

**DOMESTIC VIOLENCE AND ACADEMIC PERFORMANCE OF STUDENTS**  
**(A CASE STUDY OF KAWEMPE DIVISION KAMPALA DISTRICT)**

**BY**

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**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION, OPEN,  
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AWARD OF BARCHELOR OF ARTS WITH EDUCATION OF  
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### **DECLARATION**

I Nansubuga Suzan declare that this research report entitled "the impact of domestic violence on academic performance of students; A case study of Kawempe Division Kampala District is my original work. It has never been submitted to any university for award of certificate, diploma, or degree.

**SIGNATURE** -----



**NANSUBUGA SUZAN**

Date -----



## APPROVAL

This research report was done under my close guidance and supervision and now it is ready for assessment.

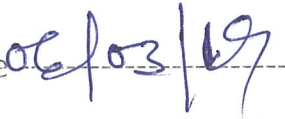
Signature



**LAAKI SAMSON**

**SUPERVISOR**

Date



## **DEDICATION**

This research report is dedicated to my parents Mr. Nsubuga Gelesom Ssalongo and Ms Nalubega Max. Friends, relatives for their great support and contributions to the success of my studies up to this level.

My siblings Eric, Yosam,James,Alice, Nalwoga Yayeri. May the good Lord bless and reward each one of you abundantly.

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

The researcher carried out research on impact of domestic violence on academic performance of students; A case study of Kawempe Division Kampala District. The objectives of the study were to find out causes of domestic violence on students' academic performance and find methods which should be used to reduce domestic violence.

The research designs used were both qualitative and quantitative. Questionnaires were used to collect data from respondents. Teachers and students were sampled to provide information required. They were 75 altogether. A purposeful sampling technique was used to choose respondents. Data was analyzed, recorded and presented in frequency tables.

The conclusion was made, that domestic violence is mainly caused by; people who take toxic drugs and alcohol, undisciplined children, poverty, fighting for family property, gender roles and discrimination cause domestic violence. Parents who cheat each other and come home from work very late also cause domestic violence.

Domestic violence affects academic performance because both teachers and students extend their indiscipline to school situations. Applying gender sensitive policies, guidance and counseling, introducing tight laws, taking toxic drugs, practicing assertiveness, introducing policies against gender discrimination, parents understanding their roles will reduce domestic violence.

The following recommendations were made; parents should be free to share their feelings with each other. To reduce domestic violence, gender discrimination, alcoholism drug abuse should be fought to reduce domestic violence.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter was to cover the background of the study, statement of the problem, purpose of the study, research questions and objectives of the study and significance of the study.

### **1.1 Background of the study**

Domestic violence is not a new phenomenon in the world. It is an old problem that is repeatedly reported taking place in almost all countries throughout the world as cited in so many academic and other information materials.

Domestic violence is a willful intimidation, physical assault, battery, sexual assault or other abusive behavior as part of the systematic pattern of power and control perpetrated by one intimate person against another. It includes physical violence, sexual violence, psychological and emotional abuse (Adyanget 2000).

In Africa, many women and men live under perpetual fear of being physically or emotionally abused by their partners, relatives and their children. In some cases, domestic violence leads to death. For example, when men and women fight, one or both of them may get injuries which may lead to death or may deform the victim. Children in such families are physically affected. They don't attend school sometimes, and they lack parental care and love. In Africa, wife beating is a multi-dimensional problem. It involves men oppressing women, unfairness and quarrels. All these make women and men transfer violence to the children. Academic performance in most African countries is not good. Education is a prerequisite of skilled labour. African countries may be in danger of not getting enough skilled labour hence, lack of development if education is not good. In Uganda, the problem of domestic violence is acute and does not go unnoticed in almost all daily media reports and newspapers. Most people are worried about behavior of the young/future generation who repeated witness domestic violence. Academic performance of most students is not good. Some students take drugs, they fight each other and they are generally badly behaved.

In Kawempe Division Kampala District, domestic violence is very common. Family members quarrel or fight after small disagreements. For example family members can

fight over disagreeing on the dish they should have for a meal. Some women complain that they are raped by their husbands. Husbands also complain that their wives cheat them. Children fight their parents in small issues, for example land wrangles. Students of this district do not perform well in their academic work compared to the rest of the students in Uganda. Many students drop out of school because some of them are married off before they sit for exams. This at times causes domestic violence.

In Kawempe Division Kampala District, most people believe that women are supposed to be submissive and men are supposed to be assertive. Men are supposed to decide for women so most school girls are abused by family members because they are not supposed to complain. However, this has caused a lot of domestic violence.

Kawempe Division Kampala District does not perform well in their academic work. Most of them come from Kawempe Division Kampala District where domestic violence is very common. It is against this background that the researcher decided to carry out a study of the impact of domestic violence on academic performance of students; A case study of Kawempe Division Kampala District.

### **1.1 Statement of the problem**

In Uganda, There is an increase of domestic violence with many cases of marriage breakdowns, school dropouts, children deserting homes, indiscipline among children and death. Domestic violence is considered a stressor so most people who witness it are in most cases stressed. In Kawempe Division Kampala District, domestic violence is very common. Most students are stressed especially those of Kawempe Division Kampala District. Academic performance is not good in most schools I Uganda. In Kawempe Division Kampala District, academic performance is not good. One wonders whether domestic violence has an impact on academic performance.

### **1.2 Objectives of the study**

#### **1.2.1 General objective**

The general objective of the study will be to examine the impact of domestic violence on academic performance of students in secondary schools.

### **1.3 Specific objectives of the study.**

1. To find out the causes of domestic violence.
2. To find out the effects of domestic violence on students` academic performance.
3. To find out methods which should be employed/ used to reduce domestic violence?

### **1.4 Research questions.**

1. What are causes of domestic violence?
2. What are the effects of domestic violence on Students` academic performance?
3. Which methods should be used to reduce domestic violence?

### **1.5 Scope of the Study.**

#### **1.5.1 Geographical scope**

This study was carried out in Kawempe Division Kampala District. This district is located in the middle of central sub-region Uganda. This area is mostly dominated by Baganda. The study was to be conducted in Kawempe Division Kampala District.

#### **1.5.2 Content scope**

The study mainly dealt with causes of domestic violence, effects of domestic violence on students` performance and methods which should be used to control domestic violence.

#### **1.5.3 Time scope**

The study took the period of about 5 months that is from December to May 2019. The study was on domestic violence and students` academic performance from 2015-2017.

### **1.6 Significance of the study**

The study was to help students to improve on academic performance as their parents learn't not to cause domestic violence, hence influencing students to feel secure and concentrate on their studies. The students was also to be influence to fight domestic violence because they were to learn that it can cause poor academic performance and other problems.

The study was important to parents who learn't that domestic violence can affect their children in many ways including academic performance, so they will fight it.

The study was also provide more information to government bodies and NGOs in particular those which deal with the welfare and education of students. So they helped to control domestic violence in order to improve academic violence in schools.

Other researchers used the study to carry out more extensive research on domestic violence in relation to academic performance.



## **CHAPTER TWO**

### **2.1 Literature Review**

This chapter deals with the review of literature that is related to the study. It looks at different arguments that have been put forward by various scholars on the topic of the study. It is under the following headings: causes of domestic violence, effects of domestic violence on students' academic performance and methods that should be used to control domestic violence.

