

**'EFFECTS OF DOMESTIC VIOLENCE ON PUPILS' ACADEMIC PERFORMANCE
IN GOVERNMENT PRIMARY SCHOOLS IN MORUKATIFE SUB COUNTY
TORORO DISTRICT**

**BY
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DECLARATION

I NABWIRE SUZAN declare that to the best of my knowledge, this research report is my original work and has never been submitted for any Degree award in any other university.

Signature.....

Date. 10.02.2024

NABWIRE SUZAN

APPROVAL

This research report entitled effects of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub County Tororo District has been under my supervision as the Busitema University supervisor.

Sign. 

MR. WANDA DUNCAN

Date. 10.02.2024

DEDICATIONS

This research report is dedicated to my beloved husband Osoi Zachariah, parents, Wilberforce and Deborah and my precious lovely children Jusmail, Stecia, Jedrine.

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The researcher acknowledges all scholars whose works have been used in this study. Great thanks are to Almighty God for sustenance and strength; He has accorded me to develop this report. I also extend thanks to family members and colleagues for the service they are rendering towards this report. And lastly, I am greatly indebted to my supervisor.

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ABBREVIATIONS

NNADV	Nevada Network Against Domestic Violence
PADV	Protection against Domestic Violence (PADV)
UNICEF	United Nations International Children’s Emergency Fund
USA	United States of America
WHO	World Health Organization
UNDFW	United Nations Development Fund for Women

ABSTRACT

This study established the influence of domestic violence on pupils' academic performance in government schools in Morukatipe sub county Tororo District. It was guided by the following research objectives; establish the prevalence of domestic violence in Morukatipe Sub County in Tororo District, effects of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub County in Tororo District, and assess ways of curbing domestic violence in families in Morukatipe Sub County in Tororo District. The study adopted quantitative approach hence applied descriptive design. The research study targeted a population 93 in 6 government primary schools in the sub county. These schools have a total population of 87 teachers and 6 head teachers. Both questionnaires and interview guides were used to collect data. Data was analysed using tables, frequencies and percentage. The study findings shows that domestic violence is common hence negatively the academic performance of pupils in the subcounty. The study suggested possible remedies to domestic violence such as sensitization family peace, women empowerments etc. The study recommends that communities are required to formulate by-laws aiming to totally avoid domestic violence in families, for example elect special persons concerned with matters on domestic violence who will continuous issue such matters at both local council and courts of law for here-in.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, the problem statement, purpose of the study, study objectives, research questions, scope of the study significance of the study, theoretical and conceptual framework and definition of operational terms.

1.1 Background of the Study

Domestic violence has become a global and a widespread phenomenon that has affected millions of children lives globally (UNICEF, 2015). According to Miller (2010), when children learning is favorable, they get chances to various educational opportunities and experiences that are of great benefit to social development and positive relationship with peers and adults. Domestic Violence according to the Act on Protection against Domestic Violence (PADV) (2015), is any form of violence against a person, or imminent danger or a threat of violence to that person, by other person with whom that person has been, or is in a domestic relationship. According to Abuya and Onsomu (2012), in domestic violence households, children are often involved as invisible victims who are exposed to domestic violence abuse.

According to UNICEF (2015), children in the whole world between 500 million and 1.5 billion are facing various forms of violence each year. However, 7 to 14 million children witness domestic violence at home (Edleson, 2009). Many of the extreme dangers of domestic violence are linked in early year's period, when violence incidences can have an irretrievable influence on youngsters' well-being and development (Richards, 2011). Studies have found that children's exposure to domestic violence at home has a great impact of preventing young children from performing well in school according to Sterne and Poole (2010), hence affecting their educational outcomes.

Statistics from USA shows that 29.4% of children live in a family whereby domestic violence occurred in the last one year. In Philippines in the year 2009, it was estimated that around 3.3 million children were at risk of domestic violence in their homes. In Australia, the Australian Bureau of

Statistics' (2005), found out that all the women who went through spousal violence, from the time when they were 15 years and had their children to care, in the course of that relationship, 59% testified that the incidences of violence took place before their children. As a result, they were unable to provide the necessary stimulation to their school aged children (Levendosky & Dubay, 2009). Thus, affecting their school attendance and learning in school.

Domestic violence and child abuse is more dominant in the countries of sub-Saharan Africa, over 80% of children in these regions reported going through violence at home. Study by Sherr Hensels, Skeen, Tomlison, Roberts and Macedo (2015), in Malawi and South Africa indicated high rates of community and domestic violence. In Malawi 28.5% of women reported being abused by their spouses while in South Africa 40% of women reported physical violence against them (Sherr et.al, 2015). Forty-five percent of children in both of these countries were affected by the violence since they watched their mothers being beaten (Sherr et.al, 2015).

In East Africa countries, incidences of domestic violence have been reported extensively especially through the media. Tanzania, Uganda and Kenya had acknowledged cases of domestic violence in majority of its communities, including child battery and domestic fights which had adverse effects on children's well-being (Devaney, 2015). Report by UNICEF (2014), in Kenya, indicated 47% level of domestic violence and that many children are vulnerable to its negative consequence. Reported complaints of domestic violence are documented in the County Commissioners Offices (UN, 2014).

