

DOMESTIC VIOLENCE AND ITS INFLUENCE ON PUPIL'S ACADEMIC
PERFORMANCE IN NAMAYINGO DISTRICT, UGANDA:
A CASE STUDY OF PRIMARY SCHOOLS IN
BUYINJA SUB-COUNTY

BY

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A Research report submitted to the College of education, Open and distance learning in partial
fulfillment for the award of Bachelor of education degree (Primary) of
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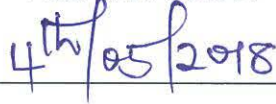
DECLARATION

This research report is my original work and has never been presented for the award of a degree or any other academic award in any University or Institution of learning.



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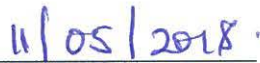
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APPROVAL

I hereby confirm that this research report was carried out by the candidate under my supervision
as a University Supervisor.



WAKHATA ROBERT



DATE

DEDICATION

To my wife Carolyne Buluma and my children; Japheth Bwire, Hope Ushindi, Levis Mukisa and Asaph Babu without forgetting my beloved Mother Mrs. Rosa Nabwire.

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I would like to greatly thank the almighty God for the gift of life.

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CHAPTER ONE

1.0 Introduction

This Chapter presents the background, problem statement, purpose specific objectives, research questions, hypotheses scope and the significance of the study.

1.1 Background

Pupil school participation as seen in attendance, academic performance and class participation is related to their psychological and physical state which in turn could be influenced by family relations including domestic violence. Domestic violence is almost always accompanied by psychological abuse and in many cases by forced sex as well.

Although the family is a place where people are expected to maintain intimacy and experience greater emotional support in their relationships, domestic violence presents itself as a paradox. It is ironical that this very supportive social unit is also the arena where intimate partner violence (IPV) is more often experienced.

Children from rural (slum) areas, who witness violence between their parents on top of other social challenges, are exposed to the aftermath of domestic violence such as anxiety, depression, poor academic performance, low self esteem, disobedience, nightmares and physical health deterioration all of which may negatively impinge on their academic performance and school participation.

The extent and magnitude of domestic violence cannot be precisely measured because there are many cases whereby victims fail to report thus making this vice an inter-personal and family secret. Violence between spouses or IPV usually has far reaching consequences on children. Besides the scenes of violence traumatic, the children may suffer short term as well as long term emotional imbalances, which not only affect their behavior and performance in schools, but also may adversely affect their social and interpersonal relationships. These children may then end up being abusers themselves in what can be seen as continuity hypothesis. Children who witness violence between their parents often develop many of the same behavioral and psychological problems as children who are themselves abused (Tony, 2002).

Most researches have examined the direct impact of violence on its victims; with little attention directed to the effect that physical and /or sexual victimization of women and girls may eventually have on their offspring.

There is evidence suggesting that women who are victimized suffer emotional and behavioral consequences that interfere with effective and nurturing parenting, which then can affect their children's development and behavior (Sedlak & Broad Hurst, 1996).

Prospective studies of children who have been abused have shown that during their adolescent and adult years they are more likely to experience symptoms of posttraumatic stress disorder (PTSD), be arrested for non-violent and violent crimes, develop substance abuse disorders, be diagnosed with antisocial personality disorder, and demonstrate lower levels of intellectual ability and academic achievement than children who have not been victimized, even after controlling for other family characteristics often associated with poor outcomes, such as poverty and parental substance and arrest (Widorn, 1999). Over 3 million children are at risk of exposure to parental violence each year. About two thirds of abused children are being parented by battered women. Of the abused children, they are three times more likely to have been abused by their fathers (Tony, 2002).

1.2 The Research Problem

While domestic violence has been recognized as one of the most entrenched and pervasive forms of violence in Uganda today, its influence on school going children have yet to receive the same degree of attention (Tony, 2002). This is despite the fact that every year in Uganda, thousands of children as well as women suffer physically, psychologically, and sexually as a result of acts of violence against them in their homes.

Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence. This may affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence (Wathen, 2003).

The short-term and long-term emotional and physical aftermath of domestic violence may affect pupils school attendance, academic performance, and behavioral patterns in school and class participation. It's unclear how the types and extent of domestic violence affect pupil's academic performance and school participation in Namayingo district, Buyinja sub-county schools

is very low. Thus, this study seeks to investigate this scenario in the said sub-county and its implication.

1.3 The Purpose of the Study

The purpose of this study is to explore domestic violence and establish its influence on academic performance and school participation of pupils in primary schools of Namayingo district, Buyinja sub-county with a view of improving pupil's performance in the district.

1.4 Objectives:

1.4.1 Major objective

The general objective of the study is to establish the effect of domestic violence and establish its influence on academic performance and school participation of pupils in primary schools of Namayingo district, Buyinja sub county.

1.4.2 Specific Objectives

Specifically, this study is intended to:

1. Establish the extent of various forms of domestic violence among households of different socio economic characteristics in Buyinja sub-county.
2. Investigate the influence of domestic violence on pupil's school attendance in primary schools in Buyinja sub-county.
3. Determine the influence of domestic violence on academic performance of pupils in primary schools in Buyinja sub-county.

1.5 Research questions

The research was guided by the following research questions:

1. What are the various forms of domestic violence among households of different socio economic characteristics in Buyinja sub-county?
2. Does domestic violence have influence on pupil's school attendance in primary schools in Buyinja sub-county?
3. Does domestic violence have influence on pupil's academic performance in primary schools in Buyinja sub-county?

1.6 Hypothesis

1. *Ho*: Domestic violence does not significantly influence pupils school attendance in primary schools in Buyinja sub-county
2. *Ho*: Domestic violence does not significantly influence pupil's academic performance in primary schools in Buyinja sub-county

1.7 Scope

The study focused on the forms of domestic violence in relation to spousal and child abuse regarding verbal, psychological/emotional, physical, and sexual and child labour. This study also looked at pupils' school participation indicators such as attendance/absenteeism, behavioral patterns, class participation and the number of children passing Primary Leaving Examinations.

The study limited itself to Government primary schools since it is where free education has been institutionalized and not in private schools where other factors such as ability to pay school fees may have influenced pupil's academic performance and school participation.

Pupil school participation was measured by the number of days the pupil was absent from school, behaviour patterns which include discipline and interaction with other pupils, the level of pupil class participation and the number of children of school going age but are out of school. Academic performance was measured by the getting the mean score in examinations of a pupil in the past one year. The study is limited to Buyinja sub-county area and in the five schools, which draw their pupil population from this Buyinja sub-county.

Geographically, the study will be conducted in Buyinja sub-county, 9km from Namayingo district headquarters, approximately 32km from Bugiri Municipality, Eastern Uganda. The study area has eight primary schools, three of which are private and the rest of the five are government-aided. The boundary of the study focused on aspects of domestic violence in Buyinja sub-county Namayingo district. The outcomes of these factors will be explored through pupils performance as exhibited in academic results, overall school performance in Primary Leaving Examinations. The respondents in the study will be pupils, teachers, head teachers and parents respectively. The main respondents were the pupils.

