion without resorting to violence, children confirmed that they would not practice the violence they were subjected to by their families on their children when they grow up.

The following quotes show how children expressed their desire for the disappearance of violent:

*Yes, we have domestic violence, and I think, every mother beats her Children and I wish this habit to disappear from every family. (R8)*

*I feel that this thing is not right and I feel afraid that someone opens someone's head or hurts someone and that there is a solution other than beating I wish this habit to disappear, my sister is 5 years old and she makes it on her own and mom keeps beating her a lot and I am sad for her.*  
(R10)

#### **4.4.2 Theme 2: The harmful feelings**

This Theme 2 summarizes the responses to the second research question

The lived experience of children suffering from domestic violence reflects how much they see themselves and how much they see the world around them, which leads, from the researcher's point of view, to devastating effects that may appear to them through many characteristics: "loneliness "insecure "and "Anger "It highlights their need to enjoy a secure relationship, and to enjoy a stable relationship with their parents, in order to achieve psychological stability for them. The researcher noticed a clear violent experience that reflects the nature of the mother and father's relationship with their children. This means that these children who lived with Domestic Violence are unable to enjoy the privileges of quality care, which requires providing them with safety and protection.

The researcher noticed the children tend to feel lonely, and their relationship with other were limited. therefore the people closest to them: the father, the mother, or both together, so the children do not feel safe if the violence is from the people closest to them; The mother or the father, instead, seeing that their parents are between the aggressor and the victim, and it is normal for most families to focus on continuing a decent life for their children, on securing their physical safety, and on dealing well with their children. That is, they avoided the resulting trauma by preventing them from witnessed any violent.

The researcher noticed that children express their feelings with some Phrases for example: *'I hate people', 'I am unloved', or 'I am helpless', always angry*; adopting these kinds of feelings at a young age can have a significant impact on their choices for the rest of their lives. The researcher explains the above-mentioned children's expressions by saying that domestic violence teaches children to fear people and relationships. This affects their view of themselves, others, and the world as a whole. These children often lack secure relationships, so they are interested - instead - in the struggle for survival, which makes the relationship very difficult for them. They see danger in every person they meet.

##### **4.4.2.1 Feeling of loneliness**

*'Lonely is a cat who lives alone on the street and needs food and friends, but he is not alone in his loneliness. Loneliness is a feeling that*

*knocks on the doors of our hearts in many periods, and visits us with other negative feelings. Children also often feel lonely and express their feelings about it or complain about the lack of friends ‘.*

The researcher explains the reactions of the children suffering from domestic violence and this is evidenced by the appearance of emotional problems that may lead to violence and difficulty trusting others. The researcher noticed through his frequent visit to the center that most children like to sit alone and isolate themselves from others and not interaction during activities.

This children having difficulty seeing themselves in the right way, which will make all their opinions about themselves based on others' opinions of them.

From the researcher's point of view, the imbalance occurs here. The psychological image that we form only based on what others think of us make the child feel that he is a stranger to himself and his surroundings which leads the child to isolate.

Children express feelings of hatred towards the people around them because they feel rejected by them. Everything that happened through their exposure to domestic violence generates in children a feeling of fear of social relationships and communication with others, and it will make them more closed to themselves and more introverted over time. The impact of loneliness on children in terms of personality development is very bad.

Following are the quotes from current interview survey that shows child feeling of loneliness while living in a domestic violence culture:

*Yes, the effect of violence, I became hostile and beaten, and I stopped loving people, I started to prefer sitting with myself and being isolated, I stopped loving people. (R25)*

*Yes, the effect of my academic performance is that I get distracted and I can't study and it affects my relationship with others I don't like to engage with people or come into contact with anyone, yet I don't trust anyone. (R6)*  
*It affected my relationship with others, it made me problematic, and I don't like to be social, loneliness is better, and it affected my level of study. (R23)*  
*Yes, it affected my level in school from screaming and when my mother gets beaten, she doesn't teach me and I don't know how to study alone and I hate school I stopped being social and engaging with people I preferred being alone than being with people I mean I have one friend and not a lot of my relationship with him and this thing did not make me like to register in activities (R24)*

*No, it didn't affect my performance yet about my relationship its dependable, if there are problems in the house my mood is over, I get sour and upset and I like to be isolated and entertain myself with myself (R12).*  
*I prefer to live in isolation (R14)*

#### 4.4.2.2 Feeling of insecure

*Whoever loses the security of the family cannot feel belonging to anything throughout his life, even death!*

The researcher explains that children's sense of safety is important in relation to what they have learned and what they expect from the outside world.

