

**MESTIC VIOLENCE AND GIRL CHILD EDUCATION IN LIRA DISTRICT
A CASE STUDY OF LIRA MUNICIPALITY.**

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**SERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES AS A
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UNIVERSITY**

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DECLARATION

I, Ayii omara moses declare that this is my original work and 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:

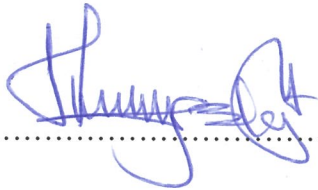
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APPROVAL

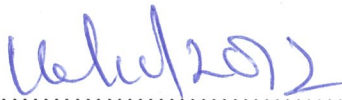
This research report entitled “domestic violence and girl’ child education” , was conducted under my supervision. It is now ready for submission to the academic board for the award of a Bachelor of Public Administration of KIU.

Signed



.....
Mr. Odong Mike

Supervisor



Date.....

DEDICATION

This work is affectionately dedicated to my beloved mother who motivated me for higher achievement in life, her love, care and support, wisdom and strength inspired me to be the best I can.

AKNOWLEDGEMENTS

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Odong Mike who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

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ABSTRACT

The purpose of the study was to examine the effects of domestic violence on girl child education in Lira District. The objectives of the study were to investigate whether drunkardness affects girl child education in Lira municipality; to find out the extent to which unfaithfulness affects girl child education in Lira District and to assess the effect of poverty on girl child education in Lira District. The methods used for data collection were questionnaires to the major respondents and interview guides to the key informants.

The study discovered that that the drunkardness of the parents affects girl child education in the sense that Parents who go drinking spend all the money meant for education of their children especially girls. Poverty affects girl child education in the sense that Lack of food in the home forces children especially girls to go farming. The study recommended that the government should Accelerate the law reform process to harmonize domestic legislation with the constitutional principles related to non-discrimination and equality between women and men; undertake the speedy enactment of the Domestic Relations Bill and the sexual offences Bill; introduce public education and legal literacy campaigns relating to the convention and the international and national commitments on the elimination and discrimination against women.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter provides background information to the study. It outlines the study statement of the problem, purpose of the study, objectives of the study, research questions scope of the study, operational definition of terms, limitations of the study, significance of the study and the conceptual framework.

1.1 Background to the study

Domestic violence is a serious problem around the world. It violates the fundamental human rights of women and often results in serious injury or death. While statistics vary slightly, women are victims of violence in approximately 95% of the cases of domestic violence. While women do use violence against intimate partners, women's use of violence is distinct from men's use of violence in historical, cultural, psychological, motivational and situational ways. Statistics on the prevalence of the problem indicate that domestic violence is a worldwide epidemic. Studies show that between one quarter and one half of all women in the world have been abused by intimate partners. Worldwide, 40-70% of all female murder victims are killed by an intimate partner (UNICEF 1997).

According to the Family Violence Prevention Fund (FVPPF), one in every three women in the world has experienced sexual, physical, emotional or other abuse in her lifetime. The World Health Organization (WHO) reports that in forty-eight surveys from around the world, 10-69% of women stated that they had been physically assaulted by an intimate partner at some point in their lives. The WHO also reports that studies from a range of countries show that 40-70% of female murder victims were killed by an intimate partner.

The Astra Network has reported that "29% of women in Romania, 22% in Russia and 21% in Ukraine, reported experience of spousal physical abuse" and that over 42% of all married and cohabiting women in Lithuania "reported that they have been victims of physical or sexual violence or threats of violence by their present partner," although only

10.6% of the Lithuanian respondents "reported the most serious incident to the police." From Astra Network, Sexual and Reproductive Rights and Health in Central and Eastern Europe. A national survey of 4,750 women between 15 and 44 in Moldova found over 7% had been physically assaulted by an intimate partner in the previous twelve months and over 14% had been assaulted at some time in a relationship. From Ending Violence Against Women, in Population Reports, vol. 7, no. 4 (December 1999). In Romania, 29% of adult women in a national survey reported having been physically assaulted by an intimate partner. From Violence Against Women: Effects on Reproductive Health, Outlook, vol. 20, no. 1 ((Johnson 2000).

By the mid-1990s, attention had begun to be paid in most African countries to the widespread problem of domestic violence. Studies about partner abuse and femicide--both informal, anecdotal studies and more formal surveys--appeared in Ghana, Tanzania, and South Africa, for example. Much of the initial writing was intended simply to document the existence of such violence and thus to construct it as a social problem. At the same time, activist groups in a number of countries such as Ghana, Uganda, and Kenya began lobbying for the passage of domestic violence codes, although only South Africa and Mauritius have passed such statutes to date. Women's rights activists in several countries, notably Zimbabwe and South Africa, established organizations that counsel abused women, offer legal assistance, and in some instances provide domestic violence training to government personnel. In Ghana and South Africa, specialized units within the police force were set up to address domestic violence problems affecting women and children. Shelters for abused women have now been set up by non-governmental organizations ("NGOs") in those two countries, as well as in Mauritius, Nigeria, Senegal, and other places (Johnson 2000, 153).

In Uganda male and female domestic violence is high and associated with both alcohol consumption and the male partner's perceived risk of HIV, according to a study conducted by researchers from the Johns Hopkins Bloomberg School of Public Health. The study found that approximately one in three women living in rural Uganda reported being physically threatened or assaulted by her current partner. The findings from the

study suggest possible links between the risk of domestic violence and alcohol consumption and women's perceived risk of HIV of their male partner. The study is published in the January 22, 2003 edition of the Bulletin of the World Health Organization and is among the first studies from Sub-Saharan Africa to examine domestic violence at a community level(Garcia-Moreno C, 2009)..

According to Michael A. Koenig (2008) 30% of women had experienced physical threats or abuse from their current partner and 20 percent reported experiencing violence during the year before the survey (Garcia-Moreno C, 2009).Three of five women who reported physical threats or abuse experienced three or more specific acts of violence during the previous year. Nearly 50 percent reported receiving injuries as a result. Female to male domestic violence was less common, but also occurred. Five percent of women in the study said they had physically threatened or assaulted their male partners during the preceding year(Garcia-Moreno C, 2009).

1.2 Statement of the problem

Lira, like other Districts in Uganda is faced with the problem of domestic violence. This has led to families abandoning their responsibilities of educating their children especially girls which has lead to high rate of dropout, child labour and early pregnancies. This comes about as a result of parents separating and living their children to stay in homes where the step parents prefer them doing house activities rather than going to school. Again it is the girl child here who is most affected as most parents will prefer to send their boys to school. The state has tried to fight this by introducing free primary and secondary education. Many NGOs are on record providing assistance to women. FIDA for example is among organizations showing concern over the plight of women in as far as domestic violence is concerned. Other legal institutions such as the pending law the legislators (Domestic relations bill) are positive gestures to address the plight of women. Despite the above interventions, the problem still persists. This study will therefore examine the effect of domestic violence on girl child education in lira District

1.3 Purpose of the study

The purpose of the study was to examine the effect of domestic violence on girl child education in Lira District.

