

**THE IMPACT OF DOMESTIC VIOLENCE ON
STUDENT'S ACADEMIC PERFORMANCE IN
KOIBATEK DISTRICT-KENYA**

**BY
KIPRONO PATRICK
BSE/10018/81/DF**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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DECLARATION

I Kiprono Patrick would like to declare that, this dissertation is my original work and has never been submitted to any other university or institution of higher learning for an academic award.

Signed .....

Kiprono Patrick

Date: 13th July, 2011

APPROVAL

This Report has been submitted for the award of Bachelors degree in Science with Education of Kampala International University with my approval as the Candidate's University Supervisor.

Signed.....

MR. MUNDU MUSTAFA

(Supervisor)

Date: 13th July, 2011

DEDICATION

This Report is dedicated to my beloved Mum Mrs. Philomena Ngetich and my beloved brothers and sisters Justus, Kipkemoi, Jepkurui, Jepkorir, Kirwa and Jeptoo for their financial, social and moral support.

The work is also dedicated to my Uncle Mr. James Ngetich for introducing me to Kampala International University and for his career guidance. Dedication also goes to my Grandmother, relatives and friends for their guidance and social support throughout my course.

God bless you all.

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I am particularly indebted to my supervisor Mr. Mundu Mustafa, for his tireless and consistent guidance to make this work a success. His advice was helpful throughout the research period and may the good Lord bless him abundantly.

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As the saying goes "life is like a dark forest but sometimes goes" (Vaughan 2005), I humbled to go through hectic and stressful life witnessed over the past years.

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ACRONYMS

AIDS	: Acquired Immune Deficiency Syndrome
CDPs	: Community Development Policies
CSO	: Civil Society Organization
DVSAP	: Domestic Violence on Student Academic performance
FBO	: Faith Based Organizations
FGD	: Focus Group Discussion
HD	: Human Development
HIV	: Human Immunodeficiency Virus
HRs	: Human Rights
IQ	: Intelligent Quotient
KI	: Key Informant
KIIs	: Key Informant Interviews
KIU	: Kampala International University
MDGs	: Millennium Developmental Goals

NCAN : National Child Abuse Neglect

NGO'S : Non -Governmental Organizations

PTSD : Posttraumatic Stress Disorder

STI : Sexually Transmitted Infections

UNICEF : United Nations Children Education Fund

ABSTRACT

The main objective of the study was to examine the impact of domestic violence on student's academic performance. This has been associated with problems in student's cognitive processes and poor academic functioning, emotional effects exposure to depression and negative self concept which interferes with school adaptation, academic achievement and disciplinary problems.

Literature was reviewed based on the various forms of themes; in all aspects it alluded to violence as a practice that emanates as a result of discrimination and unequal powers among men and women in spheres of use.

The study employed a descriptive study design with a triangulation of both quantitative and qualitative methods of data collection and analysis. The qualitative methods involved, in-depth interviews with key informants, observation, documentation, and focused group discussions.

Data analysis involved was content analysis from literature reviewed, manual analysis of primary data using excel and Microsoft word. The major finding was that children especially girls are potential victims of domestic violence on their academic performance and this is exhibited in the forms of early drop out of schools, early marriages, and family discriminations.

Inconclusive remarks, in the study in Koibatek district it was clear from the onset that certain conditions are important in curbing domestic violence for example, Initiative policies to act against domestic violence, assisting victims of past and present domestic violence and incorporating all stakeholders in sensitizing people about the impact of domestic violence.

The recommendations in terms of measures to combat DVSAP included the need for domestic violence legislation, strengthening community networks, transformation of social-cultural norms getting men involved in activities for combating violence, all this is aimed at improving the status of children within the society and enable them participate meaningfully.

CHAPTER ONE

INTRODUCTION

Background of the Study

Globally, domestic violence against children is common across culture, religion, class and ethnicity. Domestic violence exposure is an alarming problem which has detrimental impact on two key development challenges, namely, (children) students', school adaptation and academic performance. For much of history and throughout the world, social and legal traditions have tolerated or even promoted the physical assault of young children by their parents or their close relatives or family members. In most communities in the world of today there are people who have been affected by acts of brutality, atrocities, committed by organized groups are published while abuses committed behind closed doors in confines of one's home always remain much hidden.

Domestic violence on student academic performance is one of the many cases globally, according to the National Children on Abuse and Neglect guidelines on Domestic Violence on student academic performance (1997) worldwide, an estimate of 1.3 million children are abused by intimate partners in the context of an abuse environment. African continent more than 6 million of children is victims of coercion sex or at least abused in their lifetime. East Africa 1.2 million is children abused and Kenya 400,000 cases of girl's abuse have been reported 6 years ago. (According to Nation Children on Abuse and Neglect 1997).

Domestic violence on student academic performance is a violation of Human Rights which has seen children becoming victims. This kind of violence manifests through rape, sexual assault, torture including exposure to prostitution, all of which have perpetuated the stereo-typing of education that denies human dignity of the individual and the subsequent Human Development (Gelle and Patrick 1990).

Comprehensively domestic violence and children education issues needs a systematic attention in the design of adjustment measures that are aimed at redressing the intra-household relationships and the education basis in the centric capacity and cognizance to the people within societies.

It also suffices to note that girls are more involved in most of the rural chores and this necessitates them to be looked down upon (Nolan, 1998) Reducing poverty and uplifting their status calls for recognition of their contribution to development, now that 80% are the country side, illiterate and above all in the rural areas and urban areas like Eldama/Ravine in Koibatek District.

The promotion of universal primary education and gender equality by 2015 is enshrined in the millennium development goals (MGDs) on which several countries including Kenya are focusing their development attention. Article 14 of the United Nations convention on elimination of violence against women, children, lays greater emphasis on the protection to the girl child and the appropriate measures state parties should take in order to address the accruing challenges (Avoke, 2003).

At national level there are high rate of wife battering and children assault, particularly from western and central, North eastern part of Kenya. According to locally available information at the district community development office and the police in Koibatek, there is high rate of defilement, rape, abuse and physical battering and particularly geared towards the children.

The study therefore, proposes to research and document the impact of domestic violence on student academic performance in Koibatek district. Better still to highlight the prominent issues that perpetuate violence in societies and suggests probably intervention scheme that can be employed to redeem the situation.

Statement of the Problem

Domestic violence is a great challenge to student's Academic performance because it is linked to a variety of negative outcomes, one child adaptation to school and academic success. A child who is exposed to family violence often demonstrates lower school achievement and poorer adaptation to academic environment. Exposure to this violence affects their developmental tasks both directly and indirectly. This violence exposure can lead to disturbances in cognitive functioning, emotional difficulties such as depression and anxiety, and behaviors and peer problems.

Children are often most vulnerable to human right abuses of this disaster. This is therefore a serious problem and one which regard people effort to avert the implications. The above phenomenon is the one which has been in existence in Koibatek District and has affected the education status of children, employment opportunities has shown shadow cast on the female population. Earlier studies have not addressed this precisely, and therefore, this study wishes to capture the impact of domestic violence on student academic Performance in Koibatek District so as to pre-empt immediate actions for addressing it within the society.