#### **2.1 Causes of domestic violence.**

Wamahiu (1977) said that traditional practices and attitudes such as female genital mutilation, bride wealth/prize payments, heavy work load and gender biased division of labour at home and community are very common. Wamahiu adds that, gender discrimination is not only evident at home and community but also characteristic at school. Female discrimination is manifested in policies, allocation of resources and provision of role models. Females feel very unhappy and in order to exercise their freedom, they may become very hostile. This causes domestic violence in most communities.

UNICEF (2002) revealed that of more than 100 million out of school youth, 60 million are girls and 90% are that of domestic workers. The largest groups of child workers in the world are girls between 12 and 17 years old. In most cases, house wives do not agree on some issues with female domestic workers and their husbands may not like it. This brings conflict and domestic violence in most families who use domestic workers.

Ministry of Education and Sports (2004) revealed that gender differences appear very deep rooted in society. Some gender related roles result into beliefs which are harmful. For example, males are not supposed to discuss their feelings or thoughts with females because they are meant to be strong, decisive and in charge and put their own needs first. This brings conflicts in families as females feel that they are mistreated. This causes domestic violence in most societies.

Boserup (1970) said that most women in rural Africa do not involve themselves in commerce and trade, they are not government employed and they do not own many assets. Men are mostly major owners of family property. Women fight for their rights to own property and income in the family. This contributes a lot to domestic violence.

Nalumansi (200) said that the problem of young people including those with special needs is that they lack sufficient mechanisms and strategies for adapting to the demands of living in today's complex world. They experience many problems at home, school and the community such as anxiety and stress, sexuality juvenile delinquency, decision making, problem solving, setting goals and interpersonal relationships. These young people sometimes become social threats to society and their family members. This causes domestic violence as siblings sometimes blame each other for bringing up bad children.

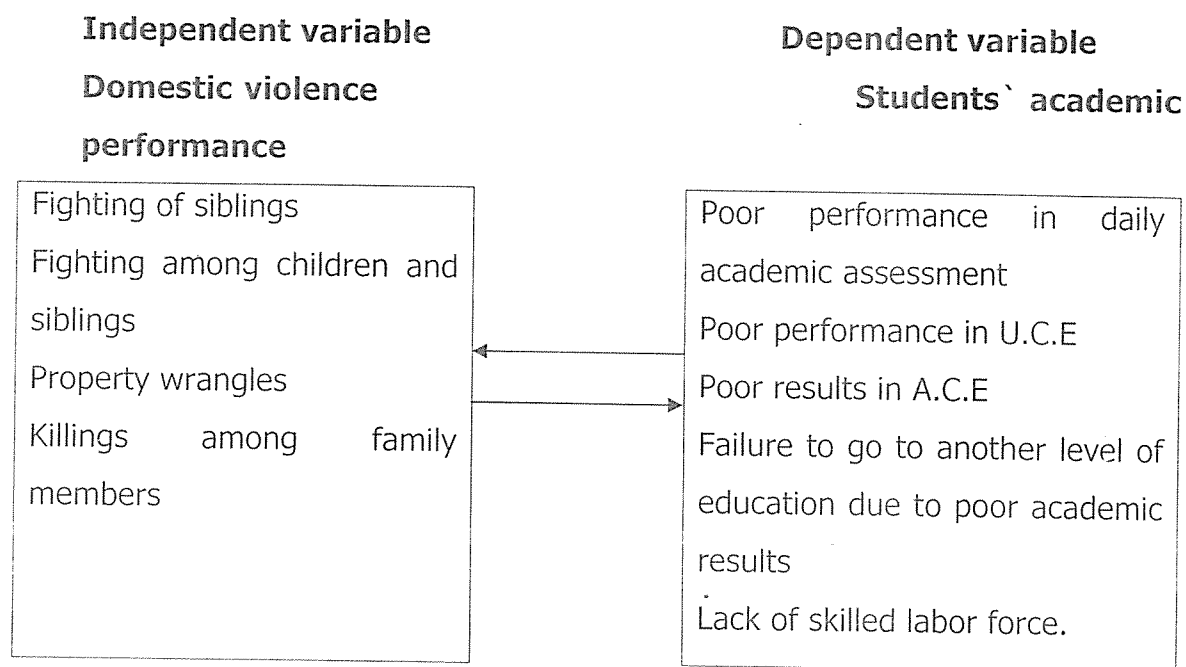
WHO (1997) reported that one of the major contributions to domestic violence is alcoholism. Partners, children sometimes are involved in domestic violence because they do wrong things under the influence of alcohol. This brings a lot of violence in the family.

Ministry of Education and Sports (2013) reported that drug abuse situation in Uganda continues to deteriorate with serious increase of abuse of illicit drug such as marijuana, khat and kuba mostly among the youth. Although drug abuse is illegal, 5-10% Ugandans drink alcohol and experience problems like; ill health and mental disturbances. Drinking lowers the ability of self-control. Drug abuse therefore can cause domestic violence since people who take them lose self-control and this affect their academic performance.

Mafabi (1993) said that indiscipline affects the life and stability of an educational institution. Students who come from homes which have domestic violence are likely to extend their behavior to schools where they study and indiscipline affects students' academic performance.

The government of Uganda UNICEF program (1996) revealed that students who witness domestic violence are in most cases aggressive and do not concentrate on studies. This affects their academic performance in most subjects.

## 2.2 Conceptual Framework



It is conceptualized that domestic violence for example fighting among siblings, fighting among children and siblings, property wrangles in families and killings among family members affect students academic performance which may be manifested in daily academic assessment results; U.C.E and UA.C.E results, lack of skilled labor force and failure to go to another level of education also contributes to domestic violence due to frustrations.

However, poverty orphanage, poor teachers, poor learning environment, poor home environment are few examples of factors that can contribute to poor academic performance of students.

## 2.3 Methods which should be used to reduce domestic violence

Kahamba (1999) said that women specific interventions and considerations are still essential in order to narrow the historical imbalances between men and women. In this regard, Uganda has made impressive attempts in the last ten years in formulating gender sensitive policies. Domestic violence will be reduced if imbalance between men and women is narrowed because fighting over property ownership and roles played by different gender will reduce.

Nalumansi (2002) revealed that, social guidance helps in acquisition of social skills, interpersonal communication and negotiation skills relating to family members, classmates, community and workmates in social development. Therefore, social guidance helps people of the same family to live together in harmony. This reduces domestic violence.

Ministry of education and Sports (2003) revealed that assertiveness is the ability to take the necessary steps to achieve what you want. In life, one has to be assertive in order to be successful. To achieve what you want, one has to stick to one`s beliefs without compromising or putting down others. Being assertive is being able to express one`s feelings, needs or desires openly and specifically in a respectful manner. Being assertive when you feel uncomfortable will help you avoid risky situations; such as going with wrong groups, which can land one into problems.

An assertive person is able to talk freely, be understood by others and defends his or her own ideas with reasons. Therefore, men women and children should be assertive and talk freely to each other. They should be able to express their feelings. This will reduce domestic violence because assertiveness helps people to stand their ground if they feel uncomfortable with other people`s suggestions.

Twinamasiko (2007) observed that it is important that parents understood their roles in their families which will create a friendly home environment. This will influence family members to actively participate in family affairs. This will reduce domestic violence.

Ministry and Education and Sports (2013) revealed that, having self-awareness allows people to see where their thoughts and emotions are taking them. It also allows people to see the control of their emotions, behavior and personality so that they can make the changes/ adjustments they can to cope with situations. Until one is aware of moments they should control their thoughts, emotions, words and behavior, they will have difficulty in making changes in the direction of their lives.