1.4 Objectives of the study:

- 1.4.1 To examine how drunkardness affect girl child education in Lira municipality;
- 1.4.2 To find out the extent to which unfaithfulness affects girl child education in Lira municipality;
- 1.4.3 To assess the effect of poverty on girl child education in Lira municipality.

1.5 Research questions

- 1.5.1 How does drunkardness affect girl child education in Lira District?
- 1.5.2 To what extent does unfaithfulness affect girl child education in Lira District?
- 1.5.3 What are the effects of poverty on girl child education in Lira District?

1.6 Scope of the study

The study will be conducted in Lira municipality, Lira District. Lira District is a district in Northern Uganda. The study specifically examined drunkardness, unfaithfulness and poverty in the area and how they affect girl child education in the municipality.

1.7 Significance of the study

This study will be of great importance to a number of stake holders;

- 1.7.1 To government: Government will be able to make informed decisions in policy formulations and in the building of the institutions aimed at stopping the practice regulatory framework might be made basing on the findings from research.
- 1.7.2 Policy Makers: A number of policy makers responsible for the fight against domestic violence may adopt the recommendations put forth, and use the findings of the study to address issues in the report.

1.7.3 The local community will use the findings of the report to sensitize their fellow community members on the need to discourage domestic violence in their families. These are also the direct beneficiaries of the project

1.7.4 The findings of the study will help researchers to carry out further investigation and also use it as benchmark for the study.

1.8 Limitations of the study

The researcher encountered the followings problems:-

Lack of time: time allocated for this exercise was not to allow the researcher visit all the respondents which were to be part of this study. This led to limited source of information

Finance: there was a lot of cost associated with the exercise among which are transport costs. These costs limited the scope of the research.

The bureaucracy within some organisations since the study at certain point required visiting some organizations in the fight against domestic violence. To minimize this problem, the researcher sought permission from the authority of the organizations and also explained to the relevant officers the purpose of the research.

Since top management staff, with busy schedules were part of the respondents, the researcher did not get as much time from them as anticipated. Seeking appointments solved this challenge with them at their convenient places and time

1.9 Operational definition of terms

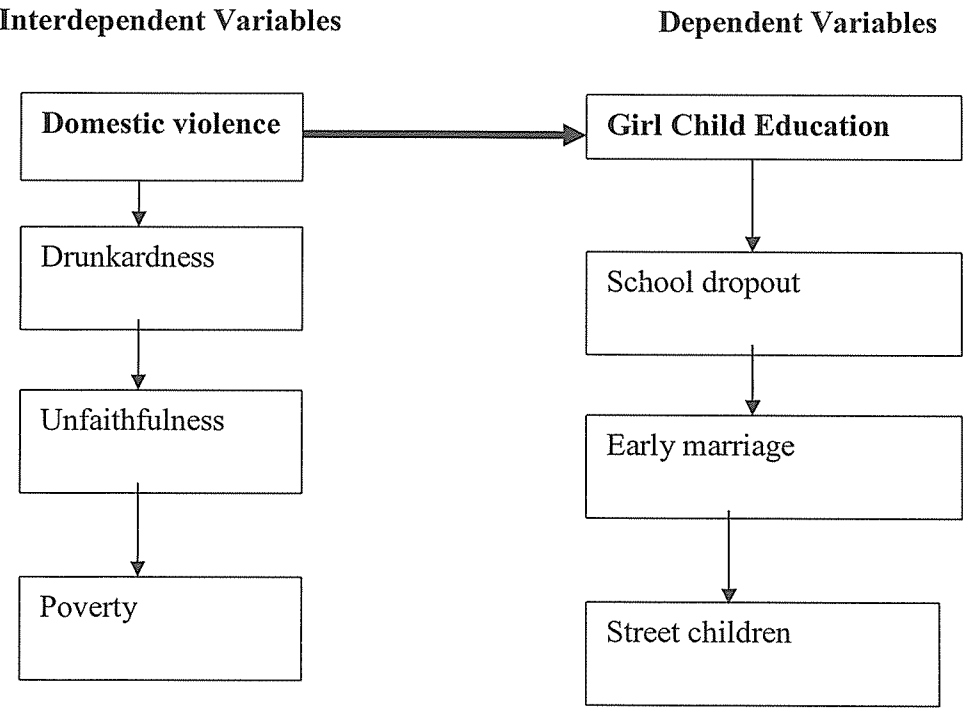
Drunkardness – people who drink and disturb their spouses

Poverty - is the lack of basic human needs, such as clean and fresh water, nutrition, health care, education, clothing and shelter, because of the inability to afford them

Unfaithfulness - is engaging in sexual relations with someone other than one's spouse, lover, etc.; adulterous

1.10 Conceptual framework

Conceptual framework showing the relationship between domestic violence and girl child education in lira municiapality.



The figure above shows that domestic violence brought about by drunkardness of parents, unfaithfulness and poverty leads to limited chances of the girl child because it leads to school dropouts, early marriages, and street children among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the theoretical review of domestic violence and the review of the related literature on the study under investigation.

2.1 Theoretical review

This study was based on a number of theories such as;

Individualist Theories of Domestic Violence

Individualist theories are those which position the individual at the centre of the intervention. The problem is located within the person and the person is the site for change. It is based on the understanding that social systems are comprised primarily of individuals and can be understood in terms of their choices, characteristics and interests (Johnson 2000). South Australian family therapist Alan Jenkins (1990), in his writings on therapeutic interventions with men who are violent, used a classification system for causal explanations of men's violence and abuse in which he described individualist theories as locating fault within the individual's character/personality or looking to psychological processes or motives for explanations for the violence (Jenkins 1990). Often biological explanations or psychiatric illness are seen as the source of men's violence.

Psychology literature also has a long history of attempting to explain domestic violence as a result of particular interactions within the family and between family members (Jenkins 1990, p. 24). For example, 'Systems' theories explain domestic violence as one of many problems characterizing a 'troubled marital system', and considered is a sign of a 'more primary dysfunction' and a means of 'maintaining the equilibrium of the system' (Bograd 1984, p. 560). Hence the violence is seen to have a purposeful role within the family – 'to correct her behaviour' so the family can function again. The alternative explanation is that the abuse is a result of dysfunctional interactions amongst family members or within a 'dysfunctional family' (Jenkins 1990, p. 27). I have identified the systems approach as an individualist approach because, while it does

acknowledge that individuals operate within social systems, the focus for change is on the individual rather than the social system.