Objectives of the Study

The objectives of this study were to:-

1. To examine the causes of domestic violence on student's academic performance in Koibatek District.
2. To determine the impact of domestic violence exposure and its interference with the behavioral adaptation of student's academic performance in Koibatek District.
3. To determine the strategic measures of domestic violence in koibatek District.

Research Questions

The study was guided by the following questions:

1. What are the causes of domestic violence on student's academic performance in Koibatek District?
2. How does domestic violence leads to poor academic performance of students in Koibatek District?
3. What are the solutions to domestic violence on student's academic performance in Koibatek District?

Scope of the Study

The study analyzed the impact of domestic violence on student academic performance. It was also concerned with particularly to the policy on children education on the ground. The study thus was to focus on the impact of domestic violence on student's academic performance.

The study was conducted in Koibatek district-Baringo County. The choice was based on resource constraints and availability of information and researchers experience of domestic violence on students academic performance. The study population composed of secondary students (both girls and boys) at least 16 years, students drop out of schools, local government officials, the police, local council chairpersons and opinion leaders.

The study also was premised with the construction of Kenya and human rights principles of international human rights law. This has been alarmed by various organizations that have been trying to voice and improve the status of children in the societies (society).

Significance of the Study

The researcher desired to develop into this study particularly for its significance.

The study is highly significant to the policy makers at both state and country because the recommendations of the study from the basis for community development policy

formulation as well as viable options for strategy design, which can be adopted in promoting student Academic Performance and curbing domestic violence in the societies.

The study is equally work noting, the findings will be of great contribution to the knowledge based on a matter that has for long been regarded as a none issue, better still, the findings will create impact towards sustained good life for families, communities victims of domestic violence. Most important it will provide an appointment of reference to the relevant authorities. Above all the study shall create impact, especially through enlightening student academic performance in the rural population of Koibatek district.

The study findings will be a vital tool for potential end users. Among the groups include; government heads, opinion leaders, individual persons etc. The findings will be instrumental to persons for purpose of relevancy, their respective approaches to main streaming girl child education and right to justice for victims of domestic violence on student academic performance.

CHAPTER TWO

LITERATURE REVIEW

Overview

In the literature review, text books, magazines, novels and newspapers will be used to demonstrate what is already known, and how the new research will attempt to address any gaps in the existing knowledge.

Theoretical Frame Work

The study has been guided by the Erickson's theory developed by (Hook, Watts and Cockcroft, 2002). The theory consisted of eight stages of psychosocial development including the impact of biological and societal influences on the individual's development. Each stage in the cycle of life presents the individual with a new adaptive Psychosocial life task, which the individual needs to resolve if further healthy development is to occur. The psychosocial virtues and Values of hope, will, purpose, skill, and fidelity can be attained once the individual made a healthy resolution of a crisis.

Cusack (1999) argues that Crises or key challenges is the turning points of maturation, where the individual needs to reach a compromise between two Secondary Victimization of Children Exposed to Domestic Violence opposing poles in order to reach the above mentioned virtues of healthy development. The successful resolution of each stage therefore does not merely imply the selection of the positive pole of each developmental challenge, but rather a synthesis between the two opposing poles to attain a developmental virtue. Although each developmental period consists of an ultimate virtue with its challenges, the challenges and virtues of previous stages are still present in the current developmental phase which can still influence an individual's development (Hook *et al.*, 2002).

In all the developmental phases the dominant challenge is integrating different aspects of one self to secure a sense of ones identity versus role confusion (Avoke 2001). Being able to be at peace with one-self refers to an affinity between the individual, their social roles and community ties. Erickson identified several factors that can occur (e.g. withdrawal, isolation, delinquency and substance abuse) if an integration of a person's identity could not be obtained.

(Hook, Watts and Cockcroft, 2002) argues that according to Erickson theory the most important stage in this study is Adolescence stage (13 to 18 years) it is a demanding and challenging developmental period in terms of biological, cognitive, emotional and social aspects. During this developmental stage adolescents develop an increased sense of self and autonomy from their family. Being witnesses of domestic violence can however impact negatively on their communication and negotiation skills. Physical changes in their appearance may also make adolescents more prone to impose their will with physical intimidation or aggression towards their siblings and peers. Adolescents exposed to domestic violence at home are also prone to have difficulties in establishing healthy relationships, because of what they have witnessed at home and tend to imitate maladaptive practices in their relationships.

Causes of Domestic Violence

According to Barton (2004) No single factor explains why men and women assault and abuse their partners and their children. The factors most closely related to spouse abuse are youth of both offender and victims (between 18 and 30 years old), low income, growing groups in a violent family, alcohol or substance abuse, unemployment, sexual difficulties and low job satisfaction while no single personality factor causes domestic violence, offenders committing the most serious abuse tend to have antisocial personality disorders. People with such disorders have impaired ability to feel quiet, remorse or anxiety. Social and cultural differences also contribute to spouse abuse and

children abuse. Because most victims of intimate violence are women, researchers who analyses social factors contributing spouse abuse often focus on the role of women in society. In most societies, economic and social process operate directly and indirectly to support patriarchy (male – dominated) social order and family structure.

Bash (1979) argues that the single most influential factor of domestic violence in society is the continuation of a generational cycle of abuse and/or a history of abuse in the family of origin. Children who grow up in an environment where control is maintained through verbal threats and intimidation and conflicts escalate into physical violence, are more likely to resort to the same methods of abuse as adults. There are, however, a number of predictors that may lead to domestic violence. An environment where violence is either taught, by example, or accepted as "normal" will imprint upon a child's psyche. A young boy may see his father come home from work drunk and angry, screaming at his mother. He watches his mother attempt to please and placate his father's drunken behavior. The young boy is being taught that violence gets results. He is developing his own ideas about what makes a man.

Diane and Marlene (1999), argues that Domestic violence is often linked to poor self-esteem. A child growing up in a violent home is likely to have very little self-worth. He may be engaged in a pattern of negative self-talk. "If I were any good, my father wouldn't beat me. I'll never amount to anything." As a young man, his frustration and isolation may grow and, along with it, a hidden anger due to his feelings of helplessness. Anger is a major source of fuel that will fan the flames of domestic violence.

According to Stephen (2000) Drug and/or alcohol abuse may be a precursor to domestic violence. Substance abuse leads to out-of-control behavior; The number one commonality within the dynamics of most alcoholic families is poor emotional health. This leads to secondary anger, which is an ineffective substitute for dealing honestly with emotions.

Kurt (2003) argues that Domestic violence is more frequent where individuals experience loss of physical health and/or wage-earning power. It peaks during the Christmas season as husbands, fathers, and single parents face the pressures of paying bill collectors and buying Christmas gifts. The frustration of the inability to "make ends meet" increases conflicts in the home. Feelings of helplessness mount. Anger flares. In the face of inadequate coping mechanisms, violence erupts in the home and everyone loses.