The emergence of parental problems in front of these children, their wealth, and their anger directly affects the children feeling of insecurity, as it causes tension and anxiety, or if one of them harms the other, all of this affects the children.

Children report feeling constant fear and insecurity inside their homes as a result of violence they have witnessed or are experiencing.

The following are quotes from a recent interview survey showing a child's feelings of insecurity while living in a domestic violence culture:

*Sometimes I got scared, sometimes I distract myself. (R2)*

*I feel really afraid, I with beating disappear unless towards the person who repeats his faults he may get a slap, yet it's normal. (R20)*

*I feel afraid, I wish that I can kill my father to stop my moms' suffering. (R22)*

*I feel upset and bothered because my fear that they would beat each other, I feel distracted and I forget everything and I think about the problem only. (R5)*

#### 4.4.2.3 Feeling of anger

The researcher find that these children had difficult to control their anger, so they easily lose their temper and are prone to nervous breakdowns. Furthermore, these children were more likely to adopt aggressive behaviors such as fighting more than other children. Children used the anger as a way to express what they witnessed of violence inside their homes and the pain they felt when subjected to violence through: |

(1) Crying: Children cry to express feelings of fear or anger.

(2) Screaming: children expressed their anger by screaming as a discharge of the negative feelings they are experienced.

Motives that contribute to feelings of anger among children:

1. Children do not understand the correct way or do not know the words to express their negative feelings about the experience of domestic violence as adult, so they turn to anger and crying.
2. The children thought that expressing their feelings would not change anything, as they thought that were not important to their families.
3. Children feel that their parents do not meet what they need and do not understand their feelings. This is what drives them from the inside to feel angry.

Following are the quotes from current interview survey that shows child

feeling of anger while living in a domestic violence culture.

*Yes, it affected my relationship with others I mean when I am mad, I go and get mad at others and screaming. Else I became an aggressive person yet violence affected my academic performance. (R10)*

*Yes, it affected my performance in school a little bit, uh, it affected my relationship with others, I get anger, and I started beating, (R15)*

*I got nervous and anger yet I scream. (R17)*

The study indicates that there is a relationship between children's exposure to domestic violence and the occurrence of behavioral disorders, especially anger and aggressive behavior. The researcher went to the center for attend the activities and charitable parties that are held for these children, and the researcher noticed through his frequent visit to the center the behavior of the children during their interaction with the environment surrounding them, such as beating between them and fights with hands. Harsh parenting that oppresses and punishes the child and makes him fail to develop control of anger and aggression.

#### **4.4.3 Theme 3: Living with fantasy and forgetting about reality**

This Theme 3 summarizes the responses to the third research question The researcher find that these children tend to live in fantasy and forget reality by tending to escape from the real world to a safe and comfortable imaginary world, given that real life is exhausting and tiring and has a lot of pressures during their living with domestic violence, and therefore escape strategies reduce this tension momentarily, and escaping from reality can be A coping mechanisms when used positively, although completely ignoring reality can be harmful.

How do children escape the reality of the pain they suffer from domestic violence?

Escape is a two-way distraction; to the world of fantasy (the imaginary world), or for entertainment (games, movies and series, phones, social networking sites).

The following are the quotes from the current interview survey that show how children tries to cope with domestic violence situation by themselves.

*When my family meet, I don't interfere between my mother and father but between my brothers when they hit each other. I like to hangout and watching a movie in bad situations. (R23)*

*I hangout a little bit then I get back home to see if they solved the problem or I should talk to them. (R16)*

*I love writing yet it makes me forget everything (R16)*

*I listen to music (R17)*

*I hangout a little bit then I get back home to see if they solved the problem or I should talk to them. (R20)*

*Talking to my sisters or playing mobile games. (R19)*

*I play on my mobile phone (R12)*

Why do these children escape from reality?

