

**DOMESTIC VIOLENCE AND PERFORMANCE OF PRIMARY
SCHOOL CHILDREN IN KOLE DISTRICT: A CASE STUDY
OF BALA SUB COUNTY**

BY

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DECLARATION

I, **Omika David** declare that this is my original work and it has never been presented to any university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature:



Date:

25/10/2011.

APPROVAL

This proposal entitled "Domestic violence and performance of primary school children in Kole District" was conducted under my guidance and supervision.

Signed

Odongo Mike

Supervisor Date

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter provides background information to the study about Domestic Violence and performance of primary school children in Kole District. The statement of the problem, purpose of the study, research questions, scope of the study, operation definition of terms, limitations of the study, significance of the study and the conceptual frame work.

1.1 Background of the study

Domestic violence is assuming national and international attention (Amnesty International 1995). It is a type of violence that is prevalent in many homes, and the World over. It is a form of violence that occurs in the form of defilement, assault, sexual harassment, and rape or battering, child abuse, for example denial of right, necessities and opportunities, threatening patterns of communication such as insults, harassment, neglectful lack of action.

According to the European Journal of Educational Studies 1(1), (2009), one negative aspect of family's life is the effect of domestic violence on children, either as witness to, or victims of the conflict. Children could be severely traumatized by witnessing domestic violence or themselves being victims of this violence. Domestic violence simply refers to violence between adult intimate partners. It is also said that the range of conduct included in this term currently varies with the context within which it is used. Again, domestic violence can be defined as a pattern of assaultive and coercive behaviors, including physical, sexual and psychological, as well as, economic coercion, that adults or adolescents use against their intimate partners. Today, domestic violence is not recognized as a serious societal problem in Nigeria. Yet, children in families in which such violence occurs have remained largely invisible as victims.

Families affected by domestic violence touch all service systems and live in every community. Children exposed to domestic violence are in our schools, day-care

centers, health care institutions, child welfare systems, and other agency settings. Though, domestic violence cuts across the economic spectrum, poor families are more likely to be affected. In fact, many families in which domestic violence is present, struggle with multiple problems, including poverty, substance abuse and exposure to other forms of violence.

Children who live in households with domestic violence are said to be at higher risk for maladjustment than are children who do not live with such violence. Exposure to domestic violence can have serious negative effects on children. Such effects may include behavioral problems such as aggression, phobias, insomnia, low-self esteem, and depression, low level of social competence, poor academic performance and low level of problem solving skills.

1.2 Statement of the Problem

Kole like other districts in Uganda is faced with a number of problems; this among others is poor academic performance. This is attributed to the effect of domestic violence. This has adversely affected development in Kole district young as it is. Many families have broken, children not attending schools. Most of the residents in Kole District are living below the nation's poverty line. This has resulted in a trend where many families are pre-occupied with the pressures of daily living to the extent that some homes are witnessing indiscipline among pupils. The propensity for pupils to be violent is also in part influenced by the domestic ecology.

The government has attempted to address this problem through sensitization of communities, NGOs playing a big role in paying fees and provision of scholastic materials to the children. Apprehending the perpetrators of domestic violence and controlling the rate of alcohol consumption among communities.

1.3 Purpose of the study

However, these solutions are inadequate since the problem still prevails. It is upon this that the researcher intends to investigate the effects of domestic violence on academic performance of school children in Kole district.

1.4 Objectives of the study

The main objectives of the study were;

- 1.4.1 To find out how poverty affected performance of primary schools in Kole district.
- 1.4.2 To find out the extent to which single parenthood affected performance of pupils in Kole district.
- 1.4.3 To examine the moderator effect of religion on performance of children in Kole district primary schools.

1.5 Research questions

To be able to achieve the above objectives, the following study questions will be investigated.

- 1.5.1 What are the possible causes of domestic violence in Kole District?
- 1.5.2 What are the effects of domestic violence on school pupils in Kole District?
- 1.5.3 What can be done to reduce domestic violence?

1.6 Scope of the study

This study was conducted in Kole district focussing on Bala Sub County. Kole is a new district detached from Apac district located in Northern Uganda. The study covered the periods 2009 – 2011. This period was chosen because it is the time when Kole was accorded a district status.

1.7 Significance of the Study

The study had been a significant to many stakeholders in the following ways:

- 1.7.1 **Policy makers:** The problem of domestic violence is a national issue, and may not be limited to the area in which the study is carried out. The study among others will bring home to policy markers on the need to implement all kinds of laws relating to the rights of children especially those relating to violence emanating from the home.

1.7.2 **Adults:** The study will bring to the knowledge of those adults who take the law into their own hands and inflict violent acts on children to be careful of the repercussion of their actions on the life of the adolescent.

1.7.3 **Opinion leader:** The study will create awareness between opinion leaders and educational authority on the effects of domestic violence on the child and its implications to the Ugandan Society.

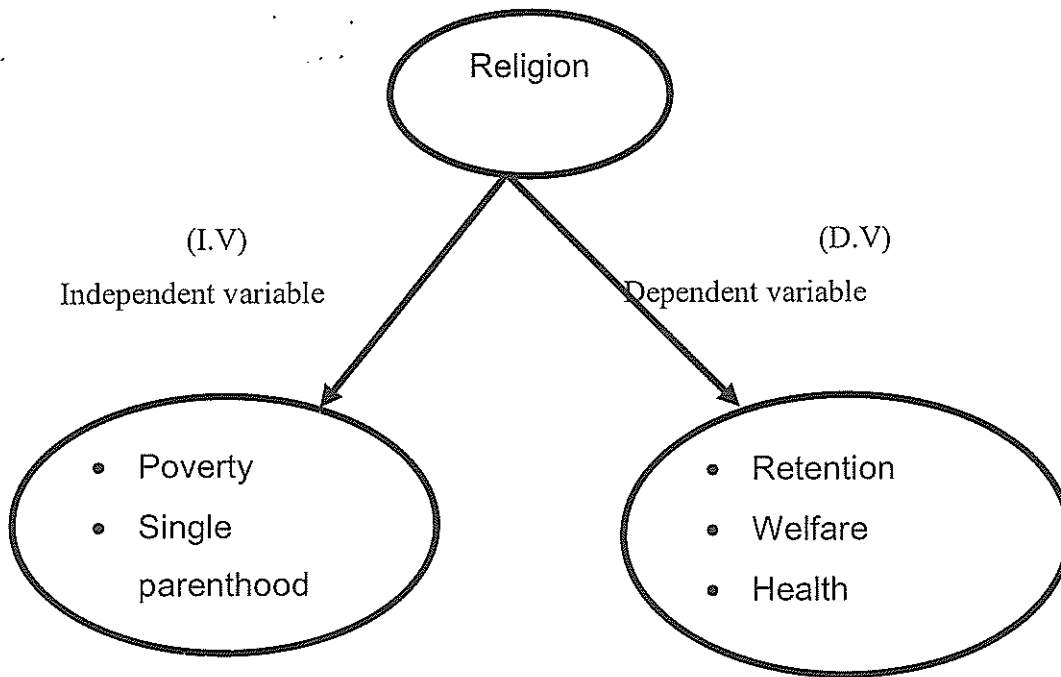
1.8 Limitations of the study

Fear to disclose relevant information. It was most bothering since the staff might feared to disclose their schools' private information like fees collected (for example building fund and fees for meals) from pupils yet the study would benefit them in the long run. However, the investigator managed to convince them that the research is purely for academic purposes. The study was also faced with time constraints where the study was competing with other academic activities like exams, course works and tests. However, the researcher managed to appropriately schedule for the competing time requirements.