Impact of Domestic Violence on Students Academic Performance

Cognitive Effects

According to Newspaper (Daily Nation, 2003), exposure to violence, particularly parent-to-child violence has been associated with problems in students' cognitive processes and poor academic functioning. Researchers have linked exposure to chronic abuse and violence with lower quotient scores, poor language skills, decrements in visual – motor integration skills and problems with attention and memory. Cognitive problems associated with exposure to violence and abuse comprises one of the most direct threats to the developmental task of school adaptation and academic achievements.

Lillian (1999), Depicts in attention regulation, language skills and memory undermine the student ability to accomplish the central requirements of academic achievement and school adaptation, namely to encode, organize, recall, and express understanding of new information. Accordingly, physically abused school-age children have been found to score lower than non abused comparison child's on tests of verbal ability and comprehension, reading and motor skills, and overall achievement on standardized tests. Similarly, children exposed to community violence tend to show lower school achievement. The cognitive effects of violence exposure affect more than student academic performance. Children who have difficulty with attention and memory may not be sensitized to important social areas and expectations and thus find themselves struggling with school rules, peer relationships, and classroom instructions.

Emotional Effects

According to Barton (2004). Exposure to violence almost always carries emotional consequences for children' exposure to interfamilial violence has been linked to depression and more negative self-concept. Studies have shown that both witnessing and/or being a victim of community violence may put children at risk for increased anxiety and depressive symptoms. Violence exposure can be interpreted by the child to mean not only that the world is unsafe but also that the child is unworthy of being kept safe. Whether related to violence in the home or in the community, these attitudes can undermine children's school adjustment and academic achievement by contributing to negative self-perceptions and problems with depression and anxiety.

Osofsky (1998) argues that emotional consequence for students exposed to violence is posttraumatic stress disorder (PTSD). He determined that both chronic and acute exposure to violence is linked to heightened levels of PTSD symptoms, including thoughts. These symptoms, as well as the symptoms of anxiety and depression, interfere with students' academic achievement by making it more difficult to attend to school lessons, and by lowering the motivation and disrupting the concentration necessary to complete academic tasks. Similarly, children's adaptation to the school environment may be undermined by the emotional consequences of violence exposure. Violence-exposed children have been rated by teachers and parents as less "ready to learn", less competent in school, and more likely to repeat grades.

In addition Cusack (1999) argues that, children's effort to manage the emotional consequence of violence exposure may interfere with school adaptation and academic achievement. Research has shown that children use both behavioral distraction and attention disengagement to cope with uncontrollable stress and reduce anxiety. Children's efforts to cope with the symptoms of depression, anxiety, and PTSD may have a deleterious effect on their social awareness, social engagement, ability to problem solve, and their attention resources. Whereas some children will cope with the emotional toll of violence exposure by isolating themselves and withdrawing from the

environment, other children will use behavioral distraction to cope with overwhelming negative emotions. Both coping strategies can create problems in the classroom and on the playground.

Behavioral and Social Effects

Fawcett and Downs (1986) argues that, Childhood exposure to violence is associated with a variety of aggressive and otherwise maladaptive behaviors that can disrupt children's school adaptation and academic competence. Such behavior problems not only interfere with classroom learning, they also hamper children's efforts to make friends, another essential task of childhood and an important dimension of school adaptation. Exposure to interfamilial violence has been linked with increased aggression, fighting, "meanness", and generally disruptive behavior. Children exposed to interfamilial violence are reported to have more disciplinary problems at school than their non-exposed peers, and are more likely to be suspended. Likewise, exposure to community violence has been associated with increases in antisocial behavior and aggression, as reported by teachers and parents.

Diane and Marlene (1999) argues that Behavioral problems that emerge following exposure to violence can be thought of as stemming from a lack of appropriate role models, difficulties with emotion regulation skills, and aberrant information processing. Children exposed to adult violence, particularly interfamilial adult violence, may learn from these adults that aggressive behavior is a viable problem-solving option and those physical problems for children on the playground and later in life.

Kurt (2003) argues that exposure to violence is related to difficulties regulating anger, frustration, and other negative feelings, as well as deficits in understanding and experiencing empathy for the feelings of others. These difficulties can lead to significant behavioral and social problems for children. As noted above, one way in which children deal with overwhelming negative feelings is through behavioral distraction. Performance in academic settings will suffer if violence-exposed children attempt to

cope with anger towards other children or frustration with academic material by behaving disruptively. Moreover, children with deficits in emotion regulation, empathy and understanding emotions tend to be rated as less popular and more rejected by their peers.

Micheal (1995) argues that the source of behavior and social problems for violence-exposed children involves aberrant processing of social information. He observed relations between exposures to violence, problems in the way children think about social relationships, and children's social adjustment in the school peer group. Violence-exposed children have been found to be less interpersonally sensitive and attentive to social cues, less competent at social perspective taking, less able to identify others' emotional expressions and to understand complex social roles, and more likely to ascribe hostile intentions to the neutral behavior of others. The suboptimal processing of social information may contribute to the problem behaviors seen in children exposed to violence.

Long Term Consequences of Violence Exposure

According to Avoke (2001) the impact of violence exposure can go beyond the period of exposure and the immediate aftermath, affecting some individuals into adulthood. Although little is known concerning the effects of exposure to community violence, researchers have examined the adult lives of individuals exposed in childhood to interfamilial aggression. Adults exposed to such violence as children have been found to have completed significantly fewer years of school and reported more episodes of truancy during their time in school compared to non-exposed peers. In addition and perhaps related to their lack of schooling, adults exposed to interfamilial violence in childhood also are at greater risk for arrest for a violent crime, and for earlier and more chronic involvement in criminal behavior.

Strategies of Intervention on Domestic Violence and Academic Performance

According to UN legal documents and Kenyan constitution (Barton 2004) provides that the state and parents have a duty to ensure that basic education is given to every child. The government of Kenya has introduced universal primary education (UPE) which has lead to increased number of children especially girl child attending primary education. Adopting, implementing, and periodically reviewing and analyzing legislation to ensure its effectiveness in eliminating violence against women and children, emphasizing the prevention of violence, and prosecution of offenders. Taking measures to ensure protection of women subject to violence, access to just and effective remedies, including compensation and healing of victims and rehabilitation of perpetrators.

Stephen (2000) argues that Promoting research, collecting data and compiling statistics, especially concerning domestic violence relating to the preferment forms of violence against children and women, and encouraging research into the causes, nature, seriousness and consequences of violence against women, children and effectiveness of measures to prevent and address violence against girl child. Supporting and initiating research of the impact of violence such as rape on women and girls and making the information and statistics available to the public.

According to Babbie (1990), eliminating trafficking in girls and assisting victims of violence due to rape and sexual abuse. Addressing factors that encourage sexual abuse and rape in young girls and allocating resources to institute comprehensive programs designed to heal and rehabilitate into society victims of rape, including job training, legal assistance and confidential health care and taking measures to cooperate with non-governmental organizations to provide social and psychological care for victims of rape. Developing educational and training programs and policies and enacting legislation aimed at preventing rape and sexual abuse.

