

**ASSESSING THE EFFECTS OF DOMESTIC VIOLENCE ON ACADEMIC
PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN SEMBABULE
DISTRICT**

Case study: Sembabule Church of Uganda Primary School

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DEDICATION

This work is dedicated to my father Mr. KYALIGONZA GODFERY, Mummy GRACE NAGUJA, Mummy BEATRICE, Beloved fiancée BYARUHANGA JUMA, HENRY KAKs, Brothers and Sisters OTIM CHALECE, FLAVIA, RICHARD, HELLEN, ROGERS, PATRIC, IMERIDA, JACKIE and my friends who have helped me in all circumstances during the period of study, JAMES AHIMBISIBWE, KYEBALE DANIEL & JEROME.

DECLARATION

I have read the rules of Kampala International University on plagiarism and hereby state that this work is my very own.

It has not been submitted to any other institution for a diploma qualification, either in part or in full.

Throughout the work, I have acknowledged all sources used in its compilation.

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Date of submission: 5-10-2020

LIST OF ABBREVIATIONS

FGD	-	Focus Group Discussion
DEO	-	District Education Officer
NGO	-	Non Government Organization
UNEB	-	Uganda National Examination Board
LWF	-	Lutheran World Federation
DV	-	Domestic Violence

ACKNOWLEDGEMENT

Through out this work a number of people have guided me, counseled me and encouraged me. Please accept me to recognize your efforts on this page of my book. Mr LAKI SAMSON my supervisor, Thank you very much for your patience and kindness. My friends James, Juma, Dan & Sarah thank you for your support. Special thanks go to Juma and James. Last and most importantly to God who watches over me daily, I praise you and glorify your name always.

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ABSTRACT

Domestic abuse or rather commonly known as domestic violence is best defined by Markwitz (2000) to mean a pattern of abusive behaviors by one or both partners in an intimate relationship such as marriage, dating, family, friends or cohabitation. It broadly includes spousal abuse, child abuse, or intimate partner violence. Asking any Ugandan from any corner of the country and they will tell you they have experienced, seen or been victims of any of the forms advanced by Markwitz. What is preposterous is that the impasse is on the increase affecting families, communities, including children. Children as this study has revealed do not only suffer from physical, emotional, psychological but affects their studies and grossly messing their academic grades.

It is against this back ground that the researcher set out to assess the extent of the effect. The specific objectives were, to establish the effects of domestic violence on academic performance, to ascertain the relationship between domestic violence and academic performance, to identify avenues established by authorities to remedy the state of affairs and to identify possible solutions to the problem. The findings of this study are appalling; members of the community seem to have accepted domestic violence as a way of life for mainly married couples. Because of this people can not tell whether most of the fights and squabbles that happen in homes actually amount to domestic violence. Members of the community hence never report such cases to authorities or can even testify in Court when called upon. In effect children miss school, or at best those who can persist end up failing examinations, not because they are dense but because they are psychologically unbalanced and lack concentration at school.

The researcher ends with recommendation to both NGO heads, Ministries of Education, Information and to Cultural heads to harness efforts and save the situation.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter provides the background information pertaining domestic violence and its effects on children's academic performance in primary schools. It provides the background to the Study, statement of the problem, objectives of the study, research questions, and significance of the study and the scope of the study among others.

1.2 Back ground to the study

According to Mc Kay (1994) and Straus (1990) all children are born to grow, to develop, to live, to love, and to articulate their needs and feelings for their self-protection. Although growing up can be difficult, most children and young people receive the love and care they need to develop into healthy, happy young adults. For their development children need the respect and protection of adults who take them seriously, love them, and honestly help them to become oriented in the world. But some children are hurt, neglected and used by adults or other children. It is worse when adults engage in acts of violence in the presence of children, this definitely affects the children both physically, sexually, mentally, socially, emotionally, psychologically and even spiritually.

The Education Act (1993) enumerates the following below as behavioral consequences of both abuse and witnessing violence.

- Developmental delays.
- Clinging behavior, extreme shyness and fear of strangers.
- Troubled socialization with peers – constant fighting or socially undesirable behaviors, such as bullying, teasing or not sharing.
- Poor school adjustment and disruptive classroom behavior.
- School-age pregnancy.

- Self-destructive behaviors such as self-mutilation or burning.
- Truancy and running away behavior.
- Delinquency and prostitution.
- Early use of drugs/alcohol and substance abuse/dependence.
- Eating disorders, such as anorexia, bulimia or obesity – primarily among female victims.

In Uganda a day hardly passes without a gross domestic case in the news, and the problem is so wide spread as cases of domestic violence are reported in every part of the nation. The effects as enumerated above are often blamed on children as being unserious, heretical, and stubborn.

One of the most destructive consequences of child abuse may be the detrimental effect on a child's school performance. Mc Kay (1994) specifies that abused children demonstrate reduced intellectual functioning and perform very poorly in school. And poor school performance can have serious long-term consequences. Academic failure has been associated with antisocial behavior and quitting school. These behaviors in turn increase the risk of long-term decreased productivity, long-term economic dependence and generally lower levels of satisfaction with life as adults fifty eight Maltreated children may display the following:

- Lower overall schools performance test scores and lower language, reading and math scores.
- Grade repetitions, disciplinary referrals and a high number of suspensions.
- Working and learning at below average levels (as reported by teachers).