Resource constraints was also another problem. In turn, they were high to the researcher in terms of finance for example transport costs, secretarial services.

1.9 Conceptual frame work:

Conceptual framework showing the relationship between domestic violence and performance of children in Kole district.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented conceptual review and actual review of related literature. The study was done objective by objective. The study was about the effect of domestic violence on academic performance of pupils in Kole district

2.1 Conceptual Review

Domestic violence is the use of physical or emotional force or threat within close adult relationships in a way that causes harm or distress to victims. In addition to actual or threatened physical or sexual assault and damage to property, domestic violence includes non-physical intimidation, such as persistent verbal abuse, emotional blackmail and enforced social or financial deprivation.

Over the past decade, recognition of the scope and significance of domestic violence globally has increased. Domestic violence has been defined as “the range of sexually, psychologically and physically coercive acts used against adult and adolescent women by current or former male intimate partners”. A growing body of evidence is highlighting the magnitude of the problem of domestic violence in developing countries.

According to Cussack *et al.*, (1999), violence is a forceful way of getting something from someone. It is also living with someone and being forced to do things you do not understand and things that hurt. Violence refers to those actions that have a harmful physical (intentional infliction of pain on an individual) or mental effect (forced to do things that cause displeasure) on the individual. Physical violence can be perceived from five themes. They are; Cruel punishment, Forced labour, Beatings, Assault with weapon and Death.

In sub-Saharan Africa, empirical evidence on the prevalence of domestic violence is limited and confined to a small number of population-based or special-population studies. Recognition of the links between domestic violence and a range of adverse reproductive health outcomes — including non-use of

contraception and unintended pregnancy, poor outcomes of pregnancy and birth, gynecological morbidity (and sexually transmitted diseases and human immunodeficiency virus (HIV) is also growing (Heise, 1994).

Most at times, children and women are targeted for these acts. Cruel punishment come in the forms of starving children or food rationing, inserting pepper and ginger into anus of children, putting children's fingers into hot oil and the like.

Common among forced labour is the situation in which parents or guardians send their children to relatives and other people to be made a housemaid or houseboy for a little remuneration from their masters. These children are forced to work for long hours at work described as "hard" with little time off, all in exchange for food and shelter. Teachers use students to work for them unofficially without the students consent, and these requests are accompanied by unspoken threat that school work will suffer if not adhered to the request.

Another form of violence may be psychological, which is behavior that is directed at an emotional level or has emotional impact such as inability to sleep or eat (restlessness). It includes threatening behaviour, verbal abuse and infantilisation of women.

Certain traditional practices are violent in nature. Female circumcision is one form of such traditional practices which many women underwent as teenagers or children, some even as infants (Amnesty International 1995). Other examples include widowhood rites which sometimes has element of violence in its administration and a type of enslavement of female.

2.2 Actual review of related literature

The crime problem in the United States has historically been misstated and exaggerated by bureaucrats and politicians. The intentions behind these overstatements vary within each context but a common thread emerges upon

closer examination. As in any capitalist society, money and material possession are the primary motivation that fuels society and people. It could be argued that FBI director Louis Freeh made his comments to the National Press Club in (1994), out of genuine concern for the American people, but realistically the statement was made in an effort to gather support and increase funding for law enforcement. Following this statement and from increased pressure from politicians, the Federal Crime Bill was ratified, and authorized the spending of thirty billion dollars, primarily towards more police officers and prisons. It also included many new punitive sanctions and the expansion of the death penalty to more than fifty federal crimes. Louis Freeh's politically correct and unapprised proclamation takes an exceptionally narrow view of crime and its curtailment. Freeh chooses to focus on the media, statistics, and ultimately public opinion as his justification for increased funding.

Crime and Punishment

Dostoyevsky's Crime and Punishment has been described as a psychological thriller that challenges the mind from beginning to end. / <http://www.ryerson.ca/~mjoppe/rp.htm>

2.2.1 Poverty and performance of pupils

Poverty has many dimensions and does not merely entail low levels of income or expenditure. The work of Amartya Sen (1992, 2001) has broadened our understanding of poverty by defining it as a condition that results in an absence of the freedom to choose arising from a lack of what he refers to as the capability to function effectively in society. This multidimensional interpretation moves far beyond the notion of poverty as being solely related to a lack of financial resources. For example, Sen's viewpoint would suggest that inadequate education could, in itself, be considered as a form of poverty in many societies

Poverty is strongly correlated with a range of home background variables, including parental education, which also influence children's educational outcomes. Thus it may be difficult to separate these influences and to know the

extent to which the education of poor children is being held back by too few financial resources rather than other home background factors. Because such factors are so difficult to disentangle, researchers often treat all mechanisms operating via socio-economic status as a single effect.

Educational outcomes generally improve as the socioeconomic status (SES) of children rises “in all countries, at all age levels, and for all subjects” (UNESCO EFA, 2004, p. 48). This has come to be referred to as the socio-economic gradient (Willms, 2006). SES is usually measured as a constructed variable that includes parental education. Most studies do not separately distinguish the effects of parental education, financial resources, and other home background factors. Thus it is not clear whether there is also a socio-economic 0 Education Policy Series 10 gradient for children of parents with a similar education (that is, if higher parental incomes always improve educational outcomes for given levels of parental education). In other words, it is not clear exactly what the impact of financial resources is, separate from other factors.

2.2.2 Single parenthood and performance of pupils

Family Deficit Model. Dating back to the 1970s, the Family Deficit Model views the nuclear or two parent family as the ideal family structure. According to this model, single-parent families have a negative impact on children simply because they do not have a nuclear family structure (Marsh, Herbert W. (1990). Research using the Family Deficit Model begins with the assumption that single parenting is bad for children, and the results of these studies typically support this assumption. Indeed, some studies using the Family Deficit Model minimize or overlook the influence economics and other background factors have on academic achievement rather than alter this research.