The Uganda government in 2007, introduced the Free Primary Education for all children, all children in Uganda got an opportunity to learn than before (Oketch & Ngware, 2010). This was one of the key strategies towards achieving the goal of Education for All (EFA) by 2015. The primary school enrolment levels increased from 5.9 million in 2002 to around 7.5 million in 2006, with Net Enrolment Rates increasing from 77% in 2002 to 86 % in 2006 (Uganda & UNESCO, 004/2005). But despite this rapid influx, an estimated 1.7 million youth and children (200,000 youth and 1.5 million aged 6-14 years) who for various socio-economic explanations had been incapable to access education services had dropped out of primary schools countrywide (Oketch & Ngware, 2010). The rampant cases of domestic violence are mostly perpetuated by parents' abuse of alcohol in rural and urban areas (Chebogut & Ngeno, 2010). Their inability to provide

physical, emotional and economic support to their families and children has become a contributing factor to pupils' irregular school attendance of school and finally leading to poor performance.

According to the United Nations Development Fund for Women (UNDFW), domestic violence in Uganda has revealed high figures as indicated in a survey report (2007). Among the findings was that 41% of the women have been sexually abused, 61% of the women have been physically abused one time or several times as adults and that the peak period for sexual and physical abuse is between 21 and 30 years of age. Thus, the possible implication of this is that the children who witness violence between their parents are likely to express their fear and anxieties regarding their parents' behaviors. They therefore can exhibit difficulties with school work including poor academic performance, not wanting to go school and difficulties in concentration (Wexler, 2010). Similarly, Raphaela (2005) affirms such children as constantly fighting with peers, rebelling against adult instructions and authority and being unwilling to do school work.

1.2 Statement of the Problem

For any family to progress, unity is a key aspect. Members in a family living in harmony work together to realize and achieve the needs of every member. It's a point of dismay that most families in Morukatipe are characterized by frequent domestic violence leading to poor school attendance by respective pupils, orphanage, divorce, broken families and even creating child headed families. This has affected the performance of pupils because of absenteeism, psychological torture that creates unsettled minds towards studies and yet every learner is required to be regularly at school to benefit from content delivered other than creating gaps due to irregularity. School management committees, programs on television and radios have advocated for peace in homes and collective care towards child education but it seems little has been grasped. Pupils have continued to be absent with excuse of family relationship issues leading to low academic performance. This has compelled the researcher to establish influence of domestic violence on pupils' academic performance in government schools in Morukatipe sub county Tororo District.

1.3 Purpose of the Study

This study established the influence of domestic violence on pupils' academic performance in government schools in Morukatipe sub county Tororo District.

1.4 Objectives of the Study

The study focused to achieve the following objectives;

- i. To establish the prevalence of domestic violence in Morukatipe Sub County in Tororo District.
- ii. To find out the effects of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub County in Tororo District.
- iii. To assess ways of curbing domestic violence in families in Morukatipe Sub County in Tororo District.

1.5 Research Questions

The study answered the following questions;

- i. How frequent are cases of domestic violence in Morukatipe Sub County in Tororo District?
- ii. What is the influence of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub County in Tororo District?
- iii. How can domestic violence be curbed in families in Morukatipe Sub County in Tororo District?

1.6 Scope of the Study

The study was carried out in Morukatipe sub county, Tororo District. The sub county is bordered by Kwapa in the North, in the East is Mella, in the south is Laboot Sub County in Kenya, in the West is Eastern division. The schools in Morukatipe Sub County are Aputiri, Morukatipe, Atipe rock, Oriyoi, Osire and Morukatipe Prison primary schools.

The prevalence of domestic violence, the influence of domestic violence and ways of curbing domestic violence will be determined. The study is expected to take three months.

1.7 Significance of the Study

The findings of this study may be of great benefit to various stakeholders who are struggling to find ways to adequately assist young children who are victims of domestic violence incidences. To enable children to concentrate in school and perform better.

Non-Governmental Organizations may use the study findings to understand cases of domestic violence and develop family support programs that include home visits to families where domestic violence is present and by training their social workers who work with young children to be able to identify early warning signs of domestic violence and to act appropriately.

Parents may also benefit from the study findings by understanding causes and how to curb domestic violence in homes.

Community social workers will use the findings to sensitize community members on how to stay peacefully in families.

Class teachers to assist them provide nurturance and discipline to their children, despite disruptions caused by domestic violence and to ensure that they attend school regularly.

Government of Uganda through the Ministry of Finance may use the findings of the study to precisely allocate sufficient resources to offer support to children who are exposed to domestic violence at home and also to help the adult victims of domestic violence especially mothers.

Ministry of Education through Uganda national Curriculum Development centre may include domestic violence issue in its curriculum, to enable teachers assist standard one pupils and others to effectively cope with the problem of domestic violence.

The judiciary system of Uganda may apply the study findings by underpinning the information that domestic violence is an offence, therefore victims should be protected and perpetrators be punished. The judiciary should also consider the implementation of fundamental laws for instance, the Family Protection Against Domestic Violence Bill (2015), in addressing issues of domestic violence in Uganda.

1.8 Conceptual Frame Work

The frame work diagrammatized below has been suggested to help conceptualize the independent variable and dependent variable and their relation.