It is against this background that the researcher's attention is drawn to this predicament and seeks to establish feasible remedy.

1.3 Statement of the Problem

Children, who witness frequent and severe forms of violence, get perturbed and disoriented and can consequently perform poorly in school. Not only do they face the obvious complications associated with a violent home life, but neglectful and abusive parents are less likely to provide an intellectually stimulating environment for the child, read to the child, supervise homework and generally become involved in their child's academic life. This if not handled well now and solutions brought to face, it might have a permanent effect on many children across the country

1.4 Objectives of the Study

General objective:

The general objective of this study is to assess the effects of domestic violence on academic performance of children's in primary schools.

1.4.1 Specific objectives:

1. To establish the effects of domestic violence on academic performance of pupils in selected primary schools in Sembabule district
 2. To assess the relationship between domestic violence and academic performance
 3. To identify avenues established by authorities to curb the state of affairs
- Recommendations

1.4.2 Research question

- (i) How does domestic violence affect children's performance at school?
- (ii) What is the relationship between domestic violence and academic performance?
- (iii) What has the authorities in the area done to remedy the problem?
- (iv) What do you suggest as possible solutions to the problem?

1.5 Scope of the Study

The contextual scope of this study was confined to assessing the effects of domestic violence on academic performance in primary schools in Sembabule district. In terms of time frame, the study was limited to the year 1997 when Universal Primary Education (UPE) was first established in Uganda to date.

Geographically the study was conducted in Sembabule Church of Uganda Primary School situated in Mijwala Sub County in Sembabule district in central Uganda.

1.6 Significance of the study

This study is very important in many ways, but mostly;

The study has relevancy to the Clergy, the government's Ministry of Education, Local Leaders, the Police, NGO's operating in the area, parents and children themselves. The well being of a child cuts across all over hence the many stakeholders whose interest would be captivated by this research. This study will also serve as a guide for future researches in the same area.

1.7 Justification of the study

For proper child development, psychologically, emotionally, socially, mentally, academically and spiritually, a holistic approach is desirable. But when domestic violence sets in the children who witness it are disoriented and sometimes permanently affected. This must definitely be given the urgency it requires, hence the timing of this study.

Conclusion

This chapter presented the general introduction to the study highlighting the objectives and the research questions. The next chapter gives an analysis of the related literature to the study highlighting views of international and local scholars.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the review of the literature on domestic violence, academic performance of pupils in primary schools and the effect of domestic violence on performance of pupils in primary schools.

2.1 Definition of Domestic Violence

According to Markowitz (2000) domestic violence, also known as domestic abuse, spousal abuse, child abuse or intimate partner violence, can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship such as marriage, dating, family, friends or cohabitation. Domestic violence has many forms including physical aggression (hitting, kicking, biting, shoving, restraining, slapping, throwing objects), or threats thereof; sexual abuse; emotional abuse; controlling or domineering; intimidation; stalking; passive/covert abuse and economic deprivation. Domestic violence may or may not constitute a crime, depending on local statutes, severity and duration of specific acts, and other variables. Dutton (1994) alcohol consumption and mental illness can be co-morbid with abuse and present additional challenges when present alongside patterns of abuse.

Domestic Violence is a pattern of coercive behavior that is used by a person against family or household members or dating partners to gain power or control over the other party in a relationship (Green, 2009). This behavior may include any of the following: physical violence, sexual abuse, emotional and psychological intimidation, verbal abuse and threats, stalking, isolation from friends and family, economic control, destruction of personal property and animal cruelty. According to Weiss (2004) domestic violence occurs between of all racial, economic, educational and religious backgrounds.

2.1.1 The Effect of Domestic Violence

Domestic violence affects every member of the family, including the children. Family violence creates a home environment where children live in constant fear. Children who witness family violence are affected in ways similar to children who are physically abused. They are often unable to establish nurturing bonds with either parent. Children are at greater risk for abuse and neglect if they live in a violent home.

Statistics show that over 3 million children witness violence in their home each year. Those who see and hear violence in the home suffer physically and emotionally. Families under stress produce children under stress. If a spouse is being abused and there are children in the home, the children are affected by the abuse." (Ackerman and Pickering, 1989)

Domestic Violence affects every community across the country, regardless of ethnic group, culture, or background (Egeland and Sroufe, 1993). People of all ages, income levels, faiths, sexual orientation, gender, and education levels experience domestic violence. Domestic violence isolates the person being abused and can rob inner strength, feelings of self-worth and the ability to make personal choices. Often people experiencing abuse begin to feel responsible for the abuse (Ndawula, 2007). Domestic Violence is not a private matter, a family problem, a domestic "squabble" or a "fight." It is not a momentary loss of temper or the abuse of drugs and alcohol.

Abusers choose to use tactics of violence repeatedly to gain power and control. Exposure to domestic violence traumatizes children and can destroy their ability to feel safe in the world as well as cause them to feel responsible for the abuse. Physical and sexual violence against a family member or intimate partner is a crime and perpetrators can be arrested and prosecuted. According to Mbaga, R., Alupo, C., Byamugisha, A., Tukesiga, J., Bisikwa, R., Ndawula, R. & Bbosa, D.