The researcher found that the goal of escaping from reality is to avoid spending time, and this is the opposite of "awareness" or "mental alertness", which leads to separation from oneself and reality. These children confirmed that they do this way to avoid negatives emotional, or to overcome the difficulties facing them as a result of exposure to domestic violence, or when they do not know how to deal with reality and its challenges, and feel that it is greater than them and beyond their capabilities, they went to isolation or use any of coping mechanisms.

## **4.5 DISCUSSIONS AND CONCLUSION**

### **4.5.1 Discussions**

Lived experiences with domestic violence is complex and imbued with multiple meanings. This study used a qualitative, phenomenological approach that completed using data from audio-taped individual semi structured interviews. The purpose was to explore the experiences of children who witnessed or/and subjected to domestic violence in Jordan.

This study found that Children lived with domestic violence, whether by witnessing violence or subjected to violence itself by one of family members, which led to negative effects on them in psychological, behavioral and cognitive system. Finally, this study show how children tries to cope with domestic violence situation by themselves to alleviate their suffering. From the compiled data sources, the researcher identified several themes.

For the participants in this study, the three themes of children with domestic violence that emerged were: (1) Beyond the Walls of Homes, Children experiencing domestic violence. (2)The harmful feelings. (3)Living with fantasy and forgetting about reality.

In the following chapter, the researcher will discuss and explore each of these three themes in detail and compare the findings of the current study with the existing literature surrounding the lived experiences of children with domestic violence in order to answers the research questions. In addition, the researcher will discuss the limitations of this study, implications for practice, and recommendations for future research.

#### **4.5.1.1 Discussions by research questions of the study**

##### **(1)What are the experiences of Jordanian children who have experienced domestic violence?**

By the answers to research question 1 and Theme 1 of the study. This study found that the phenomenon of domestic violence is a fact that must be addressed and highlighted because of its negative effects on the child, the family, or society as a whole in Jordan.

The victims of violence in this study are the weaker family members who are unable to defend themselves and the harm inflicted on them by the strongest family members. Where the children expressed the violence they witnessed or subjected to inside their homes, they witnesses their parents fighting or using bad words between them, the father often directed violence at the mother. Most of the children confirmed that the problems that occurred between their parents were caused by financial issues related to household expenditure as Study by Al Hawari (2018) indicate that family and financial problems account for 71.1% of all risk factors for family violence in the south region of Jordan,

Physical violence is the most form of violence against these children in this study. They are subjected to (crushed, beaten, kicked, and beaten) by their parents or siblings. They also witnessed their brothers being abused by their parents or fighting among themselves. Findings by Chuta et al., (2019) physical punishment was necessary while dealing with children at home or in the classroom. as this study find that most forms of violence that were practiced inside their homes were physical violence.

The children also disclosed their exposure to Verbal violence. This type of violence does not leave a clear effect like physical violence, but it leaves deep tragedies in the child's personality. Where the children expressed the psychological effects, harmful feelings and effect their academic performance during their exposure to verbal violence by ridicule, scolding, insulting and describing with obscene words from their parents and siblings. Most the children explained that if they did not obey their parents, they would curse and scold, so they learn this behavior at very early stages of their lives because it is common in their homes. Similar findings by Siahaan et al. (2022) that find there is a significant relationship between verbal abuse and student learning achievement. This meaning that verbal violence of parents tends to hurt the child.

This study found that most children think it is normal for a parent to act violently towards them in order to learn from their mistakes. They consider violence as a natural event that occurs in every family, where children who have been subjected to violence since their childhood are more inclined to use violence with others, They believe that violent behavior is the power themselves, to subjugate others to their orders and under their control, to establish for themselves a sense of control and power. Violence from childhood is a major cause of domestic violence in society.

Do not punish your children, and do not say that "we were grew up like this", because the environment and times are different. The media, social networking sites, progress, and changing cultures and understandings affect that, and through my experience as a coach and obtained a Montessori diploma. Dr. Maria Montessori stressed that punishment is not an effective way to teach children their mistakes at all, and they will never learn what is right through punishment, but they will learn to lie in the first place, and fear of their family, just as will affect our communication with our children, and they will not deal with us honestly after that. (Isaacs, 2018).

### **What are the difficulties facing children who had experienced domestic violence?**

Theme 2 and research question 2 of the study is based on child sufferings from the domestic violence. Children who are exposed to any form of violence usually suffer psychological and emotional consequences



that leave a wide range of consequences and long-term negative consequences for children by undermining children's self-confidence and self-esteem feelings of sadness, fear and depression. (Gilbert et al., 2015).