Attention is also drawn on psychology-based theories of development, such as social learning theory or sex role explanations, as individualist approaches. Whilst there is recognition of the social source of behaviors, the focus is maintained on the behaviour of the individual. Social learning theory suggests that violence is learned as a child and passed through generations within violent and abusive families (Jenkins 1990, p. 28). For example, men see themselves as having learned to be violent through observing their father beat their mother or because they were victims of abuse as children, and thus they accommodate (or even expect) male violence to be part of the husband/father role.

For the purpose of this study psychology-based theories of development will be used. Psychological explanations for men's violence include notions of anger (or temper) which is seen to be in need of 'control'. If men lack sufficient self-control, they are at risk of violence 'exploding' from within. These theories suggest that if men are able to gain better control over these aspects of their personality, the violence will dissipate. This explanation does not, however, explain those situations where men are violent and abusive exclusively toward those closest to them, and usually only in the home environment, but are non-violent in other spheres of their lives. A variant of these explanations is that of disinhibition (Jenkins 1990), where the effects of alcohol or drugs are said to remove normal inhibitions and to provide the explanation for violence. This theory is based on a biological explanation for the violence, where the violence is considered natural for men and the use of alcohol and drugs 'unleashes' the violent male.

2.2 Actual review of related literature

2.2.1 Drunkenness and girl child education

The proportion of youth who use alcohol increases during adolescence (Bahr et al., 1995) but a number of children start using alcohol before they reach their teens (Fournet et al., 1990). Although the majority of youth who initiate alcohol do not become problem drinkers, early initiation of alcohol use is one of the strongest predictors of subsequent alcohol abuse and alcohol-related problems, including drinking and driving, school or work absenteeism, and injuries (Brook et al., 1996; DeWitt et al., 2000; Gruber et al., 1996; Peterson et al., 1995). Alcohol use during adolescence also directly increases risk for other adverse outcomes, including accidents, homicides and sexually transmitted diseases (Gillmore et al., 1991; Peterson et al., 1995), and may interfere with the development of social, coping, and related skills needed for effective social functioning in late adolescence and early adulthood (Brook et al., 1996; Wechsler et al., 2002).

To accurately assess changes in alcohol consumption and to determine the predictors of various developmental trajectories in youth alcohol use, it is important to conduct longitudinal studies in which the same respondents are followed over time (Barnes et al., 2000). Developmental studies have emphasized the importance of examining growth models of representative samples of youth and including sociodemographic factors such as age, gender, and race (Schulenberg et al., 1996). However, although researchers (e.g., Duncan et al., 1997; Gruber et al., 1996) have established that early adolescent alcohol use is related to later problems, only limited research has focused on alcohol use and predictors of use among pre- and early adolescents. Because general population base rates of alcohol use are typically low in pre- and early adolescence, it is difficult to model alcohol trajectories among younger ages using continuous variables. Fortunately, statistical applications now exist which allow researchers to test growth models using categorical variables (e.g., Muthén and Muthén, 2004), creating new opportunities to examine development in alcohol use among younger age groups.

Using a cohort-sequential design following three cohorts over 4 years, the current study examined change and development in alcohol users from ages 9–16. Developmental

trajectories of a dichotomous alcohol outcome (alcohol use vs. non-use) were tested while accounting for demographic covariates of gender, race, parent marital status, and family economic status. The role of family and peer influences on alcohol use development also was tested by the inclusion of several social contextual covariates in the model.

Family members have reciprocal influences on one another that likely affect their alcohol and other substance use, directly and indirectly (Conger, 1997). Social learning theories, well-supported in the substance use literature, state that youth alcohol use behavior is acquired primarily from role models such as parents and peers (Andrews et al., 1997; Petraitis et al., 1995). Parental alcohol use and family alcohol problems consistently have been shown to positively associate with adolescent use of alcohol (Dielman et al., 1993; Green et al., 1991; Hops et al., 1996). In fact, it has been shown that most youth are with parents or other family members when they first use alcohol and, especially among early initiators, they tend to be at home (Porter-Serviss et al., 1994; Strycker et al., 2003).

Besides influencing youth alcohol use directly, family substance use likely also exerts an indirect effect through its impact on family relations and parenting practices (Patterson et al., 1992; Reid and Patterson, 1991). For example, a large body of theoretical and empirical work points to the importance of family climate and parenting practices on the development of a variety of adolescent problem behaviors, including alcohol use (e.g., Barnes, 1990; Barnes and Farrell, 1992). According to Patterson et al.'s (1992) model of the risk factors for problem behavior, low family involvement and poor parenting practices place children at high risk of engaging in problem behaviors. Similarly, in family socialization theory, a key dimension is parental control (also referred to as discipline, punishment, supervision, and monitoring) (Barnes and Olson, 1985; Guilamo-Ramos et al., 2004). Research suggests that poor parental monitoring and discipline are associated with higher adolescent alcohol use (Ary et al., 1993; Dishion and Loeber, 1985). Newcomb et al. (1986) reported that poor relationships with parents predict substance use, and family cohesion has been found to play a protective role in suppressing levels of alcohol consumption among youth (Duncan et al., 1994).

Although family influences and parenting practices account for a considerable amount of variance in the prediction of youth alcohol use, it has long been recognized that the family represents only one of several inter-related social contexts that affect the development of alcohol use, other substance use, and problem behaviors among youth (Conger, 1997). The literature on peer influences on adolescent alcohol use suggests that the influence of peers is at least equal to, if not greater than, that of parents and other family members (e.g., Kandel, 1985). Association with deviant, alcohol- and drug-using peers, and peer encouragement to use alcohol, have been shown to influence adolescent alcohol use (Duncan and Duncan, 1996; Duncan et al., 1994; Hawkins et al., 1992).

As children age, they spend more time with friends compared to family, increasing the potential for negative peer influences (Coombs et al., 1991; Quine and Stephenson, 1990). There is evidence that peer influence on youth becomes greater with age and is particularly influential in the early stages of substance use (Coombs et al., 1991; Kandel, 1985; Quine and Stephenson, 1990).

2.2.2 Unfaithfulness and girl child education

Domestic violence adversely affects victims, family members, perpetrators, communities and states on profound emotional, physical, psychological and economic levels. It accounts for more death and ill health among women ages 15 to 44 worldwide than cancer, obstructed labour, heart diseases, respiratory infections, traffic accidents and even war (World Bank 1993)

Some of the consequences of domestic violence feelings of hopelessness and isolation, guilt and depression, or suicide. The more severe of longer term the abuse and violence the greater the impact on women's autonomy, sense of worth and ability to care for themselves and their children. In concrete terms, it may lead to bruises, cuts, broken bones or limbs, unwanted pregnancies, sexually transmitted infections (including HIV/AIDS), permanent disabilities or death, Rape and domestic violence are major causes of disability and death among women of reproductive age in both developed and

developing countries. In developing countries, it is estimated that domestic violence accounts for 5 per cent of the healthy years of life lost to women of reproductive age (World Bank, 1993)

In addition, victims may also suffer from a loss of human potential and wages, resulting in personal economic hardship and depressed overall development. Violence- and the threat of violence- reduces women's and girl's opportunities for work, their mobility and their participation in education and training, community activities and wider social networks. If women are prevented by violence from developing their full potential, this has serious implications for the development of the country as a whole.