(2007) ending domestic violence requires a social, political, and economic environment to ensure that all people affected by domestic abuse and violence are supported and batterers are held accountable.

The study conducted by Wildeen & Holborn, (1990) revealed that in homes where domestic violence occurs, children are at high risk for suffering physical abuse themselves. Regardless of whether children are physically abused, the emotional effects of witnessing domestic violence are very similar to the psychological trauma of being a victim of child abuse. Children in homes where domestic violence occurs may "indirectly" receive injuries. They may be hurt when household items are thrown or weapons are used. Infants may be injured if being held by the mother when the batterer strikes out. Older children may be hurt while trying to protect their mother.

Uganda National Examinations Board Report (1997) indicated that children in homes where domestic violence occurs may experience cognitive or language problems, developmental delay, stress-related physical ailments (such as headaches, ulcers, and rashes), and hearing and speech problems. Many children in homes where domestic violence occurs have difficulties in school, including problems with concentration, poor academic performance, difficulty with peer interactions, and more absences from school. Boys who witness domestic violence are more likely to batter their female partners as adults than boys raised in nonviolent homes. There is no evidence, however, that girls who witness their mothers' abuse have a higher risk of being battered as adults.

Wildeen, M. F., & Holborn, P. (1990) younger children do not understand the meaning of the abuse they observe and tend to believe that they "must have done something wrong." Self-blame can precipitate feelings of guilt, worry, and anxiety. Children may become withdrawn, non-verbal, and exhibit regressed behaviors such as clinging and whining. Eating and sleeping difficulty,

concentration problems, generalized anxiety, and physical complaints (such as headaches) are all common.

When we talk about the impact of domestic violence on children's development, we are considering the effects on children of living in a home where spousal abuse is occurring. Children are living in most homes where there is domestic violence. 'Research on children who witness family violence is a special case of counting the hard-to-count and measuring the hard-to measure' (Fantuzzo, et al, 1997) so it is impossible to be definitive about the number of families affected. However, several studies have found that 85-90% of the time when a violent incident took place in a domestic situation, children were present and children were also abused during the violent incident in about 50% of those cases (Queensland Domestic Taskforce, 1998; Cleaver et al, 1999, cited in Fleischer, 2000).

These children are coping not only with the aftermath of frightening domestic incidents but a sudden change of home, of schooling and friendships, adjustment to refuge living and what may have been the breaking of the family secret. In short, there are many significant disruptions to their way of life. They are not typical of most children exposed to domestic violence. Only a tiny minority of families where domestic violence is present (about 6%) have contact with statutory services (Office of the Status of Women, 1998).

Most affected children are 'suffering in silence' at home and researchers do not have access to them. Because of all the confounding factors and the impossibility of studying a 'representative' sample of children exposed to domestic violence, 'making definitive statements regarding the child witnessing phenomenon...would be a risky endeavor (Fantuzzo, 1997).

2.2 Academic Performance in Primary Schools

The general public continues to decry the poor performance of Ugandan children in the national examinations. In this paper effective teaching and learning was conceptualized as situated within a social constructivist framework (Oldfather, West, White & Wilmarth, 1999). Brophy's (1999) conceptualization of opportunity-to-learn to enhance better pupil achievement through effective teaching. In conceptualizing pupils' opportunity-to-learn, Brophy (1999) distinguishes among 12 principles that commonly apply across countries, cultures and cut across grade levels and school subjects that involve aspects of the curriculum, instruction and assessment, classroom organization and management practices among which are the principle of a supportive classroom climate that facilitates students to learn in a cohesive and caring learning environment and the principle of maximizing the opportunity-to-learn.

In Uganda the primary school cycle lasts seven years for pupils aged about six to 13 years. Over the past decade several countries in Sub-Saharan Africa including Uganda have embraced Universal Primary Education (UPE) system of education that seeks to promote basic education for all school going-age children. The primary school enrolment has risen to about seven million pupils (Ministry of Education and Sports, 2005) hence the overcrowding. Primary pupils are taught by teachers who do not specialize in subjects during training that lasts two years after secondary education. In the schools, teachers take preference to teach subjects they feel they are strong in. The majority of teacher trainees at the Grade III level are admitted to Primary Teachers Colleges (PTCs) either failed or performed poorly in mathematics at the Uganda Certificate of Education (UCE) examinations. This contrasts with the practice of selection of teachers in Canada who come from a strong pool of candidates (Wildeen & Holborn, 1990).

Uganda National Examinations Board (UNEB, 1997) investigated the antecedents and consequences of teachers work environment and pupils school experiences as correlates of achievement in Ugandan primary schools. They found that a relationship between work experience and pupils achievement existed. The pupils' experiences were also found to correlate with how pupils perform at school. Similarly, an inquiry into several pupil, teacher and school management factors by UNEB (2003) revealed differences in levels of achievement by age groups, school location and region, but with girls always performing at a lower level than the boys. Nakabugo et al. (2007) investigated the instructional strategies for large classes in primary schools in Uganda and found that classroom control and management difficulties resulting into indiscipline; the difficulty in preparing teaching and learning materials enough for the big numbers; and the difficulty in reaching out and interacting with all learners, especially those with learning disabilities and the slow ones.