Independent Variable

Domestic Violence

Dependent Variable

Academic Performance

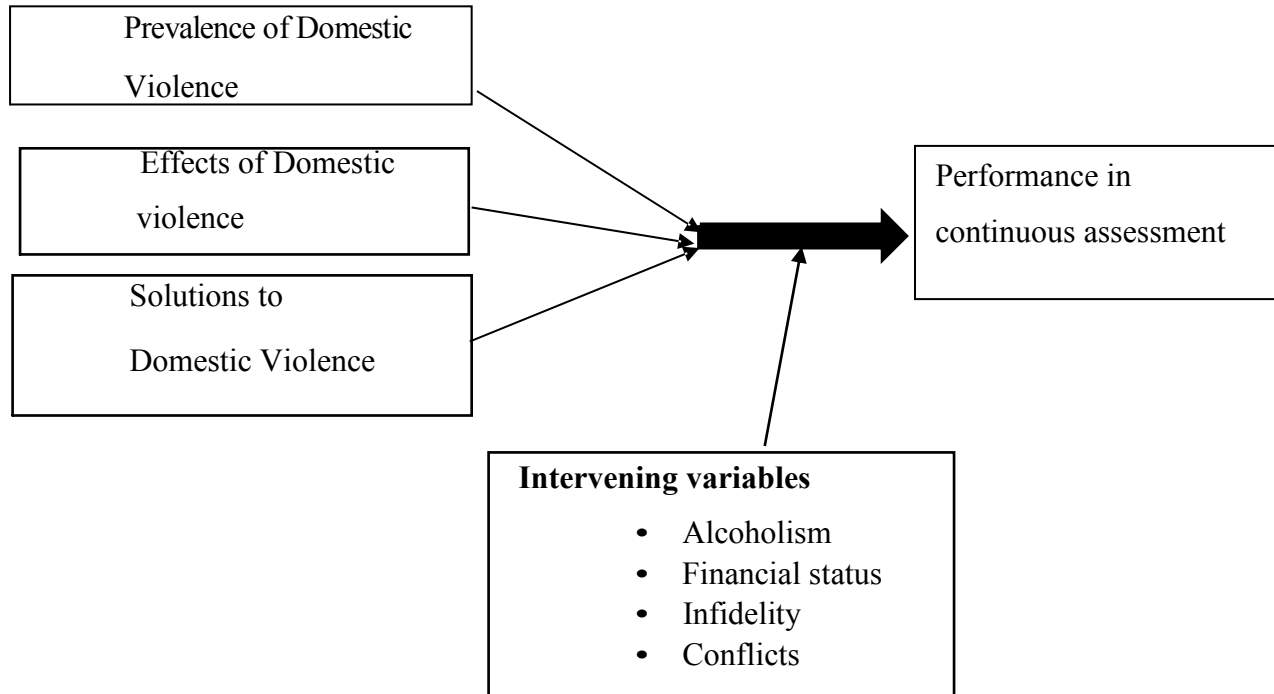


Figure 1: Conceptual Frame work

The independent variable is structured into prevalence of domestic violence, effects of domestic violence and solutions to domestic violence. The dependent variable, academic performance is structured into performance in continuous assessment. These sub variables are hoped to define domestic violence which has a relationship with academic performance. The outcome variable (academic performance) is probable to be determined by the prevailing level of domestic violence.

However, there are variables that may affect the academic performance in primary schools but they have not within the scope of this study like alcoholism, financial status, infidelity, and conflicts.

1.9 Operational Definition of Terms

Academic Performance: The overall mark or score achieved by a pupil in a test or set of tests administered by a teacher on termly basis.

Child abuse: Any behavior directed toward a child by a parent and other family member that compromises a child's emotional health and physical development

Domestic violence: Any form of physical, psychological and sexual abuse between people who are in intimate or family relationship.

Psychological violence: Behavior that is envisioned to humiliate the other partner. It may comprise; threats of abuse or abandonment, quarantine to the home, intimidations to take away custody of the children, verbal aggression and destruction of property.

Physical violence: Any behavior that encompasses the deliberate use of force against the body of other partner that risks harm. It comprises; hitting, slapping choking, pushing, hitting with an object or burning.

Sexual violence: Any undesirable sexual intimacy forced on one partner by the other partner such as forced sexual acts or rape.

Victim: A person who suffers from a destructive or injurious action of domestic violence.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter provides the reviewed literature in the area of research which is relevant to the study of domestic violence and its influence on academic performance of young children. The chapter is organized to the research objectives i.e. prevalence of domestic violence in Morukatipe Sub County in Tororo District, effects of domestic violence on pupils' academic performance of students in government primary schools in Morukatipe Sub County in Tororo District and ways of curbing domestic violence in families in Morukatipe Sub County in Tororo District

2.1 Prevalence of Domestic Violence

Domestic violence according to the Nevada Attorney General's Office is a violent offense committed in the circumstance of an intimate relationship. It is further characterized by actions of power, pressure and violence intended to regulate another person's actions (Nevada Attorney General, 2011). Whereas Domestic Violence (DV) equally has male and female wrongdoers, women and children are possibly the victims of DV as compared to men (Nevada Network Against Domestic Violence- NNADV, 2010).

Violence against children is widespread across the East Asia and Pacific Region with 35% and 17% prevalence for both girls and boys respectively (UNICEF, 2014). Ranford (2011) presented a study, showing that the prevalence of domestic violence and child abuse among 4,036 children and young people in United Kingdom; found out that 12% of children below 11 years and 18% of teenagers aged 11 - 17 years had witnessed nonetheless one episode of domestic violence or threatening behavior during childhood. He later concluded that nearly 4.5% of children and teenagers in the UK have undergone severe domestic violence, which is clearly seeing one parent beat up, choke or kick the other partner in their lifetime.