Studies documenting the types of problems associated with children who are exposed to domestic violence reveal a wide variation in their responses to the violence. Children's risk levels and reactions to domestic violence exist on a continuum where some children demonstrate enormous resiliency while others show signs of significant maladaptive adjustment. Protective factors such as social competence, intelligence, high self-esteem, outgoing temperament, strong sibling and peer relationships, and a supportive relationship with an adult, are thought to be important variables that help protect children from the adverse effects of exposure to domestic violence. In addition, research shows that the impact of domestic violence on student academic performance can be moderated by certain factors, including: The nature of the violence, Coping strategies and skills, the age of the child, The time since exposure, Gender, and the presence of child abuse.

Based on research presented in the article by Osofsky, (1998) concerning children's resilience in the face of community violence and war, it is likely that the most critical protective factor for a child is the existence of a strong, positive relationship between the child and a competent and caring adult. Children exposed to violence need to be able to speak openly with a sympathetic adult about their fears and concerns, and also, ideally, have someone intervene to improve the situation. Most children rely on one or both parents to provide nurturing support in the face of crises and emotionally challenging situations, but ongoing exposure to violence can sometimes hamper the parents' abilities to meet these needs. Parents living with chronic violence may feel emotionally numb, depressed, irritable, or uncommunicative, and thus may be less emotionally available to their children. In cases of domestic violence, in which one parent is a victim of the violence and the other is the perpetrator, children may be even less able to turn to their parents for support and reassurance and therefore the need of a third party in which the children can turn to in order to reduce the impact of domestic violence on student academic performance.

CHAPTER THREE

METHODOLOGY

Overview

This chapter is concerned with how the study will be conducted, the samples participants and sample size. It indicates the instruments to be used, how data will be collected and analyzed.

Research Design

The research design employed is a cross sectional survey focusing primarily on sampled students who had dropped out and those in school, community leaders and government officials directly involved in the implementation of school Programmed and curbing domestic violence. The study is basically qualitative although some findings are tabulated; a qualitative method was preferred because of the need to interact with people so as to create information from the past experience.

Study population

The study population was estimated using the fisher's formula $y/n \times 100\% = 50\%$

Which is either equal or greater than half the target population.

y/n of $100 \geq 50\%$ ($1/2$ of the population)

y =sample

n =target population

Where $n=80$, then

$$80 \times y/200 \times 100/1 \geq 50 \times 200/1$$

$$100y/100 \geq (50 \times 800)/100$$

$$y \geq 100$$

Hence $80/200 \times 100 = 40\%$ as preferred very good representation sample.

The researcher believes that 80 respondents was a representative sample in the attachment area comprising of core stakeholders who might have known the details of

the problem under investigation. They included 50 Children, 10 were officials 10 sub county staff and 10 community members randomly selected all totaling to 80 respondents.

Sample Size, Selection and Composition

In sample selection the first step included construction of sampling composed of a list of all wards in Koibatek district. Four (4) wards were selected from the sample using random sampling lottery method. These were Poror/Arama, Sirwa, Mogotio, and Eldama/Ravine.

There were two categories of respondents namely; those who had dropped out and those who were still in school. The selection of the respondents who were in school was randomly selected. In all those there were 13 children who were going to school. A content analysis was done using a quantitative method. The quantitative data was also analyzed using the ASPS computer program.

The sample composition is shown in the table 3.1 below

Table 3.1: Showing Sample Composition of Wards in Koibatek District

Status of respondents	POROR/ ARAMA	SIRWA	MOGOTIO	ELDAMA/ RAVINE
In-school students	18	24	78	98
Out of school	68	75	120	156
District leaders	2	3	4	7
District leaders/community	5	6	2	3
TOTAL	93	108	204	264

Source: Field Work

Table 3.2 : Shows Composition of Focus Group Discussions

No.	Ward	No. of respondents
1	Poror/Arama	20
2	Sirwa	25
3	Mogotio	15
4	Eldama/Ravine	26
	Total	86

Source: Field Work

Research Procedure

An authority letter from the District officer-Koibatek had already been sought and obtained; these were supplied to the research assistant. This was mainly done to save the research assistants unnecessary questioning from the local authorities and respondents.

With the help of the local council 5 chair persons and Head teachers the research assistants were able to enter communities and schools to conduct focus group discussions and interviews for 35 minutes-50 minutes, while focus group discussions took 69 minutes to 80 minutes in the community's key conducted.

Research Instruments

Questionnaires

The study was conducted using questionnaires to collect data. The questionnaires were addressed to students, staff members; sub county staff, community members and the education officers. The questionnaires were chosen as appropriate instruments because participants are literate and it is designed in simple language, easily understood and answered by respondents.

The instruments were seen as time saving, large sample capturing and would give the participants the atmosphere to give correct answers even to sensitive questions.

Documentary Analysis

The study was also conducted using documentary analysis to collect data. Sub county staff members, members from educational offices, community group meetings were critically analyzed. These instruments were chosen as one of the most appropriate and it provided evidence of study.

Focus Group Discussion

The researcher used this technique to organize a meeting with some randomly selected community members to discuss and elicit response from them about how domestic violence on student's academic performance can be curbed and layout strategies to implement some policies about it.

Data Analysis

After collection of data, the researcher undertook coding. Data was tabulated using frequencies and percentages. Content analysis was employed, guided by the themes of the study analysis of the data gathered during in-depth interview and focus group discussions.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

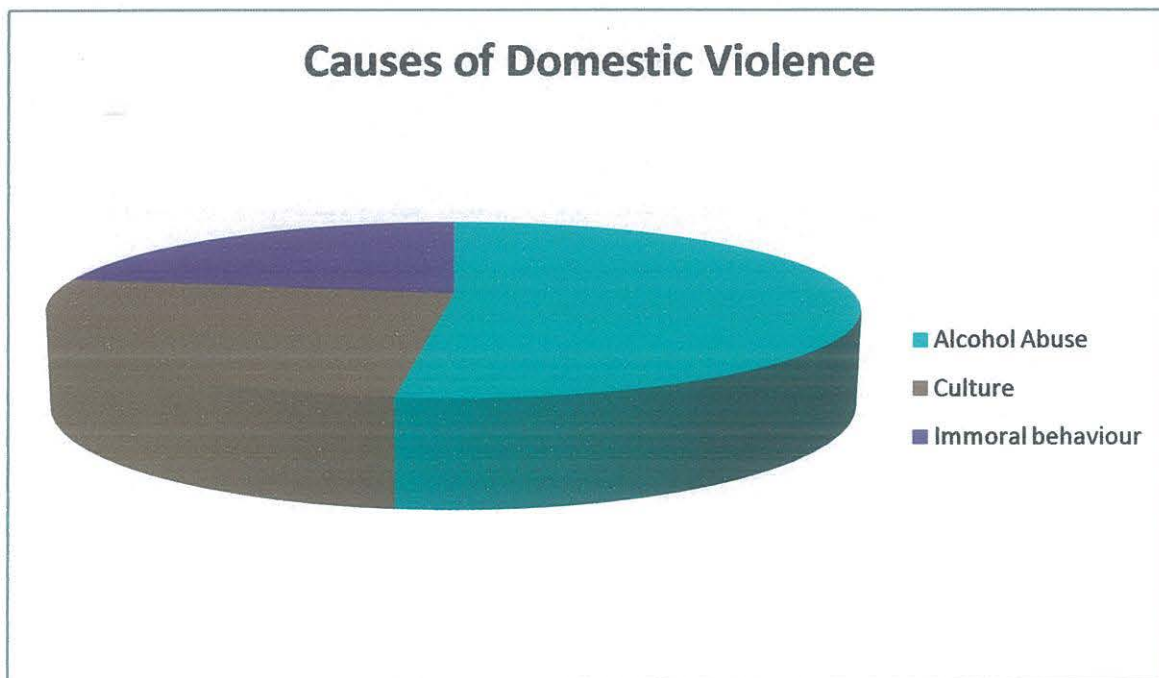
Overview

This chapter presents findings and describes how data collected was presented, analyzed and interpreted. The findings in chapter one consist of research questions and objectives given to the respondents were retained. For easy interpretations and analysis the findings were presented as research questions.