Self-awareness is developed through practice, focusing your attention on the details of your personality and behavior. It is not reading from a book. Therefore, people should develop self-awareness so as to control their emotions. This will reduce domestic violence.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction.**

This chapter focuses on research techniques that were used to get the data for study. It covered the research design, study population, sample selection, size data collection and data analysis. It also covered anticipated limitation of the study.

#### **3.2 Research survey design.**

Descriptive approach was used so that the problem at hand can be described in-depth. The techniques and tools were to be used in collection of data; questionnaires, interviews, and secondary data such as reports and journals. This type of design is preferable for reason not limited to the fact that it allowed for in-depth understanding of the subject under investigation. Above all it was allowed for the collection of data from across-section of respondents in the shortest time possible using the appropriate instrument.

#### **3.3 Study Area.**

The Study was conducted in Kawempe Division Kampala District and was majorly base on assessing the impact of domestic violence on academic performance of students and make a general conclusion on the whole district. It involves two variables namely; Independent variable (domestic violence) and one dependent variable(academic performance of students). It was done in Kawempe Division Kampala District.

#### **3.4 Target Population**

The targeted population was consisted of teachers and students from Kawempe Division Kampala District District. 100 students and 45 teachers will be targeted.

#### **3.5 Sample size**

Out of the targeted population, only 50 students and 25 teachers were sampled because it was an appropriate number of respondents that was given enough information and were to be easy to collect data from.

#### **3.6 Sampling technique**

Teachers and students were selected purposely to participate in the study by virtue of their positions and direct involvement in the daily running of the schools' performance as our first target. They were considered as one of the key informants and they were

be selected because they are directly or indirectly involved in the activities of the schools overall running, therefore with a critical observation to make the study successful. Purposive sampling will be suitable for selecting informants because by virtue of their positions, they hold key information required for the study.

### **3.7 Data source**

To achieve the research objectives, both primary and secondary data sources were used on the study.

#### **3.7.1 Primary data**

The main primary data sources were be questionnaire. The questionnaire method involves the use of questions printed in a definite order with respondents.

#### **3.7.2 Secondary data**

The secondary source was obtained from journals and other publications in order to deliver meaningful objective interpretation of the impact of domestic violence in academic performance.

### **3.8 Data collection procedures**

#### **3.8.1 Questionnaires method**

Data was collected using structured questionnaires designed by the researcher. These questionnaires were sent to the headteachers and prefects as leaders of students. This technique was used because all the respondents are literate. The major advantage of this method include: free from biased information and enough time for the respondent to consider his point carefully than an interview.

### **3.9 Research Variables and Measurement**

The researcher focused on one independent variable – domestic violence and one dependent variable academic performance of students.

#### **3.10 Data Processing**

Data collected was edited and analyzed using percentages, tables, graphs and simple statistical modules like: frequency distribution to assess the impact of domestic violence and academic performance of students in secondary schools. Quantitative data analysis was performed in relation to the research questions.

Statistical findings were interpreted in light to the objectives of the study and conclusion was based on the literature to attract more meaning.

### **3.11 Data Analysis and Presentation**

After gathering data from both primary and secondary sources, the data was assembled together after which was organized using tabulation and percentages, thereby creating a platform for summarization of data. Appropriate analytical methods will be applied so as to manipulate the data, its relationship and quantitative meanings were derived. Simple tabulation is one of the statistical tools that were used to summarize data. The researcher used inductive reasoning to draw inferences to the general situation about the topic.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.0 Introduction

The findings are presented in frequency tables. It is presented in four headings: Biodata of respondents causes of domestic violence, effects of domestic violence on students academic performance and methods which can be used to reduce domestic violence.

#### 4.1 Bio data of respondents

**TABLE 1 TABLE SHOWING BIO DATA OF RESPONDENTS**

	Sample	Counted Number	Percentage
Sex	Male	47	63
	Female	28	37
	Total	75	100
Age Group	15-25	27	36
	26-35	15	20
	36-45	20	27
	46-55	10	13
	56-65	03	04
	Total	75	100
Education Level	Secondary	50	67
	Grade III	-	-
	Grade IV	20	27
	Degree and Above	05	06
	Total	75	100

47 (63%) of respondents were males 28 (37%) respondents were females. 27 (36%) of respondents were between the age of 15 –25. 15 (20%) Of respondents were



between the age of 26 – 35. 20 (27%) of respondents were aged between 36 – 45 years. 10 (13%) of respondents were aged between 46 – 55 years 34 (4%) of respondents were aged between 56 – 65 years.

Educational level of respondents was considered. 50 (67%) of respondents had secondary level 20 (27%) of respondents were diploma holders and 5(6%) of respondents had degrees and above.

#### 4.2 Causes of domestic violence

**TABLE 2 TABLE SHOWING WHETHER OVERDRINKING ALCOHOL CAUSES DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	24	48
Agree	14	28
Disagree	6	12
Strongly disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

**Source primary data**

24 (48%) of head teachers said that they strongly agree that overdrinking alcohol causes domestic violence. 14 (28%) of head teachers revealed that they agree that overdrinking alcohol causes domestic violence. 6(12%) of head teachers said that they strongly disagree with the statement which says that overdrinking alcohol causes domestic violence. 6(12%) said they disagree that overdrinking alcohol causes domestic violence.

**TABLE 3 TABLE SHOWING WHETHER INDISCIPLINE AMONG CHILDREN CAUSES DOMESTIC VIOLENCE.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	<b>00</b>	<b>00</b>
Agree	<b>20</b>	<b>40</b>
Strongly Disagree	<b>17</b>	<b>34</b>
Disagree	<b>03</b>	<b>26</b>
<b>Total</b>	<b>50</b>	<b>100</b>

**Source primary data**

20(40%) of students agree that indiscipline among children causes domestic violence. 17(34%) of students strongly disagreed that indiscipline among children causes domestic violence. 3(26%) of students said they disagree that indiscipline among children causes domestic violence.

**TABLE 4 TABLE SHOWING WHETHER GENDER DISCRIMINATION AND GENDER ROLES CAUSE DOMESTIC VIOLENCE.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	<b>30</b>	<b>60</b>
Agree	<b>20</b>	<b>40</b>
Strongly Disagree	<b>00</b>	<b>00</b>
Disagree	<b>00</b>	<b>00</b>
<b>Total</b>	<b>50</b>	<b>100</b>

20(40%) of students agreed that gender discrimination and gender roles cause domestic violence. 3(60%) of students strongly agreed that gender discrimination and gender roles cause domestic violence.

**TABLE 5 TABLE SHOWING WHETHER COMPETING FOR FAMILY PROPERTY CAUSE DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	20	40
Agree	20	40
Strongly Disagree	00	00
Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

20(40%) of students revealed that they strongly agree that competing for family property causes domestic violence. 20(40%) of students said they agree that competing for family property causes domestic violence. 10(20%) of students said they disagree that competing for family property causes domestic violence.

**TABLE 6 TABLE SHOWING WHETHER POVERTY CAUSES DOMESTIC VIOLENCE.**

Response	Frequency	Percentage
Strongly Agree	04	16
Agree	07	28
Strongly Disagree	11	44
Disagree	03	12
<b>Total</b>	<b>25</b>	<b>100</b>

4(16%) of teachers strongly agree that poverty causes domestic violence. 7(28%) of teachers said they agree that poverty causes domestic violence. 11(44%) of teachers said they strongly disagree that poverty causes domestic violence. 3(12%) of teachers revealed they disagree that poverty causes domestic violence.