1.8 Research design.

Descriptive survey research design was used for this study. This survey research design collects data about variables of subjects as they are found in a social system or society. The central

feature of survey is the systematic collection of data in a standardized form from an identifiable population or sample.

1.9 Significance

By revealing the extent of domestic violence in Buyinja sub county Namayingo district and showing the influence it has on primary school pupil's school participation and academic performance.

The study may assist different education sector stake holders in addressing domestic violence as a social vice and to improve the academic performance and school participation of children coming from the slum areas. Education sector policy makers, school administrators and teachers may use the findings of this study to formulate strategies for implementing FPE that promote participation of children coming from families vulnerable to domestic violence.

The local administration and social workers as well as nongovernmental organizations (NGOs) may use these findings in identifying such families, abused children and in formulating strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms within slum areas. The study may also benefit the legal or legislative framework by providing information needed to incorporate protective laws against domestic violence and school participation, basic education rights and regulations.

The results may also contribute to the national debate on domestic violence and its control as well as insights into more research on the causes, impacts and relationships of domestic violence with other elements of economic and social well-being of society.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a summary of related literature in the area of research relevant to the study of domestic violence and its influence on pupil's academic performance and school participation. The chapter presents critical reviews of forms of domestic violence, causes and effects of domestic violence, prevalence of domestic violence, domestic violence as a cause of traumatic stress in school going children.

2.1 Domestic Violence: Meaning, Forms and Causes

The word domestic is derived from the Latin word "domus" meaning a home. Domestic (Domesticus in Latin) connotes what happens in and around a family dwelling place (Tony, 2002). Violence is the use of coercive forms of power: the use of force or the threat of its use to compel someone to do something that the person might not otherwise do. It is part of a continuum ranging from legitimate power (a person does something because it is right to do so) through utilitarian power (a person does something because of a reward for doing so) to coercive power.

According to Jones (1994) violence is any act that causes the victim to do something they do not want to do, prevent them from doing something they want to do or causes them to be afraid. Hence violence need not involve physical contact with the victim, but verbal threats and psychological abuse can be equally destructive. Violence is any destructive behavior, which is geared towards hurting another person.

Domestic abuse or violence is that abuse (physical/sexual/verbal and emotional) which occurs within the home. In some cases (and frequently in this study) it can be used to refer to spousal abuse, husband-wife abuse. Spousal violence is the deliberate aggressive behavior against the spouse with the intent of producing harm.

Domestic violence is the acts of psychological, physical, property and sexual abuse committed against a woman member of the family unit by a member of that unit.

Acts of violence committed by a man against the woman who is the mother of his offspring is also considered as domestic violence even if there is no matrimonial bond or stable de factor

union between them. It has been argued that spousal violence is most destructive because the intensity of intimacy makes spouses very vulnerable to each other (Brencht et al., 1980).

This jeopardizes their safety and wellbeing. Violence constitutes unjustified and illegal conduct, whoever the victim may be, but violence against women is especially reprehensible. This is because the legal and judicial treatment of such violence has often been given inappropriate media attention and justified by an attitude that is disrespectful and discriminatory towards women both as individuals and as subjects of law. Domestic violence is a form of gender violence, which relates more to issues of power than sexuality. It has been known for some time that rape or sexual assault is not related to sexuality; it is related to dominance and an apparent need to humiliate the person being attacked.

Similarly, battering as part of domestic violence is also at its heart; an effort to assert dominance or to re-assert a self-image based on dominance (Rhodes & Levison2003).

2.2.1 Forms of Domestic Violence

1. Psychological or emotional abuse - This is any act or omission intended to degrade or control the actions, behavior, beliefs and decisions of a female/male member of the family unit by means of intimidation, manipulation, direct or indirect threats, humiliation, insults, false accusations, or any other action which impairs her emotional health, her self determination or her personal development.

This also includes criticizing a partner constantly, ridiculing or undermining ones self-esteem. A partner may also use ones children as a form of psychological or emotional abuse. This is by making the other partner feel guilty about the children, using the children to give messages or using visitation (if divorced or separated) as a way to harass, denying children basic needs in order to get to a partner. Threats may involve threatening to harm the partner or their children, family or friends, to make reports to authorities that would jeopardize relationships to children, or reporting a partner to their employer so that she/he may lose the job.

2. Physical Violence this means any mistreatment committed by act or omission, which willfully puts at risks or impairs the partner's physical integrity. This may involve hitting, slapping and choking, burning, biting, kicking and shoving using a weapon. It is the use of physical force against another person in a way that ends up injuring the person, or puts the person at risk of being injured. Physical abuse ranges from physical restraint to murder.

3. Sexual violence. This means any act, which violates the sexual freedom of any member of the family unit through the use of force, intimidation, coercion, blackmail, deception or any other procedure, which prevents or limits free will. Sexual abuse involves forcing a partner to have sex or engage in specific acts, grabbing or molesting a partner, criticizing a partner's sexual performance or withholding sex. Sexual abuse may also include any unwanted sexual intimacy forced on one individual by another. It may include oral, anal or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity or any other unwanted sexual activity (Dutton, 1994).

4. Child abuse- This is anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospects of safe and healthy development in adulthood (Wambui, 2000). Children are less able to speak for themselves and assert their rights than are adults. Too often they receive substandard services because they lack the means to promote their own welfare. Moreover, children are inexperienced and trusting, so they are easily abused and exploited by adults, Vardin et al. (1979) as quoted by Donna et al. (1982). Child abuse may take the following forms: physical abuse, verbal or emotional abuse, child neglect, sexual abuse FGM and early marriage. Fundamentally, all these forms of child abuse come down to the misuse of adult power over children. The more disempowered adults feel, the more they are likely to abuse those weaker than themselves.

2.3 Causes and Effects of Domestic Violence

The causes of domestic violence are many and varied. A strong predictor of domestic violence in adulthood is domestic violence in the household in which the person was reared. Many authors have also affirmed this. According to the social learning theory of aggression (Brecht et al., 1980) violence can be modeled in intimate relationships from one generation to the next.

The parent's model ways of solving problems through violence for the children and the children simply learn to use violence when they grow up. A child's exposure to their father's abuse of their mother is the strongest risk factor for transmitting domestic violence from one generation to the next. This cycle of domestic violence is difficult to break because parents have presented violence as a norm.

However, many other batterers come from homes where the father did not beat the mother, and violence was not the way problems were solved. Also, many boys who watch their moms being

beaten do not batter their own wives when they grow up nor can we say that all men who beat their wives must have learned this behavior from their fathers (Taylor, 1992).

