

**IMPACT OF DOMESTIC VIOLENCE ON THE ACADEMIC PERFORMANCE OF PUPILS IN PETTA SUB  
COUNTY, TORORO DISTRICT**

**BY:**

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AWARD OF A BACHELOR'SDEGREE OF EDUCATION PRIMARY OF BUSITEMAUNIVERSITY**

**2024.**

## DECLARATION

I AWORI ELIZABETH declare that this is my own work and is submitted towards the award of bachelors of Education Primary of Busitema University and that it contains no material previously published by another neither person nor work which has been accepted for the award of any other degree of any University.

Signature .....  .....

## **APPROVAL**

This Research study was supervised under the guidance of the undersigned academic supervisor and has hence forth to be approved for submission

**SUPERVISOR: Mrs. Abulo Rebecca**

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SUPERVISOR: Mrs. Abulo Rebecca

Signature:  .....

Date: 20/8/2024 .....

## **ACKNOWLEDGEMENTS**

My sincerest thanks goes out to the almighty God for his gift of life and also to my parents, siblings friends and all the people that helped me along the way towards my education and making me able to reach the ability to carry out a research activity.

## **ABSTRACT**

The study was set to evaluate the Impact of Domestic Violence on academic performance of pupils in Petta Sub-county, Tororo District. It will be guided by three research objectives which included To find out the causes of domestic violence. To find out the effects of domestic violence to children's academic performance in school. To establish the possible strategies of reducing the occurrence of domestic violence. The researcher used an analytical design in the study through which the study population was 43 respondents will be chosen from the different population categories. The findings indicated that Domestic Violence was still so much felt in Petta Sub-county, Tororo District but mostly used as a way of disciplining children women. Children experienced various negative emotions causing truancy and in attentiveness in school, poor performance and low self-esteem. Community felt that canning of children was a good drilling method. In view of conclusion done, the following recommendations were made. Perpetrators of Domestic Gender Based Violence be arrested and prosecuted. Teachers, counselors and parents should provide compassionate and supportive environment to the school children to aid the victims. Sensitization of the community constantly on the negative impacts of GBV and initiate others mild ways of helping children among others.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents the introductory information about the topic of study, background, problem statement, the general objective, specific objectives, research questions, scope of the study, significance of the study, justification of the study, limitations, and de limitations of the study and definition of the key terms.

### 1.1: BACKGROUND OF THE STUDY

Globally, Holt et al, (2015) notes that, Pupils' school participation as seen m 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. Further argues that, 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 v iolence (IPV) is more often experienced. Children from slum areas, who witness violence between their parents on top of other social challenges, are exposed to the aftermath of domestic v iolence 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. Tony, (2002) notes 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 interpersonal and family secret. Violence between spouses or IPVusuall y has far reaching consequences on children. Besides the scenes of violence be ing traumatic, the children may suffer 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. Tonny (2002) further argued that, 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 behavioural and psychological problems as children who are themselves abused.

Regionally, United Nations Development Fund for Women UNIFEM (2015), domestic violence in Kenya has revealed high figures as indicated in a study carried out in eight provinces of Kenya Prem&Essd (2003) cited that, among the findings of that study was that 41% of women have been sexually abused, 61% of women have been physically abused one time or several times as adults and that the peak period for physical and sexual 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 able to express their fears and anxieties regarding their parents' behaviour. They therefore can exhibit difficulties with schoolwork including poor academic performance not wanting to go to school and difficulties in concentration (Wexler, 1990).

In Uganda similarly, Raphaela (2005) affirm such children as constantly fighting with peers, rebelling against adult instructions and authority and being unwilling to do school work. Widorn,(1999) concurs with Raphaela (2005) in that, 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 Post-Traumatic 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 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).