**TABLE 7 TABLE SHOWING WHETHER PARENTS WHO CHEAT EACH OTHER CAUSE DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	30	60
Agree	20	40
Strongly Disagree	00	00
Disagree	00	00
<b>Total</b>	50	100

14(56%) of the teachers said that they strongly agree that parents who cheat each other cause domestic violence. 8(32%) of teachers revealed that they agree that teachers who cheat each other cause domestic violence. 1(4%) of teachers said that they strongly disagree that parents who teach each other cause domestic violence. 2(8%) of teachers said that they disagree that parents who cheat each other cause domestic violence.

**TABLE 8 TABLE SHOWING WHETHER TAKING TOXIC DRUGS CAUSE DOMESTIC VIOLENCE.**

Response	Frequency	Percentage
Strongly Agree	20	80
Agree	03	12
Strongly Disagree	01	04
Disagree	01	04
<b>Total</b>	25	100

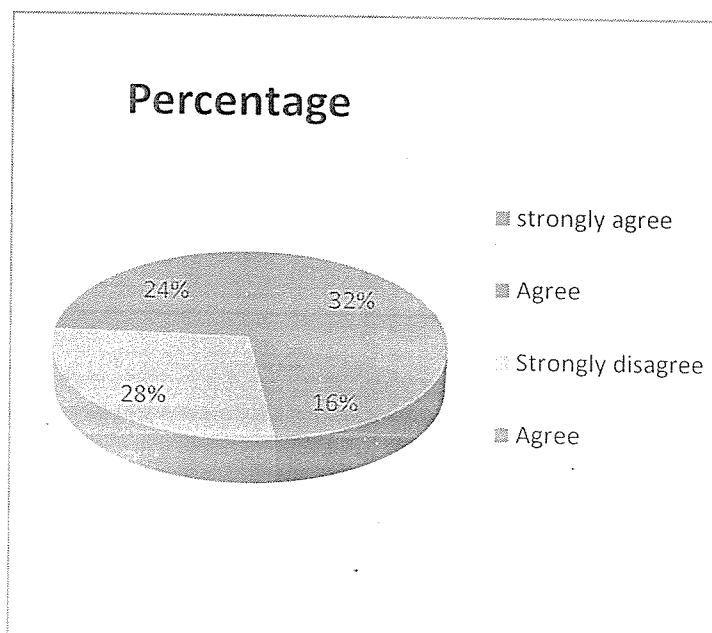
20(80%) of teachers said they strongly that taking toxic drugs cause domestic violence. 3(12%) of teachers said that they agree that taking toxic drugs cause domestic violence. 1(4%) of teachers said that they strongly disagree that taking toxic drugs cause domestic violence. 1(4%) of teachers revealed that they disagree that taking toxic drugs cause domestic violence.

**TABLE 9 TABLE SHOWING WHETHER PARENTS WHO GO HOME VERY LATE FROM WORK CAUSE DOMESTIC VIOLENCE.**

	Frequency	Percentage
Strongly Agree	80	32
Agree	04	16
Strongly Disagree	07	28
Disagree	06	24
<b>Total</b>	<b>25</b>	<b>100</b>

8(32%) of teachers said that they strongly agree that parents who go home late from work cause domestic violence. 4(16%) of teachers said that they agree that parents who go home very late cause domestic violence. 7(28%) of teachers said that they strongly disagree that parents who go home very late from work cause domestic violence. 6(24%) of teachers said that they disagree that parents who go home very late cause domestic violence.

**FIGURE 1: PIE CHART REPRESENTING THE INFORMATION ABOVE**



#### 4.3 Effect of domestic violence on students' academic performance

**TABLE 10 TABLE SHOWING WHETHER CHILDREN REARING PRACTICES AFFECT STUDENTS' ACADEMIC PERFORMANCE.**

Response	Frequency	Percentage
Strongly Agree	20	40
Agree	10	20
Strongly Disagree	10	20
Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

20(40%) of students said that they strongly agree that children rearing practices affects students' academic performance. 10(20%) of students' said that they agree children rearing practices affects students' academic performance. 10(20%) of students' revealed that they strongly disagree that children rearing practices affect academic performance.

**TABLE 11 TABLE SHOWING WHETHER DOMESTIC VIOLENCE IN HOMES CAN EASILY BE EXTENDED TO SCHOOL WHICH AFFECTS STUDENTS' PERFORMANCE**

Response	Frequency	Percentage
Strongly Agree	26	40
Agree	11	22
Strongly Disagree	09	18
Disagree	10	00
<b>Total</b>	<b>50</b>	<b>100</b>

20(40%) of students agree that domestic violence in homes can easily be extended to schools which affects students' performance. 11(22%) of students' revealed that they agree that domestic violence in homes can be extended to schools which affects

students' academic performance. 9(18%) of students revealed that they strongly disagree that domestic violence in homes can easily be extended to schools which affects students' academic performance. 10(20%) of students, said that they disagree that domestic violence in homes can easily be extended to schools.

**TABLE 12 TABLE SHOWING WHETHER TEACHERS WHO HAVE DOMESTIC VIOLENCE IN THEIR FAMILIES MAY NOT TEACH PROPERLY**

Response	Frequency	Percentage
Strongly Agree	28	56
Agree	12	24
Strongly Disagree	00	00
Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

28(56%) of students' strongly agreed that teachers who influence domestic violence in their families may not teach well. 12(24%) of students' agreed that teachers who have domestic violence in their families may not teach properly. 10(20%) of students disagreed that teachers who have domestic violence in their families do not teach properly.

**TABLE 13 TABLE SHOWING WHETHER CHILDREN FROM HOMES OF DOMESTIC VIOLENCE EXPERIENCE EMOTIONAL AND BEHAVIORAL PROBLEMS WHICH AFFECT THEIR ACADEMIC PERFORMANCE**

Response	Frequency	Percentage
Strongly Agree	15	60
Agree	10	40
Strongly Disagree	00	00
Disagree	00	00
<b>Total</b>	<b>25</b>	<b>100</b>

15(60%) of teachers strongly agreed that children from homes with domestic violence experience emotional and behavioral problems which affect their academic performance. 10(40%) of teachers agreed that children from homes with domestic violence experience emotional and behavioral problems which affect their academic performance.

#### 4.4 Methods which should be used to reduce domestic violence

**TABLE 14 TABLE SHOWING WHETHER GUIDANCE AND COUNSELING HELPS IN REDUCING DOMESTIC VIOLENCE.**

	Frequency	Percentage
Strongly Agree	30	60
Agree	20	40
Strongly Disagree	00	00
Disagree	00	00
<b>Total</b>	<b>50</b>	<b>100</b>

20(40%) of students said that they strongly agree that guidance and counseling helps in reducing domestic violence. 11(22%) of students said that they agree that guidance and counseling helps in reducing domestic violence. 12(24%) of students' said that they strongly disagree that guidance and counseling helps in reducing domestic violence. 7(14%) of students' said that they agree that guidance and counseling helps in reducing domestic violence.