Another cause of domestic violence is anger which leads to aggression. A person becomes angry when the spouse does or says something unpleasant towards him/her. He/she feels aggressive towards the source of attack and responds with retaliation. This usually produces an escalation of aggression and violence breeds more violence.

Another cause of anger is frustration. According to psychologists, frustration often produces aggression in that the frustrated person responds by lashing physically or verbally at another person or object (Collins, 1988). Whatever the source of frustration, whether family, finance or social matters, there is bound to be aggression, and mostly directed towards the spouse.

Stress is another common cause of spousal violence. Stress is caused by many factors such as financial and economic problems.

In many instances, couples are unable to meet all their financial needs, especially with the rising cost of living and at times they are not able to sit and plan together for the available resources.

Fights and quarrels arise from real or imagined misappropriation of the finances by one party.

Stress may also arise from financial reversals especially during economic recession and depression. They usually have a negative impact on the socio-economic status of the family who can no longer maintain their place in the social class. This strain generates stress and eventually violence. It is suggested that the poorer one gets, the greater the stress in coping with the environment and such disappointments often precipitate violence (Tolman, 2001).

Frustrations which lead to stress may also arise from disappointments in the work place. People who work under an intimidating boss, or are unable to achieve their goals may turn to their spouses to release their tensions. This happens when a person cannot retaliate, either because the offender is too powerful or unavailable or both and so the aggression is expressed against a substitute, usually the spouse in what is known as displaced aggression. Job related problems also bring about fights between spouses.

Societal roles are changing in that the wife has ceased to be the stereotype housekeeper and goes into salaried employment. Some husbands are uncomfortable with this arrangement and may try to discourage the wife from working, either because they feel financially unable to support the wife or simply to maintain their image as the provider in the home. In other cases the working woman may elicit jealous in the husband who suspects that her male colleagues may befriend

her. If the wife insists on continuing with work, a stressful relationship may develop, leading to fights. Men sometimes fear and feel insecure when their wives become economically independent (Tjaden & Thoennes 2000). Sex prescribed roles prescribed by many cultures perceives the wife as a domestic slave in disguise (Federico, 1983). Besides many cultures and especially those in Africa support and tolerate wife beating. After paying dowry the wife is seen as the property of the man and can be occasionally disciplined by beating, sometimes to assert the man's position of superiority in the home, and at times beating is taken as a demonstration of love.

Male chauvinism expressed through wife beating makes the wife know who in charge is. Justifications for this violence also evolve from gender norms or expectations about the proper roles and responsibilities of women and men.

Typically men are given a relatively free reign as long as they provide financially for the family. Women on the other hand are expected to attend to the house, take care of the children and show obedience and respect to their husbands. If a man however, perceives that his wife has somehow failed in her role, has stepped beyond her boundaries or challenged his rights, then he may react violently supposedly to teach her a lesson (Yoshihama & Horrocks, 2003).

Worldwide studies identify a consistent list of events that are said to trigger violence. These include; not obeying her husband, talking back, not having food ready on time, failing to care adequately for the children or home, questioning him about money or girlfriends, going places without permission, refusing him sex, or expressing suspicions of infidelity. Kornblum (1991) asserts that the age of marriage is another cause of domestic violence.

People who marry early may not have developed adequate sex-role performance and so their marriages have a high chance of instability punctuated by physical violence. Barrenness results in blaming each other and often it is the wife who gets the blunt end of the deal. Fights especially in our African culture also arise from the sex of the children, often with a bias towards preference of male children, with couples blaming each other for the sex of their children. Parenting and control of children also causes misunderstanding and fights between spouses.

About 20% of men who beat their wives are generally aggressive people who are violent towards others too (Taylor, 1992). But many normal or ordinary men beat their wives as well. These men are not crazy, psychopathic or mentally ill. They are not inclined to get into fights outside the home. Many of them do not even beat their children. Often a woman gets beaten when her

husband or boyfriend has had too much to drink. But we cannot say that the alcohol causes the beating, because it has been shown that stopping the drinking will not stop the beating. Many battered women believe that the abuse will stop if the drinking stops (Rhodes & Levison 2003; Wathen & Macmillan, 2003).

However, drinking men may batter whether drunk or sober, and many men who do not drink also batter. Alcohol can be an important part of a battering relationship. The causes for drinking and for beating in one individual may be the same. Drinking often leads to arguments, which may then end violently. Often the alcohol is used as an excuse for the battering by the man.

Battered woman may find it easier to blame the violence on the batterer's drunkenness. The same discussion applies to the use of drugs that can also lead abusers to be more aggressive (Taylor, 1992). Domestic violence has far-reaching effects to the victims, which are physical, psychological, social and economic in nature. Physical injuries ranging from cuts, bruises, black eyes, broken bones, internal injuries and brain damage from any blow to the head can cause minor brain damage such as loss of memory, difficulties in concentrating, mood changes or can cause loss of sight or hearing.

In the worst cases, death may result or the victim may commit suicide. Domestic violence in some cases results in miscarriages when a woman is battered during pregnancy (Rhodes & Levison, 2003).

Tied to physical injuries is the victim's inability to perform their duties especially at the place of work as well as in the performance of their social roles. In the social and economic arena, the battered woman's work performance suffers as she may be absent a lot and may lose her job. She becomes isolated, as the husband controls whom she sees and where she goes. Some women fear losing their place in the society especially because there is a social stigma attached to divorce. Some battered women have also entered a state of learned helplessness and have accepted beating as a way of life, especially because the husband has paid dowry for her and thus owns her. Some women also argue that a violent husband is better than no husband at all. They also fear reporting to the police for fear of being ridiculed or turned away by the men they report to, who believe that domestic matters should be sorted out and reconciled at home. Besides, some policemen are reluctant to prosecute (Straus & Gelles, 1990).

Women may also fail to report domestic violence against them because they are financially dependent on the men. They fear that if the man is jailed they suffer not only financially but also

loneliness. They do not want to be responsible for breaking the marriage and in a way feel that by staying they could help the man change (Storm, 1986). Psychologically, the love for the husband changes into fear for him, and of what might happen. She may also lose confidence in herself emanating from the husband always telling her that it is her fault he hits her. There are also feelings of helplessness because her husband controls her through his violence. She is also due to suffer inabilities to make decisions on her own in fear that the husband does not approve and punishes her. Because of these effects, a battered wife finds it hard to help herself. For example, she may lay charges and then drop them or leave her husband and then go back to him. This makes people who try to help her feel frustrated and less willing to help again. Many of them are ignorant of the existence of better ways, or of institutions that can offer help. But more often than not women feel isolated and guilty of being in such an abusive relationship and this makes it very difficult to talk about it (Wearing, 1992).

There is also the fear that if the woman deserts the home, the husband may beat her more or kill her or even kill himself. Others simply do not have a place to run to while the majority feel obliged to stay and look after the children and the husband, driven by a maternal instinct not to abandon them to external ruin (Larson, 1986). Violence in a marital relationship also erodes the victims mental health especially in cases where the victim is affected psychologically. The victim may experience post-traumatic stress disorders.