## **Theoretical Framework**

The study will be based on two theories (psychoanalysis and behavioral theories). Sigmund Freud's psychoanalysis theory assumes the biological, sexual and moral inferiority of women

and enunciates that this scientific theory of feminity powerfully reinforces ageold prejudices and continues to influence individuals and male-female relationships even today. This assumption was evident of his well-known description of the phenomenon of penis envy. At about 4 years, Freud theorized that boys and girls make an important discovery: boys have a penis, and girls don't. Thus they react differently. Boys assumed that little girls are inferior to them- an assumption that persists throughout later stages of development. Girls on the other hand are envious. They devalue themselves and all other women (Lamanna, 1988). This theory can explain why male partners in marriage as a sign of male dominance perpetrate domestic violence over the women. This dominance of one spouse can directly or indirectly influence their children) in various aspects of their lives. Overall boys tend to be more reactive and more aggressive than girls in disturbed families. This explains why more boys run away from home during such circumstances. They are more likely to be witnesses or participants in parental confrontations. Adolescents are least affected by their parent's strifes because they assume some psychological independence than younger children who are wholly dependent on their parents. Thus, young children who come from households where there is domestic violence can develop academic as well as social problems

## **1.2 Problem statement.**

In Petta sub county, domestic violence is notably a big situation following the different forms. This is affecting the people in different ways and that includes children in schools. Of recent there is a concern that learners who are undergoing domestic violence usually don't perform well as result of psychological trauma with in and among themselves which among others includes, torture, denial of education by parents as they value them as the source of bride wealth for the case of girl child, domestic labour and security for homes (boys), lack of money to facilitate the learners from school among others have resulted into poor performance of the learners form their academic wellbeing in schools in Petta sub county. However Article 34 of the Constitution of the republic of Uganda 1995 as amended is to the effect that ; children have a right to education,shelter,family care can help in protecting the learners from school since it has legal back up .furthermore the Bible in Ephesians 6:1-4 also advocates for the rights

of the children as it disagrees with torture of the children as it notes that children obey parents and parents do not mistreat your children. With that therefore the performance of the learners can improve as they can freely learn with colleagues in the same environment. This is why the researcher decided to carry out the activity on impact of domestic violence on the academic performance of pupils in Petta Sub-county.

### **1.3 General objectives;**

The general objective of this study was to assess the impact of domestic violence on academic performance of children.

### **1.4 Specific objectives**

This study was guided by the following specific objectives;

To find out the causes of domestic violence.

To find out the effects of domestic violence to children's academic performance in school.

To establish the possible strategies of reducing the occurrence of domestic violence.

### **1.5 Research questions**

The study was guided by the following research questions;

What are the causes of domestic violence?

What are the effects of domestic violence on th-e academic performance of children?

What are the possible strategies of reducing the occurrence of domestic violence?

### **1.6 Scope of the study**

This was in three forms as follows;

#### **1.6.1 Geographical scope**

The research Study was carried out in Petta Sub-County, Tororo district.

#### **1.6.2 Time scope;**

The study was conducted for a period of February to April 2024.

#### **1.6.3 Content scope**

In terms of content, the study is expected to assess the effects of domestic violence on the

academic performance of children in Petta Sub-County. Domestically traumatized children usually perform poorly compared with those without such effects, it is on that note that researcher wishes to design strategies of helping them come out of such effects.

### **1.7 Justification of the study ·**

The poor performance of children in class characterized by family related effects among others include; lack of parental care, psychological torture, the brutality of parents i.e. those children with single parents as a result of death by one of the parents either mother or father, child neglect by the care takers, lack of scholastic materials such as uniform, books, high drop rate at school by the children as result of demand for dowry among others. This has resulted in to the deteriorating performance of children in Petta Sub-County. It is upon this that the study was intended to assess the effects of domestic violence on academic performance of children with objectives; To identify the causes of domestic violence, to find out the effects of domestic violence to children's academic performance in school. to find out the possible strategies of reducing the occurrence of domestic violence.

### **1.8 The significance of the study**

This study benefited the following:

This study was useful to Petta Sub-County administrators in helping learners who are undergoing domestic problems and how best they can be helped so as to encourage them compete favorably like others as they will be protected by law.

This study enabled teachers to obtain strategies and techniques in helping learners to have good academic environment hence improving their performance.

This study also enabled educational stakeholders to encourage, provide appropriate support to domestically hindered learners in primary schools.

The study enabled parents to understand that when a child is learnt he/she earns more value to the family as they chance good jobs.