2.3 Relationship between Domestic Violence and Performance of Primary Students

At birth, a baby's brain is 25% of its adult weight, increasing to 66% by the end of the first year due to the 'brain growth spurt' which occurs between the seventh prenatal month and the child's first birthday. The developing brain is most vulnerable to the impact of traumatic experiences during this time. New research on brain development suggests that exposure to extreme trauma will change the organization of the brain, resulting in difficulties in dealing with stresses later in life (Perry, 1997). It seems to work this way: Raised levels of the steroid hormone cortisol are a normal response to stress in humans.

Frequent and prolonged exposure to elevated cortisol levels may affect the development of a major stress-regulating system in the brain (Cynader and Frost, 1999) either heightening the stress feedback system (leading to hyper vigilance, chronic fear and anxiety, negative mood and problems in attending) or

reducing it, leading to depression (De Bellis et al, 1994; Hart et al 1995, 1996; Putnam and Trickett, 1997, all cited in Margolin and Gordis, 2000). Chronic stress can cause depression of the immune function as well as other body systems controlled by the brain (Coe, 1999). It is not surprising, then, that observed changes in infant behavior include irritability, sleep disturbances, more extreme 'startle' responses and more minor illnesses (Margolin & Gordis, 2000).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology upon which the whole study was conducted. It begins with, the research design, location of the study, study population, sample size, sampling procedure, data collection instruments, data analysis and presentation, limitations and delimitations, and ethical considerations among others.

3.1 Research Design

This study adopted a case study research design. The approach to this study was qualitative and quantitative given the nature of the study which focused on ascertaining issues relating to domestic violence and academic performance. This was preferred by the researcher because of its detailed nature in investigating phenomena.

3.2 Area of study

The study was carried out in Sembabule district, at Sembabule Church of Uganda Primary School. This case presents the researcher with an extra-ordinary chance to seek opinions of both the clergy and as other citizens on the issue under study.

3.3 Study Population

The study population consisted of parents, elders, local leaders, the district education officer's office, the NGO heads in the district, pupils and teachers in the school. These were deemed by the researcher to possess vital information needed for this study.

3.4 Sample size

The total numbers of respondents that will participate in this study are 79. This included 1 District Education Officer (DEO), 5 local leaders, 9 elders, 3 NGO heads, 7 teachers, 25 parents, and 30 pupils drawn from the school.

3.5 Sampling procedure

Purposive sampling was used to select key informants, which involved choice of respondents that were deemed more knowledgeable and with experience on the subject of study on the basis of the offices they hold. Here the choice will be that of the District Education Officer (DEO), 3 Non Governmental Organisation (NGO) Heads in the district involved in both education and advocacy of women and children rights, 7 teachers and 9 elders. These provided primary data which was supplemented with secondary data acquired from reports, manuals, leaflets and publications. Parents and pupils selected for this study were randomly selected.

3.6 Data collection Methods

During data gathering a combination of data collection methods were used, in order to address the objectives of the study. And these included;

3.6.1 Primary sources of data

Primary data for this study was obtained mainly through, direct Interviews, Focus Group Discussions, and Observations.

3.6.2 Direct Interview

This was one on one encounter with respondents. It involved gathering information from key respondents i.e., the 1 DEO, the 9 elders, the 3 NGO heads, and the 7 teachers. The researcher prepared an interview schedule to enable regulating of the interviews.

3.6.3 Focus Group Discussion

A Focus Group Discussion guide was used to gather information from the 25 parents, and 30 pupils. This technique facilitated the process of extensive sharing of experiences and lessons in a free and open atmosphere.

3.6.4 Observation

The researcher also used observation method as a tool to backup some information and form a basis for analysis. This mainly target physical abuse and other visible criminal traces of domestic violence. This guided the researcher in observing pupils participation in class and socialization with other pupils.

3.6.5 Documentary Analysis

Secondary information was obtained from newspapers, school reports, UNEB results UPE district reports, text books, and Internet. These sources provided reliable information about the question under study.

3.7 Data Analysis and Presentation

Since this was mainly a qualitative research, the researcher analyzed the findings thematically based on the emerging themes of the findings. Data was analyzed consistently before, during, and after data collection by checking for errors and inconsistencies.

An attempt was made to interpret ambiguous answers and through probes to get the correct or reconcile contradictory information/responses given in view of related questions.

3.8 Limitations of the study

The key informants hold demanding offices and were not be readily available for the time the researcher needed them, the other challenge was that of mobilizing respondents for focus group discussions. However the researcher was

consistently seeking guidance from the supervisor started early to cater for delays in honoring appointments by key informants.

3.9 Ethical Consideration

A letter of introduction was acquired from the university and was presented to respondents to avoid any suspicion. The researcher also got formal introduction from the school authorities. Confidentiality was ensured by quoting only those respondents who allowed to be quoted.

3.10 Reliability and Validity

According to (Kirk & Miller, 1986) Reliability refers to the extent to which a measurement procedure yields the same results however and whenever it is carried out. Validity is the extent to which it gives the right answer. The researcher in this study will try to maximize the reliability and validity of the data collection instruments to yield information that is both relevant and correct. Interview guides were used to conduct in-depth interviews, and a focus group discussion guide used for focus group discussions. The tools were pre-tested before being employed in the field.