FIGURE 2 CHART REPRESENTING THE ABOVE INFORMATION

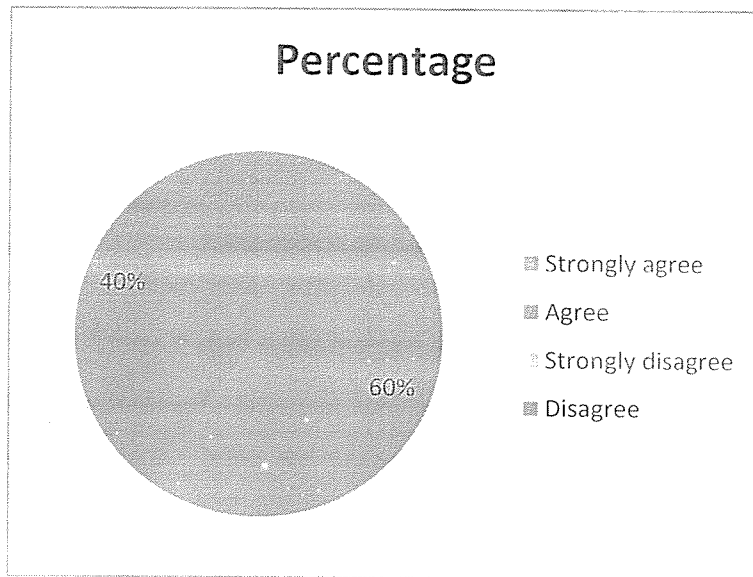
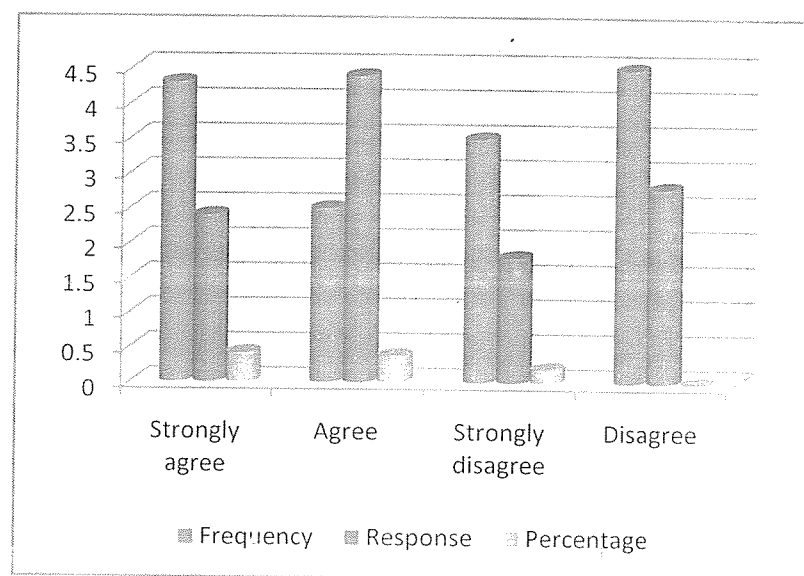


TABLE 15 TABLE SHOWING WHETHER ASSERTIVENESS HELPS TO REDUCE DOMESTIC VIOLENCE

	Frequency	Percentage
Strongly Agree	21	42
Agree	09	38
Strongly Disagree	10	20
Disagree	00	00
<b>Total</b>	<b>50</b>	<b>100</b>

21(42%) of students said that they strongly agree that they strongly agree that assertiveness helps to reduce domestic violence. 19(38%) of students' said that they agree that assertiveness helps to reduce domestic violence. 1(20 of students that they strongly disagree that assertiveness helps to reduce domestic violence.

**FIGURE 3 GRAPH SHOWING THE INFORMATION ABOVE**

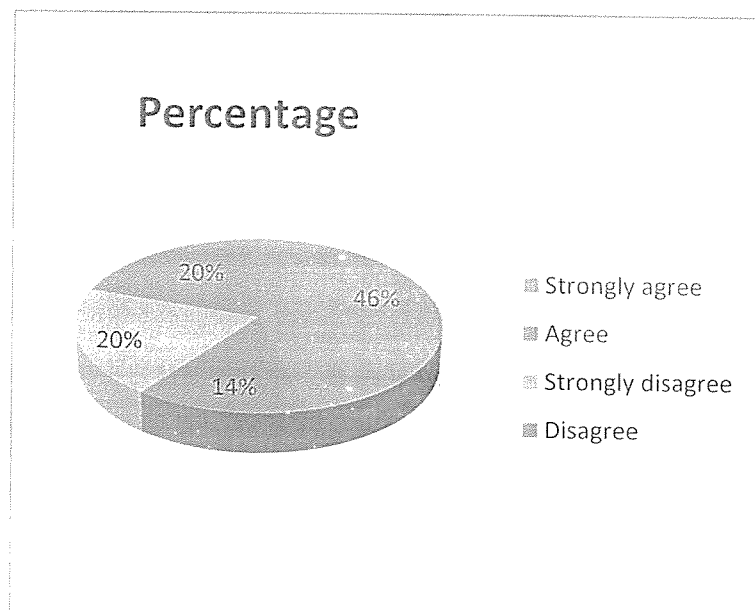


**TABLE 16 TABLE SHOWING WHETHER PARENTS WHO UNDERSTAND THEIR ROLES HELP IN REDUCING DOMESTIC VIOLENCE**

	Frequency	Percentage
Strongly Agree	23	46
Agree	07	14
Strongly Disagree	10	20
Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

23(46%) of students said that they strongly agree that parents who understand their roles help to reduce domestic violence. 7(14%) of students said that they agree that parents who understand their roles help to reduce domestic violence. 10(20%) of students said that they strongly disagree that parents who understand their roles help to reduce domestic violence. 10(20%) of headteachers said that they disagree that parents who understand their roles help in reducing domestic violence.

FIGURE 4 A CHART REPRESENTING THE INFORMATION ABOVE

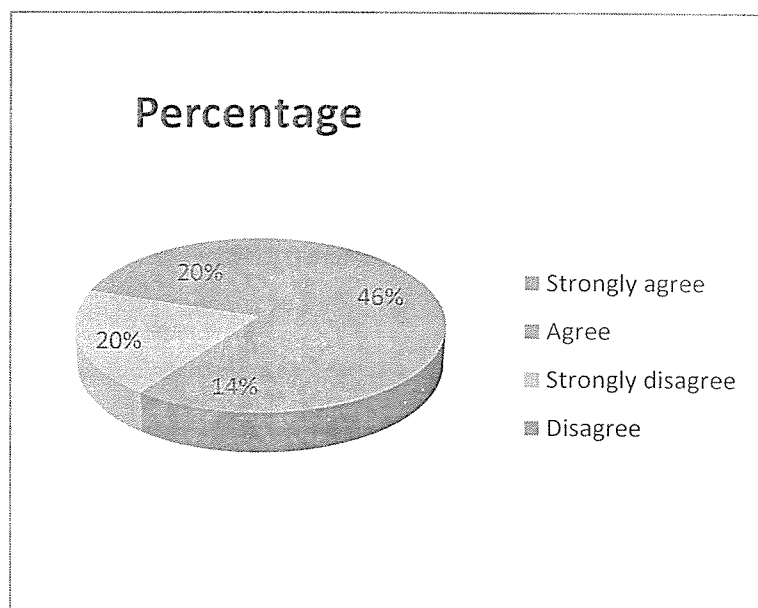


**TABLE 17 TABLE SHOWING WHETHER SELF-AWARENESS INFLUENCES PEOPLE TO CONTROL DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	15	30
Agree	23	46
Strongly Disagree	03	06
Disagree	04	08
<b>Total</b>	<b>25</b>	<b>100</b>

15(30%) of students said that they strongly agree that self-awareness influences people to control domestic violence. 3(6%) of head teachers said they agree that self-awareness helps to control domestic violence. 3(6%) of head teachers said that they strongly disagree that self-awareness helps to control domestic violence.