This involves acute anxiety when victims feel overwhelming helplessness or threat to death or injury. They mentally re-live the traumatic event through flashbacks or flooding and try to avoid anything that would remind them of the trauma. They experience difficulties in sleeping and concentrating, and are easily alarmed or startled. When the burden of violence is very great, they even contemplate suicide. The victim may also seek a temporary separation from the abusive spouse. In this case they may seek refuge with relatives or friends. This touches on the children whether they are left behind or flee with the mother because they have to adjust to her temporary absence or a new environment (Easteal, 1994).

Divorce is an option considered when the violence lingers on for a long time, or is very severe. The victims make up their minds to live without their spouses. Schaefer and Lamm (1993) argue that divorce involves a lot of physical and emotional difficulties, and stress for both parties. It is extremely difficult to balance social benefits and costs when an abusive relationship has to be

terminated. The spouses have to undergo six stages of divorce, i.e.; emotional divorce as problems come up and they separate.

They then face legal divorce as they raise legal grounds for dissolution of the marriage. Following is economic divorce that deals with division of money and property and co-parenting divorce where they settle custody and visitation rights for the children.

There is also community divorce, which involves changes in friendships and institutional ties. Finally, there is the psychic divorce as each person tries to regain autonomy and self-esteem.

To master these stages is difficult, stressful and sometimes traumatic for the two and the stakeholders. Kornblum (1991) asserts that divorced people feel angry, humiliated and rejected.

A wife who was dependent on the husband may suffer financially as well as experiencing social and psychological problems as she adjusts. According to Giddens (1992) the emotional bond they shared may persist after separation and this separation stress builds up into anxiety, panic and depression. They may also experience problems of single parenting. In some cases, the victim of domestic violence may seek legal assistance and press charges against the abuser. When this happens, long and costly legal tussles follow, which are very difficult to go along with as they involve washing dirty linen in public.

In many cases, victims of domestic violence especially women, simply opt to live with the violence. One reason for this is a combination of emotional intensity and personal intimacy characteristic of family ties. This normally breeds a strong mixture of love and hate. The strong bond between them typically encourages the victim to feel responsible for the abusers violence and this dims chances of escape. According to Jones (1994) the question of leaving an abusive relationship transforms an immense social problem into a personal transaction, and at the same time pins responsibility squarely on the victim.

2.3.1 Possible Signs and Symptoms of Domestic Violence in Children and Adolescents

According to Graham (1994) more than half of school-age children in domestic violence shelters show clinical levels of anxiety or posttraumatic stress disorder. Without treatment, these children are at significant risk for delinquency, substance abuse, school dropouts and difficulties in their own relationships. Children may exhibit a wide range of reactions to exposure to violence in their homes. Younger children e.g. in pre-school and kindergarten often times do not understand

the meaning of the abuse they observe and tend to believe that they must have done something wrong.

Self-blame can precipitate feelings of guilt, worry and anxiety. It is important to consider that children, especially younger children, typically do not have the ability to adequately express their feelings verbally. Consequently, the manifestations of these emotions are often behavioral. Children may become withdrawn, non-verbal and exhibit regressed behavior such as clinging and whining, eating and sleeping difficulty, concentration problems, generalized anxiety, and physical complaints like headaches are all common (Yoshihama et al., 2004).

Unlike younger children, the pre-adolescent child typically has greater ability to externalize negative emotions, which is to verbalize.

In addition to symptoms commonly seen with childhood anxiety like sleep disturbances, eating problems, nightmares, and victims within this age group may show a loss of interest in social activities, low self-concept, withdrawal or avoidance of peer relations, rebelliousness and oppositional defiant behavior in the school setting.

It is also common to observe temper tantrums, irritability, frequent fighting at school or between siblings, lashing out at objects, treating pets cruelly or abusively, threatening of peers or siblings with violence like, give me a pen or I will smack you and attempts to get attention through hitting, kicking or choking peers and/or family members. Incidentally, girls are more likely to exhibit withdrawal and unfortunately, run the risk of being missed as a child in need of support (Raphaella, 2005).

Adolescents are at risk of academic failure, school dropout, delinquency and substance abuse. Some investigators have suggested that a history of family violence or abuse is the most significant difference between delinquent and non-delinquent youth.

An estimated one-fifth to a third of all teenagers who are involved in dating relationships are regularly abusing or being abused by their partners verbally, mentally, emotionally, sexually and/or physically. Between 30% and 50% of dating relationships can exhibit the same cycle of escalating violence as marital relationships (SASS, 1996).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the overall approaches employed in this study. These include a description of the research design, population, sample and sampling procedures or techniques, instrumentations, data collection procedures and data analysis. The specific research techniques and procedural choices have been justified appropriately.

3.1 Research Design

The study adopted a cross-sectional survey. This design was used to collect data needed to guide this study as it explores the status of a phenomenon at one point in time and helped in getting information from the sampled population which represented all relevant subgroups in the population in Buyinja Sub-county. As a survey type of design it facilitated the description of population characteristics and exploration of relationships, differences and comparisons between different categories of the population.

In this study the exploration was done on the basis of cases of and types of domestic violence as they related to academic performance and school participation of children in Buyinja Sub-County.

Surveys are also important for studying populations under natural conditions (Borg & Gall, 2003; Trochim, 2004).

3.2 Study Area

The research study was carried out in primary schools in Buyinja sub-county, Namayingo district. It is approximately thirty two (32) kilometers from Bugiri Municipality. The researcher chose Buyinja sub-county because he is familiar with the area and is interested in the educational development in the area. It is also cost effective in terms of accessibility and time saving during data collection.

3.3 Target Population

The study was conducted in all the eight primary schools in Buyinja sub-county namely: Butajja primary school, Syanyonja primary school, Lwangosia primary school, Jamii primary school and

Buboko primary school (Government aided primary schools); Victory Nursery and primary school, Nsono Charity Nursery and primary school, Sango Standard Nursery and primary school (Private primary schools)

The study population will be composed of eight head teachers, 156 teachers, 567 parents and 1429 pupils of primary six and seven. The total population will be 2,160 (head teachers records) physical visit to the head teacher's offices.

3.4 Sample Size and Sampling Procedure

A total of 8 primary schools was sampled using simple random sampling technique. This was assumed to be representative of the 10 schools in Buyinja sub-county and will be taken to be in congruence with the suggested sample sizes based on population, level of confidence and other population parameters like the mean and standard deviation considered in the reference table by Kathuri and Pals (1993).

Simple random sampling technique was suitable for large and heterogeneous population because it gives every member of the population an equal and independent chance of being selected (Borg & Gall, 2003; Kathuri & Pals 1993; McMillan, 1992; Tuckman, 1994). This sample size shall yield a relatively large sample of pupils -154 which will be used during data collection.

