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Domestic violence and its reflections in middle school students' artworks

Asmaa Hadi Mohaisen

University of Baghdad-College of Fine Arts-Department of Art Education

Email: nataleqq39@gmail.com

Mohammed Juwaid Hussein

University of Baghdad-College of Fine Arts-Department of Art Education

Email: mohammed.j@cofarts.uobaghdad.edu.iq

Abstract--This research acquires importance by addressing two important topics (domestic violence and artistic expression), as we know that dealing with them is part of any important educational experience, where the pattern followed within the family is one of the most important factors that affect the child's character and psychological development. As for artistic expression, it is a means of expressing themselves and their problems. Therefore, the first chapter includes the research problem, which includes family violence directed towards middle school students, which is a serious community problem due to its negative impact on the individual and society. and the aim of the research is to detect domestic violence and its reflection in artistic expression, and the limits of the research included the artworks of middle school students for the academic year 2021-2022. The chapter concludes by defining the important terminologies. As for the second chapter, it includes two topics. The first topic is domestic violence, its causes and the psychology of the teenage kid. The second topic is artistic expression. The second chapter concludes with indicators of the theoretical framework and previous studies. While the third chapter reviews the research methodology and procedures, the researcher adopts the descriptive approach as it is the most appropriate method to achieve the objectives of the research. As for the fourth chapter, it includes a presentation of the findings of the research, including 1- Emphasis on straight lines, which had supremacy in the artworks, and this appeared in all samples (1,2,3,4,5) 2- Neutral colors that dominated all samples are clearly represented in samples (1,2,3,4,5) and various colors were barely used as in sample (1). As for the most important conclusions: 1- The use of different lines was evident that the student has an expressive and diverse ability of expression, and this indicates an impact on the artistic expression of the abused students because it expresses their

internal emotions without paying attention to the final form. 2-recurrence of realistic shapes to provoke sensitivity at the recipient towards social, political, and psychological events. The chapter concludes with recommendations and suggestions.

Keywords---Domestic violence - artistic expression - middle school students - drawings. Art education.

Introduction

Research problem:

Domestic violence is a complex social phenomenon governed by many causes, ((and violence turns into a phenomenon whose scope expands to include assault. Domestic violence directed towards middle school students is a problem in society that is very dangerous due to its negative impact on individuals and society)) (Al-Tawabi, p. 19) (Domestic violence directed at individuals can lead to negative reactions, for example: crime and violence against others, alcohol and drug abuse) (Abu Halawa), 2007, p. 19)

Therefore, violence extends to the psychological environment of adolescents, who suffer from psychological disturbances, internal tensions and disorders such as anxiety disorders, depression, sleep and eating disorders, speech disorders and loss of self-confidence, and they lose a sense of security, and suffer from helplessness, frustration and failure in building relationships with others and the ability to communicate (Younes, 2008 pg. 60). Artistic expression is through the drawings that students use to express their feelings and internal emotions and what goes into their personal and artistic perceptions, and it represents the most appropriate method for expressing the individual's relationship with his environment and the extent of interaction with it. And through looking at their artworks we can investigate the phenomena that obstruct the student's life, including the phenomenon of domestic violence among middle school students (Lefta 2001, p. 34)

The research problem is determined by the following question:

What is domestic violence and its influences in middle school students' artworks? From the foregoing, it becomes clear to the researcher the importance of the issue of domestic violence, as well as the artistic expression of middle school students. Accordingly, the researcher found the possibility of conducting scientific research that includes the following questions:

Does domestic violence have psychological effects on teenagers?

Can teenagers express, through art, the positive and negative effects they experienced in the family environment?

The importance of research

1- The importance of the issue of domestic violence and the necessity of revealing its features among middle school students, as it is one of the topics that may hinder the student's growth.

2-The importance of artistic expression as it is an outlet for middle school students to reveal their feelings and psychological obsessions.

The purpose of the research

The current research aims to expose domestic violence and its relationship to artistic expression among middle school students.

Limitation of the search

1- Time limits: the artworks of middle school students for the academic year 2021-2022

2- Spatial boundaries: Al- Abtal Middle School for boys and Teeba Middle School for girls in Baghdad.