Children are abused "are wounded in their self-esteem; they feel dirt, ashamed, they lose faith in others" (Piot, 1999). Childhood sexual abuse has also been shown to be a predictor of a number of negative behaviours, including drug and alcohol abuse, early sexual initiation, multiple sexual partners, unprotected sex and prostitution. Girls' education is often affected as well as they may become pregnant and be expelled from school

2.2.3 Poverty and girl child education

Literature on girls' education in developing countries mostly focuses on identifying and describing constraints girls encounter in terms of accessing and succeeding in education, and it is thus problem oriented. What is lacking is the other half of the picture; poverty and gender related stories (life histories) and how the girls cope with the plight of their education. This research fills the gaps in earlier done researches on girls' education by using feminist research methodology and categorizing girls as major informants occupying the largest sample. Oxaal, (1997) writes that the opportunity cost of girls schooling are most significant for poor households in the south. Girls are needed to care for their younger siblings and that the loss of girls labor during school hours has an impact on women's ability to raise house hold income either through food production or wage labor. Oxaal (ibid), further asserts that not only are the costs of schooling girls greater but the private returns to the household are often perceived as less, because of

wage differentials between educated women and men in developing countries. Okojie (2003) in her writing on Gender and Education in Nigeria cites household poverty and various factors which work against the educational attainment of girls. She notes that besides well known benefits which female education brings to individuals, households, and society; many developing countries possess a lot of gender inequalities in education in favor of boys. Besides poverty, custom and cultural factors also play major roles in accelerating such inequalities. Moore (2003) suggests that the girl child denied access to education in South Asia needs to overcome cultural and family constraints and be provided with sufficient financial assets to attend school. At the same time, education provision must be made available- financially, legally and physically- probably by the state

According to Moore's study in South Africa, family, kin or household structure is composed of social relations understood in terms of broad social norms and practices and social capital. Forms of family organization may affect both the material resources available to individual children. Norms around access to assets and distribution of assets within families and between generations profoundly and directly affect children, such as allocating money to boys' education as opposed to girls' education (Moore, 2001 cited in Moore, 2003). More so, parental commitment to education is often gendered, with several studies suggesting that educated women value education in general, and girls education in particular, more highly than uneducated women that lack control of resources and command in decision making especially in the south (MHHDC, 2000).

A number of studies done recently to explore the relationship between poverty; gender and education in Uganda describe the ways in which girls are found to be disadvantaged in relation to boys. Kasente (2003) says that poverty often serves to worsen already existing gender biases. When schooling costs become a pertinent issue and choice has to be made by parents to send a boy or girl, the boy is usually given precedence. This choice is driven by societal construction of gender where male children are expected to carry on the family tree across generations and are therefore accorded more value than girl

children. According to a UNICEF from (1999) report, perceived returns to parents of educating their daughters beyond primary school tend to be lower than for their sons, particularly in patrilineal systems where girls join their husbands. The report notes that the reluctance to educate girls for the other family into which they are expected to marry is compounded by the opportunity costs which continue to get higher for poor households who depend considerably on the labor of their children in order to supplement household income and help to take care of the sick, especially in this era of HIV/AIDS. However, UNICEF (2005) advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect.

In situations of poverty, girls are particularly at risk as they tend to inherit the poverty of their mothers. They are prone to abuse of all forms and are very often confined to household in which they are virtually slaves (FAWE Uganda, 2002). Children’s chance of escaping from poverty depends on access to resources which are self evident in access to education. Children will not have access to education in accordance with their abilities, most evidently in the case of the girl child (Cohen, 1997). Men and women experience poverty differently and this can be linked to family responsibilities. An understanding of the gender dimension of poverty is important for policy makers and their intervention in alleviating poverty. The low literacy rates, unemployment and lack of ownership of resources or factors of production have kept female poverty at its heights. The patriarchal structural system subordinates females and this starts with denying girls education. It is then passed on from generation to generation. Women’s decision making is constrained by culture and norms, their economic status and resistance from me.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methodology that will be used to carry out the study. It explains the research design, study population, sample size, sample techniques, methods of data collection, data processing, data analysis, ethical consideration, data reliability and validity and the research gap. .

3.1 Research design

Using both qualitative and quantitative paradigm the researcher used a descriptive research design in order to obtain information concerning the domestic violence and girl child education. Descriptive research was used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, to developmental studies which seek to determine changes over time.

3.2 Study population

This is summarized in table I below.

Table 1 showing selection of respondents

Respondents	Total	Sample
Key informants	08	08
Teachers	30	28
Parents	40	34
Local leaders	12	12

3.3 Sample size

A sample size of 10 Key informants (NGO Officials and women leaders), 10 Prents and 80 children was selected from the target population of 1327 using a formula suggested by Krejcie and Morgan (1970)

Table: Categories of respondents

Respondents	Sample	Method
Key informants (NGO officials)	08	Purposive sampling
Women leaders (I)	10	Simple random sampling
Parents	34	Simple random sampling
Children	28	Systematic sampling
Total	80	

3.4 Sample technique

Using a random sampling and purposive sampling techniques, a total of one hundred respondents was selected for this study. Random sampling technique was used because it is cheap and does not take a lot of time trying to figure out who were selected for the study. Both probability and non-probability samples were used. With probability sampling, all elements (e.g., persons, households) in the population have some opportunity of being included in the sample, and the mathematical probability that any one of them will be selected can be calculated. With non-probability sampling, in contrast, population elements are selected on the basis of their availability (e.g., because they volunteered) or because of the researcher's personal judgment that they are representative. The consequence is that an unknown portion of the population is excluded (e.g., those who did not volunteer). One of the most common types of non-probability sample is called a convenience sample – not because such samples are necessarily easy to recruit, but because the researcher uses whatever individuals are available rather than selecting from the entire population.

3.4 Methods for data collection

i) Questionnaires

These were used to collect information from some NGO staff since these respondents are literate and are able to understand the language being used.

ii) Interviews

Interviews were held with community members since they cannot be administered with a questionnaire on the topic for the study because many of them are illiterate.

iii) Documentation

Document analysis was done in form of reports, training manual, newspapers and internet search.

3.5 Research instruments

Questionnaires

The questionnaires were preferred for this study because it enabled the researcher reach a larger number of respondents within a short time, thus made it easier to collect relevant information. The questionnaires were developed basing on the objectives of the study and the personal profile of the respondents.

Observation Guide

The researcher also employed the formal observation technique to collect data on domestic violence. In fact Sechrest (1966) as cited by Musazi (2006) suggest that “social behaviors and attitudes for examination are best studied in the environments in which they are likely to occur rather than relying on individuals to give self reports about their own behaviours and attitudes.”