According to African Child Policy Forum (2014), not all children who experience domestic violence are affected in the equally or in similar ways. Individual children's responses towards domestic violence repercussions are reliant on many factors which can be within the child, the

family or even the environment (Holt, Buckley & Whelan, 2008). For majority of them Domestic Violence may be traumatic.

World Health Organization of 2013 on “Women's Health and Domestic Violence Against Women” found out that prevalence estimates for children who witness domestic violence were similar for both girls and boys reporting that they have witnessed the incident at home (WHO, 2013). Young children experience domestic violence in many ways. According to Raphaela (2015), children may hear one parent threaten another, see one parent assault the other and/or witness a parent who may be raging with anger. Thus, majority of children may live with the aftermath of the domestic violence and are affected by the dangers exposed to the safety of their beloved caregiver.

Wolfe and Jaffe (2015), study findings indicates that in 60% to 75% of families in which a woman is assaulted, children too are battered. Furthermore, children are at a higher risk for sexual abuse.

According to Uganda Bureau of Statistics and ICF Maro (2012), in Uganda domestic violence is present in more than 50% of homes. Fifty six percent of females and 55% of males aged 15–49 years have witnessed violence at least once from the time when they were 15 years old (UNBS, 2013).

In the context of domestic violence, children are likely to be at risk of emotional, psychological, sexual and physical abuse. In a study by Chebogut and Ngeno (2010), three out of five reported cases where children had experienced physical abuse and emotional or neglect abuse, their mothers also suffered any form of violence from their male partners. Seventy percent of male abusers also abuse their children physically. A third of men perpetrators of domestic violence also abuse their children sexually (Abuya & Onsomu, 2012). Thus, revealing that young children ought to be protected against domestic violence maltreatment. According to IRC Report of (2014) on “Assessment of Gender Based Violence Responses in Nine Counties in Uganda”, 45% to 70% of assaulted women in their families have testified the occurrence of child abuse in their household, whereas majority of them are childrearing of approximately two-thirds of the battered children (IRC, 2014). Raphaela (2015), study on “Lasting

Influence of Domestic Violence on Children” found out that exposure of domestic violence in

early childhood has been associated to a related set of outcomes which include: social withdrawal, low self-esteem, anxiety and depression.

According to Abuya and Onsomu (2012), study in households with domestic violence incidences, young children may be in the same room witnessing the conflict risking getting hurt especially, when they try to intervene in an effort to stop their parent's arguments.

In some families where the mother is a victim, she may be forced to flee her home to avoid the violence. In most cases, most mothers carry their young children along thus interfering with schooling (UNESCO & UNICEF, 2013). In some extreme cases, the burden of domestic violence can be too big for the victims to bear. Others may opt to seek for refuge with relatives or even seek temporary separation from the spouse. Many at times young children may flee with the mother

(Devaney, 2015). This prompts the necessity to study on the impact of domestic violence to the child's performance in school.

2.2 Effects of Domestic Violence on Pupils' Academic Performance in Lower Primary School

Learning is a progressive activity and it is important for children to attend school regularly so as to maximize the benefits of early learning. Learning is also a crucial test for prevention of domestic violence (Miller, 2010). According to (UNICEF, 2014) pupils exposed to domestic violence develop difficulty with school work, and perform substantially worse in school than their counterparts, coupled frequent absenteeism.

Domestic violence interferes with children's lives as they think it is their fault, thus creating a negative impact on school performance and achievement (Holt et, al, 2008). Some pupils may opt to stay home because they might be frightened on what might happen when they have gone to school. In a study by Goddard and Bedi (2010), on "Child Abuse and Intimate Partner Violence", they found out that a third of the children who witnessed their fathers beating their mothers exhibited substantial emotional and/or behavioral difficulties, which include school problems, psychological disorders, anxiety and fears, stuttering, sleep disturbance, and excessive crying.

Young children learn through imitation; which plays a key role in academic and social settings.

According to Gichuba (2017), the effect of exposure to domestic violence is prevalent in the classroom setting. The affected children at home are likely to imitate and transfer the acquired behaviors to the classroom setting especially during peer interaction. Thus, it is requisite for teachers to address the practice of healthy imitation in young children who witness domestic violence.

Domestic violence threatens children's need for safety and stability, through lack of availability of the main caregiver and the exposure to hostile atmosphere at home. This results to poor educational outcomes according to Sambo and Isa, (2016). Domestic violence may negatively influence pupil's ability to learn in a safe and positive classroom atmosphere.

Study by Jacinta and Rotich (2015), found out that over 70% of school failures rates were described using pupils' attendance percentage. Furthermore, these pupils may have limited ability to concentrate, low capability to get along with other children and trouble in relating and interacting with others in the school (Bancroft & Silverman, 2013). In addition, pupils who attend school regularly are able to master concepts in learning faster as compared to those pupils who are frequently absent.

Children, who grow up with domestic violence according to Gichuba (2017), may have difficulty in completing school work, impaired ability to concentrate and poorer scores on measures of motor, social and verbal skills. Domestic violence influences according to Narae (2013) and Gichuba (2017), will affect the pupils' school attendance and concentration in learning. A number of children will opt to stay at home so as to try to protect their parents especially the victim, others may be frightened of what will happen if they leave home and go to school. Those who may attend school will lack concentration due to worry and disturbing sleep patterns hence affecting their learning (Miller, 2010).