The chapter is divided into three broad sections; factors that account for domestic violence, the impact of domestic violence on students academic performance and strategies that can be used to curb with this problems. These have been presented in form of findings and tables for ease of understanding, both using invariant and variant methods of presentation.

Causes of Domestic Violence

Figure 4.1 : Showing Causes of Domestic Violence



Source: Field Work

The underlying causes for frequency of domestic violence and violent incidents among the persons they knew were alcoholism (51.9%) while culture was cited by 25.9% of the respondents. Another 22.2% of the respondents associated such frequent abuses to unsubstantiated immoral behavior (see figure 4.1 above).

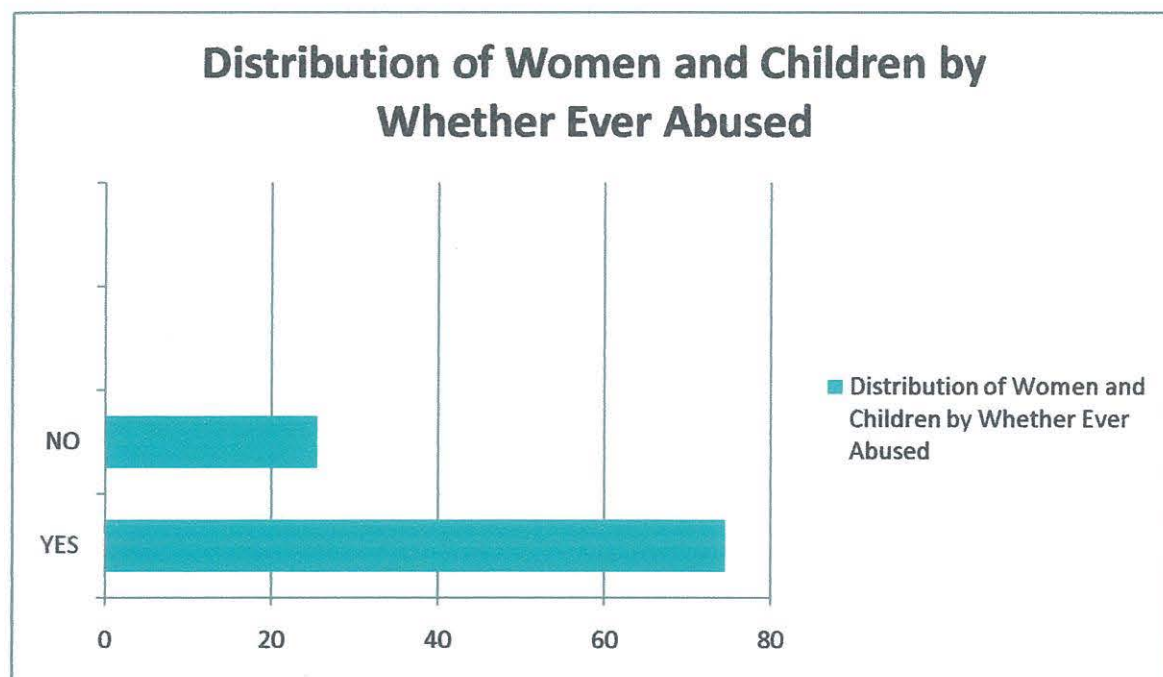
Further, survey data from field work shows that most respondents (68%) have been abused within the premises of their homesteads with 32% being abused elsewhere. The reasons cited for these occurrences within the homestead included adultery/infidelity, financial matters, insecurity and male chauvinism. Such abuses largely include verbal abuse and physical violence. Verbal abuse had a 73.5% score among the survey respondents and men account for 72% of such violence. Overall the specific nature of abuses within the homestead includes denial of financial support (45.7%), abusive language (37.2%) and adultery (17.1%). Infidelity, demand for financial support, alcoholism, and arriving home late were stated as significant reasons for the domestic violence within the homestead.

TABLE 4.1 : DISTRIBUTION OF RESPONDENTS BY WHETHER EVER ABUSED

EVER ABUSED?	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	38	74.5
NO	13	25.5
TOTAL	51	100

Source: Field Work

Figure 4.2



Source: Field Work

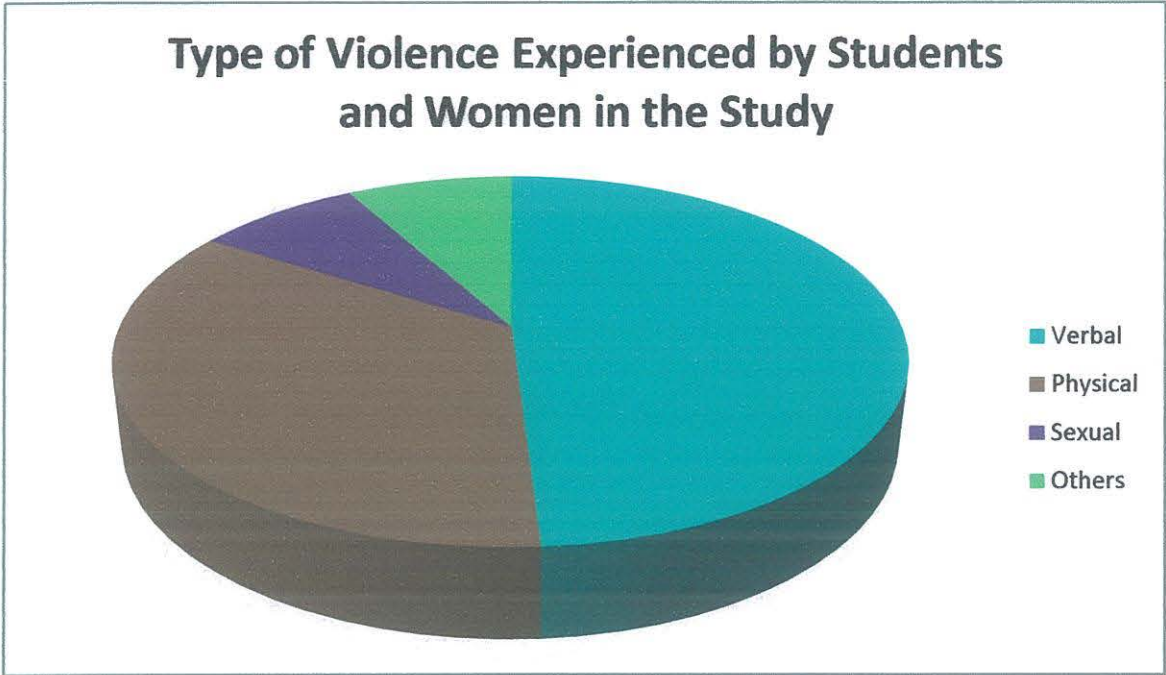
Generally, according to data elicited through Key Informant, Interviews and survey questionnaire, domestic violence in Kenya is on the rise since the year 2002. The explanation to this finding can be two-fold. First, people may have gained more awareness about their rights and are thus able to recognize gender abuse. Secondly, society may have changed for worse becoming more violent. Data also from table 4 attests that 74.5% of the women and children in Koibatek district indicated that they have ever been physically abused within the homestead. The rest 25.5% had not been abused (see Table 4.1). Further, qualitative data (mainly elicited through FGDs and case studies) indicate that this has been due to domestic scuffles, which are intimately tied to poverty within the family. It would also appear that, as people become more aware of their rights, particularly women due to the intensive gender awareness campaigns carried out by CSOs, there is much more reporting of domestic violence. There is also presently a lot more sharing of information regarding gender issues, which includes the issue of violations in many forums including mass media. However, according to the Director of the CSO Network based in Koibatek, not much of domestic violence is reported in Rift valley region as the communities still consider 'home matters'