Risk and Protective Factor Model. Developed in the early 1990s, the Risk and Protective Factor Model does not regard single-parent families as irregular [12; 13] because the foundation for the model is that all families have both strengths and weaknesses (Marsh, Herbert W. (1990). Rather than view single parenting as the cause of negative outcomes for children in these families, the Risk and

Protective Factor Model describes family structure as one of many risk factors. Risk factors are either background characteristics or life events that may have a negative impact on child development. Protective factors are characteristics and events that positively influence children and help limit the impact of risk factors [12; 13]. Essentially, risk factors are the weaknesses and protective factors are the strengths of any given family. According to this model, single parenting can be both a risk factor and a protective factor for children.

2.2.3 The moderator effect of religion and performance of pupils

Recent evidence by Becker and Woessmann (2008, 2009, 2010) suggests that Protestant regions had higher literacy rates, higher density of schools, higher primary school enrolment, and a lower gender gap in education than Catholics in 19th century Prussia. Their findings refine the famous hypothesis of Weber (1905), who argued that Protestantism was conducive to economic development. Weber himself emphasized Protestant work ethic and Protestant motivation to accumulate capital. By contrast, the evidence by Becker and Woessmann points to the role of religious denomination for economic development through its effect on education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the study design and the procedure which was followed in selecting the sample from the target population, the methods of collecting the data from the sample and the methods of analyzing data collected as well as reliability and validity, procedures for data collection and ethical considerations.

3.1 Research design

The study used a case study design. The analytical aspect of the study dealt with the investigation of the effects of domestic violence on the performance of primary school children in Kole District and how they were trying to overcome them.

3.2 Study population

The study was conducted in 10 different primary schools where pupils and teachers would form the study population. This helped the researcher to gather sufficient information relevant to the study at the same way avoid bias. The teachers were chosen because they were having some clear knowledge of the pupils who had been affected by domestic violence and in most cases; they have been affected by those consequences. The pupils were also chosen because they were the ones mostly affected by the problems of domestic violence which affected their school performance output. This is in table I below.

Table I

Respondents	Number
Key informants; DEO, Head Teachers	12
Teachers	25
Pupils	80
Local Community	60
Parents	70
Total	247

3.3 Sampling

The research employed both probability and non probability sampling methods. The use of purposive sampling, simple random sampling, systematic sampling were encouraged as summarized in the table II below:

Table II

Respondents	Sample size	Method
Key informants	12	Purposive Sampling
Teachers	25	Systematic Sampling
Pupils	80	Simple Random Sampling
Parents	60	Simple Random Sampling
Local Community	70	Simple Random Sampling
Total	247	

Purposive Sampling

Purposive sampling is a sampling method in which elements are chosen based on purpose of the study. Purposive sampling may involve studying the entire population of some limited group. As above, 10 policy makers and 8 opinion leaders were sampled. As with other non-probability sampling methods, purposive sampling does not produce a sample that is representative of a larger population, but it can be exactly what is needed in some cases - study of organization, community, or some other clearly defined and relatively limited group.

Simple Random Sampling

The most widely known type of a random sample is the simple random sample (SRS). This is characterized by the fact that the probability of selection is the same for every case in the population. Simple random sampling is a method of selecting n units from a population of size N such that every possible sample of size n has equal chance of being drawn.

In real-world social research, designs that employ simple random sampling are difficult to come by. From the above table, a total of 10 Adult leaders were sampled to get their views on “Domestic violence and performance of primary school children in Kole District”. So a list of all the leaders in the sample area, their names written on a piece of paper, put those pieces of paper in the box, shake and draw. But in most real-world instances it is impossible to list everything on a piece of paper and put it in a box, then randomly draw numbers until desired sample size is reached.

3.4 Data collection methods

Questionnaire

The main data collection method was the questionnaire where both open and close ended questionnaires were used and the researcher would physically deliver the questionnaires to the selected sample.

Interviews

This involved face-to-face interviews between the researcher and the respondents. This method shall be employed to solicit information from key informants.

3.5 Procedure of data collection

The researcher upon submission of final proposal to the supervisor was issued with a letter of introduction. This letter was submitted to the office of the Chief Administrative Officer, Kole and another letter was given to the researcher permitting him to conduct the study.

Document analysis

This method was necessitated by the researcher to examine the already available literature in relation to domestic violence and pupils' performance in schools. Internal sources was the records prepared and kept by the school management and any other relevant information at hand. External sources like publications and reports in relation to domestic violence will formed part of the secondary data.

3.7 Data Analysis

Data gathered from the field was processed, edited, tabulated and analyzed by use of tables, percentages and frequencies. This was done to ensure accuracy, adequacy and completeness. It was also coded to allow use of frequencies and percentages as units of measurement and presented using frequencies and tables.

3.8 Validity and reliability of the study

The use of reliability and validity are common in quantitative research and now it is reconsidered in the qualitative research paradigm. Since reliability and validity are rooted in positivist perspective then they should be redefined for their use in a naturalistic approach. Like reliability and validity as used in quantitative research are providing springboard to examine what these two terms mean in the qualitative research paradigm, triangulation as used in quantitative research to test the reliability and validity can also illuminate some ways to test or maximize the validity and reliability of a qualitative study. Therefore, reliability, validity and triangulation, if they are relevant research concepts, particularly from a qualitative point of view, have to be redefined in order to reflect the multiple ways of establishing truth. <http://scholar.lib.vt.edu/ejournals/JTE/v9n1/pdf/hoepfl.pdf> and also Joppe, M. (2000). *The Research Process*. Retrieved February 25, 1998, from <http://www.ryerson.ca/~mjoppe/rp.htm>

According to Moser and Kalton (1971), validity is the success of a scale in measuring what it was set out to measure so that differences in individual scores can be taken as representing true differences in characteristics under study. The

researcher consulted statistical specialists and his supervisor who ensured the relevance and suitability of the content in the questionnaire would provide coverage of the objectives of the study. The validity of the questions was checked by the responses acquired and the content validity index.

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. According to Christiansen (1988), reliability refers to consistency and stability in measurements.

To establish the reliability of the questionnaire, the researcher used the methods of expert judgment and pretest in order to test and improve the reliability of the questionnaire.

3.9 Ethical consideration

The researcher upheld all the ethical issues it deserves. The information would be treated with utmost confidentiality it deserves.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the analysis and interpretation of research findings which have been arranged in accordance with the objectives of the study.

The purpose of this study was to assess the effects of domestic violence on the performance of primary school children in Kole District. And the objectives of the study included; the possible causes of domestic violence, find out the effects of domestic violence on the school-going child or adolescent and to suggest way of eliminating or reducing the occurrence of domestic violence.

Data gathered from the field was processed, edited, tabulated and analyzed by use of tables, percentages and frequencies as follows;

4.1 Background information of the respondents

The purpose of this study was to assess the effects of domestic violence on the performance of primary school children in Kole District. The research was carried out in 10 primary schools which included Omuge P/s , Bala P/s, Angic P/s, Alem P/s, Alelibanya P/s, Aberdyangoto P/s, Teobia P/s, Abongodic P/s, Damatira P/s and Aumi P/s School where the researcher managed to get 40 pupils, 20 teachers from each school.