Research by Chebogut and Ngeno (2010) highlighted need for more research that links domestic violence to academic performance in Uganda. Thus, this research needed to look critically on domestic violence cases and its impact to pupils' performances in school. Welch and Scott (2016) suggested on the need to address the menace of domestic violence since it poses severe risk to children's psychological, physical and emotional well-being. Therefore, this research sought to break the silence in the society on the impact of domestic violence on children's learning.

2.3 Ways to Curb Domestic Violence in Families in Morukatipe Sub County

In Uganda, like in many other countries (WHO 2014), domestic violence leads to, inter alia, the loss of lives. Uganda has ratified international and regional human rights instruments whose enforcement bodies have called upon states parties to prevent and combat domestic violence. Although the Ugandan constitution does not expressly prohibit domestic violence, its drafting history shows that the issue of domestic violence was considered by the drafters. In 2010, Uganda enacted the Domestic Violence Act³ to combat domestic violence (Uganda Constitutional Commission, 1992)

Mutabaruka and Tushabomwe (2021) in their study “Is There a Solution to Domestic Violence? Digging Deeper into the Problem of Domestic Violence in Uganda a Case of Ibanda District” suggested the most outstanding and possibly practicable measures brought out by this study are regular training, support services and awareness creation in regard to domestic violence.

Ocheme, Shajobi-Ibikunle and Namaganda (2020) in their study ‘A Critical Overview of Gender – Based Violence in Uganda’ suggested that massive public enlightenment using Religious & Traditional Leaders as a remedy to sexual violence is a result of negative traditional values and ethos that seek to perpetuate gender inferiority. Thus, there is need for public enlightenment to change this mindset. Uganda’s like other Africans place great value of their traditional rulers and religious leaders. Their voices attract great veneration and these can be mechanisms for the battle against SGBV especially the menfolk.

Ocheme, Shajobi-Ibikunle and Namaganda (2020). Also suggested use of Media Traditional media outlets like Television and radio are powerful outlets for dissemination of information to the public especially on issues of social concern. Government should partner with them. It can also utilize special film & television series to keep the message in public consciousness. It should be stated that effort should be made to reach the younger generation through social media so that they do not perpetuate the negativity towards female gender by the older generation.

Government of Uganda and Non-Government Organisations, with support from UN Women promote He for She campaign as a strategy to draw on men and boys to support women and girls

in promotion of gender equality and women's empowerment. HeForShe campaign has notably been used to mobilize men's participation in prevention of GBV - looking at the male leaders and how they can influence change especially amongst fellow men in their different constituencies, (World bank, 2020); D Finkelhor, J Korbin. Child Abuse & Neglect, 1988. Elsevier, CV Christian, AV Levin, CONC ABUSE - 2018-publication.aap.org, PK Jaudes, E Ekwo, J Van Voorhis . Child abuse & neglect, 1995 – Elsever.

In Uganda, (World bank, 2020) carried out the assessment led by the office Prime Minister and the Ministry of Gender, Labour) and Social Development in coordination with the United Nations High Commissioner for Refugees and development partners, and provides several recommendations to strengthen protection against GBV and VAC, namely:

Integrate GBV risk mitigation and prevention into the development response to forced displacement. Measures could include grievance redress mechanisms, guidance, and tools to train local project stakeholders on GBV and violence against children risk assessment and mitigation, (World Bank, 2020); D Finkelhor, J Korbin. Child Abuse & Neglect, 1988. Elsevier, CV Chistian, AV Levin, CONC ABUSE - 2018-publication.aap.org, PK Jaudes, E Ekwo, J Van Voorhis . Child abuse & neglect, 1995 - Elsever.

Strengthen and enhance multisectoral services, including district- and local-level structures. Bolster the case management capacity of GBV and child protection actors through systematic training and mentorship; improve facilities and logistical resources; and strengthen coordination and referral mechanisms, including local leaders and refugee welfare committees. (World Bank, 2020); D Finkelhor, J Korbin. Child Abuse & Neglect, 1988. Elsevier, CV Chistian, AV Levin, CONC ABUSE - 2018-publication.aap.org, PK Jaudes, E Ekwo, J Van Voorhis . Child abuse & neglect, 1995 - Elsever.

Scale-up evidence-based community violence prevention approaches to address GBV and violence against children risk factors aligned to District and community structures. Focus prevention efforts on changing social norms that underpin domestic violence against children and GBV, support economic empowerment for women and adolescent girls, and preventing domestic violence against children at school, including school clubs, gender-differentiated

sanitary facilities, and peer-to-peer learning. . (World Bank, 2020)

Break conceptual “silent spaces” across GBV and child protection programming by, for example, training service providers to address multiple forms of domestic violence and expanding existing programs to address common risks factors, (World Bank, 2020); D Finkelhor, J Korbin. Child Abuse & Neglect, 1988. Elsevier, CV Chistian, AV Levin, CONC ABUSE - 2018-publication.aap.org, PK Jaudes, E Ekwo, J Van Voorhis . Child abuse & neglect, 1995 – Elsever.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study was conducted on effects of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub-County Tororo district. This chapter explains research design, target population, description of research instruments, sampling technique, data collection instruments to be applied, validity and reliability of research instruments, data collection procedure, data source, description of data analysis procedure and ethical consideration that was employed in the field study.