The difficulties facing the children in current study are the harmful feelings resulting from the experience of domestic violence. The children expressed feelings of loneliness, insecurity, feelings of anger, and aggressive behavior towards others. As similar to study by Arai et al. (2019) found that children who experienced violence from their parent were more likely to have unfavorable behavioral and emotional outcomes than children who experienced other forms of childhood stresses.

In this study, the researcher noticed through frequent visit to the center that most of children like to sit alone and isolate themselves from others and not interaction during any activities.

Furthermore, most children explained their feelings of loneliness they lacked emotional desire towards their families and aversion to their family and tried to spend all the time in their room alone. They had no desire to make friends with other children, and they also had negative thoughts about themselves. Loneliness and isolation in this knowledge is a real problem faced by children, and it should not be neglected at all, because it can accompany them in the stages of their older life, and it can become a complex problem that is difficult to solve. As similar finding of the study by Callaghan, Jane, (2015) on domestic violence among children conclude that children are at high risk for the loss of their capacity to empathize with others. Others experience social isolation and find it difficult to establish friends because they are awkward with others or are unsure of what is appropriate.

Through current study, most children expressed their feelings of fear and insecurity inside their homes. The emergence of parents' problems in front of the children, their wealth and their anger directly affects the children's sense of security, as it causes stress and anxiety or if one harms the other, all of this affects the children. The children explained that their parents punished them for studying. This method affects concentration and failure, and makes them feel low in self-confidence.

The feeling of security is one of the most important psychological needs of the child, as the child's sense of security is the basis for the normal development of the child's psyche, and any neglect of this need leads to the creation of various psychological disorders in him. As a similar study by Junco-Guerrero et al. (2021) found that children who experience violence at home experience emotional insecurity and are more aggressive in the future.

The children in current study disclosed the feelings of anger that control them when they were subjected to violence or when they witnessed violence, as they might scream or cry. Through the researcher's frequent

visits to the center to attend the activities and parties that are held for these children and monitor their behavior, the researcher noticed that there are children who practice aggressive behavior among themselves such as fighting, and the supervisors punished them for these behaviors by not participating in the activities.

In this study, children practice aggressive behavior as a result of struggles, conflicts, and family circumstances that they experience in their daily lives. Usually, children engage in violent or aggressive behavior in response to family violence, whether it is between parents or between siblings. As a similar study by Andriani et al. (2019) demonstrated that children who live in violent environments have aggressive tendencies as a result of the interaction process. Aggressive behavior of children is influenced by several factors such as improper care, stress, low self-esteem, bad relationships

The children in this study suffer from weak academic performance. As a result of their exposure to domestic violence inside their homes, they are unable to focus on their studies, which led to a weakness in their academic performance, as some of the children agree that their academic performance is weak due to domestic violence. Children express their desire to learn, but because their parents are involved in violence, there is no one to teach them or follow them up, and the violence that witnessed distract their focus and make them think only about the violence that occurred inside their homes. As study, by Kiesel et al. (2016) found the similar findings that Children's academic success are particularly harmed by exposure to domestic violent.

### **What are the coping mechanisms used by children experienced domestic violence?**

As such, the third theme and third research question focused on the ways in which children are overcoming the emotional trauma they have experienced as a result of seeing their parents' violent behavior. Activities such as playing mobile games, reading, and going out of the house are mentioned as ways that children keep themselves occupied in the current study. Where the children explained that when violence occurs in their homes, they went to their rooms and did their favorite hobby such as reading or drawing. In addition most of the children like swimming hobby as they think swimming can help them to release their stress.

Most of the children aged (13-15) years old explained that they only went out for walks with their friends. All these coping mechanisms are used to escape from their painful reality. As a similar study by Miranda et al., (2020). According to the results, children use various coping strategies when confronted with violent situations. These coping mechanisms helped them escape potentially dangerous situations, reach out to others for help, control their emotions and actions.

#### **4.5.2 strengths**

The current study has highlighted the potential issue of Jordan's children. It includes the lived experience of Jordan's children subjected to domestic violence. Many studies have been done on domestic violence, but there are no studies have addressed the lived experience of children. So, this becomes the strength of the current study. They addressed the personal lived experience of children's that were experiencing domestic violence.