Data gathered from the field was processed, edited, tabulated and analyzed by use of tables, percentages and frequencies as follows;

All the schools that were investigated were only day schools where the respondents were asked of the different factors that lead to girls dropping out of primary schools and the responses have been analysed and discussed as below;

4.1 Bio data of the respondents

Under this, the researcher was interested in finding out the age of the pupils, class of the pupils, the period stayed in school by the teachers and the Family size of the pupils where the following was discovered as discussed in table 1 below;

4.1.1 Background information

Table 1: Showing the background information of the respondents

Variable	Response	Frequency	Percentage
Age of the pupils	8-10 years	3	7.5
	11-13 years	20	50
	14 and above	17	42.5
	Total	40	100
Class of the pupils	P.7	17	42.5
	P.6	14	35
	P.5	8	20
	P.4	1	2.5
	Total	40	100
Period stayed in school by the teachers	Less than 2 years	3	15
	3 to 5	11	55
	6 to 8	4	20
	9 years and above	2	10
	Total	20	100
Family size of the pupils	Between 1-5	7	17.5
	Between 6-10	18	45
	Between 11-15	9	22.5
	> 16	6	15
	Total	40	100

Source: Primary data

According to table 1 above, 7.5% of the respondents were between 8–10 years, 50% who constituted the majority were between 11-13 years and 42.5% were 14 & above years. Since the majority of the pupils were above 10 years, it helped the researcher get some accurate, reliable and sufficient responses from them because

they were old enough to know what has been transpiring in their homes and school.

In addition to that, 97.5% of the pupils were mainly from upper primary that is from primary 5 to primary 7. This also helped the researcher get reliable and accurate information because they knew all things which had been transpiring in their homes and school and they had stayed in the school for some good time to explain the experiences their friends or themselves had experienced in relation to domestic violence.

It is clear from the above findings in table 1 that most of the teaching staff had worked in the schools for more than two years that is 55% between 3 – 5 years, 20% between 6 – 8 Years and 10% were 9 and above years. This implied that they were experienced in the teaching profession and they had the best responses to the investigator.

According to table 1 above, 17.5% of the respondents showed that their family was between 1 to 5 people, 45% showed that they were between 6 to 10, 22.5% showed that they were between 11 to 15 and 15% showed that they were above 16 people in their home.

4.2 Causes of Domestic Violence

This was the first objective of the study which was intended to find out the main causes of domestic violence where the following was discovered;

4.2.1 Kinds of domestic violence

Under this, the researcher was interested in finding out the different kinds of domestic violence being experienced which affected the performance of pupils while at school where the findings have been discussed as in table 2 below;

Table 2: Showing the kinds of domestic violence

Kinds of Domestic Violence	Frequency	Percentage
Beatings	57	95

Cruel punishment	54	90
Forced labour	41	68.3
Starving children	24	40
Putting children's fingers into hot oil	10	16.7
Assault with weapon	9	15
Food rationing	4	6.7
Inserting pepper	3	5

Source: Primary data

NB: The percentage is more than 100% because of multiple responses.

Multiple responses were given by the respondents under this variable and it was discovered that fighting between the parents or beating of the child was the greatest form of domestic violence being experienced by most of the respondents as indicated by 95% of the respondents. Cruel punishments followed as indicated by 90% of the responses, forced labour had 40% of the responses, Putting children's fingers into hot oil had 16.7%, assault with weapon had 15%. Other punishments included food rationing and inserting paper to the children.

4.2.2 Verbal alteration that can escalate into violent behaviour

Respondents were also asked whether verbal alteration could also escalate into violent behaviour where the following responses were given.

Table 3: Showing whether verbal alteration between the parents escalated into violent behaviour

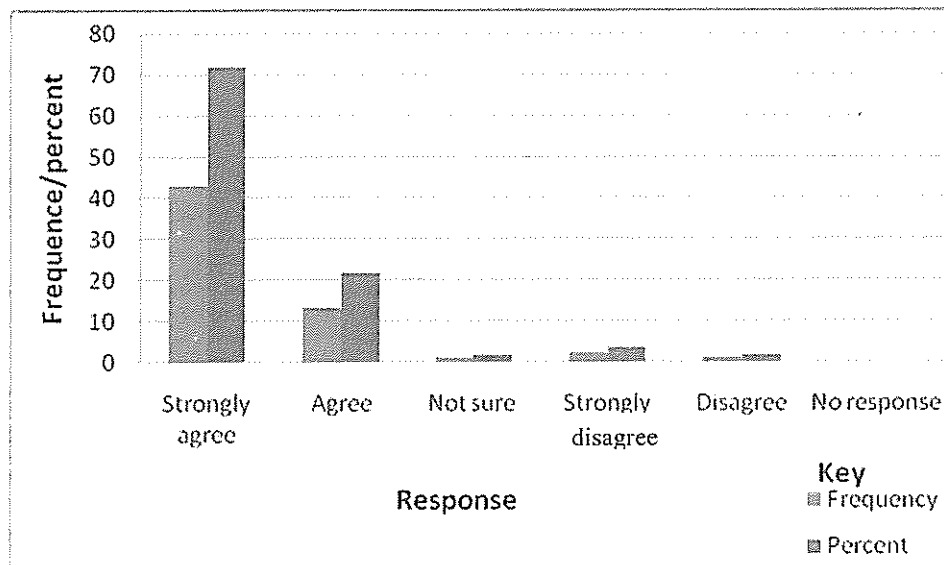
Response	Frequency	Percent
Strongly agree	21	35
Agree	18	30
Not sure	8	13.3
Strongly disagree	2	3.3
Disagree	1	1.7
No response	10	16.7
Total	60	100

Source: Primary data

35% of the respondents strongly agreed that verbal alteration between parents and children also escalate into violent behaviour in most families which affected their children and 30% also agree.

4.2.3 Financial issues can lead to disagreements and violence

Figure 1: Showing whether financial issues can lead to disagreements and violence



Source: Primary data

In the same way, 72% of the respondents agreed that financial issues led to disagreements and violence in most families, 22% agreed, 2.5 were not sure.

4.2.4 Offensive conduct escalates into violent behaviour

According to the study findings, it was agreed by the respondents that Offensive conduct of the parents escalates into violent behaviour of the children as discussed in table 4 below.

Table 4: Showing whether offensive conduct could escalate into violent behaviour

Response	Frequency	Percentage
Strongly agree	35	58.3
Agree	12	20

Not sure	7	11.7
Strongly disagree	2	3.3
Disagree	2	3.3
No response	2	3.3
Total	60	100

Source: Primary data

Table 4 above shows that 78.3% of the respondents agreed that offensive conduct escalates into violent behaviour, 11.7% were not sure and 3.3% of the respondents strongly disagreed, disagreed and had no response respectively.