3.6 Data processing

Qualitative data involved three sets of activities, which include editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides and focus group discussions ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

3.7 Data analysis

During data analysis, quantitative and qualitative methods of research were used to analyze the data. The data was mainly analyzed using descriptive statistics such as

frequency tables, percentages, bar charts and histograms. This enabled the researcher to meaningfully describe distribution of scores or measures on the effects of rewards on pupils' academic performance. Data was presented in word as well as frequency tables.

Also data from each questionnaire was categorized and edited for accuracy and completeness of information. The information obtained was further triangulated with information from secondary sources for meaningful interpretation and discussion.

3.8 Ethical Consideration of the Study

After pre-testing of the questionnaire the researcher sought permission from the relevant authorities to conduct the study. The researcher justified itself when approaching the school head teachers in order for them to believe that the study was being carried out purely for academic purposes. The university had offered the researcher an introductory letter requesting the schools to assist by supplying the required information for the study.

Also the researcher promised the respondents that their identity could not be disclosed as there were no writing of names on the questionnaires and that everything was to be confidential. The researcher gave the respondents the true facts about the research in order to make informed decisions about participating or not.

3.8 Validity and reliability of the instruments

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 were 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 Christensen (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 pre-test in order to test and improve the reliability of the questionnaire.

3.9 Data gathering procedures

The researcher distributed the questionnaires to respondents of selected respondents after the pre-test exercises. The questionnaires are delivered and collected by the researcher in person.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The objectives of the study were to examine how drunkardness affects girl child education in lira District; find out the extent to which unfaithfulness affects girl child education in lira district; and to assess the effect of poverty on girl child education in lira District. The results are presented in tables and in form of frequency counts and percentages.

4.1 Demographic Characteristics of Respondents

4.1 profile of the respondents

This includes the sex or gender of the respondents, age of the respondents and the academic level.

Table 1: Response on profile of the respondents

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	60	60
Female	40	40
Total	100	100
Age		
30yrs and below	16	16
31-40yrs	44	44
41 and above	20	20
Total	100	100

Source: field data

The study covered 100 randomly selected District officials of whom 60(60%) were male and 40(40%) were female

The age category of the respondents were divided into three groups that are 30 yrs and below were 16 (16%), 31-40 yrs were 44 (44%) and 41yrs and above were 10 representing (20%) of the total number of the respondents.

4.2 Drunkardness and girl child education

The first objective of the study was to examine how drunkardness affects girl child education To achieve this, respondents were asked on whether parents who go drinking spend all the money meant for education of their children especially girls; whether drunkardness in parents discourages girls to go to school; whether drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school and whether drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined. The results are presented in the subsections illustrated below;

4.2.1 Drinking and girl child education

Respondents were asked if parents who go drinking spend all the money meant for education of their children especially girls. Their responses are summarized in Table. 2;

Table 2: Drinking and girl child education

Response	Number	Percentage (%)
Agree	26	26
Not sure	24	24
Disagree	50	50
Total	100	100

Source: Primary Data

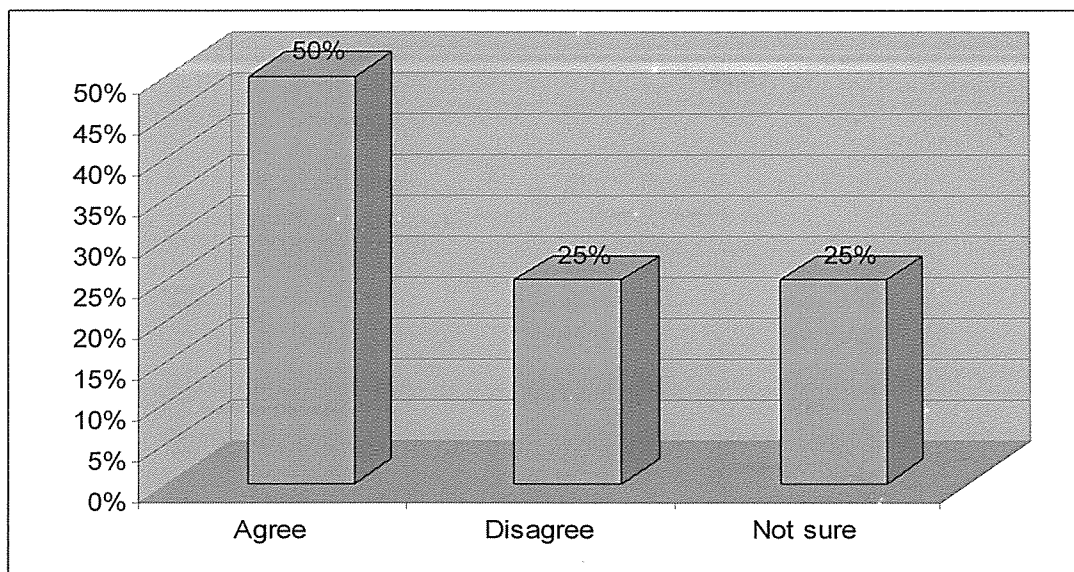
The results in Table 2 shows that 50(50%) of respondents disagreed with the statement that parents who go drinking spend all the money meant for education of their children

especially girls. 26(26%) were not sure and 24(24%) agreed that parents who go drinking spend all the money meant for education of their children especially girls.

4.2. 2 Drunkardness discouraging girls to go to school

Respondents were asked if drunkardness of parents discourages girls to go to school. Their responses are summarized in Figure 1

Figure 1: Drunkardness discouraging girls to go to school



The results in Figure 1 showed that 50(50%) of respondents agreed that drunkardness of parents discourages girls to go to school. 25(25%) were not sure and 25(25%) disagreed that drunkardness in parents discourages girls to go to school. The results of the findings therefore confirm that drunkardness of parents discourages girls to go to school.