3.5 Data Collection Methods

The researcher prepared two sets of questionnaires that were used to collect information from the respondents. Set one consisted of three parts. Part I will be administered to elicit biographical data of the family heads, while Part II profiled indicators of extent and forms of domestic violence within the households that affected the spouse and the child (ren). Part III will be administered to the household heads to give the names of their child (ren) and the schools they attended in order to use that information to track those pupils in phase two of data collection.

Set two of the questionnaire will be administered to track down on the levels of academic performance and school participation to the class-teachers on the pupils identified in households experiencing domestic violence and attending the local primary schools.

3.5.1 Instruments

The researcher used four types of instruments. These included: questionnaires, interviews, non-participation observation and nominal group discussion.

3.5.2 Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven). The respective self administered questionnaires started with a main title, followed by introductory letter with different sections. Section one will consist of the background, Section two, independent variables in the study while Section three, items about the dependent variables. Self-administered questionnaires will be preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004).

The questionnaires are constructed to obtain information on level of education of parents, level of family income and parent's marital status, which formed the independent variables and pupil's performance in Mathematics (the dependent variable). Data will be analyzed after being coded using a five-point Likert response scale.

3.5.3 The interview Schedule

At least eight head teachers, 40 teachers and 80 parents were interviewed to provide information on the impact of home-based factors on the effect of domestic violence in primary schools in Buyinja sub-county, Namayingo district.

Interviews were preferred because they allow pursuance of in depth information around the topic and are useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amin 2005).

3.5.4 Observation Checklist

The researcher carried out observation of lessons in each primary school and assesses pupil's performance in daily class work. Relevant school records like, Primary Leaving Examination results; end of term results and end of year results will be consulted and thoroughly observed to obtain information on pupil's performance.

3.5.5 Procedure

The researcher obtained a letter of introduction from the Director, which will facilitate the issuance of permission of research from the district Education officer. The permission was used together with the introduction letter to request authority to carry out the study in Buyinja sub-county primary schools, Namayingo district.

After randomly selecting the schools, the researcher visited the schools in the company of appropriate guides to administer the questionnaires. After establishing a record of children attending in Government schools, the researcher developed a profile that was completed by the class-teachers and pupils. The researcher will induct the class-teachers on the completion of the questionnaires after the head teachers have granted permission.

3.5.6 Data Analysis

The data collected from the study was organized and analyzed according to the variables and objectives of the study. Data from questionnaires was coded and entered into the computer. The Microsoft Excel for Windows was used. Descriptive statistics (means, standard deviation, frequencies and coefficient of variation) as well as illustrations (tables and charts) were used to summarize the data. To test the hypothesis, analysis of variance, t-test and chi-square was used at 5% level of significance during data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of the study which aimed at determining the types and extent of domestic violence among households in Kiandutu slum in Thika municipality and establishing the influence it has on pupils' academic performance and school participation. The chapter presents a description of the respondents and households, the nature and extent of domestic violence, pupils' academic performance and school participation as findings based on objectives and hypotheses of the study. Discussions have also been presented to explain the findings in the context of existing knowledge about domestic violence, pupil's academic performance and school participation.

4.2 Description of Respondents and Households

In order to investigate the types and extent of domestic violence and its effects on pupils' academic performance and school participation, a sample of 80 households was selected with a total of 154 children attending the local primary schools. The following sub-sections provide brief descriptions of the respondents and households from which the children came from according to key characteristics namely: age, gender, level of education, marital status, and employment.

4.2.1 Age

The data presented in this study were collected from 80 households. From these households a total of 154 children were randomly selected for a follow-up study of their academic performance and school participation. The age distribution of their parents or guardians was investigated as a moderator variable. Table 3 shows the distribution of respondents according to their age brackets. Majority of the respondents were in their middle age (between 25 and 40 years) representing 73.8%.

Table 3: Frequency distribution of sampled household heads by age group

Age	Frequency	Percent	Cumulative percent
Below 25 years	9	11.3	11.3
25 – 30 years	29	36.3	47.5
31 – 40 years	30	37.5	87.0
41 – 50 years	11	13.8	98.8
Above 50 years	1	1.3	100
Total	80	100	

Among this youthful age group, the household heads typically reported an average of a two child family. Domestic violence is more often reported among young married couples (Tony, 2003).

4.2.2 Gender

82.5% of respondents were female and the rest were males as shown in Table 4. This can be explained from the responsiveness of women to the sensitive questions. Most men viewed as the perpetrators of most of the violence reported in the study opted not to respond to the questions or were not available during the household survey.

Table 4: Frequency distribution of sampled household heads by gender

	Frequency	Percent	Cumulative percent
Male	14	17.5	17.5
Female	66	82.5	100
Total	80	100	

4.2.3 Education Level

The study used the highest level of formal education attained by the household heads to classify them. Table 5 shows the findings.

Table 5: Frequency distribution of sampled household heads by education level

	Frequency	Percent	Cumulative Percent
Below STD 8	42	52.5	52.5
STD 8	29	36.3	88.8
Form 4	9	11.3	100.0
Total	80	100.0	

52.5% of household heads in this study reported less than 8 years of formal schooling- an amount regarded by UNESCO as insufficient to ensure life-long literacy. 36% of the respondents in this sample reported a completed primary education. Only 11% however reported having attained Form 4 education that is a dismal percentage recorded. Domestic violence has been linked to the level of education of couples (Tony 2003). Different forms of domestic violence are also reported among households with different levels of formal education. Women who are illiterate are more susceptible to different forms of abuse especially under the conditions of poverty that prevail in slums. Low level of education among households' heads especially among women limits their access to training skills, and thus lacking economic empowerment. This further translates into economic dependency on their spouses.

4.2.4 Marital Status

77.5% of the respondents were married as shown in Table 6. The divorce prevalence among the households was 15%. Domestic violence was reported even in households reporting divorce or any other form of lack of spouse. This was perhaps from conjugal partners.

Table 6: Frequency distribution of household heads sampled by marital status

	Frequency	Percent	Cumulative percent
Married	62	77.5	77.5
Divorced	12	15.0	92.5
Widowed	3	3.8	96.3
Others	3	3.8	100.0
Total	80	100.0	

As the table indicates, marriage seems to be virtually a universal experience among the sampled household heads. 22.6% of the households consisted of widowed, divorced and those respondents in the others category of marital status. Those in the others category reported having remarried after a divorce or death of a partner.

4.2.5 Duration of marriage

The study also investigated the duration of marriage and Table 7 shows the findings with a majority of the respondents reporting having been married for 5 – 10 years. This variable was considered in order to establish the extent of domestic violence at levels that have long-term influence on pupil's academic performance and school participation.