4.2.5 The linked between school related reasons and domestic abuse

In the same way, respondents also showed that school related reasons such as refusing to go to school, being late to school, refusing to perform personal chores of teachers, late payment of school fees, disobedience in school and other petty offences which include cheating in examination are other causes linked to domestic abuse as seen below;

Table 5: Showing whether school related reasons were linked domestic abuse

Response	Frequency	Percentage
Strongly agree	7	11.7
Agree	8	13.3
Not sure	9	15
Strongly disagree	15	25
Disagree	12	20
No response	9	15
Total	60	100

Source: Primary data

25% of the respondents agreed that school related reasons were linked domestic abuse, 15% were not sure. However, 45% of the respondents disagreed and 15% had no response.

4.2.6 Consumption of alcohol or drugs is one of the risks of violence

Consumption of alcohol or drugs is one of the risks of violence as discussed below.

Table 6: Showing whether consumption of alcohol or drugs is one of the risks of violence

Response	Frequency	Percent
Strongly agree	43	71.7
Agree	13	21.7
Not sure	1	1.7
Strongly disagree	2	3.3
Disagree	1	1.7
No response	0	0
Total	60	100

Source: Primary data

Table 6 above shows that 71.7% of the respondents strongly agreed that consumption of alcohol or drugs is one of the risks of violence, 21.7% also agreed on the statement.

4.2.7 HIV status of a partner can lead to domestic violence

In the study, respondents showed that there was a link between HIV status and domestic violence in many families which affected the performance of pupils as seen in table 7 below;

Table 7: Showing whether the HIV status of a partner can lead to domestic violence

Response	Frequency	Percentage
Strongly agree	18	30
Agree	9	15
Not sure	12	20
Strongly disagree	6	10
Disagree	7	11.7
No response	8	13.3
Total	60	100

Source: Primary data

It was discovered that 30% of the respondents had strongly agreed that there was a link between HIV status and domestic violence in many families, 15% agreed, 30% were not sure, 10% strongly disagreed, 11.7% disagreed and 13.3% had no response.

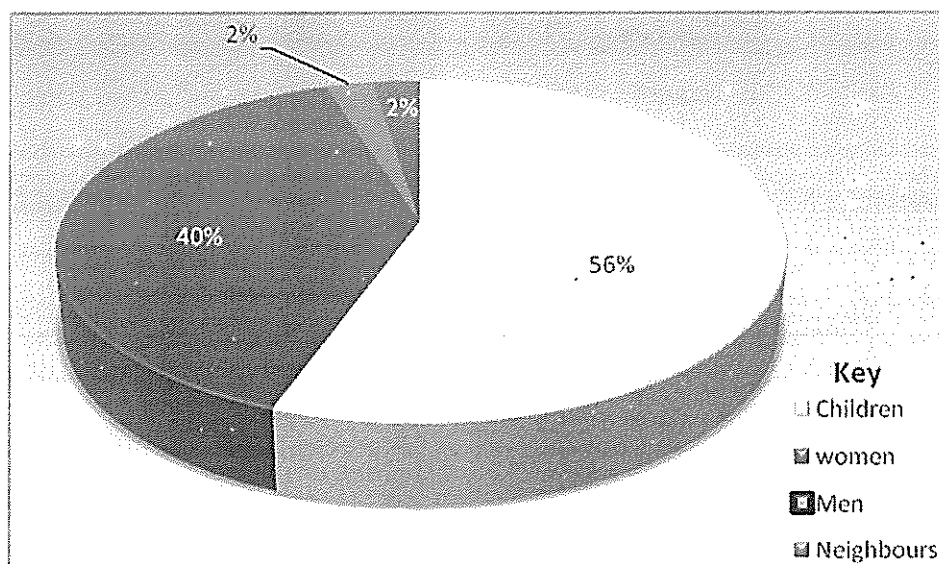
Through interviews, one respondent (teacher) from Aberdyangoto Primary School lamented that; “With studies from Africa showing an increased risk of violence when the man is HIV positive or when the woman perceives herself to be at high risk of acquiring HIV from the man, there would always be conflicts in the home always every one suspecting the other as being the transmitter of the virus”.

4.3 The Effects of Domestic Violence on the School-Going Child or Adolescent

4.3.1 The most vulnerable to domestic violence

The most vulnerable to domestic violence were the children and then followed by the women as indicated in the findings below in figure 2 below;

Figure 2: Showing the most vulnerable groups to domestic violence



Source: Primary data

According to the above data in figure 2, children were the most vulnerable group to domestic violence as showed by 56% of the respondents who constituted the majority. The next group were the women as showed by 40% of the responses.

4.3.2 Whether children who witness family violence are more likely to become perpetrators or victims of violence in adulthood

Studies have shown that children who witness family violence are more likely to become perpetrators or victims of violence in adulthood.

Table 8: Showing whether children who witness family violence are more likely to become perpetrators or victims of violence in adulthood

Response	Frequency	Percentage
Strongly agree	29	48.3
Agree	16	26.7
Not sure	2	3.3
Strongly disagree	2	3.3
Disagree	4	6.7
No response	7	11.7
Total	60	100

Source: Primary data

In the study, 75% of the respondents agreed that children who witness family violence are more likely to become perpetrators or victims of violence in adulthood.

“This was because they physically saw what was happening to their parents and it became very easy for them to do it to their friends in future” lamented one of the respondent from Omuge Primary school.

4.3.3 Whether depression has devastating effects on children

Table 9: Showing the whether depression has devastating effects on children

Response	Frequency	Percentage
Strongly agree	15	25
Agree	9	15
Not sure	20	33.3
Strongly disagree	6	10
Disagree	4	6.7
No response	6	10
Total	60	100

Source: Primary data

40% of the respondents agreed that depression has devastating effects on children eating disorders, psychosomatic illness, difficulties at school and instances in substance abuse. 33.3% were not sure 16.7% disagreed and 10% had no response.

4.3.4 Children who were victims of domestic violence suffer traumatising events

In table 10 below, 53.3% strongly agreed that children who are victims of domestic violence suffer traumatising events such as injury or death, 26.7% agreed, 3.3% had no response 1.7% strongly disagreed 3.3% disagreed and 11.7% had no response as discussed in the table below.

Table 10: Showing the whether children who are victims of domestic violence suffer traumatizing events such as injury or death

Response	Frequency	Percentage
Strongly agree	32	53.3
Agree	16	26.7
Not sure	2	3.3
Strongly disagree	1	1.7
Disagree	2	3.3
No response	7	11.7
Total	60	100

Source: Primary data

4.3.5 Negative feelings of a child while at school leads to domestic violence

Negative feelings such as withdrawal, depression abnormal fears, regression, learning problems or a decline in school performance, truancy, bullying, difficulty in building and maintaining relationships, impulsiveness, behavioural problems, denial and emotional problems are coupled with daily activities of children who suffer or witness domestic violence.