4.2.3 Drunkardness making parents weak to go to work

Respondents were asked if drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school. Their responses are summarized in Table 3;

Table 3: Drunkardness making parents weak to go to work

Response	Number	Percentage (%)
Agree	50	50
Not sure	13	12.5
Disagree	37	37.5
Total	100	100

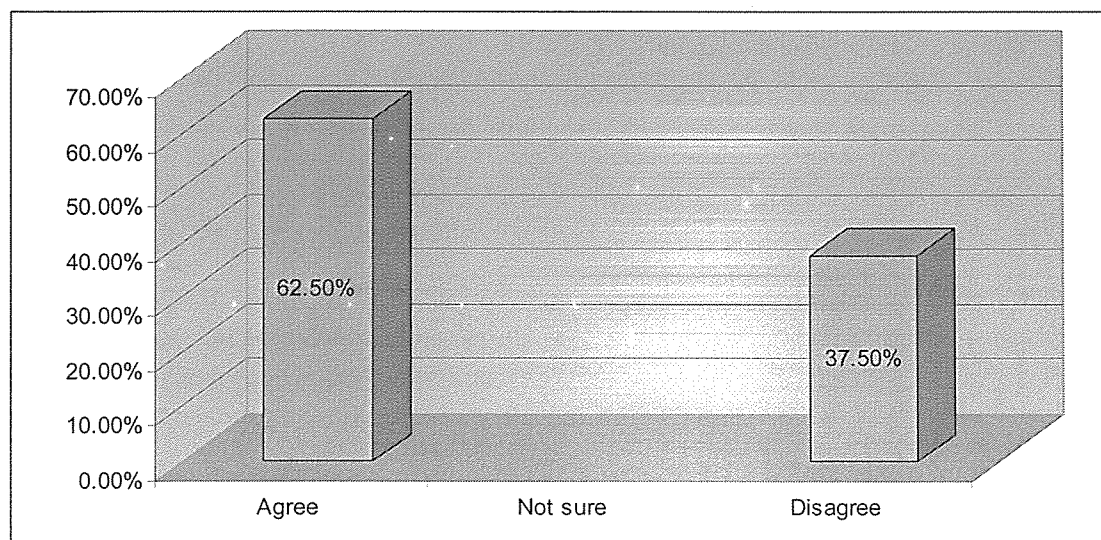
Source: Primary Data

The results in Table 3 showed that 50(50%) of respondents agreed drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school. 13 (12.5%) were not sure and 37(37.5%) disagreed that drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school.

4.2.4 Drunkardness of parents and separation

Respondents were asked if drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined. Hence, their responses are summarized in Figure 2;

Figure 2: Drunkardness of parents and separation



The results in Figure 2 showed that 63(62.5%) of respondents agreed that drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined and 37(37.5%) disagreed that drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined.

4.2.5 Drunkardness and domestic violence

Respondents were asked if drunkardness leads to domestic violence which leads to children ending up on streets. Their responses are summarized in Table 4;

Table 4: Drunkardness and domestic

Response	Number	Percentage (%)
Agree	88	87.5
Not sure	0	0
Disagree	12	12.5
Total	100	100

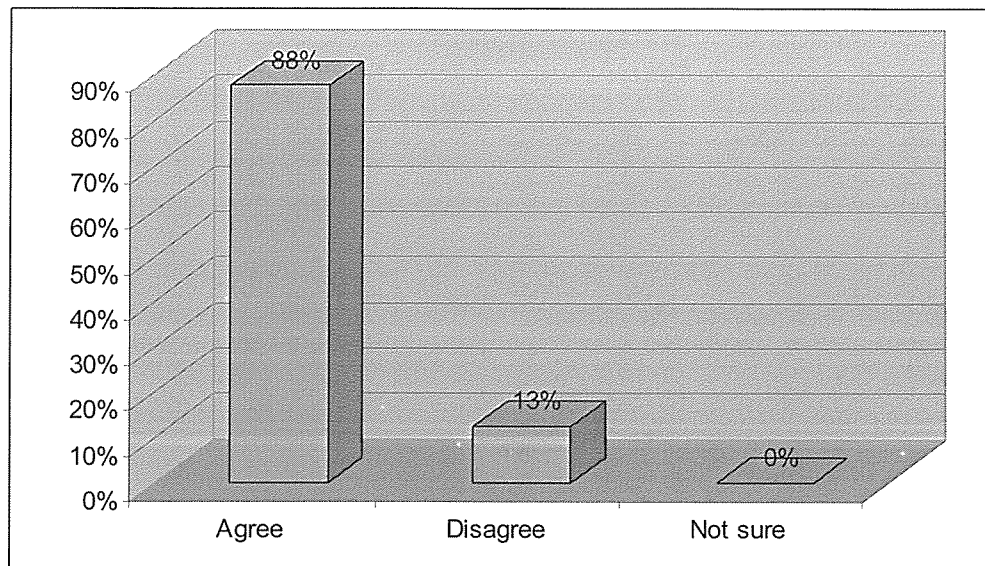
Source: Primary Data

The results in Table 4 showed that 88(87.5%) of respondents agreed that drunkardness leads to domestic violence and 12(12.5%) disagreed that Drunkardness leads to domestic violence. There were no respondents who were not sure.

4.2.6 Drunkard parents and early marriage of girl child

Respondents were asked if Drunkard parents usually force their girl children into early marriages so that they get money for drinking. Their responses are summarized in Figure 3;

Figure 3: Drunkard parents and early marriage of girl child



The results in Figure 3 showed that 88(87.5%) of respondents agreed Drunkard parents usually force their girl children into early marriages so that they get money for drinking. 12(12.5%) disagreed that Drunkard parents usually force their girl children into early marriages so that they get money for drinking.

4.3 Unfaithfulness and girl child education

The second objective of the study was to find out the extent to which unfaithfulness affects girl child education. To achieve this, respondents were asked unfaithful parents lead to domestic violence which forces children away from home onto the streets; Unfaithful couples usually care less about the education of their children especially girls; Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school; Unfaithfulness usually leads to lack of trust between their families which lead to the family splitting up; and Unfaithful couples usually see less need for educating children especially girls as they see them as sex slaves. Data collected was analyzed below;

4.3.1 Unfaithful parents and children being forced away from home onto the streets

Respondents were asked if unfaithful parents lead to domestic violence which forces children away from home onto the streets. Their responses are summarized in Table 5;

Table 5: Unfaithful parents and children being forced away from home onto the streets

Response	Number	Percentage (%)
Agree	50	50
Not sure	13	12.5
Disagree	37	37.5
Total	100	100