The study also motivated the parents to fulfill the domestic responsibility of providing family support to the children in order for them to accomplish the studies well.

It also eased the academic /learning process of the pupils thus quality output of the learners.

## **1.9 Limitation of the study**

Finances were a problem the researcher anticipates since research study might be costly during travel time, typing and production of a good report.

Unfavorable weather conditions characterized by sunshine during data collection process in the field.

Limited time for data collection is also expected as participants may get busy with their work.

## **1.10 Delimitation**

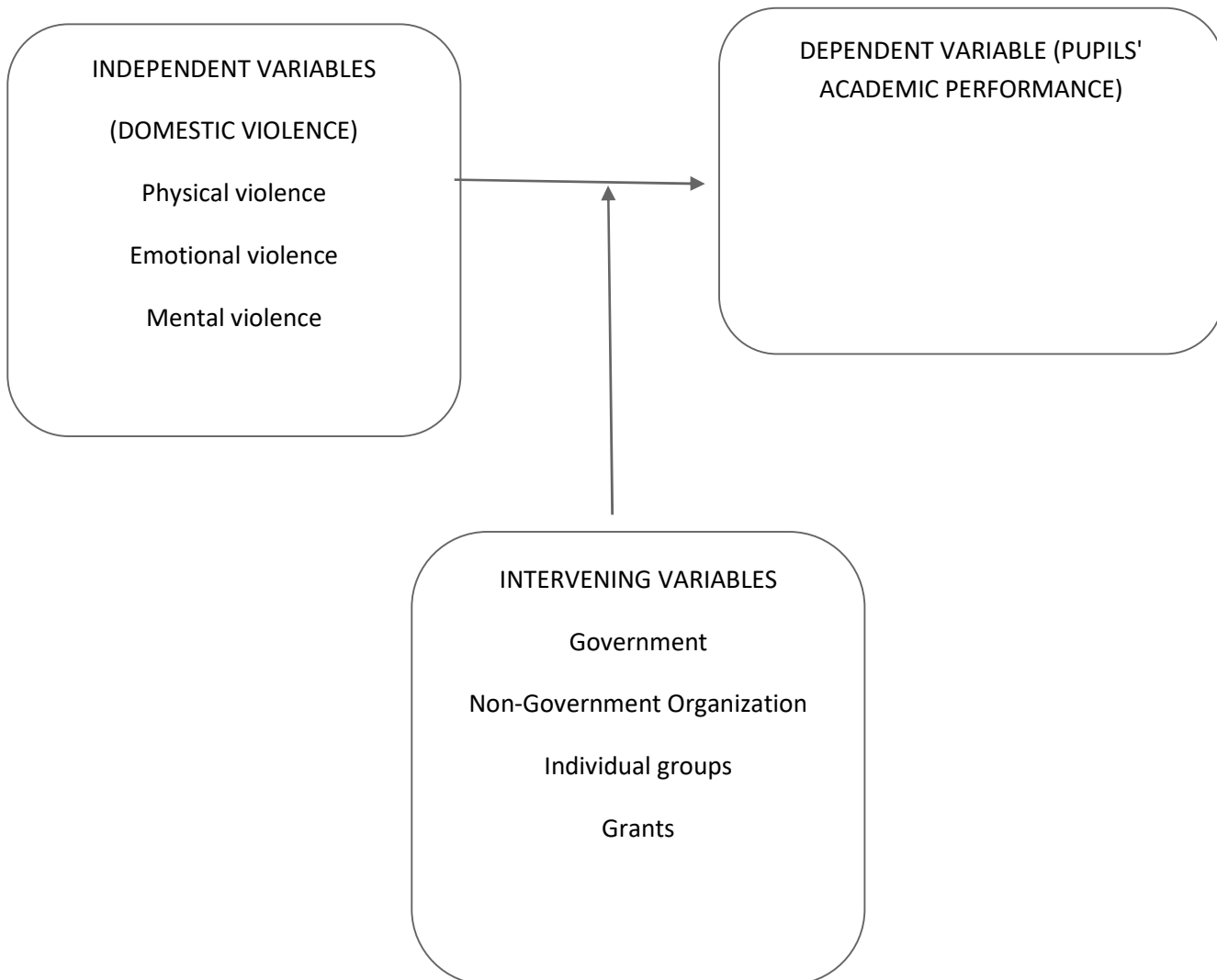
The researcher applied the following in order to ensure that the exercise is successful.