Table 11: Showing whether negative feelings of a child while at school led to domestic violence

Response	Frequency	Percentage
Strongly agree	9	45
Agree	8	40
Not sure	0	0
Strongly disagree	1	5
Disagree	1	5
No response	1	5
Total	20	100

Source: Primary data

Under this, teachers were asked whether negative feelings of a child while at school led to domestic violence 45% strongly agreed and 40% agreed.

4.4 Way of eliminating or reducing the occurrence of domestic violence

Respondents were asked to suggest ways of eliminating or reducing the occurrence of domestic violence and Out of the total of 60 (100%) respondents suggested the use of love, use of trust among in-mates, tolerance for one another and counselling sessions.

Most of the respondents suggested education on the topic in order to bring to the public notice the adverse effects of domestic violence.

Finally, some of the respondents suggested that perpetrators be arrested and prosecuted according to the laws of the land.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings, conclusions based on the findings and recommendations for possible improvements and further research. The discussion focuses on the findings in relation to the objectives of the study that it intends to achieve. The summary is followed by the discussion of findings, conclusions which were based on the findings of the study and lastly the recommendations to improve on the effects of domestic violence to primary school pupils.

5.1 Discussion of findings

97.5% of the pupils were mainly from upper primary that is from primary 5 to primary 7. This also helped the researcher get reliable and accurate information because they knew all things which had been transpiring in their homes and school and they had stayed in the school for some good time to explain the experiences their friends or themselves had experienced in relation to domestic violence.

It was discovered that fighting between the parents or beating of the child was the greatest form of domestic violence being experienced by most of the respondents as indicated by 95% of the respondents. Cruel punishments followed as indicated by 90% of the responses, other causes were forced labour, putting children's fingers into hot oil, assault with weapon, food rationing and inserting paper to the children.

Verbal altercation between parents and children also escalate into violent behaviour in most families which affected their children. In addition to that, 72% of the respondents agreed that financial issues led to disagreements and violence. In the same way, respondents also showed that school related reasons such as refusing to go to school, being late to school, refusing to perform personal chores

of teachers, late payment of school fees, disobedience in school and other petty offences which include cheating in examination are other causes linked to domestic abuse (Straus, 1998).

Through interviews, it was discovered that with studies from Africa showing an increased risk of violence when the man is HIV positive or when the woman perceives herself to be at high risk of acquiring HIV from the man, there would always be conflicts in the home always every one suspecting the other as being the transmitter of the virus.

A potential link between HIV status and domestic violence has also been recognized, with studies from Africa showing an increased risk of violence when the man is HIV positive or when the woman perceives herself to be at high risk of acquiring HIV from the man (WHO, 1997).

According to the study findings, children were the most vulnerable group to domestic violence as showed by 56% of the respondents who constituted the majority. The next group were the women as showed by 40% of the responses.

75% of the respondents agreed that children who witness family violence are more likely to become perpetrators or victims of violence in adulthood. According to Wolfe *et al.*, (1986) children who were victims or witness to physical domestic violence are more likely to become perpetrators of domestic violence as adults than those who were not victimised.

Respondents also agreed that depression has devastating effects on children eating disorders, psychosomatic illness, difficulties at school and instances in substance abuse. In the same way, children who are victims of domestic violence suffer traumatising events such as injury or death

5.2 Conclusion

Findings show that interventions aimed at reducing alcohol consumption are likely to have important corollary benefits in terms of reducing levels of violence

between intimate partners. It also provide indirect evidence that domestic violence may represent a significant factor in women's vulnerability to HIV acquisition in settings such as Uganda; this raises the possibility that current programmes to prevent HIV may be overlooking a key behavioural dimension of HIV transmission. results also suggest that little progress in reducing levels of domestic violence is likely to be achieved without significant changes in prevailing individual and community attitudes toward domestic violence. At the same time, findings underscore the challenges associated with changing attitudes toward violence, given that highest levels of support for such violence were found among women and younger children.

5.3 Recommendations

The recommendations on this study are mainly based on the findings and conclusions drawn from the study for the consideration of the appropriate authorities.

- The perpetrators of domestic violence must face the full rigours of the law.
- Both perpetrators and victims need counselling and awareness creation on the effect of domestic violence is necessary. In addition to that, love, trust, tolerance and faithfulness should run through family life.
- The teacher and the school counsellor as well as parents should provide a caring, compassionate, supportive environment for the school child and to rebuild trust that has probably been destroyed by the abuser.
- Teachers, school counsellors and parents should know their limitations and obligations in handling issues of abuse. They are required legally to report suspected and eye witnessed abuse and victimisation to the law enforcers. Counsellors more especially are required to handle abuse cases with care.
- The Ministry of Education and Sports should provide every school with at least counsellors or para-counsellors to encourage children discuss their personal problems in confidence.
- The National Commission on Civic Education should create awareness on the harmful effects of domestic violence especially on the child.

- The NGOs who advocate for the women and children's rights should go to the grassroots where the actual problems lie and sensitise the family on the effects of domestic violence.

5.4 Suggested areas of further research.

A study on the effects of domestic violence on the performance of primary school children in Kile District has been carried out in this study but then, the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as

1. Attendance Patterns and Causes of Dropout in Primary Schools in Uganda.
2. Facing up to the challenge of Universal Primary Education, (UPE) in Uganda through distance teacher education programs.

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APPENDIX I

PROPOSED BUDGET FOR THE RESEARCH

S/No	ACTIVITY	ESTIMATED COST	ACTUAL COST
1	Transport	95,000=	90,000=
2	Data analysis costs	70,000=	70,000=
3	Designing study instruments and stationery	95,000=	100,000=
4	Photocopying and binding costs	50,000=	40,000=
5	Field familiarization	60,000=	50,000=
	Total	370,000/=	350,000=

APPENDIX II

WORK PLAN

OBJECTIVES	J	F	M	A	M	J	J	A	S	O	N	D
Writing proposal												
1st Presentation of proposal												
2 nd Presentation of proposal												
1 st Presentation of Dissertation												
Final Presentation of Dissertation												

APPENDIX III

INTERVIEW GUIDE FOR KEY INFORMANTS

QUESTIONS

1. How has Domestic Violence affected children's performance in primary schools in Kole district?
2. What strategies have been put in place in improving and promoting the performance of primary school children?
3. How can the objectives of improving primary school children's performance and scaling down domestic violence be achieved?
4. What are the appropriate methods/channels to be followed in struggle against domestic violence and performance of children?
5. What are the benefits of avoiding domestic violence and promoting school children's performance in schools?
6. What are the challenges in transforming performance in primary schools?
7. How can the challenges be over come?
8. According to you, how can role of religion help in promoting academic performance of pupils?
9. To what extent does poverty affect performance of pupils in Kole primary schools?
10. One of the various outcome of domestic violence is single parenthood. How does this affect children's performance?
11. What are the challenges of single mothers in educating their children?