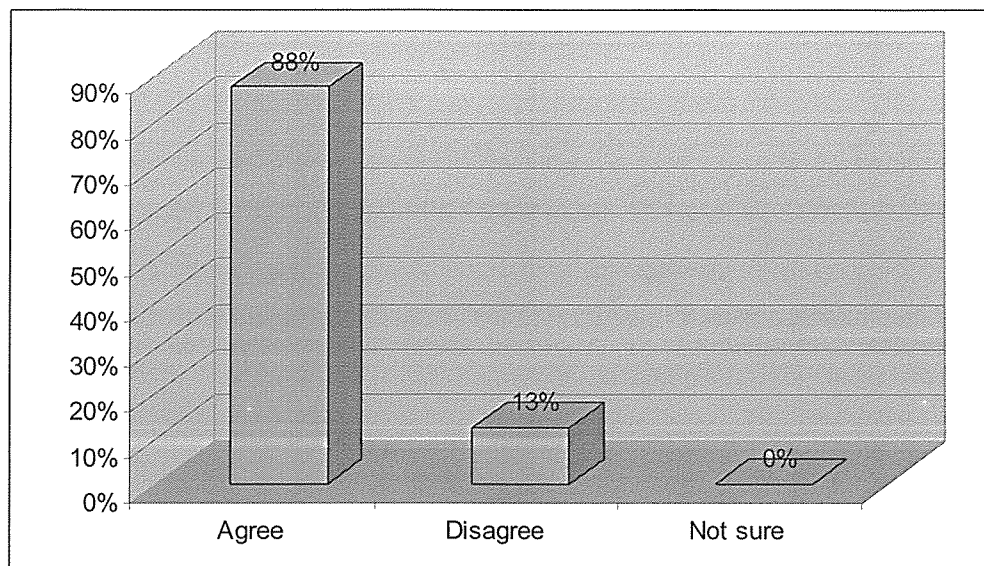
Source: Primary Data

Results from Table 5 show that 50(50%) of respondents agreed that unfaithful parents lead to domestic violence which forces children away from home onto the streets. 38(37.5%) of the respondents did not agree that unfaithful parents lead to domestic violence which forces children away from home onto the streets while 13(12.5%) of the respondents were not sure. It can thus be concluded that unfaithful parents lead to domestic violence which forces children away from home onto the streets according the results of this study.

4.3.2 The Unfaithful couples and the lack of interest in their children's education

Respondents were asked if Unfaithful couples usually care less about the education of their children especially girls. Their responses are summarized in Figure 4;

Figure 4: Unfaithful couples and the lack of interest in their children's education



The results in Figure 4 showed that 88(87.5%) of respondents agreed that unfaithful parents lead to domestic violence which forces children away from home onto the streets and 12(12.5%) disagreed that unfaithful parents lead to domestic violence which forces children away from home onto the streets. Thus, it can be said that unfaithful parents lead to domestic violence which forces children away from home onto the streets basing on the findings of this study.

4.3.3 Unfaithful couples and the lack of money for necessities like scholastic materials

Respondents were asked if Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school. Their responses are summarized in Table 6;

Table 6: Unfaithful couples and the lack of money for necessities like scholastic materials

Response	Number	Percentage (%)
Agree	50	50
Not sure	25	25
Disagree	25	25
Total	100	100

Source: Primary Data

The results in Table 6 showed that 50(50%) of respondents agreed that Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school. 25(25%) were not sure and 25(25%) disagreed that Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school. It thus be concluded from the findings that Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school

4.4 Poverty and girl child education

The third objective of the study was to assess the effect of poverty on girl child education. To achieve this, respondents were asked Lack of food in the home forces children especially girls to go farming; Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees; the lack of power lights in the house affects the education of children especially girls since they can not revise their books; There is also a problem of Orphan hood and child work as social constraints to girl child education; and Early pregnancies and marriages also stop girls from assessing education. Data collected was analyzed below;

4.4.1 Lack of food in the home and school dropout

Respondents were asked if Lack of food in the home forces children especially girls to go farming. Their responses are summarized in Table 7;

Table 7: Lack of food in the home and school dropout

Response	Number	Percentage (%)
Agree	50	50
Not sure	13	12.5
Disagree	37	37.5
Total	100	100

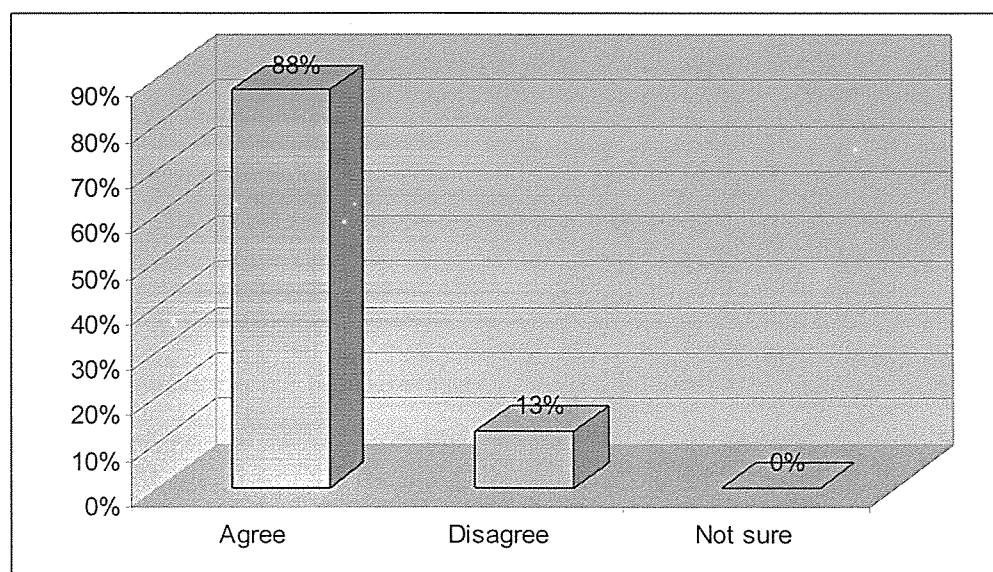
Source: Primary Data

Results from Table 7 show that 50(50%) of respondents agreed that Lack of food in the home forces children especially girls to go farming. 38(37.5%) of the respondents did not agree that Lack of food in the home forces children especially girls to go farming while 13(12.5%) of the respondents were not sure.

4.4.2 Lack of inheritance rights and girls child education

Respondents were asked if Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees. Their responses are summarized in Figure 5;

Figure 5: Lack of inheritance rights and girls child education



The results in Figure 5 showed that 88(87.5%) of respondents agreed that Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees and 12(12.5%) disagreed that Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees.

4.4.3 Power lights in the house and girl child education

Respondents were asked if the lack of power lights in the house affects the education of children especially girls since they can not revise their books. Their responses are summarized in Table 8;

Table 8: Power lights in the house and girl child education

Response	Number	Percentage (%)
Agree	50	50
Not sure	25	25
Disagree	25	25
Total	100	100

Source: Primary Data

The results in Table 8 showed that 50(50%) of respondents agreed that lack of power lights in the house affects the education of children especially girls since they can not revise their books. 25(25%) were not sure and 25(25%) disagreed that lack of power lights in the house affects the education of children especially girls since they can not revise their book.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

In this chapter, the conclusions from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

5.1. Summary

This study set out to examine the effects of domestic violence on girl child education in lira District.

The findings of the study show that the drunkardness of the parents affects girl child education in the sense that Parents who go drinking spend all the money meant for education of their children especially girls; Drunkardness in parents discourages girls to go to school; Drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school; and Drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined among others.

The findings of the study also show that unfaithfulness of parents affects girl child education in the way that Unfaithful parents lead to domestic violence which forces children away from home onto the streets; Unfaithful couples usually care less about the education of their children especially girls; Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school; and Unfaithful couples usually see less need for educating children especially girls as they see them as sex slaves

The findings of the study further showed that ; Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees; the lack of power lights in the house affects the education of children especially girls since they can not revise their books; There is also a problem of Orphan hood and child work as social

constraints to girl child education; and Early pregnancies and marriages also stop girls from assessing education.