The researcher notified the respondents that she was a student and therefore she had no money for them after participation.

The researcher used home property such as the bicycle to reduce transport costs, and will request the supervisor to go through the work before it is printed out in order to reduce typing and printing costs.

The researcher provided herself with an umbrella while going to the field earlier for safety purposes.

## 1.10 Conceptual framework



Source: Primary data

## **1.11 Definitions of the key terms**

Domestic: Of or involving the home or family

Academics: Hypothetical or theoretical and not expected to produce an immediate or practical

Learners: Someone (especially a child) who learns (as from a teacher) or takes up knowledge or beliefs

Performance: Any recognized accomplishment

Children: This person below the aged of (18) eighteen years.

Education: Knowledge acquired by learning and instruction.

Community: This is a group of people living together with same norms believes and in the same geographical area.

Violence; An act of aggression (as one against a person who resists)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature review, sitting out what other scholars have found or concluded on the effects of domestic violence on the academic performance of children in primary school.

#### **2.1 Causes of Domestic Violence**

According to Cusack et al (20 12) there are varieties of causes to domestic violence these are categorised into three broad areas; Verbal alteration that can escalate into violent behaviour, Financial issues that can lead to -disagreements and violence, offensive conduct. From the perspective of Cusack et al (20 12) the causes of domesti c abuse more especially violence against women and children are Infidelity, aspect of polygamy, socio-economic reasons, disobedience, family interference, marital disharmony, outside influences and vices. School related reasons such as refusing to go to school, being late to school, refusing to perform personal chores of teachers, late payment of school fees, disobedience in school and other petty offences which include cheating in examination are other causes linked to domestic abuse (Cusack et al (2012)).

Afrifa (20 11) argues that in spite of the free education in Uganda over a quarter of a century, after independence only 44% of children are enrolled in the Primary School, and he attributes the lack of full access to education as a violation of pupils rights. He further cites from a newspaper article, which states that, some families were openly selling their children because of poverty and hunger Afrifa (2011 ) cited in Avoke, (201 4)

#### **2.2 Effects of domestic violence on children's academic performance**

Wolfe et al (2011) pose it that children who are victims of domesti c violence suffer traumatizing events such as injury or death. Negative feelings -such as withdrawal, depression abnormal fears, regression, learning problems or a decline in school performance, truancy,

bullying, difficulty in building and maintaining relationships, impulsiveness, behavioural problems, denial and emotional problems are coupled with daily activities of children who suffer or witness domestic violence. Depression has devastating effects on children eating disorders, psychosomatic illness, and difficulties at school and instances in substance abuse. According to Wolfe et al (2011) children who were victims or witness to physical domestic violence are more likely to become perpetrators of domestic violence as adults than those who were not victimised. Stanley, (2011) noted that, studies seeking to overview the key research have affirmed that a significant majority of the children exposed to domestic violence are affected by the experience in both the immediate and longer term. According to Goddard and Bedi, (2010). While the research has established associations between exposure to domestic violence and adverse outcomes for children, there is now a growing body of convergent evidence that suggests that the association is a causal one. A series of metaanalyses of research studies examining the effects of children's experience of domestic violence have indicated that exposure is related to a range of subsequent emotional, behavioural and social problems (Kitzman et al., 2003; Wolfe et al., 2003; Evans et al., 2008). The pathway is a complicated one involving children's reaction to what they have seen and heard, the decrease in parental warmth and caring in a household where violence takes place and the protective factors that ameliorate some of the negative effects (Stanley, 2011). The most robust evidence of the impact of domestic violence on psychosocial outcomes for children comes from a meta-analysis of 118 studies (Kitzmann et al. 2003). It showed significantly poorer outcomes on 21 developmental and behavioural dimensions for most of the children exposed to domestic violence compared to children who had not been exposed to such abuse.