APPENDIX IV

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

I am Omika David, a student of Kampala International University pursuing Bachelor of Public Administration and carrying out an academic research on Domestic Violence and performance of primary school children in Kileleshwa district.

You have been selected to participate in the study and I therefore kindly request you to provide an appropriate answer by inserting the best option. The answers provided will only be used for academic purpose and shall be treated confidentially.

Thank you.

Personal information

Age bracket	Teachers	
	Male	Female
7 – 15 years		
20 – 25 years		
26 – 30 years		
31 – 40 years		
Marital Status		

(A) Poverty and performance of pupils

		RESPONSE		
		A	N.S	D.A
1	Poverty significantly affects academic performance of pupils in Kole district.			
2				
3				
4				
5				

(B) Single parenthood and performance of pupils

		RESPONSE		
		A	N.S	D.A
1	Poor academic performance is caused by single parenthood.			
2				
3				
4				
5				

(C) Moderator effect of religion and performance

		RESPONSE		
		A	N.S	D.A
1	Religion can lead to improved performance of pupils at school.			
2				
3				
4				
5				

Key:

A = Agree

N.S = Not Sure

D.A = Disagree

APENDIX V
QUESTIONNAIRE FOR PUPILS

Dear respondents, I am carrying out research on the effects of domestic violence on the performance of primary school children in Kole District. The research is purely academic. Information and your opinion provided will be treated with the highest degree of confidentiality.

Please tick in the box the most appropriate the option and where applicable write answers and or comments in the space provided.

SECTION A: STRUCTURE OF THE HOUSEHOLD

1. Name of school.....

2. Class.....

3. Family size of the pupils

a) Between 1-5

☐

b) Between 6-10

☐

c) Between 11-15

☐

d) > 16

☐

SECTION B: CAUSES OF DOMESTIC VIOLENCE

4. What kinds of domestic violence have you ever experienced?

a) Cruel punishment

☐

b) Forced labour

☐

c) Beatings

☐

d) Assault with weapon

☐

e) Starving children

☐

f) Food rationing

☐

g) Putting children's fingers into hot oil

☐

Inserting pepper

☐

i) Other, *Please specify?*

.....

5. Verbal alteration that can escalate into violent behaviour

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

6. Financial issues that can lead to disagreements and violence

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

7. Offensive conduct escalate into violent behaviour

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

8. School related reasons such as refusing to go to school, being late to school, refusing to perform personal chores of teachers, late payment of school fees, disobedience in school and other petty offences which include cheating in examination are other causes linked to domestic abuse

a) Strongly agree

☐
☐
☐

b) Agree

☐

c) Not sure

d) Strongly Disagree

☐

e) Disagree

9. Consumption of alcohol or drugs is one of the risks of violence

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

10. HIV status of a partner can lead to domestic violence

a) Strongly agree

☐
☐
☐

b) Agree

☐

c) Not sure

d) Strongly Disagree

☐

e) Disagree

SECTION C: THE EFFECTS OF DOMESTIC VIOLENCE ON THE SCHOOL-GOING CHILD OR ADOLESCENT

11. Who are more affected by domestic violence?

a) Children

☐
☐

b) women

☐
☐

c) Men

d) Neighbours

12. Studies have shown that children who witness family violence are more likely to become perpetrators or victims of violence in adulthood

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

13. Depression has devastating effects on children eating disorders, psychosomatic illness, difficulties at school and instances in substance abuse.

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

14. Children who are victims of domestic violence suffer traumatising events such as injury or death

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

**SECTION C: WAY OF ELIMINATING OR REDUCING THE OCCURRENCE
OF DOMESTIC VIOLENCE**

15. Suggest way of eliminating or reducing the occurrence of domestic violence

.....

.....

.....

.....

.....

.....

APENDIX VI

QUESTIONNAIRE FOR TEACHERS

Dear respondents, I am carrying out research on the effects of domestic violence on the performance of primary school children in Kole District. The research is purely academic. Information and your opinion provided **will** be treated with the highest degree of confidentiality.

Please tick in the box the most appropriate the option and where applicable write answers and or comments in the space provided.

SECTION A: STRUCTURE OF THE HOUSEHOLD

1. For how long have you stayed in this school?

a) Less than one year

☐
☐
☐

b) 1-3 years

☐
☐
☐

c) 4-6 years

d) 7-9 years

e) 10+ years

f) 16 and above

SECTION B: CAUSES OF DOMESTIC VIOLENCE

2. What kinds of domestic violence have you ever experienced?

a) Cruel punishment

☐
☐
☐

b) Forced labour

☐
☐
☐

c) Beatings

d) Assault with weapon

e) Starving children

f) Food rationing

g) Putting children's fingers into hot oil

h) ☐ erting pepper

i) Other, *Please specify?*

3. Verbal alteration that can escalate into violent behaviour

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

4. Financial issues that can lead to disagreements and violence

a) Strongly agree

☐
☐
☐

b) Agree

☐
☐
☐

c) Not sure

d) Strongly Disagree

e) Disagree

5. Offensive conduct escalate into violent behaviour

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

6. School related reasons such as refusing to go to school, being late to school, refusing to perform personal chores of teachers, late payment of school fees, disobedience in school and other petty offences which include cheating in examination are other causes linked to domestic abuse

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

7. Consumption of alcohol or drugs is one of the risks of violence

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

8. HIV status of a partner can lead to domestic violence

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

SECTION C:THE EFFECTS OF DOMESTIC VIOLENCE ON THE SCHOOL-GOING CHILD OR ADOLESCENT

9. Who are more affected by domestic violence?

a) Children

☐

b) women

☐

c) Men

☐

d) Neighbours

☐

10. Studies have shown that children who witness family violence are more likely to become perpetrators or victims of violence in adulthood

a) Strongly agree

☐

b) Agree

☐

c) Not sure

☐

d) Strongly Disagree

☐

e) Disagree

☐

11. Depression has devastating effects on children eating disorders, psychosomatic illness, difficulties at school and instances in substance abuse.

☐

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| c) Not sure | <input type="checkbox"/> | d) Strongly Disagree | <input type="checkbox"/> |
| e) Disagree | <input type="checkbox"/> | | |

12. Children who are victims of domestic violence suffer traumatising events such as injury or death

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| c) Not sure | <input type="checkbox"/> | d) Strongly Disagree | <input type="checkbox"/> |
| e) Disagree | <input type="checkbox"/> | | |

13. Negative feelings such as withdrawal, depression abnormal fears, regression, learning problems or a decline in school performance, truancy, bullying, difficulty in building and maintaining relationships, impulsiveness, behavioural problems, denial and emotional problems are coupled with daily activities of children who suffer or witness domestic violence

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| c) Not sure | <input type="checkbox"/> | d) Strongly Disagree | <input type="checkbox"/> |
| e) Disagree | <input type="checkbox"/> | | <input type="checkbox"/> |

SECTION C: WAY OF ELIMINATING OR REDUCING THE OCCURRENCE OF DOMESTIC VIOLENCE

14. Suggest way of eliminating or reducing the occurrence of domestic violence

.....