#### **4.5.3 Implication for Practice:**

As the study has highlighted the potential issue of domestic violence among Jordanian children, this study had an important implications in nursing discipline in which the nurse practitioner and the school nurse can identify the behaviors of the child that have resulted from exposure of the child to domestic violence such as anxiety, feeling of stress and self-harm and build an educational program for the parents and children to alleviate the negative effects of domestic violence DV on the child life. Moreover, the result of the study will help the community nurses to develop a tool that will help in identifying the children who are at risk for domestic violence and build a multi-disciplinary team to safeguard the children physical, social and psychological wellbeing.

#### **4.5.4 Limitations of the study:**

Despite its strength, the results of this study are subject to several limitations. First, the study used qualitative research that focuses more on phenomenological description than statistical generalization, which would limit the generalization of study results and the generation of any causal conclusions. Second, the study was conducted only on voluntary local non-governmental organization, located in Ain Al-Basha District / Al-Baqa'a Camp, and does not include all children in Jordan. Third, study participants included children aged 8-15 who met the criteria for inclusion in the study, as results may differ if there are more participants of younger or older ages.

#### **5.5 Recommendations for Future Research:**

The researcher wish to validate the findings from this research, therefore, there is a need to conduct additional studies with larger sample sizes to include additional children, parents, and families. In addition, a similar study was conducted for different age groups to compare the results and to reach a more comprehensive understanding of the experiences of children of different ages with domestic violence. More research is needed, according to current study, to understand the issues and cultural repercussions of violence in communities

## **5.6 Conclusion:**

Domestic violence has become a serious social problem that must be highlighted because it included a group of behaviors and activities that often affect children, such as exposure to psychological and emotional harm as a result of beating or physical punishment, directing expressions of ridicule and insult to them, or exposing them to neglect.

However, this study showed, through children's experiences with domestic violence, physical and Verbal violence is most practiced inside their homes continuously, as they witnessed or subjected to violence by one of their family members most of them believe that this violent behavior is normal and should be used as a means of punishment when misbehaving. Financial problems were the main cause of violence among the parents of the children in this study.

Domestic violence affects children, who may either act out in response to what they have seen or heard, or become silent and withdrawn as a result. Considering these effects are essential to a child's health and happiness. As this study showed the effect of domestic violence on the children's cognitive, social, and behavioral development. Such as children's tendency to isolate, feel of fear and insecure, feelings of anger with aggressive behaviors .these effects are likely to worsen without intervention. By intervening with children while they are young, we can stop the cycle of violence and protect future generations from its devastating effects. And the effects on the child's physical development were not discussed or explored.

This study confirmed through self-evaluation of academic performance that 12% of the children agree that their academic performance is weak due to domestic violence.

Activities such as playing mobile games, reading, and going outside are mentioned as a way for children to escape the painful reality of witnessing the violence happening inside their homes.

Our findings highlight the need for educators and parents to actively foster children's emotional well-being. These are emotionally disturbed children who have been exposed to a cycle of violence at home. More work and energy should be focused on condemning it and learning about the mind of a child. If that's the case, then students' academic achievements will rise on their own.

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## **APPENDEXES**

**Appendix I**  
**The Certificates of Montessori Methodology Diploma.**

Jadara Center for Constations  
Training and Community Service



مركز جامعة جدارا  
للتدريب والاستشارات وخدمة المجتمع

## CERTIFICATE OF APPRECIATION

This Certification is proudly presented to :

**RUBA SAMIH RAGHEB SUBAIH**

Has been successfully demonstrated the skills and competences in training course which is

**Certified Montessori Methodology in Education (Birth - 12 Years Old)**

And has achieved the requires studies in the highest degree of competence and skill and in recognition of us, hereby awarded

**Certificate of Achievement**

Therefore, we have testified here to put our name, signature and the stamp in Sep. 6, 2020

Duration: 150 Hours  
Training Start Date: Jul. 4, 2020  
Training End Date: Sep. 1, 2020



President of the University

Dr. Mohammed Taleb Obaidat

Moh'd T. Obaidat

\* This Certificate doesn't serve as an academic degree; holder of this Certificate will not be eligible to transfer credits earned toward an academic degree



Testifies That

**RUBA SAMIH RAGHEB SUBAIH**

Has been successfully demonstrated the skills and competences in training course which is