as private.

Type of Violence

Having found that majority of women and children in Koibatek district had experienced domestic violence; the researcher thought it was wise to enquire about the type of violence the women and children in the study had experienced. It was observed that majority (49%) had experienced verbal violence. This is illustrated in Figure 4.3. From Figure 4.3 below, it is clear that the type of violence experienced by the women and children in Koibatek district is verbal violence. They reported that verbal violence was mainly manifested by their husbands frequently threatening by warning them or keeping women and children away from their neighbors, family members and friends and threatened to kill them or maim them. Physical violence among the women and children in the study was manifested through the women experiencing physical attack by being beaten by their husbands or close family relatives and in some cases being attacked by weapons. Few talked of being sexually assaulted. This was manifested in instances the women claimed their perpetrators had sexual intercourse with them without their consent or experienced sexual threats.

Figure 4.3



Source: Field Work

Reasons for Domestic Violence to Age by Gender

The following table presents the reasons for domestic violence by age by males and females separately. The assumption is that reasons for domestic violence account by gender for the different sex of the various groups.

Table 4.2 : Shows Reasons of Domestic Violence by Gender According to Age

Sex	Age group	Reason social violence	Cultural violence	Sexual violence	total
Female	10 yrs	42%	56%	2%	100%
	11-14	43%	10%	47%	100%
	15-17	52%	15%	33%	100%
	18-21	38%	35.6%	26.4%	100%
	22 yrs	22%	38%	40%	100%
Male	11-14	50%	25%	25%	100%
	15-17	45.0%	25%	30%	100%
	18-21	50%	25%	25%	100%
	22 yrs	40.3%	31.7%	28%	100%

Source: Field Work

According to the findings in table 4.2 it is apparent that boys who left at the age of 18-21 years and at the age of 11-14 years the main reason that led to poor performance was social abuse 50%. The same reason affected 40.3% of boys aged 22.

Overall no significant association existed between age and poor performance In case of girls a strong relationship were found to exist between the ages and education performance. Three results shows that most girls in ages of 15-17 (33%) 18-21 (26.4%) and 22 (40%) performed poorly due to molestation (sexual abuse).

It can be interpreted from findings that sexual abuse is seen to influence girl's

education at the age of 15 and above and the reasons for poor performance associated with age of girl child. The results shows that girls are harassed sexually especially the age 11-14 years (47%) thus can be interpreted that young girls are abused in early ages.

Table 4.3 : Showing Impact of Domestic Violence on Student Academic Performance

Major Consequences Of Domestic Violence	No. of Respondents	Percentage (%)
Emotional Depression (both)	12	15
Poor Academic Performance (students)	20	25
School Drop Out (students)	12	15
Injuries/Death (both)	23	28.75
Separation /Divorce (Women)	5	6.25
Sexual Abuse (both)	8	10
Total	80	100

Source: Field work

According to survey data, there are various consequences for survivors of relationship violence including those that have immediate and life-long implications, emotional depression (15%), Poor academic performance (25%), injuries and/or death (28.75%), separation/divorce (6.25%) and sexual abuse (10%).

The study reveals that those who are most effected by domestic violence are women and children, who make up 90.5% of those effected by such violence. As for children, data elicited from FGDs and key informant interviews attest to the fact that they are traumatized and lead a scarred life. According to data obtained from a hospital matron

in Koibatek District, children who are victims of domestic violence often experience serious physical injuries from sexual abuse, and consequently, are emotionally devastated. Some of the children who are victimized have to go through surgical repair of the genitalia or rectum, while others sustain broken hips and torn membranes around the genitalia. Others are known to contract HIV & AIDS or STIs. According to a key informant from Women organization the prevalence of HIV and AIDS is very high especially in the informal settlements where most incidences of incest, defilement and rape happen on a daily basis.

According to survey data (Table 4.4), several methods of addressing domestic violence were cited. These include perseverance (29.3%), separating (14.6%), and revenge (4.9%), seeking for counseling and reporting to authorities or other actors whom those violated perceive can offer help (43.9%).

Table 4.4 : Shows How Respondents Deal with Domestic Violence

How they Deal with Domestic Violence	No. of Respondents	Percentage (%)
Revenge	2	4.9
Perseveres	12	29.3
Separation	6	14.6
Report to Relatives/ Authorities/Others	18	43.9
Counseling	3	7.3
TOTAL	38	100

Further, the majority of respondents (71.7%) said that there exist community-based methods of handling domestic violence. The rest of the respondents (28.3%) indicated that there were no methods at their disposal to address the problem.

Survey data also show that majority of respondents (66.7%), report incidences of domestic violence to some entity. In the four regions selected for this study, those who are affected by domestic violence reported the incident either to the local administration or community elders and religious leaders at the first level depending on the severity of the violence or complication of the case. It is only after these first level community structures are unable to resolve the matter do the victims climb up the ladder to confront more unfamiliar, often complicated and expensive avenues of having their problems addressed. Most of the respondents (79.2%) appear to be aware of these avenues.

The respondents were indeed aware of the various organizations and initiatives addressing gender based domestic violence including the police, chiefs and their assistants and other like-minded actors including collaborating medical facilities in their vicinity. For example, respondents from Koibatek were aware of the work being done by the Koibatek Women's Hospital and the legal aid provided by FIDA.

The evidence exhibited in Table 4.5 further underlines the above-mentioned fact: When victims of domestic violence wish to report the violence they have experienced, they will first seek help from elders and local administrators.