3.1 Research Design

The study adapted quantitative approach in handling the data. The study employed descriptive survey research design. The basis for choosing this design was based on the ability to offer the researcher with suitable techniques for systematic collection of broad data from a large group of respondents using administration of questionnaires. It was also possible to collect data at a certain point in time and use it to describe the nature of existing conditions (Cohen & Marion, 2000), since it does not require manipulation of variables.

3.2 Study Area.

The study was conducted in the primary schools located in Morukatipe Sub County Tororo District. This area comprises of six schools.

3.3 Target Population

The research study targeted a population 93 in 6 government primary schools in the sub county. These schools have a total population of 87 teachers and 6 head teachers. The population of teachers were obtained from respective schools present in Morukatipe sub county Tororo District as shown in the table below;

Table 3.1 Target Population

Government Morukatipe	Primary	Schools	in	Head teacher	Teachers	Pupils	TOTAL
School A				1	15	972	988
School B				1	17	1091	1109
School C				1	18	978	997
School D				1	17	880	998
School E				1	15	958	974
School F				1	25	1225	1251
TOTAL				7	107	6104	6218

3.4 Sample Size

The sample size was selected from 6 schools basing on Krejcie and Morgan (1970) table for determining sample size.

Table 3:1 Sample Size

Government Morukatipe	Primary	Schools	in	Head teacher	Teachers	Parents	Pupils	Total
School A				1	14	21	24	60
School B				1	12	21	24	58
School C				1	15	21	24	61
School D				1	15	21	24	61
School E				1	12	21	24	58
School F				1	19	21	24	65
TOTAL				7	87	126	144	363

3.5 Sampling Technique

Both simple random and stratified sampling technique was used in selecting the sample for this study. This is because it permits the researcher to have representation from both the teachers and the pupils

3.6 Research Instruments

3.6.1 Questionnaire Schedule

The researcher used questionnaire as an instrument for the collection of data for this study. The questionnaire comprised of demographic questions and questions on variables of the study. The questions were both closed ended and open ended. The response format of “Yes” or “No” was used in the instrument on variables. The questionnaire was subjected to all respondents.

3.6.2 Interview Schedule

The researcher used interview schedule to get relevant information from the head teacher. It allowed the researcher to get more information, since he asked follow-up queries or clarifications to the questions in application. This provides more relevant and useful responses, thus increasing reliability of data being collected.

3.7 Reliability of Research Instruments Results

To measure the reliability of the data collection instruments a test-retest method was applied to determine consistence of the research instruments' results.

3.8 Validity of Research Instruments Results

Validity of a research instrument is the appropriateness of the research instrument to measure what is intended to establish results given the context in which it's applied. The instruments were amended if necessary, according to the experts' comments and recommendations before being administered. In this study the researcher sought to help from the supervisor who has specialized in this particular area of assessment to provide possible improvements and thus covering the required content in the study. Then pilot test was conducted on a population similar to the target population in Morukatipe Sub County to improve on the validity of the instruments

3.9 Data Collection Procedure

The researcher obtained a letter of introduction from Busitema University to inform the respondents in the schools chosen through their respective head teachers. Thereafter, when researcher was granted permission, he explained the purpose and benefits of the research to the respondents from respective schools. The researcher requested the respondents to provide responses

voluntarily which are relevant for the study. Questionnaires were completed by teachers and pupils while the interview schedule were completed by head teacher. The researcher spent at least three days in each school collecting data from the respondents.

3.10 Data Analysis Procedure

The data was collected and analyzed using software for analysis known as Statistical Package for the Social Sciences (SPSS), version 1.80.

3.11 Ethical Considerations

The research ethical considerations were observed and adhere to. The researcher considered the followings ethics in order to establish rapport with the respondents:

Informed consent. The researcher obtained an introductory letter from Busitema University for which will be taken to selected schools where data collection was carried out. The researcher will further obtain permission at the district allowing her to carry the study. The researcher introduced herself to schools and request learners to participate in the study.

Confidentiality and privacy. The researcher observed respondents' confidentiality during the data collection process by not allowing to access the data collected from the field. The researcher didn't allow the respondent to mention their name and assure them the data is meant for academics. This allowed the participants to freely share the information.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents, and discusses the findings on the influence of domestic violence on pupils' academic performance in government schools in Morukatipe sub county Tororo District. The researcher collected data from the head teachers, teachers and pupils. The findings are presented and discussed accordingly in respect to the stated research objectives. Data presentation was done using frequency tables and percentages.

4.1 Questionnaire Return rate

Table 4.1 Questionnaire Return Rate

Participants	Targeted sample	Number collected	Percentage return rate
Parents	126	125	99.2%
Teachers	87	87	100%
TOTAL	213	212	99.5%

From the table 4.1 above a total of 213 questionnaires were distributed to the respondents and a total of 212 were returned, giving a 99.5% return rate. All respondents returned their questionnaires except on one parent from school A hence affected the hundred percentage return of questionnaires

4.2 Presentation of the Findings

4.2.1 Demographic Information of the Respondents

The study determined the respondents' biography in terms of gender, age, level of education, occupation (for the case of parents) and their experience in their current jobs. Table 4 shows the distribution of the responses from teachers and head teachers on their demographic information.