**Certified Montessori Methodology Diploma in Education (Birth - 12 Years Old)**

And has achieved the requires studies in the highest degree of competence and skill and in recognition of us, hereby awarded

**Certificate of Achievement**

Therefore, we have testified here to put our name, signature and the stamp in October 3, 2020

Supervisor

Dr. Aishe Jebrael (Palmer Director)  
Islam Otoum (Montessori Trainer)

*Islam*

*Aishe*

Certification No: BBJ05-243



UK Training  
www.British-Board.co.uk  
UK Training Co. Registered at:  
Companies House in UK No.10473336  
UK Register of Learning Providers - UKRLP No. 13062939  
Ministry of TQVT No.2017 / 178



**APPENDIX II**  
**Ethical Approval**

Re.....

Date:.....

الرقم:ك.د.ع/ ٢٧/ ٩٤/ ٢٥٦٧  
التاريخ : .....  
الموافق: .....م.

السادة جميعه البراء للفقراء والايتم الخيرية المحترمين

تحية طيبة وبعد،،،

فارجو التكرم بتسهيل مهمة الطالبه ربي سميح صبيح الرقم الجامعي (620201203006) والتي تدرس في جامعة مؤتة ماجستير / تخصص تمريض صحة الطفل وذلك من اجل الحصول على المعلومات والبيانات اللازمة لاعداد دراستها والموسومه بـ " The Lived Experince of Jordanian Children with Domestic violence :A Qualitative Phenomenological Study" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير.

شاكرين لكم اهتمامكم وحرصكم على التعاون مع جامعة مؤتة، ودعمها لتحقيق اهدافها في خدمة هذا الوطن في ظل حضرة صاحب الجلالة الهاشمية الملك عبدالله الثاني ابن الحسين المعظم يحفظه الله ويرعاه.

وتفضلوا بقبول فائق الاحترام ،،،

عميد كلية الدراسات العليا

أ.د. مكي سليمان الطراونه



MUTAH-KARAK-JORDAN

Postal Code: 61710

TEL :03/2372380-99

Ext. 6131-4050

FAX:03/ 2375694

dean\_dgs@mutah.edu.jo dgs@mutah.edu.jo

ن س / لتسهيل مهمه

مؤتة - الكرك - الأردن

الرمز البريدي: 61710

تلفون: 03/2372380-99

فرعي 6131-4050

فاكس 03/2 375694

البريد الالكتروني

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**APPENDIX III**  
**Parental Consent Form (Arabic Language)**  
**Parental Permission for Children Participation in Research**

## موافقه مسبقه بالسماح لطفلي بالمشاركه في هذه الدراره البحتيه

رقم الدراره:

تاريخ الموافقه:

عنوان الدراره : التجربة الحياتية للأطفال الأردنيين مع العنف الأسري: دراسة وصفية نوعية

مقدمة:

الغرض من هذا النموذج هو تزويدك (بصفتك والد أحد المشاركين المحتملين في دراسة بحثية) بالمعلومات التي قد تؤثر على قرارك فيما يتعلق بالسماح لطفلك بالمشاركة في هذه الدراسة البحثية أم لا. سيقوم الشخص الذي يقوم بإجراء البحث بوصف الدراسة لك والإجابة على جميع أسئلتك. اقرأ المعلومات الواردة أدناه واسأل أي أسئلة قد تكون لديك قبل أن تقرر ما إذا كنت ستمنح الإذن لطفلك بالمشاركة أم لا. إذا قررت السماح لطفلك بالمشاركة في هذه الدراسة ، فسيتم استخدام هذا النموذج لتسجيل إذنك.