British Medical Association, (2007) argued out that, there is growing recognition of the heightened risk of domestic violence to women during pregnancy. It has been estimated that around 30 per cent of domestic violence begins during pregnancy, and that between 11 per cent and 44 per cent of pregnant women who had been abused in the past, were assaulted during pregnancy. In 90 per cent of all settings this abuse was carried out by the father of the unborn child. CEMACH, (2009) concurs with British Medical Association, (2007) in that, during pregnancy women are less able to protect themselves and their unborn babies, resulting in

possible miscarriage or long-term disability for a child. The impact of domestic abuse during pregnancy is recognised to be a significant contributory factor to maternal and foetal mortality and morbidity. According to Lazenbatt and Thompson-Cree, (2009), there is a need to ensure that health professionals working with new and expectant mothers routinely ask about domestic violence and are clear about how to respond if disclosures are made

According to Overlien, (2010), other research has shown that children as young as one year old can manifest heightened distress in response to verbal conflict between parents. Children living with domestic violence generally have significantly more frequent behavioural and emotional problems than their peers who do not live with domestic violence (Meltzer et al., 2009).

According to Evans, Davies and DiLillo, (2008), children who have also been physically abused display the highest levels of behavioural and emotional disturbance. It is important to recognise that individual children may react in different ways to the violence to which they are exposed. Some children may 'externalise' their feelings and confusion through aggressive or anti-social behaviour, whilst others may 'internalise' the behaviours resulting in higher levels of depression, anxiety and trauma symptoms. Research indicates the impact of domestic violence on both boys and girls is similar with regard to internalizing behaviours, but that boys are more likely to display externalizing behaviours.

Currently, research does not indicate that a child's age makes any significant difference in respect of whether they are more or less affected by their exposure to domestic violence, although the ways in which they are affected may differ. For example, babies living with domestic violence appear to be subject to higher levels of ill health, poorer sleeping habits and excessive screaming, along with disrupted attachment patterns. Children of pre-school age tend to be the age group who show most behavioural disturbance such as bed wetting, sleep disturbances and eating difficulties, and are particularly vulnerable to blaming themselves for the adult violence. According to Humphreys and Houghton (2008), older children are more likely to show the effects of the disruption in their lives through under performance at school, poorly developed social networks, self-harm, running away and engagement in anti-social behaviour.

## **2.3 The possible strategies of reducing occurrence of domestic violence**

According to Stanley, (2011), whilst we have an increasing understanding of the processes that underpin risk and protective factors in children exposed to domestic violence, we have substantially less knowledge about how to influence these processes in order to increase a child's resilience. Risk factors heighten the probability that children will experience poor outcomes in both the immediate and longer term whereas resilience factors increase the likelihood that children will resist or recover from their exposure to adversities. Stanley et al., (2009) argued there is a debate about whether instigating child protection investigations into situations of domestic violence where children are present is always helpful. This is because the majority of referrals to the police and children's social services do not meet the threshold for intervention. Hayes and Spratt, (2014), however noted that, this is not the same as saying that the children are not in need of support services.

Mullender (2004) notes, regardless of whether a child is in need of a child protection plan or not, the research evidence indicates that all children living with domestic violence or its aftermath can benefit from individual and group work to help them understand what has happened to them and their families, to overcome the negative impact of living with abuse, and to move forward in their lives. Such work can raise awareness about the issues, help children to learn strategies for keeping safe, ensure that they feel less isolated and 'different', and help them to feel better about themselves. It needs to be done sooner rather than later. Mullender, (2004) further notes, involvement of the child's mother in this work has been found to be helpful, although this should usually be done in parallel with individual work for the mother in her own right. There is also emerging evidence of involving fathers who have perpetrated domestic violence in such work, with benefits for some children, and both the victim and perpetrator McConnell et al. (2014). Stanley et al. (2009) additionally, there is strong evidence to show that children and their families can be better supported by professionals who have undertaken training in responding to domestic violence, underpinned by clear protocols between agencies setting out their respective roles and responsibilities. For example, training of

police officers can both dispel myths about the nature and seriousness of domestic violence as well as better equipping officers in how to respond effectively and helpfully Eigenberg et al., ( 20 12). Schools have a key role in identifying children who may be living with domestic violence and in providing a safe place for children to receive support Sterne and Poole,( 2009). British Medical Association, (2007).Similarly notes, health professionals working in adult mental health teams are well placed to ask sensitively about domestic violence.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

This chapter shows the research design, sample size, sampling techniques, data collection methods, area of study, sources of data, data analysis methods, ethical considerations, research procedure and quality control that was used in carrying out the research work.