3- Objective limits: domestic violence, artistic expression. student artworks.

Important Terminologies

1- Domestic violence: it is linguistically defined as abuse, severity, power, and cruelty.

It is (the use of physical force with the intent of harming) (Mubaidan, 2011, p. 115).

As for the legal definition of domestic violence, it was defined in Article 1/Third of the Domestic Violence Law in the city of Kurdistan of Iraq for the year 2011 as (every statement or every threat by another party or every act in family relations that would cause psychological and physical harm.

As for the definition of the researcher: it is the coercive behaviors and actions practiced by a family member towards the adolescent in middle school students.

Introduction

(Family psychology is an integral part of psychology, since it has been taught in Arab universities since a long time ago, it is taught with a special curriculum, especially after psychology branched into several branches in recent years. There are many who have talked about the family in general and what surrounds the family, such as anthropologists, sociologists, Etc., a few of them were exposed to the psychological aspect in their study of the family, as researchers agreed on the importance of the family as a social system that has its own traditions, and that family relations interested scholars and experts, and the objectives of the studies

varied and dealt with the importance of having the right relationship and its necessity for the growth of the personality of individuals within the family environment, and the psychological effects and reasons that can be studied in a way that addresses many of the family problems) (Al-Kandari 1992, p. 21)

The first topic: Family Psychology

It depends on (The concept of the family and family relations. Therefore, many specialists have been able for a long time to present us with all models of family life, as all studies related to this topic have witnessed a long stage extending from the beginning of human history. (Al-Kandari 1992, p. 21)

Studies indicate that scientific studies about the family did not take its current until a hundred years ago. This historical shift was not achieved except by the pressure of the enormous changes, violent problems and disturbances that afflicted family society in western societies in the rise of the social and industrial revolution and the social changes it resulted in) (Shukri, 1979, p. 17).

Theories of family psychology

First: the theory of family development

The family system theory is one of the advanced theories that have emerged in recent years. The main focus is on the importance of the various stages that the family life cycle goes through. (Bukhari 6114 p. 103)

Second: Psychoanalytic Theory

(This theory explains social development. From adolescence to adulthood and childhood experiences until early years, they leave an impact on the personality of the individual and his self-confidence. Anxiety and tension as a result of the body's need for contentment and pleasure. The psychoanalytic theory views this tension as resulting from three forces: (the id, the ego, and the superego) (Al-Muhaini 1980, p. 202)

The second topic

The causes of the phenomenon of domestic violence

"The phenomenon of domestic violence is not the product of the hour, but rather it is a product of an entire era" (Bukhari 6114, p. 103) (as the practice of violence today is driven by intense internal motives that accumulate since the early stages of development, especially the childhood stage, helped by internal and external environmental causes that made man lose his most important factors; the ability to manage feelings and have strong control over them and directing them (Muslim 2609, p. 26).

"The concepts of violence have complex importance in the contemporary environment, with multifaceted aspects, as it started with societal, school and

even family violence and it is basically linked to cultural, social, economic and political factors of society" (Masri 2001 AD)

Reasons

(The pressures of life reduces the parents' ability to bear any burden from the children, especially if the father is unemployed and the family is in difficult circumstances. (Dr. Al-Mutairi 2015, p. 22).

Manifestations of domestic violence

1- Domestic violence is a global phenomenon:

(The phenomenon of domestic violence is a global phenomenon, most of the countries that have enacted strong and strict laws to prevent it or limit it have not succeeded to eliminate it until it has become one of the biggest global issues that haunt specialists and leaders in the social and political fields. This was confirmed by the study issued by the United Nations, which stated that violence is practiced against boys and girls, inside their homes, and at the hands of their families. (Al-Mutairi 2015, p. 24).