FIGURE 4 A CHART REPRESENTING THE INFORMATION ABOVE



**TABLE 17 TABLE SHOWING WHETHER SELF-AWARENESS INFLUENCES PEOPLE TO CONTROL DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	15	30
Agree	23	46
Strongly Disagree	03	06
Disagree	04	08
<b>Total</b>	<b>25</b>	<b>100</b>

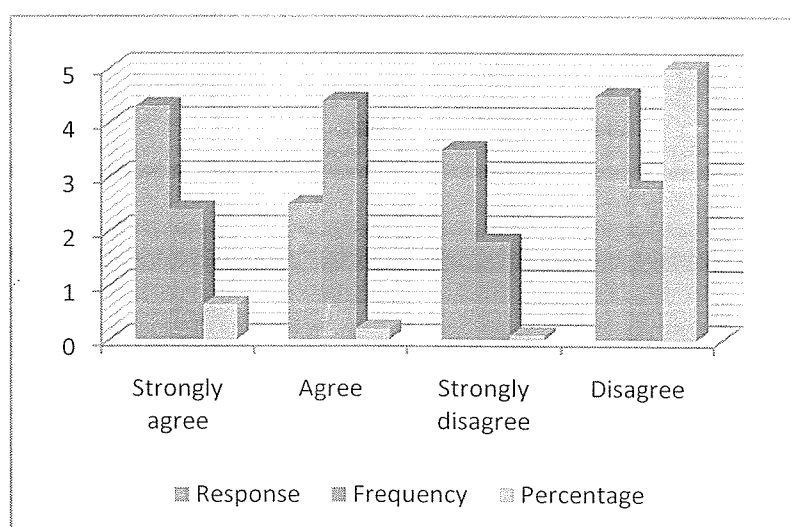
15(30%) of students said that they strongly agree that self-awareness influences people to control domestic violence. 3(6%) of head teachers said they agree that self-awareness helps to control domestic violence. 3(6%) of head teachers said that they strongly disagree that self-awareness helps to control domestic violence.

**TABLE 18 TABLE SHOWING WHETHER CONTROLLING ALCOHOLISM REDUCES DOMESTIC VIOLENCE.**

Response	Frequency	Percentage
Strongly Agree	16	64
Agree	05	20
Strongly Disagree	02	08
Disagree	02	08
<b>Total</b>	<b>25</b>	<b>100</b>

16(64%) of teachers said they strongly agree that controlling alcoholism reduces domestic violence. 5(20%) of teachers said that they agree that controlling alcoholism reduces domestic violence. 2(8%) of teachers said that they strongly disagree that controlling alcoholism reduces domestic violence. 2(8%) of teachers said that they disagree that controlling alcoholism reduces domestic violence

**FIGURE 5 GRAPH REPRESENTING THE INFORMATION ABOVE**

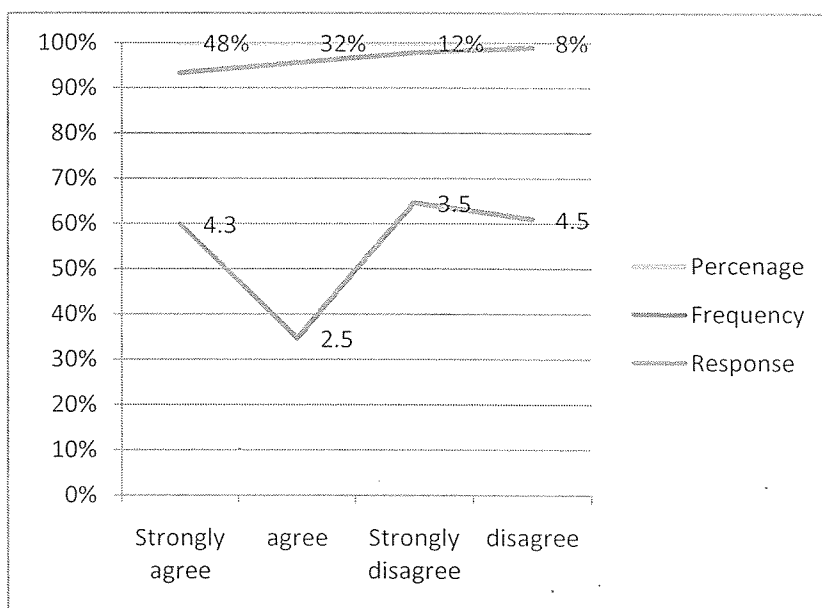


**TABLE 19 TABLE SHOWING WHETHER THE GOVERNMENT WILL REDUCE DOMESTIC VIOLENCE IF LAWS AGAINST TAKING TOXIC DRUGS ARE PROPERLY IMPLEMENTED**

Response	Frequency	Percentage
Strongly Agree	12	48
Agree	08	32
Strongly Disagree	03	12
Disagree	02	08
<b>Total</b>	<b>25</b>	<b>100</b>

12(48%) of teachers said that they strongly agree that if laws against taking toxic drugs are properly implemented, the government will reduce domestic violence. 8(32%) of teachers said they agree that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented. 3(12%) of teachers said that they strongly disagree that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented. 2(8%) of teachers revealed that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented.

**FIGURE 6 LINE BAR SHOWING THE INFORMATION ABOVE**



**TABLE 20 TABLE SHOWING WHETHER INCREASING REMAND HOMES FOR YOUNG LAW BREAKERS WILL REDUCE DOMESTIC VIOLENCE**

	Frequency	Percentage
Strongly Agree	00	16
Agree	06	24
Strongly Disagree	14	40
Disagree	05	20
<b>Total</b>	<b>25</b>	<b>100</b>

6(24%) of teachers said that they agree that increasing remand homes for young law breakers will reduce domestic violence. 14(40%) of teachers said that they strongly agree that increasing remand homes for young law breakers will reduce domestic violence. 14(40%) of teachers said that they disagree that increasing more remand homes for young law breakers will reduce domestic violence.

**TABLE 21 TABLE SHOWING WHETHER GENDER SENSITIVE POLICIES HELP IN REDUCING DOMESTIC VIOLENCE**

Response	Frequency	Percentage
Strongly Agree	17	68
Agree	06	24
Strongly Disagree	01	04
Disagree	01	04
<b>Total</b>	<b>25</b>	<b>100</b>

17(68%) of teachers said that they strongly agree that gender sensitive policies help in reducing domestic violence. 6(24%) of teachers said they agree that gender sensitive policies help in reducing domestic violence. 1(4%) of teachers said that they strongly disagree that gender sensitive policies help in reducing domestic violence.

## **CHAPTER FIVE**

### **5.0 Introduction**

This chapter deals with discussions of the findings presented in the previous chapter. It shows the interpretation of the findings and presents the relationship between the study findings and the existing literature.

Lastly, it is from this chapter that conclusions, suggestions and recommendations are drawn.

### **5.1 Bio data of respondents**

47(63%) of respondents were males. 28(37%) of respondents were females. The researcher was not gender biased. This influenced respondents to give data willingly. Age of respondents was considered because the researcher thought that people above 65 years of age would not give her correct information. Therefore respondents aged 15-65 years were considered.