.....

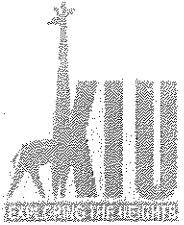
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APPENDIX VII



KAMPALA
INTERNATIONAL
UNIVERSITY

Ghaba Road, Kansanga P.O. BOX 200000 Kampala, Uganda

Tel: +256(0) 41-266813* Fax: +256(0) 41-501-974

FACULTY OF SOCIAL SCIENCE

Date:

29/9/2011

To:

THE CHIEF ADMINISTRATIVE
OFFICER KOLE LOCAL
GOVERNMENT
KOLE DISTRICT

Dear Sir/ Madam,

RE: INTRODUCTION LETTER FOR RESEARCH

This is to introduce to you

OMIKA AMULU

Reg. No.

RPA/20561/92/00-LR

Is a bonafide student of Kampala International University. He/she is working on a research project for a dissertation which is a partial requirement for the award of a Degree. I hereby request you in the name of the university to accord him/her all the necessary assistance he/she may require for this work.

I have the pleasure of thanking you in advance for your cooperation!

Yours sincerely,

Mr. Mike Odongo

Director Lira Study Centre



APPENDIX VIII

Telephone (CAO) 0772483066
(CFO) 0774504993
(LCV) 0772590512
(RDC) 0772846478
(CTC) 0788241846



KOLE DISTRICT LOCAL GOVERNMENT
CHIEF ADMINISTRATIVE OFFICER'S OFFICE
P.O. BOX 419
LIRA

Your Ref

Our Ref: CR/102/1

Date: 30th September, 2011

The Director,
Kampala International University
Lira Study Centre.

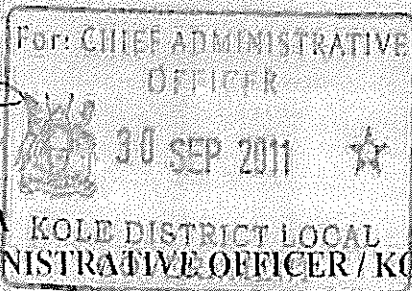
RE: Mr. Omika David Reg. No BPA/20561/72/DU - LR

The above named student has been carrying out a Research Project for dissertation to meet the requirement for the award of a Degree.

He has been very loyal, obedient, dedicated and friendly which made him able to collect data for the research successfully.

I therefore recommend him to be considered for the award.

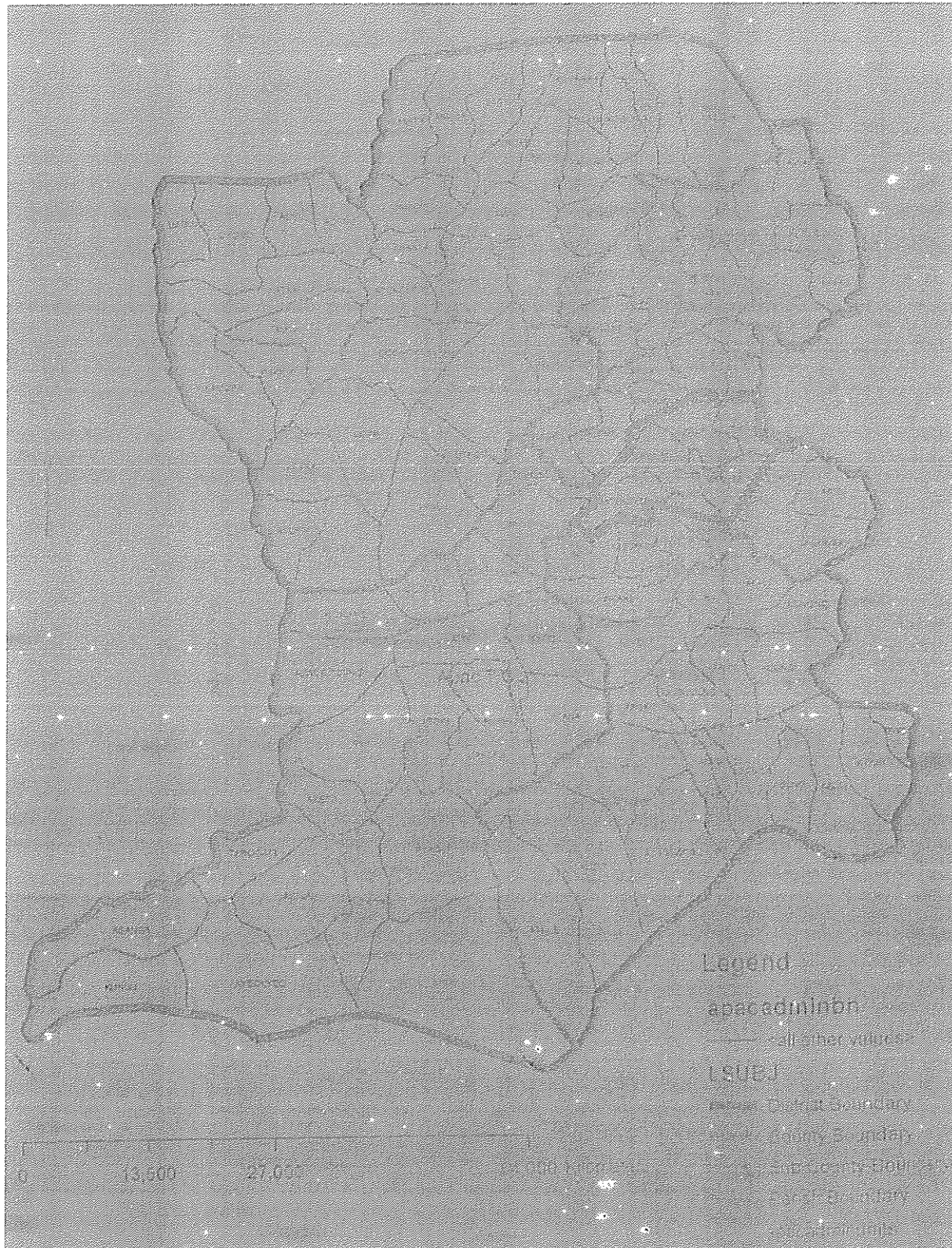
Thank you.



F.A.O. OLUKA
CHIEF ADMINISTRATIVE OFFICER / KOLE

APPENDIX IX

MAP OF KOLE DISTRICT SHOWING SUB COUNTIES AND PARISHES



Research Area
BALA Sub County