الغرض من الدراره

إذا وافقت ، سيطلب من طفلك المشاركة في دراسة بحثية حول [التجربة الحياتية للأطفال الأردنيين الذين يتعايشون مع العنف الأسري]. الغرض من هذه الدراره هو استكشاف التجربة الحياتية للأطفال الذين يشهدون العنف الأسري في الأردن باستخدام تصميم ظاهري نوعي. تهدف الدراره إلى الإجابة على ثلاث اسئلة رئيسيه وهي:

- ما هي التجارب التي يعيشها الأطفال الذين تعرضوا للعنف المنزلي؟
- ما هي الصعوبات التي تواجه الأطفال الذين تعرضوا للعنف المنزلي؟
- ما هي آليات المواجهه التي يستخدمها الأطفال الذين تعرضوا للعنف المنزلي؟

ماذا سيطلب من طفلي أن يفعل؟

إذا سمحت لطفلك بالمشاركة في هذه الدراره ، فسيطلب منه إجراء مقابله للاجابه عن عدده اسئلة متعلقه بالدراره [المقابله ستكون في المركز وجهاً لوجه مع اتخاذ الاحتياطات اللازمة للوقاية من عدوى فيروس كورونا]. ستستغرق هذه الدراره للمقابله الواحدة من 30-60 دقيقة وجهاً لوجه ، سيتم إجراء مقابله شبه منظمة مع الطفل بشكل فردي ، في غرفة مريحة معزولة في المركز الملكه رانيا للأسرة والطفل من قبل الباحث الأساسي. سيتم تسجيل المقابله رقمياً واستخدامها في جمع البيانات.

ما هي المخاطر التي تنطوي عليها هذه الدراره؟

من المحتمل أن ترتبط هذه الدراره بالضرر النفسي. لذلك ، في حالة وجود ضغوط نفسية ، سيتم تحويل الطفل إلى طبيب نفسي للحصول على الدعم

ما هي الفوائد المحتملة لهذه الدراره؟

لن يتلقى طفلك أي فائدة مباشرة من المشاركة في هذه الدراره ؛ ومع ذلك ، سيساهم بتوضيح التجربة الحياتية التي يعيشها وبما أثر عليه مشاهدة العنف الأسري للحد من أساليب العنف الأسري لدى مجتمعنا ونشر الوعي حول تأثيره

على أطفالنا.

**هل يجب أن يشارك طفلي؟**

لا ، مشاركة طفلك في هذه الدراسة تطوعية. قد يرفض طفلك المشاركة أو الانسحاب من المشاركة في أي وقت. لن يؤثر الانسحاب أو رفض المشاركة بأي حال من الأحوال. يمكنك الموافقة على السماح لطفلك بالمشاركة في الدراسة الآن وتغيير رأيك لاحقاً دون أي عقوبة

**ماذا لو لم يرغب طفلي في المشاركة؟**

بالإضافة إلى ذلك ، يجب أن يوافق طفلك على المشاركة في الدراسة. إذا كان طفلك لا يرغب في المشاركة ، فلن يتم تضمينه في الدراسة ولن تكون هناك عقوبة. إذا وافق طفلك في البداية على أن يكون في الدراسة ، يمكنه تغيير رأيه لاحقاً دون أي عقوبة.

**كيف ستم حماية خصوصية طفلك وسريته إذا شارك في هذه الدراسة البحثية؟**

سنتم حماية خصوصية طفلك وسرية بياناته من خلال إبقاء هويتهم سرية ، حيث سيتم استخدام الرموز فقط ، بدلاً من الأسماء ، لتوثيق إجاباتهم على أسئلة الباحث. سيتم استخدام المجهولية للحماية والأمن. سيتم الاحتفاظ بجميع البيانات التي تم جمعها في سرية تامة. مع عدم استخدام اسمه في أي عرض تقديمي أو نص أو دراسة أو منشور. سيتم الاحتفاظ بجميع المعلومات (السجلات ، والنصوص ، وجميع المواد المكتوبة ، واستمارات الموافقة) في ملفات إلكترونية محمية بكلمة مرور لا يمكن لأي شخص الوصول إليها ، باستثناء الباحثة ومشرفيها.

**من تتصل بأسئلة حول الدراسة؟**

قبل مشاركتك أو أثناءها أو بعدها ، يمكنك الاتصال بالباحث 0785341443 أو إرسال بريد إلكتروني إلى [robi.sbaih94@gmail.com](mailto:robi.sbaih94@gmail.com) لأية أسئلة أو إذا شعرت أنك تعرضت للأذى.

**التوقيع:**

أنت تتخذ قراراً بشأن السماح لطفلك بالمشاركة في هذه الدراسة. يشير توقيعك أدناه إلى أنك قد قرأت المعلومات الواردة أعلاه وقررت السماح لهم بالمشاركة في الدراسة. إذا قررت لاحقاً أنك ترغب في سحب الإذن الممنوح لطفلك للمشاركة في الدراسة ، فيمكنك التوقف عن مشاركته أو مشاركتها في أي وقت. سوف تحصل على نسخة من هذه الوثيقة.