Table 4.5 : Methods and Avenues the Communities use to Address Domestic Violence

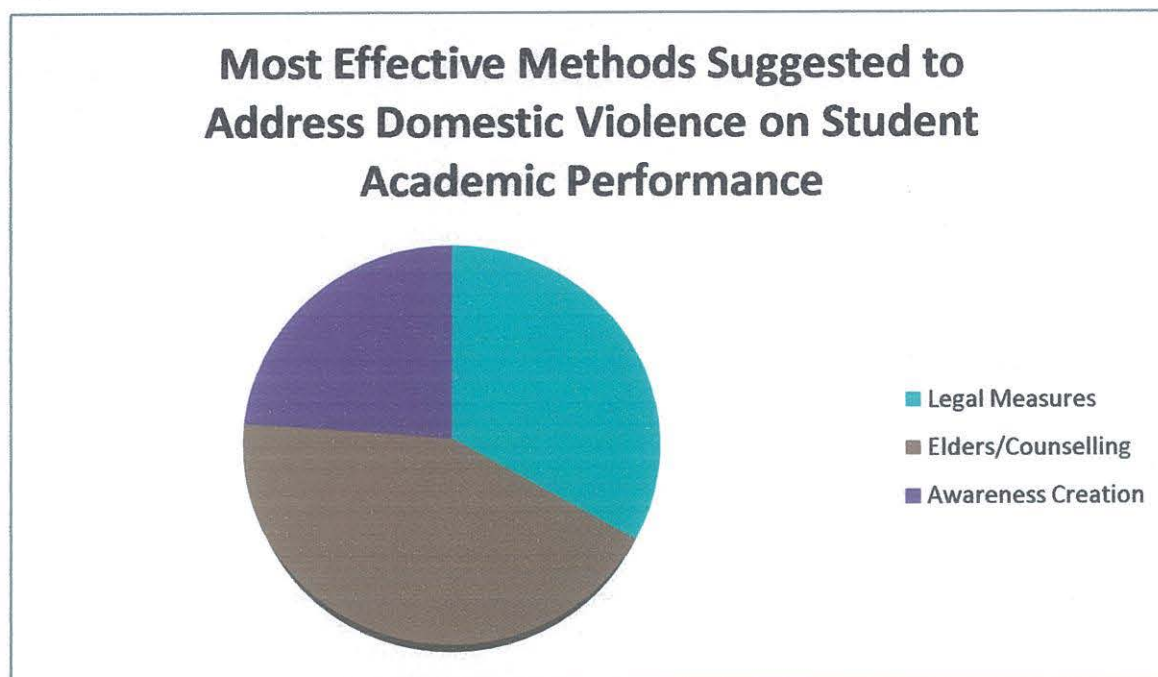
Methods and Avenues	No. of Respondents	Percentage (%)
Police	2	8.7
Elders	10	43.5
Local Administration	8	34.8
Paralegals	3	13
Total	23	100

Source: Field Work

Strategic Measures of Addressing the Impact of Domestic Violence on Student Academic Performance in Koibatek District

According to data elicited from surveyed respondents, taking legal measures is one of the most effective methods of addressing domestic violence as indicated by 33.3% of respondents. Another 42.9% of them said that traditional structures particularly elders can be an effective method to address the vice at the community level. Another 23.8% also felt that continuous awareness creation among the communities would be an effective solution to domestic violence on student academic performance in the long run (see figure 4.4).

Figure 4.4



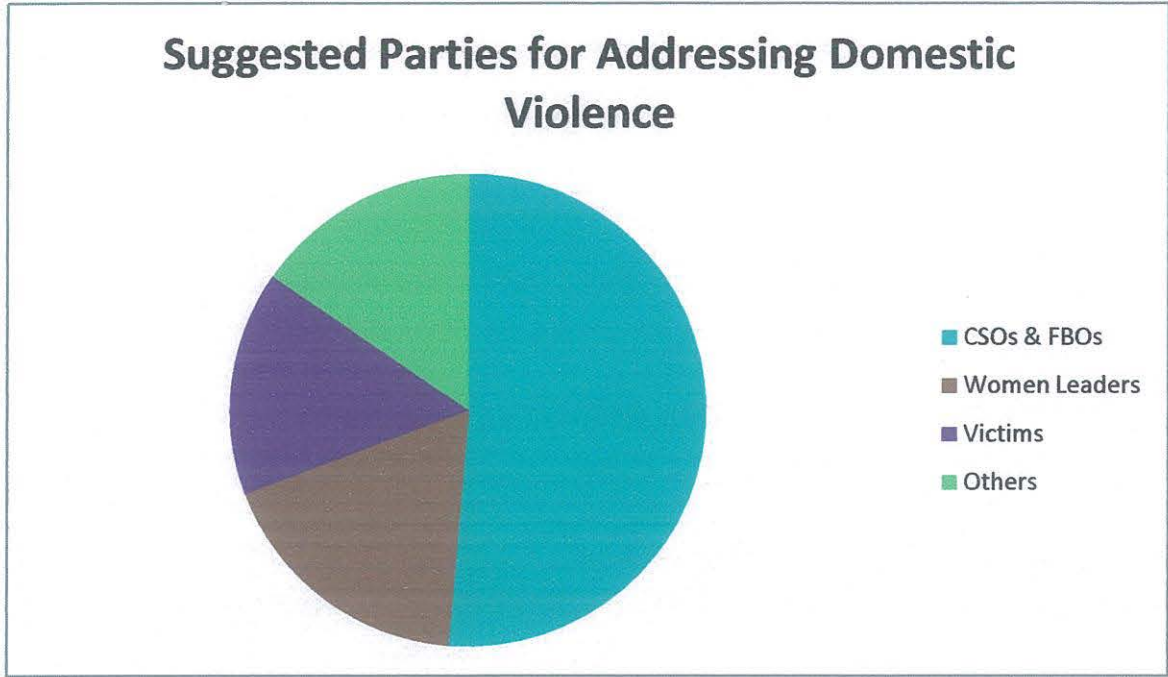
The point on how effective awareness creation could be a solution to domestic violence is demonstrated in the Table 4.6 below which shows that 55.3% cited education and sensitization as one of the best approaches to addressing domestic violence on student academic performance. However, increasing access to justice through committing more resources was an opinion expressed by 44.7% of the respondents.

Table 4.6 : Showing Best approaches to Address Domestic Violence

Best Approach To Address Domestic Violence	No. of Respondents	Percentage (%)
Education and Sensitization	21	55.3
Increasing Access to Justice through more Funding	17	44.7
Total	38	100

Further data indicate that communities still hold CSOs and FBOs as the main actors in addressing domestic violence as indicated by 51.3% of the respondents. Another 17.9% cited women leaders as a category of society that are and would play a big role in addressing the problem (Figure 4.5). Data generated through FGDs and KIIs largely collaborate the position that CSOs should be more deeply involved in addressing domestic violence, especially the FBOs, as they are the most influential and accessible in the communities. For example, in Koibatek, FGD participants said that there should be more organizations supporting paralegal work in order to educate communities intensively on their rights.