Table 4.2 Demographic Information for Parents and Teachers

Demographic Information	Description	Parents		Teachers	
		F	%	F	%
Gender	Male	71	56.8	50	57.47
	Female	54	43.2	37	42.53
Age	15-20	2	1.16	0	0
	21-30	71	56.8	25	28.74
	31-40	33	26.40	37	42.53
	40 above	19	12.50	25	28.74
Level of Education	Certificate	10	8	10	11.49
	Diploma	7	5.6	60	68.97
	Bachelor's degree	6	4.8	8	9.20
	Master's degree	0	0	1	1.15
Experience in current job	None	100	80	0	0
	1-5 years	33	26.40	12	13.79
	6-10 years	20	16	43	49.43
	11-15 years	62	49.6	25	28.74
	Above 15 years	10	8	7	8.05

Table 4 shows that 71(56.8%) of the parents were male while 54(43.2%) were female. It also shows that 50(57.17%) of the teachers were male while 37(42.45%) were female teachers. This meant that both sexes were represented well in the study.

The researcher sought to establish the age bracket of the parents and teachers in the subcounty; Table 4 shows that 2(1.16%) of the teachers were in the age bracket between 15-20 years, 71(56.8 %) were in the age bracket between 21-30 years of age, 33(26.40% were between 31-40 years, 19(12.50%) were above 40 years of age. The teachers had 0(0%) of the teachers were in the age bracket between 15-20 years, 25(28.74%) were in the age bracket between 21-30 years of age, 37(42.53%) were between 31-40 years, 25(28.74%) were above 40 years of age.

The researcher also sought to establish the education level of the parents and teachers and Table 4 showed that majority 10(8%) of the parents had certificate, 7(5.6%) were diploma teachers, 6(4.8%) of them had bachelor degree and none had master's degree. For the teachers 10(11.49) had certificate, 60(68.97%) had a diploma, 8(9.20%) had Bachelor's degree and 1(1.15%) had a master's degree.

The researcher also investigated the length of experience of the parents on various jobs and teachers in the teaching profession in their job. From Table 4, 33(26.40%) of the parents had been

in farming and teaching for a period between 1-5 years, 20(216%) were between 6-10 years of experience in business, 62(49.6%) were between 11-15 years in various occupations and 10(8%) were above 15 years. For the teachers, 12(13.79%) had an experience period of 1-5 years, 43(49.43%) had served for 6-10 years and 25(28.74%) had an experience of 11-15 years and 7(8.05%) had 16 years and above of experience.

4.2.2 The prevalence of Domestic Violence in Morukatipe Sub County in Tororo District

Table 4.3 Prevalence of Domestic Violence

Schools	High	Moderate	Low
A	12(34.3%)	14(40%)	9(25.7%)
B	20(60.6%)	7(21.2%)	6(18.2%)
C	11(30.6%)	25(69.4)	0(0%)
D	7(19.4%)	11(30.6%)	18(50%)
E	17(51.5%)	10(30.3%)	6(18.2%)
F	5(12.4%)	9(22.5%)	26(65%)

In the table 4.3 above reveals that in school A 12(34.3%) respondents reported that domestic violence was high, 14(40%) moderate and 9(25.7%) reported low. In school B 20(60.6%) of the respondents revealed high rate of domestic violence, 7(21.2%) revealed moderate and 6(18.2%) reported low levels of domestic violence. For the case of school C 11(30.6%) of the reported high level of violence in homes, 25(69.4) had moderate rating and none reported low cases of domestic violence. In school D 7(19.4%) of the respondents revealed high levels of violence in homes, 11(30.6%) had moderate rating and 18(50%) had low rating on domestic violence prevalence. In school E 17(51.5%) had high rating, 10(30.3%) had moderate rating and 6(18.2%) of the respondents rated low. And lastly, school F 5(12.4%) of the respondent revealed high rating 9(22.5%) of the respondents revealed moderate and 26(65%) of the respondents revealed low. In the, moderate rating witnessed by most respondent followed by high rating and lastly low rating. These findings indicates that there are frequent cases of domestic violence in most homes in Morukatipe Sub county.

4.2.3 Effects of Domestic Violence on Pupils' Academic Performance in Government Primary Schools in Morukatipe Sub County in Tororo District.

Table 4.4 Effects of Domestic Violence on pupils Academic Performance

Effects of domestic violence	Frequency(f)	Percentage (%)
Psychological torture which affects learners' memory	201	94.8
Unsteady progress of learning	189	89.2
Inconsistence of results among learners	206	97.2
Inadequate provision of scholastic materials	150.	70.8
Physical injuries lead to absenteeism	194	91.5

In the table 4.4, field data shows that domestic violence leads to psychological torture which affects learners' memory as reported by 201(94.8%) respondents. Learners cannot memorize the learnt materials in school hence leading to low Academic performance.

Domestic violence also unsteady progress of learning among learners, revealed by 189(89.2%).

It was also found that 206(97.2%) respondents reported that domestic violence is the cause of inconsistence of results among learners due since they are traumatized.

Homes characterized with domestic violence as reported by 150(70.8%) inadequately provide scholastic materials to their children due to lack of focus geared to learners' academic achievement.

The study also revealed that 194(91.5%) of respondents reported about physical injuries lead to absenteeism due to domestic violence.

Generally, the findings indicate that domestic violence negatively affect learners' academic performance.