2- Verbal violence(The verbal abuse like contempt, mockery, slander and cursing by the abuser towards the abused person) (Al-Mutairi 2015, p. 24)

3- Physical violence:

(It contains all the actions purposed to inflict physical harm, such as severe beatings, poisoning the child, imprisoning him and depriving him of his most basic needs, or leaving him homeless in a hideous way). (Al-Mutairi 2015. pg. 23)

4- Psychological violence:

"Insult, intimidation, exploitation, isolation, and false accusations" (Al-Mutairi 2015, pg. 24)

5- Sexual violence:

Harassment and indecent assault by a mature family member. This is one of the worst types of violence because of its physical and psychological effects that are difficult to get rid of). (Dr. Al-Mutairi 2015. Pg. 24)

The Relationship of the adolescent with his family

(All adolescents suffer from family problems, and sometimes their problems with their parents fall within the so-called conflict of generations and differing of views and opinions. The teenager tends to drift behind his youthful emotions, rebellion against the authority, and not complying with orders, especially the orders of the mother. (Hamdawi 1799, p. 61)

“Disputes may arise within the family, and settling disputes and achieving reconciliation is important before things escalate and reach a dead end” (Al-Isawy 2003, p. 77)

The adolescent's relationship with school

(There are many problems experienced by adolescent students resulting from their relations with their school, their colleagues, and their relations with the educational administration, such as failure to complete school assignments, delay in school time, repeated absences, using violence with their classmates, or assaulting students in the class and insulting teachers (Ozzi, quoting Dr. Jamil Hamdawi, p.3) The researcher points out that the educational institution must create an adolescent learner who adapts to the school and the educational environment. The goal is to create a psychological compatibility with the adolescent in an intimate relationship with the institution.

The third topic

Artistic Expression

Expression through drawing is the most appropriate means for individuals who may lack the necessary words and vocabulary for what they think about a particular subject, given that creating by drawing, writing, or speaking is a translation of ideas, concepts, beliefs and internal feelings of the human being. (Moses, 2001, p.34) The teenager attempts to express himself through art as a desire to communicate with people and tell his story in an indirect way. (Hamdi, 1957, p. 61)

The researcher believes that the teenager does not use the rules of perspective in drawing, which is a desire to express what he feels and knows about things, not as what they are visually.

“The teenager may distort his depiction of places and times because he is not bound by the time and place of the subject.” (Al-Muhanna, 1957, p. 63)

The teenager only draws things that come to his mind or that he is familiar with and knows their external properties well or that respond to his feelings and perceptions and knows their meanings or knows how to draw them by repeating them more than once as well as topics stemming from his private life and expressing his feelings, habits and behaviors.

The stages of artistic expression in painting are classified as follows:

- 1- Pre-lines stage from birth to the second year of life.
- 2- The stage of lines (scribbling) from 2-4 years.
- 3- The stage of preparing the form perception from 4-7 years.

- 4- The stage of the form perception from 7-9 years.
- 5- The stage of realizing realistic expression from 9-11 years old.
- 6- The stage of realistic expression from 11-13 years.
- 7- The stage of adolescence from 13 years to puberty. (Moses, 2001)

Indications of the theoretical framework

1. Family psychology is one of the most important fields of psychology, as it emerged as a response to the importance of the family and its role in society.
2. The concept of the family system refers to the concept of marriage and family relations.
3. Family psychology has multiple goals, all of which are summarized in an attempt to reveal relationships, rationalize the role of the family, form a direction of support, help the parents to realize the family connection, upgrade their parenting methods, discover and study family problems, and determine their causes.
4. Family psychology has a very important role and importance in identifying the most prominent disorders.
5. Family psychology has characteristics on which the family is based, and it shows the role of the family as a system of social interaction that affects and is affected by social and cultural norms, values, and customs within society.
6. Domestic violence has many causes, all of which are summarized by revealing the reason for the occurrence of violence in terms of family, economic and social aspects, studying the problem, analyzing it and determining its causes.
7. Domestic violence is based on high manifestations that reveal global issues that haunt specialists in the political and social fields.
8. The family is the first institution that performs the function of socializing the adolescent, who learns from the family many of the processes of his life, such as eating, dressing and sleeping.
9. The family has a special economic system in terms of consumption and production, in order to secure all means of living for the immediate future of the family members.
10. Adolescence is a period of transition from childhood to adulthood and manhood, and it is one of the most important and dangerous periods that a person goes through.