Students were aged between 15-25 years. Teachers and head teachers were also between 25-65 years old. The researcher knew that most secondary school teachers retire at the age of 60 years and some extend to 65 years when they are on contract. Therefore, the age beyond that could not be considered since the respondents were only students, teachers and head teachers.

### **5.2 Causes of domestic violence**

Causes of domestic violence were investigated. 24(48%) of students said that they strongly agree that overdrinking alcohol causes domestic violence. 14(28) of students revealed they agree that overdrinking alcohol causes domestic violence. 6(12%) of students said that they strongly disagree that overdrinking alcohol causes domestic violence. 6(12%) of the students said that they disagree that overdrinking alcohol causes domestic violence.

In relation to the study findings, WHO (1997) reported that one of the major contributors to domestic violence is alcoholism. Partners and children are sometimes involved in domestic violence because they do wrong things under the influence of alcohol.



20(40%) of students said that they agreed that indiscipline among children causes domestic violence. 17(34%) of students strongly disagreed that indiscipline among children causes domestic violence. 3(26%) of students disagreed that indiscipline among children cause domestic violence. In connection to the study findings, Nalumansi (2002) said that the problem of young people including those with special needs is that they lack sufficient mechanisms and strategies for adapting to the demands of living in today's complex world.

They experience many problems at home, school and the community such as: anxiety and stress, sexuality, juvenile, delinquency, decision making, problem solving goals and interpersonal relationships. These young people sometimes become social threats to the society and their family members. This indicates that indiscipline children can cause domestic violence.

20(40%) of students agreed that gender discrimination and gender roles cause domestic violence. 30(60%) of students strongly agreed that gender discrimination and gender roles cause domestic violence. Ministry of Education and Sports (2004) revealed that gender differences appear very deep rooted in society. Some gender related roles result into beliefs which are harmful, for example, males are supposed to discuss their feelings or thought with females because they are meant to be strong, decisive and in charge and put their own needs first. This causes domestic violence.

20(40) of students revealed that they strongly agree that competing for family property causes domestic violence. 20(40%) of students said that they agree that competing for family property causes domestic violence. 10(20%) of head teachers said that they disagree that competing for family property causes domestic violence. In connection to the study findings, Boserup (1970) said that most women in rural Africa do not involve themselves in commerce and trade, they are not government employed and men are mostly major owners of family property. This causes domestic violence because sometimes men misuse family property and women fight for their rights to own property.

4(16%) of teachers said that they strongly agree that poverty causes domestic violence. 7(28%) of teachers said that they agree that poverty causes domestic

violence. 11(44%) of teachers said that they strongly disagree that poverty causes domestic violence. 3(12%) of teachers revealed that they disagree that poverty causes domestic violence. UNICEF (2002) revealed that of more than 100 million youth out of school, 60 million are girls and 90% are that of domestic workers. The largest groups of child workers in the world are girls between the age of 12 and 17 years old. In some cases, house wives do not agree on some issues with female domestic workers. In other cases house wives mistreat workers and their husbands may not like it. This brings conflicts in families and this result into domestic violence.

14(56%) of teachers said that they strongly agree that parents who cheat each other cause domestic violence. 8(32%) of teachers revealed that they agree that parents who cheat each other cause domestic violence. 1(4%) of teachers said that they strongly disagree that parents who cheat each other cause domestic violence. 2(8%) of teachers said that they disagree that parents who cheat each other cause domestic violence.

Wamalihi (1997) said that gender discrimination is evident at home and also a common characteristic at school. Females feel very neglected when they are in their homes if they get other men apart from their husbands to provide to provide comfort and associate with them. This causes domestic violence in families.

20(80%) of teachers said that they strongly agree that taking toxic drugs cause domestic violence. 3(21%) of teachers said that they agree that taking toxic drugs cause domestic violence 1(4%) of teachers revealed that they strongly disagree that taking toxic drugs cause domestic violence. 1(4%) of teachers revealed that they disagree that taking toxic drugs cause domestic violence. Ministry of Education and Sports (2013) reported that drugs abuse situation in Uganda continues to deteriorate with serious increase of abuse of illicit drugs such as; marijuana, khat and kuba mostly among the youth. Drug abuse lowers the ability of self-control. Therefore, drug abuse causes domestic violence since people who take the drugs lose self-control. 8(32%) of teachers said that they strongly agree that parents who go home very late from work cause domestic violence. 4(16%) of teachers said that they strongly agree that parents who go home very late from work cause domestic violence. 7(28%) of teachers said that they strongly disagree that parents who go home very late from work cause

domestic violence. 6(24%) of teachers said that they disagree that parents who go home very late from work cause domestic violence. Ministry of Education and Sports (2004) reported that by nature of some jobs employees go home very late on spend nights on duty. These conflicts with gender roles. For example, mothers are supposed to be at home all the time nursing their children. Therefore men may not like if their wives go for night duties. This causes domestic violence in families.

### **5.3 Effect of domestic violence on students' academic performance**

20(40%) of students said that they strongly agree that children rearing practices affect students' academic performance. 10 (20%) of the students' said that they agree that children rearing practices affect students' academic performance. 10(20%) of students revealed that they strongly disagree that children rearing practices affect academic performance. 10(20%) of students' said that they disagree that children rearing practices affect students' academic performance. Cokraft (1982) concurred with the study findings. He revealed that Child rearing practices as well as the environment of the child has a great effect on his performance. Therefore, children who witness domestic violence in their homes may not concentrate in their class work as they may be psychologically affected. This affects their academic performance.

20(40%) of students said that they strongly agree that domestic violence in homes can easily be extended to schools which affects students' academic performance. 11(22%) of students revealed that they agree that domestic violence in homes can easily be extended to schools which affects students' academic performance. 9(18%) of students revealed that they strongly disagree that domestic violence in homes can easily be extended to schools which affects students' academic performance. 10(20%) of students said that they disagree domestic violence in homes can easily be extended to schools. Heissen (1999) concurred with the study findings. He said that children from abused households suffer greatly from the effects of violence whether they are physically abused or not. Heissen's report states that children who witness violence may experience many emotional and behavior problems than physically abused children. Such children experience; depression, aggression, disobedience, nightmares, physical health complains and poor academic performance. This shows that domestic violence in homes can easily be extended to schools and affect academic performance.

28(56%) of students strongly agreed that teachers who have domestic violence in their families may not teach properly. 12(24%) of students agreed that teachers who have domestic violence in their families may not teach properly. 10(20%) of students disagreed that teachers who have domestic violence in their families do not teach properly.

Majabi (1993) said that indiscipline affects the stability of an educational institution. Students who come from homes which have domestic violence are likely to extend that behavior to schools. Therefore, teachers who are undisciplined in their homes by causing domestic violence may extend their behavior to schools which affects teaching hence, affecting academic performance.

15(60%) of teachers strongly agreed that children from homes with domestic violence experience emotional and behavioral problems which affects their academic performance. 10(40%) of teachers agreed that children from homes with domestic violence experience emotional and behavioral problems which affects their academic performance. Bitangaro (1999) agreed with the study findings. Mary always performed best in her class right from Nursery school. Two years later, her position dropped to sixth last. Psychologists analyzed that Mary was traumatized by her parents' stormy relationship. This shows that children from homes of domestic violence experience emotional and behavioral problems which affect their academic performance.