Conclusion

The research methods and techniques used in this chapter generated the needed information about the study. The next Chapter analyses and interprets the collected data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

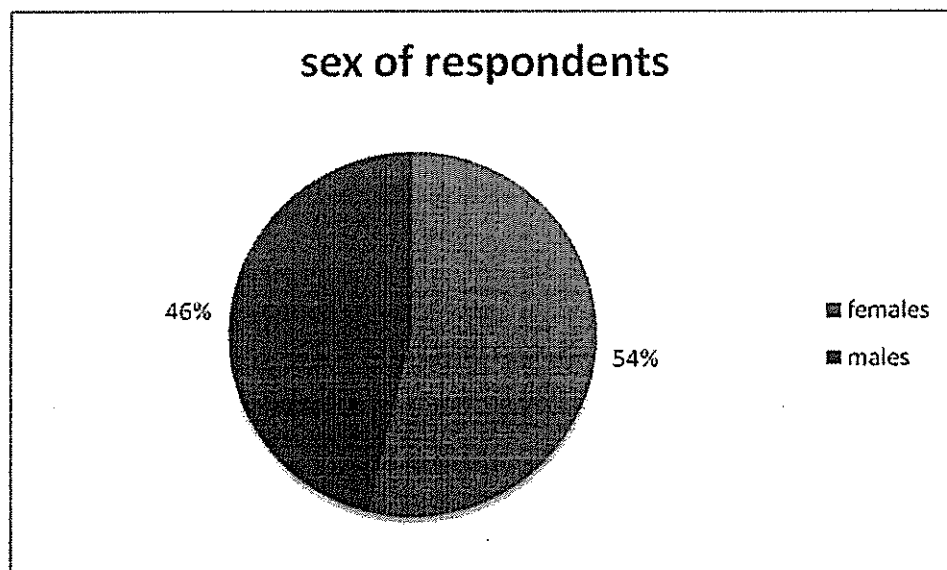
4.0 Introduction

This chapter presents the analysis and discussions of the study findings that were exposed during the research. The chapter uses specific objectives to develop major themes and questions to develop sub themes.

Figure I: Sex of respondents

sex of Respondents

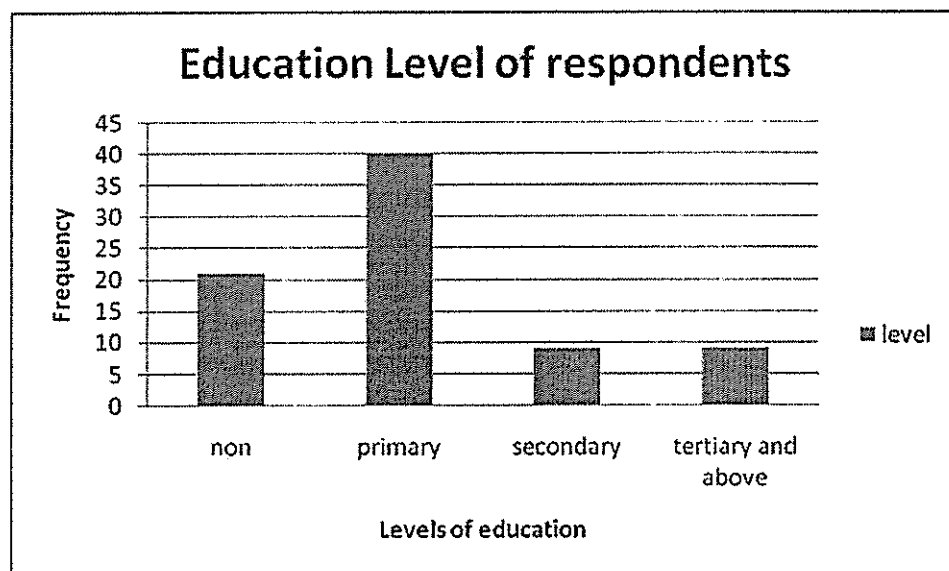
sex	Females	males
Frequency	42	38



Source: Field data

Figure II: Education Level of respondents

Education Level of respondents		
	level	frequency
1	Non	21
2	primary	40
3	secondary	9
4	tertiary and above	9



Source: Field data

It was extremely important to capture the above Bio- information to ascertain the level of understanding of the selected population and observe the most affected gender.