Table 7: Frequency distribution of sampled household heads by duration of marriage

	Frequency	Percent	Cumulative Percent
0 – 5 years	2	2.5	2.5
5 – 10 years	34	42.5	45.0
10 – 15 years	22	27.5	72.5
15 – 20 years	12	15.0	87.5
Above 20 years	10	12.5	100.0
Total	80	100.0	

4.2.6 Employment

81.5% of the respondents interviewed had no formal wage employment, as the main forms of employment recorded were either casual labour or small-scale businesses within the slum.

Table 8 shows the distribution of household heads according to their employment.

Table 8: Frequency distribution of sampled household heads by employment

	Frequency	Percent	Cumulative percent
Casual	35	43.8	43.8
Business	30	37.5	81.3
Others	15	18.8	100.0
Total	80	100.0	

81.3% of the household heads sampled reported being in an occupation other than that of “housewife” which was in the others category.

4.2.7 Description of Pupils

The pupils tracked from the sampled 80 households were investigated for their academic performance and school participation. A total of 154 pupils were tracked in the study. This is because there were households with two or more children attending the schools near the slum. The study found a gender gap in school attendance. Out of the 154 pupils sampled only, 39.6% were girls. This gender gap has also been confirmed by UNESCO (2005) that although the FPE policy brought in many girls to school, there is a persistent and slight gender gap of approximately 2%. Many factors conspire to keep children out of school. These factors can be economic, social, cultural and political in nature. In the worst situations, they all act together, erecting a wall that not only deprives children of the right to education, but a whole society of a secure future. The gender gap can be accounted for by the high prevalence of teenage pregnancy, early marriages, child labour, lack of motivation, and/or socio-cultural attitudes that undervalue girls’ education. The lack of priority given to education in some communities also aggravates the situation of low enrolment and retention. Some harmful cultural practices like FGM and rampant poverty which manifest itself when children dropout of school due to hunger as parents cannot afford to sustain them by offering a proper diet, also explains the gender gaps in school participation. Sometimes school authorities prefer not to allow pregnant girls into school in spite of the policy of allowing teen mothers to go back to school. There are also girls who are unable to cope with the normal attendance due to teasing from school colleagues, especially boys. Some questions have been asked as to whether sexual victimization itself contributes to the risk of girls becoming pregnant or whether both are caused by some third factor, such as an unhealthy and disorganized home life. Studies have shown that many of the factors that predispose a young girl to sexual abuse, such as absent or dysfunctional parents are also risk factors for adolescent pregnancy. FGM commonly known as circumcision is a rite of passage from childhood to womanhood which involves various forms of genital cutting. It has severe health complications including bleeding to death during or after the cutting, child bearing complications due to scar tissue resulting from the cutting, infection from poor hygienic conditions, and HIV/AIDS infection through shared cutting instruments. On the other hand, girls are withdrawn from school

in preparation for the rite. During the period of healing the girls cannot attend school. In many cultures, girls are married as soon as they undergo the 'cut'. In such situations, the rite interferes with and sometimes brings to a complete end of the girls' education. Girls who are orphaned may be forced into marriage on the pretext that they have no other options for support. Recent research in Kenya has revealed that girls from AIDS-afflicted households are twice as likely as boys to be 'removed' from school to assist with home duties. The girl-child thus becomes the household cook as well as the carrier of wood and water. Poor attendance leads to poor performance, which in turn increases the likelihood of dropping out of school. The girl-child's educational performance and attendance is in addition adversely affected by the common acceptance of her role as a mother- helper and therefore the desperate need to drop out of school to sell her labour as a house help for instance to earn a living. According to the EFA Global Monitoring Report 2003/04, parents are the main employers of their own children. Sometimes this work is paid, but mostly it is unpaid and takes place within the household or on the family farm. In Africa, population growth, a weak economy, famine and armed conflict have contributed at keeping child labour high-and school attendance low. Almost all children who have dropped out of school come from poor families. These families cannot afford to pay for their children's education and are often obliged to choose which child goes to school and which one stays at home or goes to work. Children from poor families are also more likely to drop out of school because of illness, poor nutrition and domestic demands, such as caring for siblings or parents. According to UNESCO, Kenya faces both cultural and economic obstacles in the effort to achieve EFA by 2015. The United Nation EFA Global Monitoring Report of 2006 puts Kenya in the category of 44 countries worldwide with low chances of achieving universal primary education by 2015. By and large in order to achieve this, there is a need to have a policy that speaks out to all sectors of the society on their role towards this noble goal. The mean age of the pupils was 11.25 (Standard Deviation = 2.61) ranging from 6 to 15 years. Out of all the 154 children in the sampled households, 13.4% (30) are of school-going age but are not attending school.

4.3 The Nature and Extent of Domestic Violence

The study sought to find out the type and extent of domestic violence in households living in Buyinja sub-county, Namayingo district. The types of domestic violence investigated included

IPV and child abuse. The elements of IPV explored were: verbal abuse, physical violence, severe physical violence, emotional/psychological abuse and sexual abuse. This study showed sexual coercion existing along a continuum from forcible marital rape to nonphysical forms of pressure that compelled spouses to engage in non-consensual sex.

Respondents frequently mentioned being physically forced to have sex. Others reported giving into sex out of fear of the consequences of refusal, such as physical abuse, loss of economic support, accusations of infidelity and others were harangued into it by a drunken husband. Many respondents (61.25%) reported having used sexual abuse as a way of handling disagreements. 85% of household heads reported their partners having used sexual abuse in handling disagreements. Although both spouses can be victims of sexual abuse, most respondents were women who reported a prevalence of this form of domestic violence.

Women reported being more profoundly affected by sexual abuse as a way of handling disagreements than did men. It should be noted that sexual abuse as defined in this study includes a verbal-perhaps less violent-but no less damaging component that of "the sexual insult". This aside, much of non-consensual sex remains alarmingly prevalent within consensual unions.

From the study 78.75% of household heads reported having used one or more forms of verbal abuse in their marriage as a way of handling disagreements. Likewise 90% of household heads reported their partners being verbally abusive while handling disagreements.

The use of one or more forms of physical abuse as a way of handling disagreements was reported in 47.50% of households. A corresponding 82.50% of respondents sampled reported their partners using physical abuse in handling disagreements. As far as severe physical abuse was concerned, 33.75% of household heads reported having used this form of violence in handling disagreements, while 81.25% of household heads reported that their partners had used severe physical abuse while handling disagreements.

The use of emotional or psychological abuse was also prevalent with 75.00% of household heads sampled reporting having used one or more forms of emotional or psychological abuse in their union as a way of handling disagreements. A corresponding 93.75% of them reported their partners having used this form of abuse in handling marital disagreements. Most commonly in this study, the violent types of physical and sexual abuse were associated with verbal and emotional or psychological abuse. The study found that individual partners were reporting less

their own acts of abuse as a way of handling disagreements than those of their partners. This is in agreement with the findings of Douglas *et al.* (2004) and Mullender (2004). The use of LHC approach, however helped track such sensitive data. This was in line with the finding by Thackery *et al.* (2007) that barriers to screening victims for intimate partner violence (IPV) are effectively surmounted when screener and screening environment that make a victim feel more or less comfortable when disclosing a history of IPV.