5.2 Conclusion

In conclusion, the study has discovered that Lira District and indeed in many parts of Uganda there is a problem of domestic violence in most homes. This has led to problems like early marriage, dropout of school, child labour and child prostitution. This comes about as a result of parents separating and living their children to stay in homes where the step parents prefer them doing house activities rather than going to school. Again it is the girl child here who is most affected as most parents will prefer to send their boys to school. The state has tried to fight this by introducing free primary and secondary education but still the problem persists. The researcher therefore has come to the conclusion that parents need to be sensitized about the need to avoid domestic violence in order to take care of their children properly especially the girl child who are most affected by the effects of domestic violence.

5.3 Recommendations

The following are the recommendations that the researcher sees as necessary to make response of the government to domestic violence more pragmatic than what is the theoretically portrayed today. There is need to implement or to do the following:-

Pay increased attention to the needs of rural women and eliminate all forms of discrimination with respect to the ownership, co-sharing and inheritance of land; introduce measures to address negative customs and traditional practices, especially in rural areas, which affect full employment of the right to property by women.

Widely disseminate literature and policies relating to gender equality and discrimination to the population in their local languages in order to make the people and public authorities aware of the steps that have been taken with regard to *de jure* and *de facto* equality for women and the future steps that are required in that regard, the government must also disseminate widely, and in particular to women's and human rights

organizations, the said policies as well as the Beijing Declaration and Platform for Action, International Convention and the results of the twenty third special session of the General Assembly, entitled “Women 2002: Gender, Equality, Development and Peace for the Twenty First Century.” The women organizations and human rights groups in particular help in assessing the implementation of government’s commitment to its international obligations as well as to its own domestic legal requirements.

Accelerate the law reform process to harmonize domestic legislation with the constitutional principles related to non-discrimination and equality between women and men; undertake the speedy enactment of the Domestic Relations Bill and the sexual offences Bill; introduce public education and legal literacy campaigns relating to the convention and the international and national commitments on the elimination and discrimination against women.

The government should carry out an assessment of the extent to which all its gender policies have impacted on the ordinary women in the rural areas, by way of uplifting her from the subject of poverty she is facing, or the policies have empowered all the women, most importantly the rural ones. This is the only way to find out if the government response to domestic violence and gender discrimination has been effective. There should be an assessment of these policies in particular, the National Action Plan on Women 1999 and the National Gender Policy, 1997. The Action Plan on Women was a five-year policy, meaning that it ended in 2003, however there is no record of its effectiveness in addressing the issues that it was intended to solve. I recommend that it be revitalized.

Adopt an accessible complaints procedure to enforce constitutional guarantees; introduce literacy campaigns to make women especially in the rural areas, aware of their constitutional rights and of the means to enforce them; this can be developed in cooperation with women’s groups, aid programs to enable women to demand the enforcement of their rights.

Strengthen efforts to address attitude about the roles and responsibilities of women and men. To ensure that these efforts are effective, there is need to include education measures at all levels, the revision of school textbooks and curricula, and awareness – raising and public education campaigns directed at women and men to eradicate the stereotype attitude. The government must also undertake an assessment of the impact of these measures in order to identify shortcoming and to improve them accordingly.

Place high priority on comprehensive measures to address violence against women and girls. This can be done through enactment of legislation on domestic violence, including marital rape, as soon as possible in order to ensure that violence against women and girls constitutes a criminal offence that women and girls are victims have access to immediate means to redress and protection and that perpetrators prosecuted and punished.

Intensify efforts to encourage women to take up leadership positions through further temporary special measures aimed at making women stand in their own individual capacity as women and not on the current affirmative action policy which makes women look incapable of pausing a political force to reckon with without the support of men. There is need to offer or support programmes for current and future women leaders and undertake awareness raising campaigns on the importance of women's participation in decision making.

Enact a national employment policy and special measures to create employment opportunities for women. Introduce specific legislation, with accessible procedures and compensation for victims, and penalties for perpetrators, to address sexual harassment in the workplace.

Develop programs of action relating to prostitution and introduce legislation to ensure the prosecution of and stronger penalties for, those who are engaged in the exploitation of female prostitutes, expand national programs for women's economic empowerment; pay full attention to the provisions of health services for prostitutes so as to curb the rise in HIV/AIDS.

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APPENDICES

Appendix I: Questionnaire

Dear respondent,

I Anyii , a student of International University carrying out an academic research on the topic “the effects of domestic violence on girl child education in lira District. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male []

Female []

2. AGE

18-25 []

26-35 []

35 and above []

2. ACADEMIC LEVEL

a) Certificate []

b) Diploma []

c) Degree []

Evaluate the following statements using the following;

strongly Agree (SA)	Agree (A)	Undecided (N)	Strongly disagree (SD)			Disagree (D)	
5	4	3	2			1	
RESPONSE			SA	A	N	D	SD

Drunkardness and girl child education					
1. Parents who go drinking spend all the money meant for education of their children especially girls					
2. Drunkardness in parents discourages girls to go to school					
3. Drunkardness makes parents weak to go to the gardens and so make their children go to dig instead of going to school					
4. Drunkardness in homes leads to fights between parents which lead to separation hence children's education becomes ruined					
5. Drunkardness leads to domestic violence which leads to children ending up on streets					
6. Drunkard parents usually force their girl children into early marriages so that they get money for drinking					
Unfaithfulness and girl child education					
1. Unfaithful parents lead to domestic violence which forces children away from home onto the streets					
2. Unfaithful couples usually care less about the education of their children especially girls					
3. Unfaithful couples usually are poor and hence can't afford home necessities like scholastic materials for their children hence dropping out of school					
4. Unfaithfulness usually leads to lack of trust between					

their families which lead to the family splitting up.					
5. Unfaithful couples usually see less need for educating children especially girls as they see them as sex slaves					
Poverty and girl child education					
1.Lack of food in the home forces children especially girls to go farming					
2. Lack of inheritance rights for girls affects their education since they have no property to sell off for school fees					
3. the lack of power lights in the house affects the education of children especially girls since they can not revise their books					
4. There is also a problem of Orphan hood and child work as social constraints to girl child education					
5. Traditional gender roles and differences in the household also stop girls from assessing education					
6. Early pregnancies and marriages also stop girls from assessing education					
7. Power negotiations between girls and their parents which makes them unable to bring about change in their education attainment that is constrained by poverty					

Appendix II: Time Frame

Activity	Time in Months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

Appendix III: Proposed Budget

Item	Amount (UgShs)
Stationery – Papers - Pens	50,000/=
Transport	100,000/=
Phone calls	100,000
Internet Usage	70,000/=
Typing and printing	50,000/=
Miscellaneous	200,000/=
Total	600,000/=