Figure 4.5 : Showing Suggested Parties for Addressing Domestic Violence



KIs and FGD participants in Koibatek district also suggested that CBOs should work closely with government agencies to address domestic violence. They should demonstrate mutual respect while working together in order to organize a strong movement that will deter potential perpetrators of domestic violence. Government processes for giving letters of administration to women after the demise of their spouses should be an area that such alliance would address together to ensure that justice was dispensed expeditiously. Most people in the studied community believe that once such a 'force' is in place, the cost for accessing justice will significantly be reduced. They further suggested that appropriate capacity be imparted on community-based structures and Provincial administration as the front-line actors in addressing the impact of domestic violence on student academic performance.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter therefore presents the discussions of major findings, conclusions and recommendations.

Discussion

Prevention is the best tool to eliminate domestic violence on student academic performance. Parents are encouraged to take steps necessary to prevent domestic violence occurrence. They can do so by providing training centers to sensitize people about effects of domestic violence. There are advance consequences arising from domestic violence on student academic performance, it has a direct impact on their economic status, productivity because it leaves them with long impact effect in life and individual integrity is not respected.

Domestic violence on student academic performance is growing phenomenon in schools in Koibatek district. Today, this epidemic needs to be rejected for schools to perform very well. In the end however the cost of domestic violence are so high because it has lead to low productivity in the economy and this has lead to many businesses not to operate efficiently because labor gap is so wide.

Findings also show that mutual interaction among the community members, sensitization of the masses could be the best alternative to alleviate with the problems and also reduction of dismissal of girls from school and guidance will try to compel them from forces of domestic violence.

Conclusion

In our society Koibatek it was clear from the onset that certain conditions are important in curbing the domestic violence and is in essence the key variants that need to be examined in order to determine the level of domestic violence on student's academic performance that has taken place. And in addition there were socio-economic, attitudinal and administrative challenges that negatively affected the involvement of affected students in schooling experiences, the administration of schools and environment and other related factors that undermine involvement should be improved if this problem is to be curbed.

Conclusively therefore, although no trolley can be expected to eliminate the problem we are convinced that awareness of the problem and of ways to deal will help to reduce its external dramatically. Students, staff members, parents, district officers, education officers must take initiative and get their policies to act against domestic violence if a program is not yet in place. Lastly people concerned with their appropriate professionals must assist victims if past and present domestic violence to overcome the negative effects of experience.

Recommendations

Basing on the findings from the study and views gathered from both key informants and other respondents, it would be of paramount importance for the following measures to be taken.

Government support: The government administrators and the entire community should ensure that the right of the children are met by supporting their needs and protecting them from abuse whereas by-laws exist, implementation has not been truly been realized therefore there should be follow-up to deter people from subjecting children to sexual abuse, physical abuse and rape. Since the current measures used by government have not had desired impact, there is a need to review interactions used, hailing from domestic violence to improve the existing structures. There is also a need to increase the number of staff in areas of guidance and psychological consulting to

help children from emotional stress.

The UN legal document in its millennium development goal has emphasized universal primary education. This provides Kenyan constitution a duty to ensure basic education is given to every child. Despite the fact that there is increased enrolment but scholastically materials are inadequate in schools, so the government needs to look for alternative means towards provisions of these amenities to various schools in the country.

Taking stiff measures: There is need for eliminating trafficking in girls and assisting victims of violence due to rape, physical abuse and sexual abuse. Addressing these factors in young children and allocating resources to institute comprehensive programs designed to heal and rehabilitating unto society victims of rape, taking measures to cooperate with non-governmental organizations to provide social, medical facilities and psychological care to the victims of domestic violence.

Awareness creation: The community masses need to be sensitized on the aspects of student academic performance. This will enable them to widen the scope and avoid disparities that may apprehend them with their education due to compartment of domestic violence.

Community participation: Also community participatory need to be put across where men and women are involved in discussions that are concerned with solving domestic violence, introducing themselves in income generating activities and this will reduce eruption of domestic violence.

Areas of Further Studies

Through this study, the researcher discussed loopholes in the field of study which needs to be improved in all situations of domestic violence and student academic performance what has evidence is that nothing is done in it to curb it in the society

Therefore this research finds the following areas ripe for research.

Ways in which Children can be Cared from Domestic Violence within Society

Girls Uneducated in the Context of Human Right Abuse

Community Invention Strategies to Curb Domestic Violence

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APPENDICES

Appendix 1: Questionnaires

The researcher is a bachelor degree student in Kampala International University carrying a research on the Impact of domestic Violence on Students Academic performance in Koibatek district as part of requirement of the award of Bachelor's degree in Education.

Dear respondents you are therefore requested to spare some few minutes of your precious time to fill in the questionnaire, and all the information given will be treated with the confidentiality it deserves. I appreciate and thank you very much.

QUESTIONNAIRE FOR KEY INFORMANTS

Age.....

Sex.....

Position.....

Number of years in service.....

1. Has your statue ever recorded any case of domestic violence when in school:

Agree ☐ Disagree ☐

2. How many cases do you receive monthly?

1 – 10 ☐ 11 – 20 ☐ more ☐

3. What are forms of domestic violence prevalent to your area?

(a). Rape and defilement

(b). Indecent assault

(c). Abuse or derogatory language

(d). Denial of entitlement and Benefits.

(e). Others specify.....

4. If you agree what are the likely factors that accelerate the cases of domestic violence in your area

.....

5. (a). Do you think domestic violence on students academic performance has got an enormous effect on the social economic livelihood of children and the family as a whole?

Agree

☐

Disagree

☐

Neutral

☐

(b). If you agree what are some of the social-economic effects and challenges of domestic violence on students academic performance?

.....

6. (a). What measures do you think can be adopted to combat the problem of domestic violence on students Academic performance?

.....

.....

(b). Are you aware of constitutional provision that protects children from acts of domestic violence on students academic performance?

.....

.....

APPENDIX II: INTERVIEW GUIDE

Part 1

- 1) Personal Information
 - (a). Sex.....
 - (b). Age group (in year).....
 - (c). Educational level.....
 - (d). Marital status.....
- 2) What do you understand by domestic violence on student's Academic performance?
- 3) Which of the above forms of domestic violence are common in your society?
.....
- 4) Which of the above forms are most common in your community?.....
.....
- 5) In the above forms of domestic violence you have stated what do you think causes it in your society or community?.....
.....

Part 2

- 6) Do you think that statues of women or any other statue participate in issues concerning domestic violence on student's academic performance in the society?
Agree ☐ Disagree ☐ Neutral ☐

If you agree, give examples.....

7) Do you think there is an impact of exposure to domestic violence on student academic performance?

Agree ☐ Disagree ☐ Neutral ☐

If you agree, what do you think can be done to prevent such exposure of domestic violence on student's academic performance?

.....
8) Do you think domestic violence does affect the student behavioral adaptation
In school?.....

Part 3

9) How is your community affected by domestic violence?

.....
10) How is domestic violence on student's academic performance does affect the
statue of women or other organization within the society?

.....
11) What has been done so far to address the problem of domestic violence on
student academic performance in your community or society?

.....
12) What do you think can be done to address the problem of domestic violence
on student's academic performance?.....

.....
13) Has government done anything to address the problem of domestic violence?

.....