For each household the presence of child abuse exhibited or reported was also investigated to establish the perception of the respondent on whether it exists or affects the children's academic performance and school participation. This study showed a consistent set of responses of child abuse in the form of child neglect when spouses disagreed. This neglect ranged from failure to provide food and other basic necessities to failure to provide emotionally to children by the spouse involved by disappearing from home. This was reported to impinge negatively on the affected children's academic performance and school participation especially on attendance as spouses reported that during those instances the children were unable to attend school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations that have been made in this study to address domestic violence and its influence on pupils' academic performance and school participation.

5.2 Summary

The study investigated the nature and prevalence of different types of domestic violence and its influence on pupils' academic performance and school participation in Buyinja subcounty, Namayingo district.

School participation was operationalized as school attendance, pupils' behavior patterns, and number of school going children who were out of school, class participation and school dropout rates. Academic performance was operationalized by pupils' academic records for one year.

The study was based on the premise that violence between spouses or IPV usually has far reaching consequences on children through short-term as well as long-term emotional imbalances, which not only affect their behaviour and performance in schools, but also may adversely affect their social and interpersonal relationships. While domestic violence has been recognized as one of the most entrenched and pervasive forms of violence in Kenya today, its effects on school going children have yet to receive the same degree of attention.

Despite the introduction of FPE about 20% of school aged children in Uganda, including in Buyinja sub-county, Namayingo district have dropped out of school. The purpose of this study was to explore domestic violence and establish its influence on academic performance and school participation of pupils in Buyinja sub-county, Namayingo district.

The study focused on the forms of domestic violence in relation to spousal and child abuse regarding verbal, psychological/emotional, physical, and sexual and child labour. This study also looked at pupils' academic performance and school participation indicators such as attendance/absenteeism, pupils' behaviour patterns, class participation and the number of children (school children) out of school. The study adopted a cross-sectional survey design.

The target population of the study consisted of all households living in Buyinja sub-county, Namayingo district numbering about 700 with children (about 3710) going to the five main local primary schools namely: Butajja primary school, Syanyonja primary school, Lwangosia primary school, Jamii primary school and Buboko primary school (Government aided primary schools); Victory Nursery and primary school, Nsono Charity Nursery and primary school, Sango Standard Nursery and primary school (Private primary schools) from these primary schools. A total of 80 households were sampled using simple random sampling technique. A total of 154 pupils were tracked in the study.

The elements of IPV prevalent in Buyinja sub-county, Namayingo district include verbal abuse, physical violence, severe physical violence, emotional/psychological abuse and sexual abuse. This study also showed a consistent set of responses of child abuse in the form of child neglect when spouses disagree.

This neglect ranged from failure to provide food and other basic necessities to failure to provide emotionally to children by the spouse involved by disappearing from home. This was reported to impinge negatively on the affected children's academic performance and school participation especially on attendance as spouses reported that during those instances the children were unable to attend school.

Various forms of child abuse including child neglect by spouse, verbal threats by spouse and children involvement in disagreements were also prevalent. Out of the 154 pupils tracked, 30 pupils' academic performance, school attendance, class participation, discipline and behavioral patterns were silent because they had already dropped out of school. For the rest, majority of both girls and boys indicated an average level of academic performance. Only 2.2% of boys had an excellent performance and a 0% for girls. As far as pupils' school participation is concerned, majority of pupils tracked showed an average and a good record in school attendance with girls showing a lower level of attendance. Majority of pupils showed an average level in class participation. Class participation comprised the level of pupil asking or answering questions and how the pupil was attentive in class. Discipline of the pupil included how she/he obeyed or disobeyed the set school rules and regulations.

The study found that domestic violence negatively affects school participation of pupils coming from the slums. This study has documented the nature and extent of domestic violence in Buyinja sub-county and its influence on pupils' academic performance and school participation.

Domestic violence, among households of different socio-economic background in the slums negatively influences academic performance and school participation of children. To prepare for effective interventions against domestic violence and mitigate its influence on pupils' academic performance and school participation, it is important that broad dissemination of the analysis of social relations and their complexity as well as further research using an accepted domestic violence recording framework of analysis be undertaken.

5.3 Conclusions

1. There are significant gender differences in the prevalence of verbal abuse, physical abuse, severe physical abuse and perceived child abuse. There are no significant gender differences in emotional and sexual abuse from the study. Significant difference exist in the extent of occurrence of many of the various forms of domestic violence according to age of respondent as well as in prevalence of all forms of domestic violence according to age except for emotional violence and mild physical abuse. All forms of violence are most prevalent among the two middle age groups (25–30 years and 30 – 40 years). This study showed high incidences of domestic violence among spouses between 25-40 years of age (98.7%). This study also showed that IPV decreased with age which implied that the younger the spouse, the higher the incidence of domestic violence.
2. Different households' socio-economic background factors influence domestic violence differently. There are significant differences in the extent of occurrence of all forms of domestic violence according to marital status of the respondent except for severe physical abuse and emotional violence. There was no evidence to show any significant differences in all forms of domestic violence based on duration of marriage except for child abuse and sexual abuse. According to level of education there is no evidence to show significant difference except for emotional violence.
3. There is a significant but negative correlation between domestic violence and pupils' school attendance. The decision to attend school is often made by parents or may be a reflection of a child emotional and physical well-being. When faced with domestic violence and its trauma, children have low school attendance due to possible medical, social and physical problems.
4. There is a strong negative correlation between domestic violence and pupil's academic performance. Domestic violence therefore has the effect of reducing performance by pupils.

Apart from mainstream cognitive factors that influence performance, domestic violence hinders ability of pupils to achieve as it reduces their participation in school, attendance, self-esteem and interaction with other pupils and teachers.

5. There is a negative correlation between domestic violence and pupils' class participation. This is the result of possible self-esteem influences and fear of reprisal by the children to be active in class.

6. Domestic violence significantly and negatively influences pupil's school behavioral patterns due to the link between abuse and concurrent behavior of children. The aggressive and delinquent behaviors in affected children indicate the extent of problems suffered at home from direct child abuse by one or both parents or indirect abuse, such as exposure to domestic violence.

5.4 Recommendations

The study made the following recommendations:

1. Owing to the widespread prevalence of various forms of domestic violence in the slums, different education sector stakeholders should address domestic violence as a social vice in order to improve academic performance and school participation of children coming from the slum areas. This would be through mainstreaming domestic violence in social work, education and school management and can be achieved through:

- Specific inclusion of domestic violence within delivery of core national curriculum subjects.
- Greater awareness of the impact and issues relating to children, households and domestic violence in slum areas.
- Acknowledgement of the wider implications for children as victims and improved access to support with a more child-centered approach to guidance and counseling.
- Appropriate training for teachers and school administrators should increase awareness about domestic violence, as well as how to ask about it. It should enable exploration of fears and concerns, and provide knowledge and resources including use of safety planning and referral to local advocacy and social support services.
- Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.