\_\_\_\_\_ قد يتم تسجيل طفلي [صوت و / أو فيديو].

الاسم المطبوع للطفل

\_\_\_\_\_ توقيع الوالد (الوالدين) أو الوصي القانوني التاريخ

**APPENDEIX IV**  
**Participation CONCENT FORM (Arabic language)**

## نموذج الموافقة على المشاركة

رقم الدراسة:

تاريخ الموافقة:

**عنوان الدراسة :** التجربة الحياتية للأطفال الأردنيين مع العنف الأسري: دراسة وصفية نوعية  
يرجى إكمال هذا النموذج بعد الاستماع إلى الشرح حول البحث. سيتم الحصول على الموافقة الأخلاقية من لجنة الأخلاقيات المهنية ، وسيتم منح نموذج الموافقة لكل مشارك للتوقيع عليها قبل بدء المشروع.

### ملاحظات للمشاركين:

1. لقد طلب منك المشاركة في بحث. يجب على الشخص الذي ينظم تلك الدراسة أن يشرح لك المشروع قبل موافقتك على المشاركة.
- 2 - يرجى طرح أي أسئلة لديك حول هذا المشروع على الباحث قبل أن تقرر المشاركة.
- 3 - إذا قررت ، الآن أو في أي وقت ، أنك لا ترغب في المشاركة في المشروع ، فقط أخبرنا وسنوقف مشاركتك.
4. من خلال التوقيع على هذا النموذج ، فإنك توافق على المشاركة ، وأن أي معلومات تقدمها ستتم معالجتها لأغراض هذه الدراسة البحثية. سيتم التعامل مع هذه المعلومات على أنها سرية للغاية.
- 5 - إذا كانت لديك أي شكوى بخصوص الباحث أو الباحث ، فيرجى مناقشتها مع الباحث.

أوافق على أن مشروع البحث المذكور أعلاه قد تم شرحه لي بما يرضي ، وأنا أوافق على المشاركة في الدراسة. لقد قرأت الملاحظات المكتوبة أعلاه ، وفهمت ما تتضمنه الدراسة البحثية.

التوقيع (الباحث)

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التوقيع (المشارك)

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**APPENDEIX V**  
**Questions to Guide the Interview (Arabic language)**



## أسئلة لتوجيه المقابله:

تضمن البروتوكول الخاص بالأطفال العديد من المعلومات الديموغرافية (العمر والجنس والأداء

الأكاديمي) و17 سؤال:

1. هل يمكن أن تخبرني عن نفسك؟
2. أين تعيش ، ومع من؟
3. كيف تصف عائلتك؟
4. من الاقرب لك في عائلتك ؟
5. ما هي علاقتك بهذا الشخص؟
6. يدور هذا المشروع حول الأطفال الذين ينشأون مع العنف المنزلي. هل تعتقد أنك نشأت في مثل هذا النوع من المواقف؟
7. باي وقت تكون هناك أوقات سيئة في المنزل؟
8. عندما يتشاجر الناس أو يغضبون من بعضهم البعض ، كيف يبدو ذلك بالنسبة لك؟
9. كيف تتفاعل مع هذه الأنواع من المواقف؟
10. هل هناك أي شيء تفعله يجعلك تشعر بتحسن؟
11. متى تحدث الأشياء السيئة في المنزل؟ ماذا تفعل / تقول؟ كيف يساعد؟
12. هل هناك شخص يمكنك التحدث معه حول الأشياء التي حدثت أو حدثت في المنزل؟
13. هل يؤثر العنف الذي تتعرض له على أدائك الأكاديمي؟
14. ما هي العوامل التي تساعدك في تخفيف المشاعر السيئة ؟
15. عندما تتعرض للعنف كيف تحمي نفسك؟
16. ما هي الحالات التي تخفف من معاناتك؟
17. هل تعتقد أن التعرض للعنف يؤثر على أدائك الأكاديمي وعلى علاقتك بالآخرين

## المعلومات الشخصية

الاسم: ربي سميح صبيح

التخصص: ماجستير تمريض صحة الطفل

الكلية: التمريض

سنة التخرج: 2023