Chapter Three

Research methodology and procedures

Since the current research aims to reveal domestic violence and its relationship to middle school students' drawings. Therefore, the researcher relied on the descriptive analytical method, as it is the most appropriate method to achieve the research goal.

The research community

The research community consists of middle school students in Al-Mawaddah Private School for girls, Rusafa First 2021-2022, as shown in the following table, the number of students distributed by school classes.

A table showing the numbers of students in Al- Mawaddah middle School for girls and Al-Abtal middle school for Boys

Total	Girls	Al- Mawaddah middle School for girls
6	6	Class A
6	6	Class B
12		Total
Total	Boys	Al-Abtal middle school for Boys
6	6	Class A
6	6	Class B
12		Total

The research samples

The researcher deliberately selected a sample of her research, which numbered (24) male and female students out of the community consisting of (280) male and female students, and the sample is considered representative of the original community.

The research tools

Since the current research aims to (discover domestic violence and its relationship to artistic expression among middle school students) and in order to achieve the goal of the current research. The researcher built the analysis tool in its primary form, and the researcher relied on the indicators of the theoretical framework. Reliability is one of the necessary conditions that should be available in the approved research tool to achieve the goals and procedures required by any scientific research, so any research tool must achieve the goal for which it was developed. The researcher showed her analysis to specialists in the field of art education and psychology, in order to demonstrate its reliability.

Application of the tool

After the tool completed its objective and scientific conditions, the researcher applied it to the study sample, as the analysis was done according to the main axes of the tool in order to reveal the characteristics of domestic violence and its reflection in artistic expression at the intermediate stage, according to the following:

- 1- Visual analysis
- 2- Elements of the artwork
- 3- Technical and color styles
- 4- Characteristics of expressing violence

Sample (1)



Artwork Title: (nightmare)

Student's name: Reem Muhammad

Year: 2022

Al-Mawaddah Private School

Dimensions: A4

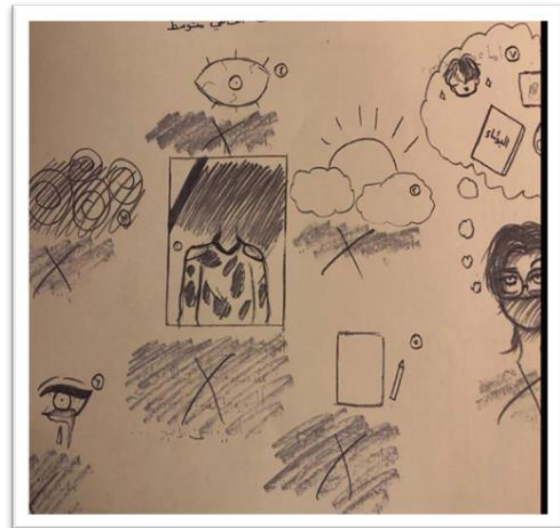
Material: wooden pencils

Visual analysis

we notice that the artwork includes rainy clouds and lightning, and at the bottom of the painting is a relatively large car with a driver, from which a metal column used to demolish the building. At the bottom right of the painting is a small building, and next to the building is a man lying on the ground, blood oozing from him.

It is clear from the scene that there is a dramatic event, the car and its collision with something, and this collision generated a violent reaction. It is reflected in the black color and the rainy atmosphere that killed the owner of the car. The student wants from this composition to embody a dramatic event whose condition was sad for her, as the painting was limited to only three colors, black, red, and blue, and the black and red colors are an indication of murder and death. As for the lines, straight, broken, and curved lines were used to signify refraction, deprivation and sadness. Therefore, the work includes a realistic form and open space.