- Close working relationships with specialized domestic abuse agencies such as the Coalition on Violence against Women (COVAW), Thika Integration Centre (TIC) and the police should be established prior to the introduction of routine enquiry.

2. Research is needed that advances the current understanding of the prevalence and effects of childhood exposure to domestic violence, and the impact of resilience and risk factors, so that policymakers and practitioners can design interventions sufficient to address the size, nature, and complexity of the problem.

3. Routine screening of families for the presence of domestic violence which can be done through school based violence screening questionnaire should be adopted.

4. Education policy makers, school administrators, teachers, local administrators, social workers and non-governmental organizations (NGOs) should formulate strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms within these areas. The legislative framework should incorporate protective laws against domestic violence and school participation, basic education rights and regulations. This study also recommends further research in order to investigate the pre-disposing factors that may exacerbate the influence of domestic violence on pupil's academic performance and school participation in the district.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER TO RESPONDENTS

Dear Sir/Madam,

My name is Buluma David, a student at Kampala International University undertaking a degree in education Science Primary of Kampala International University; Kampala, Uganda. I am carrying out a study on Domestic Violence and its influence on Pupils' Academic Performance and School Participation.

My main aim is to establish the facts and be able to offer suggestions on how the effects of domestic violence on pupil's school participation can be reduced. The exercise is not aimed at pointing blame on those involved in domestic violence for their children's performance, but it is simply to examine the dynamics of these relationships.

The questions are straightforward and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions.

Thank you very much for your time and participation.

Buluma David

APPENDIX B: QUESTIONNAIRE FOR HOUSEHOLD HEAD

1. This questionnaire is divided into three parts. Part I requires general information about yourself. Part II is on domestic violence involving the spouses and children and part III is on information about your child (ren).
2. You are requested to answer all questions either by ticking or filling in information requested.
3. The information provided will be treated with the utmost confidentiality.

PART I- BIOGRAPHICAL DATA

1. Your age in complete years . _Below 25 . _25 - 30 . _31 – 40 . _41 – 50 . _Above 50
2. Sex . _Male . _Female
3. Marital status . _Single (unmarried) . _Married . _Divorced . _Widowed . _Others (specify)
- If married, for how long have you been staying together? . _0-5 years . _5-10 years . _10-15 years . _15-20 years . _Above 20years
4. Education level . _Primary . _Secondary . _Tertiary . _University-
5. Employment. . _Casual (wage employment) . _Salaried . _Business . _Others (specify)

PART II (A): INTIMATE PARTNER VIOLENCE (IPV)

Many people have been in relationships, in which they have been physically, emotionally, sexually and verbally abused by a spouse or a partner. I know this is a personal question but I am asking it because it is important to understand more about these types of domestic violence.

List A- Verbal abuse

- Threaten to hit.
- Yell at
- Sulk or refuse to talk
- Insult or swear
- Belittle
- Humiliate

1. People handle disagreements in many different ways. Looking at list A, when you have a disagreement with your spouse/ partner, how often do you do any of the things on this list?
._Often . _Sometimes . _Rarely . _Never

2. How often does he/she do any of these things in List A to you? . _Often . _Sometimes . _Rarely
._Never

List B – Physical violence

- Push, grab or shove,
- Throw something,
- Slap or spank.

3. Looking at list B, when you have a disagreement with your spouse/ partner, how often do you do any of the things on this list to him/ her? . _Often . _Sometimes . _Rarely . _Never

4. How often does he/she do any of these things in list B to you? . _Often . _Sometimes . _Rarely
._Never

List C – Severe physical violence

- Kick bite or hit with a fist.
- Hit or try to hit with something
- Beat up
- Choke
- Burn or scald

5. Looking at list C, when you have a disagreement with your spouse/ partner, how often do you do any of the things in list C to him or her? . _Often . _Sometimes . _Rarely . _Never

6. How often do he/ she do any of these things in list C to you? . _Often . _Sometimes . _Rarely
._Never

List D – Emotional / Psychological abuse.

- Closely monitor
- Neglect/ spurn
- Shame
- Reject
- Chase away / lock-out

7. Looking at list D, when you have a disagreement with your spouse / partner, how often do you do any of the things in list D to him or her? . _Often . _Sometimes . _Rarely . _Never

8. How often do he/ she do any of these things in list D to you?
._Often . _Sometimes . _Rarely . _Never

List E – Sexual abuse

- Sexual insults
- Rape
- Suspect S.T.D / S.T.I
- Unwanted sexual touch

9. Looking at list E when you have a disagreement with your spouse/ partner, how often do you do any of the things in list E to him or her? . _Often . _Sometimes . _Rarely . _Never

10. How often do he/ she do any of these things in list E to you? . _Often . _Sometimes . _Rarely . _Never

(B). CHILD ABUSE

1. Do you feel violence from your spouse affects your child's or children's performance? . _Yes . _No

2. If yes what makes you think so? (Please specify)

3. Do you find your child/ children not able to attend school regularly because of violence from your spouse? . _Yes . _No

4. If yes how does it happen? (Please specify)

5. Do you feel violence from your spouse affect your child's / children's behaviors at school? E.g. being rude to teachers, beating other children etc. . _Yes . _No

6. If yes specify please

7. Have you been called to school in the recent past to discuss your child's / children's behavior in school? . _Yes . _No

8. If yes, do you feel it was as a result of violence from your spouse? (Please specify)

9. When you disagree with your spouse do you involve your child/ children? . _Yes . _No

10. If yes, how do you involve them? (Please specify)

11. Does your spouse threaten to harm your child/ children when you disagree?

☐ Yes

☐ No

12. If yes how do he / she do it? (Please specify)

13. Does your spouse neglect your child / children when you disagree?

☐ Yes

☐ No

14. If yes, how do he/ she do it? (Please specify).

APPENDIX C: AUTHORIZATION LETTER

31st August, 2017

TO WHOM IT MAY CONCERN:

BULUMA DAVID REG. NO. 1161-07174-04917

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of Education - Primary.

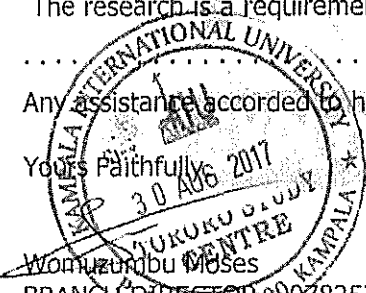
He wishes to carry out research in your Organisation on:

"Domestic Violence and its influence on
Pupils' academic performance in Namayingo
District, Uganda: A Case Study of Primary
Schools in Kyinja Sub County."

The research is a requirement for the Award of a Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


Womuzumbi Moses

BRANCH DIRECTOR 0782572505
KIU- TORORO STUDY CENTRE