4.1 Understanding Domestic Violence

Mckay (1994) emphasized the environment where children are born to grow, to develop, to live, to love and to articulate their needs and feelings for their self protection. Children need to develop into healthy happy young adults, with respect, protection and provisions. Alas, this study has unearthed harrowing discovers in Sembabule

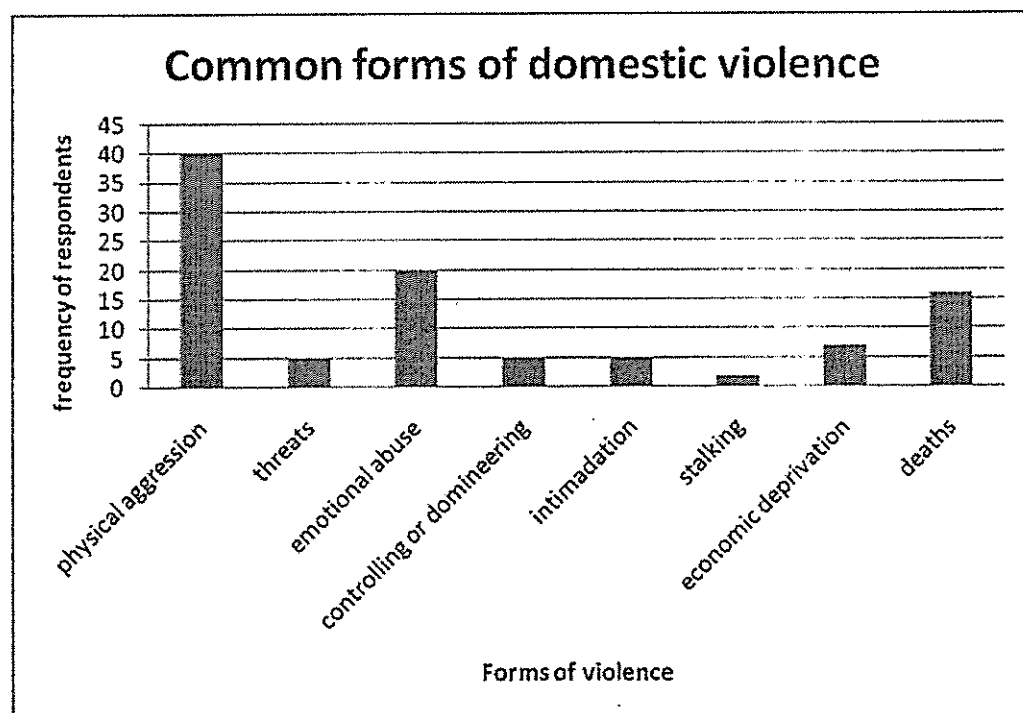
To begin with, for people to know that there is presence of domestic violence they must first of all know and understand exactly what domestic violence is and in what forms it occurs.

Responses from focus group discussions with parents and pupils reveal that only 13% of the respondents hard a clue of what domestic violence is. Markowitz (2000) defined domestic violence as a pattern of abusive behaviors by one or both partners in an intimate relationship, such as marriage, dating, family, friends or cohabitation. The forms advanced by Markowitz include hitting, kicking, biting, shoving, slapping, throwing objectives, threat, sexual abuse, emotional abuse, domineering, intimidation, stalking, economic deprivation and passive / covert abuses. As shown in figure 1 below, all the described forms of abuses, occur in Sembabule, even death's resulting from domestic violence.

Figure III: Common Forms of Domestic Violence

common forms of domestic violence

	form of violence	Frequency
1	physical aggression	40
2	threats	5
3	emotional abuse	20
4	controlling or domineering	5
5	intimidation	5
6	stalking	2
7	economic deprivation	7
8	deaths	16



Source: field data

One of the key informants remarked;

We have had more than 10 deaths in a space of 2 years, and only 3 culprits were imprisoned, 2 were released for lack of evidence. These people fear to testify in Court or ever report cases at the police. In extreme cases the In-laws take masters in their hands and kill the person suspected to have killed their daughter or son. The problem of domestic violence in this area is terribly disturbing.

In one of the focus group discussion session in the village of Kyemandwa a woman who has been abused by the husband for several years said.

My child these things (referring to domestic violence) happen and we have lived with them for many years. Even your parents know about these things, that's why when they are giving you away to be married, they advise you that whatever the man does take water in your month and do not in swallow it, that means you persist through what comes your way. If God blesses you with a food man, you praise him, if you get a bad one you become strong, that's how things are apparently.

This kind of determination to persist in abusive marriages were echoed throughout the villages of Lugusuulu, kyamayiba, Kiwuula, Kabayoola and others. Its like domestic violence is part of the marriage package that must be accepted by default.

4.2 Effects of Domestic Violence

Ackerman and Pickering (1989) noted that families under stress produce children under stress. Domestic violence affects every member of the family; children who live in constant fear develop detrimental behaviors as they grow. As Egaland and Srouf (1993) observed, domestic violence affects every community, people of all ages, income levels, faith's, sexual orientation, gender, experience or

education levels. The people of Sembabule where this study was done are not exceptional, as they have had a share of their own experiences.

This study reveals that men have absolute authority, it becomes worse when the man in question is wealthy, what he says is like law, unquestioned by the police, the religious or even elders. One of the major effects of domestic violence in this place is it has caused sustained subservience mainly among woman. Married women are more of slaves than wives. The children suffer emotionally, physically, and psychologically.

During the focus group discussion with pupils, in their own voices said;

"I miss school because I have to look after cattle and fire wood, I have to do all the housework with my brother, and we have to do that, because dad has threatened to remove us from school if he ever finds any thing missing at home.

I fear my father so much, my mother is not at home, she went away, I think father told her to go, some time, I fear to go back home because father beats, we even when I have done nothing, he has to find a reason for beating me."