Sample (2)



Artwork Title: Misery

Student name: Nour Ibrahim

Year: 2022

Al-Mawaddah Private School

Dimensions: A4

Materials: wooden pencils, magic markers, ink pen

Visual Analysis

The work contains a group of formations and blocks scattered throughout the painting, at the top center of the painting we see scattered eyes and a torn body in the image of a martyr and clouds. At the top right of the painting there is a block containing the Book of Les Misérables, a palette of colors and a piece of candy, while at the bottom left of the painting there is a boy and an X sign. At the top right of the painting is a group of clouds and an X, and at the bottom right of the painting is a sad eye that sheds tears and an X. The work contains realistic and symbolic forms, and the space is open from all sides

Sample (3)



Artwork Title: Injustice

Student name: Dania Maher

year: 2022

Al-Mawaddah private School

Dimensions: A4

Materials: wooden pencils, magic markers, ink pen

Visual analysis

It includes a picture of a girl painted in a large size and a man standing next to her carrying a weapon. On the right side there is a figure of a hollow house with empty windows. This painting includes an open space and realistic and symbolic forms.

Characteristics of violence: This work represents a picture of a sad girl as misery appears on her features. This scene indicates a state of fear, apprehension, and anticipation for something to happen.

The female student painted the unjust man in a small size, expressing his low act. She gave him a small size that reflects the size of his mind as he will kill this girl without mercy or pity. As for the drawing of the house in a hollow, shallow, transparent shape, with empty windows, and the significance of the windows reflecting what is inside the house, the house became empty, without soul and lifeless, and dominated by a feeling of sadness and despair. This work represents a struggle between good and evil. Therefore, this work bears a character of domestic violence.

Chapter Four

Results

The researcher reached several results based on the above analysis of the research sample and to achieve the goal of the research, the research resulted in the following results:

1. Emphasis on the straight lines that prevailed in the artworks, and this was evident in all samples (1,2,3,4,5)
2. The works included prominently curved lines, and this is evident in the samples (1,2,3,4,5)
3. The various lines got a high percentage, and this is what we see evident in the samples (1,2,3,5)

Conclusions

Based on the results that the researcher reached, the following conclusions are made:

1. The use of different lines was evident that the student had a varied ability of expression and this indicates an impact on the artistic expression of the abused students because it expresses their internal emotions without paying attention to the final form.
2. Basic and neutral colors occupied the full dominance of artistic products, so painting with basic and neutral colors is a response to emotional stimuli and reveals the deep level represented by the student's defenses towards an event.
3. The students used warm colors in embodying the psychological and family conflicts that the student lives with, and this reflects the domestic violent that they have been through.

Recommendations

1. Using a drawing analysis tool to detect “psychologically disturbed” abused students.
2. Providing supplies and tools and preparing the workshop to be a means of entertainment for psychologically troubled students.

Suggestions

1. The researcher suggests conducting a study of domestic violence in kindergartens.
2. The researcher suggests conducting a study on colors and lines and their relationship to psychological aspects

Initial Research tool

Edit if possible	Invalid	Valid	Branches	Secondary areas	Main areas	
			vertical	Shape	Lines	
			Horizontal			
			Curved			
			Varied			
			Thick	Type		
			Thin			
			Normal			
			Sharp	Kind		
			Soft			
			Varied			
			Smaller than shapes	Space area	Space	
			Larger than shapes			
			Normal			
			Distributed	Shapes	Shapes	
			Centered			
			Random			
			Overdone	Emphasizing		
			Sadly overdone			
			Total	Deletion		
			Partial			
			Still	Movement		
			Moving			
			Shape	Repetitions		
			Color			
			Many	Details	Topic Character features	
			Medium			
			Little			
			Descriptive	Content		
			Personal			
			Varied			
			Many	Writing		
			Little			
			None			
			In the center			
			Far from the center			
			Isolated			
			Sad	The character		
			Optimistic			
			Cruel	Other characters		
			Emotional			

			Kind	The character expression		
			Aggressive			
			Non-reactive			
			Violent			
			Happy			
			Sad			
			Normal			
			Black	Colors	Coloring	
			White			
			Grey			
			Red			
			Green			
			Pink			
			Varied			
			In harmony	Style		
			Disharmony			
			Subtle	Coloring		
			Random			
			Varied			
			1 to 3 colors	Number		
			3 colors and more			
			no colors			
			Physical	Kind of violence	Violence features	
			verbal			
			Symbolic			
			Beating	Type of violence		
			Mocking			
			Deprivation			

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