4.2.4 Ways of Curbing Domestic Violence in Families in Morukatipe Sub County in Tororo District.

Table 4.5 Ways of Curbing Domestic Violence in Families

Challenges	Frequency(f)	Percentage (%)
Sensitization of family members on dangers of violence	212	100
Guiding and counselling	209	98.6
Initiating community-based organizations that fight domestic violence	145	68.4
Empowering women with income generating income	177	84.5
Report cases domestic violence on police	101	47.6

According to table 4.5, 212(100%) respondents agreed that sensitization of family members on dangers of violence is the best alternative, 209(98.6%) respondents suggested guidance and counselling as a remedy to domestic violence, 145(68.4%) respondent proposed Initiating community-based organizations that fight domestic violence, 177(84.5%) respondents thought of Empowering women with income generating income and 101(47.6%) of the respondents had in mind of reporting cases of domestic violence on police.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter mainly dealt with summary, conclusions of findings, and recommendations based on the conclusions made. This was handled by the researcher systematically following the research objectives; prevalence of domestic violence in Morukatipe Sub County in Tororo District, effects of domestic violence on pupils' academic performance of students in government primary schools in Morukatipe Sub County in Tororo District and ways of curbing of domestic violence on pupils' academic performance in government primary schools in Morukatipe Sub County in Tororo District. The study was guided by descriptive survey design. The target population was 6218 from 7 primary schools. Morgan and Krejcie (1970) sampling technique was adopted to determine the sample size. The researcher used simple random sampling to select 87 teachers and 125 parents 144 pupils who participated in this study and seven head teachers were selected automatically.

5.2 Summary of the Findings

This section presents the summary of the findings of the study according to the research objectives.

5.2.1 Prevalence of Domestic Violence in Morukatipe Sub County in Tororo District

Based on the findings of the study, the data from various schools were recorded as high ranging from 5(12.4%) in school F to 20(60.6%), moderate rating ranged from 7(21.2%) to 20(60.6%) and the low rating was from 0(0%) to 26(65.0). The results indicated that the prevalence of domestic violence was much perceived moderate, followed by high rating and lastly low rating, hence proving that domestic violence was common in the sub-county of Morukatipe.

5.2.2 Effects of Domestic Violence on Pupils' Academic Performance of Students in Government Primary Schools in Morukatipe Sub County in Tororo District

On the second objective, the rating ranged from 194(91.5%) to 206(97.2%) revealed that domestic violence indeed negatively affects pupils' academic performance.

5.2.3 Ways of Curbing Domestic Violence in Government Primary Schools in Morukatipe Sub County in Tororo District.

Based on this objective, the rating ranged from 101(47.6%) to 212(100%). The respondents had varied responses on this objective to avail remedies to domestic violence.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

From the findings of the first objective, the study concludes that domestic violence is rampant in most families in Morukatipe sub county in Tororo District.

According to the second objective, its justifiable that domestic violence has negatively affected the academic performance of pupils in the Morukatipe Sub-county in Tororo district.

From the findings of the third objective, there are possible remedies that can be enhance in the community to curb domestic violence in the sub county.

5.4 Recommendations

Based on the findings, the study made the following recommendations:

The communities are required to formulate by-laws aiming to totally avoid domestic violence in families, for example elect special persons concerned with matters on domestic violence who will continuous issue such matters at both local council and courts of law for here-in.

The local councils should sensitize parents on the need to enhance peace in families. They should further device special units amongst parents to promote guidance and counselling on cases of domestic incase they arise in the community.

Empower family members with projects that are monetary generating to shoot-up their gross domestic production to support families hence avoiding wrangles.

5.5 Recommendations for Further Research

The study recommended the following areas for further research:

- The level of government commitment in fighting against domestic violence in Morukatipe sub county Tororo district
- Influence of family relationship on pupils' academic performance in Morukatipe Sub county Tororo District.

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APPENDICES

APPENDIX I: PARENTS' QUESTIONNAIRE

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

Section A: Personal Profile

1. Gender

Male () Female ()

2. Age

15-20 years () 21-30 years () 31-40 years () 40 years and above ()

3. Occupation

House wife () Farmer () Business person () Teacher () Others ()

4. Education level

Certificate () Diploma () degree () masters () None ()

5. In your own view, what is the prevalence of domestic violence at home?

High () Moderate () Low ()

6. In your own views, state how domestic violence at home affects children's academic performance?

.....
.....
.....
.....
.....

7. How can you control domestic violence in our homes?

.....
.....
.....
.....
.....

8. If yes, how do you rate your child's performance?

Above average () average () below average ()

APPENDIX II: TEACHERS' QUESTIONNAIRE

Kindly answer all the questions by ticking in the appropriate box or filling in these paces provided.

Section A: Personal Profile

1. Gender

Male () Female ()

2. Teaching Experience

Less than 2 years () 2-5 years () 5 years and above ()

3. Education level

Certificate () Diploma () degree () masters () None ()

Section B

4. What is the rate of domestic violence among children in this school?

High () Moderate () Low ()

5. If yes, how often do they report those cases

Daily Basis () Rarely ()

5. How has domestic violence affected children's academic performance in this school to you?

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6. How can you sensitize parents on controlling domestic violence in their families?

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APPENDIX IV: INTERVIEW SCHEDULE FOR PUPILS

1. Are you aware of the presence of domestic violence at home?
2. What is the basis of its prevalence?
3. How do you feel when there is an occurrence of violence at home?
4. Does it affect you in terms of school attendance?
5. How can family members avoid domestic violence?

APPENDIX VI: KREJCIE AND MORGAN SAMPLING TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970