#### **5.4 Methods which should be used to reduce domestic violence**

20(40%) of students said that they strongly agree that guidance and counseling helps in reducing domestic violence. 11(22%) of students said that they agree that guidance and counseling helps in reducing domestic violence. 12(24%) of students said that they strongly disagree that guidance and counseling helps in reducing domestic violence. 7(14%) of students said that they agree that guidance and counseling helps in reducing domestic violence. Nalumansi (2002) agreed with the study findings. She revealed that social guidance helps in acquisition of; social skills, interpersonal communication and negotiation skills relating with family members, classmates, community and work mates and it facilitates social development. Therefore, social guidance helps people to live together in harmony. This reduces domestic violence.

21(42%) of students said that they strongly agree that assertiveness helps to reduce domestic violence. 19(38%) of students said that they agree that assertiveness helps to reduce domestic violence. 1(20%) of students said that they strongly disagree that assertiveness helps to reduce domestic violence. Ministry of Education and Sports (2003) revealed that assertiveness is the ability to take the necessary steps to achieve what you want. In life, one has to be assertive in order to be successful. To achieve what one wants, one has to stick to ones beliefs without compromising or putting down others. Being assertive is being able to express ones feelings, needs or desires openly and specifically in a respective manner. Being assertive when one feels uncomfortable will help a person avoid risky situations. Therefore, if parents and children are assertive, and able to openly express their feelings, needs and desires to each other, they will reduce domestic violence. Parents and children will learn to live together without hurting each other.

23(46%) of students said that they strongly agree that parents who understand their roles help to reduce domestic violence. 7(14%) of students said that they agree that parents who understand their roles help in reducing domestic violence. 10(20%) of students said that they strongly disagree that parents who understand their roles help to reduce domestic violence. 10(20%) of students said that they disagree that parents who understand their roles help in reducing domestic violence.

Twinamasiko (2007) observed that it is important that parents understand their roles in which will create a friendly home environment. This will reduce domestic violence at home. 16 (64%) of teachers said that they strongly agree that controlling alcoholism reduces domestic violence. 5(20%) of teachers said that they agree that controlling alcoholism reduces domestic violence. 2(8%) of teachers said that they strongly disagree that controlling alcoholism reduces domestic violence. 2(8%) of teachers said that they disagree that controlling alcoholism reduces domestic violence.

Ministry of Education and Sports (2013) reported that although drug abuse is illegal, 5-10% Ugandans are alcoholics and experience problems like ill-health and mental disturbances. Drinking lowers the ability for self-control. Therefore reducing alcoholism reduces mental disturbances hence, reducing domestic violence caused by mentally disturbed people because of alcoholism.

12(48%) of teachers said that they strongly agree that if laws against taking toxic drugs are properly implemented by the government, it will reduce domestic violence. 8(32%) of teachers said that they agree that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented. 3(12%) of teachers said that they strongly disagree that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented. 2(8%) of teachers revealed that the government will reduce domestic violence if laws against taking toxic drugs are properly implemented. Kahamba (1999) agreed with the study findings. He revealed that specific interventions and considerations are still essential in order to narrow down the historical imbalance between men and women.

To this regard, Uganda has made impressive attempts in the last ten years in formulating gender sensitive policies. Domestic violence will be reduced if these policies are implemented and imbalances between men and women are narrowed down.

## **5.5 Conclusion**

Domestic violence is mainly caused by people, who take toxic drugs, drink too much alcohol, undisciplined children also cause domestic violence, competing for family property, gender roles and gender discrimination, poverty, spouses cheating each other and parents coming home late from work cause domestic violence.

Domestic violence affects students' academic performance because students get traumatized, they do not concentrate in class hence, and they perform poorly at school. In most cases, students from abused households extend indiscipline to schools; they do not concentrate on studies thus, they perform badly.

Teachers may extend their indiscipline to school situations if they are involved in domestic violence. They do not teach properly so they affect students' academic performance.

Implementing gender sensitive policies, guidance and counseling, practicing assertiveness and parents understanding their roles can reduce domestic violence.

If family members develop the skill of awareness and knowledge of themselves, and family members control alcoholism, domestic violence will reduce.

Laws concerning taking toxic drugs should be properly implemented to reduce domestic violence.

### **5.6 Recommendations**

The following recommendations were made.

Parents should be free with each other and tell each other their feelings. This will reduce domestic violence. Gender discrimination should be fought by family members to reduce domestic violence. Alcoholism should be fought by the public and the government to reduce domestic violence in order to improve academic performance. Drug abuse should be fought against by all people and the government. The government can make laws prohibiting all people from taking toxic drugs and properly implement them.

### **5.7 Area for further research**

More Research should be done on methods which can be used to reduce domestic violence so as to improve academic performance in schools.

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## APPENDICES

### APPENDIX 1: RESEARCH INSTRUMENTS

Questionnaire for teachers

Dear teacher,

I am a student of Kampala International University pursuing a bachelor's degree in Education. You have been chosen as one of my respondents. Your opinions will be kept confidentially.

#### SECTION A

Age-----

Sex-----

Highest level of education

-----  
-----  
-----

#### SECTION B

**Tick the right answer**

1. Poverty causes domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

2. Land wrangles cause domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

3. Parents who cheat each other cause domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

4. . Taking toxic drugs cause domestic violence

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

5. Parents who come home very late from work cause domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

6. Children from homes with domestic violence experience emotional and behavioral problems which affect their academic performance.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

7. Domestic violence can easily be extended to school which affects academic performance.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

#### SECTION C.

9. Controlling alcoholism reduces domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

10. The government will reduce domestic violence if laws against taking toxic drugs are properly implemented.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

11. There should be more remand homes for young law breakers in order to reduce domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

12. Gender sensitive policies help in reducing domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

## QUESTIONNAIRE FOR HEADTEACHERS

I am a student of Kampala International University pursuing a bachelor's degree in education. You have been chosen as one of my respondents. Your opinions will be confidential

### SECTION A

1. Age.....

Sex.....

Highest level of qualification

.....

### SECTION B

2. Overdrinking alcohol causes domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

3. Indiscipline among children causes domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

4. Gender discrimination and gender roles cause domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree. ☐

5. Competing for family property cause violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

## SECTION C

6. Children rearing practices affects students` academic performance.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

7. Domestic violence in homes can easily be extended to schools which affect students` academic performance.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

8. Teachers who have domestic violence in their families may not teach properly.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

9. Guidance and counseling helps in reducing domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

10. Assertiveness helps to reduce domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

11. Parents who understand their roles help in reducing domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

12. Self-awareness influences people to control domestic violence.

Agree ☐ strongly agree ☐ disagree ☐ strongly disagree ☐

**APPENDIX II: BUDGET FOR RESEARCH PROPOSAL VALID IN UGANDA  
SHILLINGS**

<b>Item</b>	<b>Quantity</b>	<b>Amount</b>
Duplicating papers	1 ream	15,000/=
Stencils	2 packets	5,000/=
Ink	3 packets	15,000/=
Travelling	20 days	55,000/=
Binding and typing	3 copies	60,000/=
<b>Total</b>		<b>150,000/=</b>

### APPENDIX III: TIME SCHEDULE

Period	Activity
Dec – 2018	Proposal submission
February – March 2019	Data collection
March – April 2019	Data analysis and presentation
April – May 2019	Report submission