My father was imprisoned for a whole month because he wanted to kill my mother, she was taken to hospital and my big brother was the one looking after her."

I have scars all over my body, even a wound in the back, dad told me the day I tell any one about how he beats me, he will chase me like he did to my sister. I have no where to go, do I don't want to annoy him."

Both my mum and dad drink, when they come back drunk, they both beat us, and when they fight each other, each want us to take sides.

The teachers at the Sembabule church of Uganda primary school revealed that so many children drop out of school when they get problems at home, when mothers leave the home the duties of a mother are then passed on to the children irrespective of their sex. Some children come with bruises and others seem emotionally detached from this world.

4.3 Relationship between Domestic Violence and Academic

Performance:-

A number of scholars including Perry (1997) agree that at birth, a baby's brain is 25% of its adult weight, incubating to 66% by the end of the first year. The developing brain is most vulnerable to the impact of traumatic experiences during this time. Exposure to extreme trauma changes the organization of the brain, resulting to difficulties in dealing with stresses later in life. In a study carried out by Uganda National Examination Board (UNEB 2003) established that among other things teachers work environment, pupils experiences correlates to achieving in academics.

"Sembabule is a very difficult district in many aspects of life" said one of the NGO worker, from politics to tribal warring, the district is so volatile, so domestic violence exacerbate the problem. The education officer of the district said;

For children to perform well, they need to be free of fear or intimidation, they need parents who will guide them and help with home works some times, they need to grow in a violence free environment, and they need self confidence and the love of both parents. What domestic violence has done in this district is that it has robbed us of all the above mentioned.

The head master of Sembabule Church of Uganda primary school said;
It is crystal clear that a child from a chaotic home, can not perform well or even excel. I am yet to see any special case. These types of children are always

absent, or come late, never do their, home works, live in constant fear, and are psychologically and emotionally unbalanced. All these render them power less, weak and disillusioned. In most cases by the way, they abandon school and disappear into oblivion.

One of the teachers in the school revealed that, 4 out of 10 children in this school come from abusive homes, their mother 5/ out of 10 pupils come from impoverished homes. Every time Uganda National Examination Board releases examination results "and our school has performed badly, the blame is all poured unto the teachers, that we are weak, irresponsible and unpatriotic, the problem is deeper than bad UNEB results, and my prayer is that studies like the one you are doing informs the concerned in government to come to the rescue of these children and bring to light the burden of domestic violence upon our communities.

The effects of domestic violence on children in this area are immense and deeply tempers with their education life and consequently their academic performance.

4.4 Authorities and Domestic Violence.

The 9 elders selected in this study were purposively earmarked to offer classical solutions of yester years. They elders unanimously pointed to disrespect of elders, young people think we are retired and tired and have nothing more to offer in this world.

One of them said, " even if I was called to intervene in a family squabble people would fruit laugh at me and would not take me seriously so what I do, I sit back and see things happen.

Another elder said, that "things have changed, our time to be valued passed, we have to let other authorities handle these issues.

The NGO heads, working with the district, LUTHERAN WORLD FEDERATION, WELLSHARE International all revealed that, counties in Uganda fear to go to police and to courts even when all you want from them is a simple testimony. The police can not do much when members of the community are not co-operating.

The RBA focal person in LWF said"

When we hear of a case and we rush in to help, members of the family treat you like an every stranger and a trouble maker, people in this area seam to have accepted domestic children disappear, families to crumble but people do not seem to learn. Intervention has to be calculative because if you antagonize with them in many fronts, they will resist the project and send us away. We are doing what we can humanly possibly do, but I personally see things going to slow.

This study has through many cases established that domestic violence is alive in Sembabule district and is fearing lives and families and grossly affecting both the education process of pupils and their performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a general conclusion of the results analyzed in Chapter Four in respect to the research objectives, and the recommendations arising from the study.

5.1 Conclusion:

This study has evidently established the reality and effects of domestic violence exposing all the forms physical, emotional, psychological and also social. It is therefore categorical that domestic violence is an evil that is slowly eating up our communities and destroying homes and that little effort is done to arrest the situation.

5.2 Recommendations:

Recommendations of this study go to different sectors and different authorities;

To the parliament;

It is the researchers conviction and a yearn of respondents that the parliament of the Republic of Uganda pass the Domestic Relations Bill (DRB) to lessen or curtail the ever increasing number of domestic violence.

Religious Leaders;

Domestic violence affects all faith's, Christians, Moslems and the others, it is essential that the gospel against domestic violence is taken to the pulpit of all religions to address the problem continuously and systematically. It is believed that when God speaks through His representatives on Earth people will listen.

The Ministry of Education

The Ministry of Education has to re-tailor the present curriculum to include psych- social Counseling and other field of psychology to help teachers handle traumatized children. To those who are already in the practice, the Ministry should come up with a systematic training structure where all teachers dealing with children can be thoroughly furnished with counseling skills.

Ministry of Information

This Ministry can use all the available media avenues to sensitize the communities on the meaning, forms, effects and hazards of domestic violence.

Cultural Leaders

The beauty about our country Uganda is that almost every region has a cultural head. These cultural leaders should be used to instill in the young the values and respect for the institution of marriage and how to nurture the future generation.

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APPENDIX 1
INTERVIEW GUIDE FOR KEY INFORMANTS
{LOCAL LEADERS, DEO, NGO'S, TEACHERS}

Introduction;

I am called Nabasumba Juliet a final student of Kampala International University. I am carrying out an academic study on the effects of Domestic Violence on academic performance in primary schools in Sembabule district as my case study. I request you kindly to answer these questions to help me that I come up with adequate information relevant for this study. Everything said in these, will be treated with confidentiality. Thanks for your corporation.

Sex of respondent

Educational level attained

RESPONSES

A. Effects of domestic violence on academic performance.

1, do you know about domestic violence?

.....
.....

2, If yes, what does it mean?

.....
.....

3, Are you aware of any case of domestic violence in this area?

.....
.....

4, if your answer is yes above, in what form does it occur?

.....
.....

5, Are you aware of any children falling victims of this problem?

.....
.....

6, have you ever handled such a case?

.....
.....

7, in your opinion, how does domestic violence affect these children?

.....
.....

B. Relationship between domestic violence and academic performance

1, In your opinion, what do you consider as a conducive environment for child's development

.....
.....

2, Are you aware that exposure to violence retards the child's development?

.....
.....

3, how in your opinion does domestic violence affect the child's academic performance?

.....
.....

4, Are you aware that domestic violence can lead a child to be depressed which can cause poor performance in class?

.....
.....

5, How do teachers make follow-up on domestic violence to protect children's rights?

.....
.....

6, how has Sembabule Church of Uganda Primary School handled such a case of traumatized children?

.....
.....

7, what do you think should be done to help such children?

.....
.....

C. Avenues established in sembabule by authorities to cub the state of affairs

1, do you in your opinion think the concerned authorities in sembabule are aware of the plight of these children?

.....
.....

2, do authorities have policies about domestic violence?

.....
.....

3, if yes, are these established policies catering for affected children cases?

.....
.....

4, Are you aware of trained personnel in this area specialized in traumatized children?

.....
.....

5, is there any office allocated to solve domestic violence cases

.....
.....

6, according to its location, is it worth to every person around this area in terms of distance?

.....
.....

7, what should be done to improve/establish such centers?

.....
.....

D. Recommendations

1, what do you suggest as possible solutions to domestic violence in this area?

2, what should be done to the affected children?

APPENDIX 11
FOCUS GROUP DISCUSSION GUIDE FOR PUPILS.

Introduction;

I am called Nabasumba Juliet a final student of Kampala International University. I am carrying out an academic study on the effects of Domestic Violence on academic performance in primary schools in Sembabule district as my case study. I request you kindly to answer these questions to help me that I come up with adequate information relevant for this study. Everything said in these, will be treated with confidentiality. Thanks for your corporation.

Responses

1, do you know any child who has dropped out of school?

.....
.....

2, if yes, what has been the cause?

.....
.....

3, what was the position of your friend in last term's exams?

.....
.....

4, have you ever heard about domestic violence? [if yes, from where?]

.....
.....

5, do you understand the ward child rights?[if yes, name five of them]

.....

.....

6, who have ever experienced a situation where her/his dad and mum fights together at home? What was your feeling about the situation?

.....

.....

7, who have been ever beaten ten [10] kens and above by the parents at home and how many times do in a week?

.....

.....

8, As a chilled experienced that problem, did you reported that case to other elder people or to your teachers? [if yes, how did they helped you]

.....

.....

9, were you comfortable with their response? [if no, what could you think it would be fairly to you who is affected?

.....

.....

10, what advice could you give to your colleagues who are affected by domestic violence in order to protect their performance in school.

.....

.....

Appendix III
FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

Introduction;

I am called Nabasumba Juliet a final student of Kampala International University. I am carrying out an academic study on the effects of Domestic Violence on academic performance in primary schools in Sembabule district as my case study. I request you kindly to answer these questions to help me that I come up with adequate information relevant for this study. Everything said in these, will be treated with confidentiality. Thanks for your corporation.

RESPONSES

1, Are you aware that children are entitled to rights? [if yes, let them mention]

.....
.....

2, is there any child who dropped out of school around your village?

.....
.....

3, what was her/his performance in school? [if it was poor, let them tell what were the causes]

.....
.....

4, if the causes fall under domestic violence, as parents what are your opinions about child protection against domestic violence?

.....
.....

5, have you ever reported any domestic violence case to the authorities of this area?

.....
.....

6, if yes, what was their response?

.....
.....

7, as a victim, were you comfortable with the authorities' responses? [if no, what is your opinion on how they should respond to such cases?]

.....
.....

8, what help do they give to children who have dropped out from school because of domestic violence?

.....
.....

9, have you ever received any training by the authorities about domestic violence with in this area?

.....
.....

10, which procedures do you think it will help to avoid effects of domestic violence on academic performance?

.....
.....

APPENDIX IV

OBSERVATION CHECK LIST

1. Bruised bodies [eg. with wounds]
2. Ant social behaviors.
3. Cases of divorce.
4. Teenage pregnancies
5. Early marriages
6. Drop-out rates
7. Attendance registers
8. Juvenile cases
9. Fears to strangers
10. Term reports and grades scored by affected children
11. Discrimination