#### **3.1 Research Design**

The researcher used the case study research design/approach because it gives the researcher the opportunity and time to study and examine in depth the area of study that is Kolir Sub-County. It also provided a suitable context for which the research questions were answered.

#### **3.2 Sample size**

The researcher used a sample size of 43 as tabulated in the below;

**The table I. Showing the category of respondents and their number.**

Category of respondents	Units
Headteachers	5
Pupils	20
DEO	1
Parents	10
Political leaders	3
Technical staff	4
Total	43

Source: Primary Data

### **3.3 Sampling techniques**

The researcher used non probability sampling. The researcher used purposive sampling technique. This is where the researcher carefully selected whom to include in the study (Onen 2006). This will also give the researcher a chance to approach those respondents whom he feels have got knowledge and information about the problem being studied and willing to give the information needed.

### **3.4 Data collection methods**

The researcher in the process of collecting data used questionnaire and interview as instrument of data collection.

#### **3.4.1 Questionnaire**

Osoo, (2008) defined a questionnaire as a collection of data of which a respondent is expected to respond in writing. The questionnaire method of data collection was used due to convenience in a number of ways; it can be sent and retrieved through e-mail to the respondents, it gives the respondent an ample time to think and give his or her views and it

eliminates the effects of biasness between the respondent and the researcher as they are a part. This instrument consisted of closed ended and open ended questions where the predetermined questions are written with alternative answers such as; yes or No, agree or disagree are produced for the respondents to choose the best alternative answer that reflects their opinions or views and they were urged to give some brief statements in the spaces provided. The questionnaire enabled the researcher to gather information from the literate respondents who can read and write thus making the research work easy.

### **3.4.2 Interview guide**

The interview was used to gather information from the respondents. The interviews were conducted in a manner that pre-determined questions were set and administered by the researcher who got responses from the respondents in a verbal form. It therefore means that the instrument was enable face to face interaction between the researcher and the respondents. These tools were enable the researcher to probe deeper and gather information from the illiterate respondents who cannot read and write.

### **3.4.3. Validity and reliability of instruments**

Reliability refers to the degree of information given by the respondents without great deviation. The researcher employed a test -retest method to establish the reliability of instruments. In this case, the researcher gave the same questions to the same respondents for the second time and the responses were similar With validity, the researcher employed the "experts' judgment". The researcher formulated the questionnaires and interview guide and presented them to the supervisor who in turn declaredthem valid.

The researcher ensured validity through cross checking the information with key informants by following up on issues that seemed unclear from the focus groups. This helped researcher to obtain a better understanding. The researcher also ensured validity through sharing with the research experts (professors) who reviewed the research instruments and provided advice that ensured a better quality of the research.

### **3.5 Area of study**

The study was carried out in Eastern Uganda, Tororo district in Petta Sub-County.

### **3.6 Sources of data**

The researcher used both primary and secondary sources of data so as to get answers to the research questions.

#### **3.6.1 Primary source**

Wambon, D. (1996) defined primary sources as those which are original in nature and data was generated for the first time. The advantage of using this source was that one gets factual information on the ground and there is no room for falsification or manipulation of facts.

#### **3.6.2 Secondary source**

This is data obtained from the text books, articles, magazines, journals and internet. The advantage of using this source is that one gets an insight of both the previous and the current state of affairs and be able to carry analysis and arrive at conclusions at the end of the study by making comparisons.

### **3.7 Data analysis**

The data was analyzed using qualitative and quantitative methods. Quantitative method is a form of data expressed in numerical values. These are data presented in statistical formats such as; tables, charts, graphs and many others, while Qualitative data was be presented in a descriptive and narrative form. Thereafter the data was edited, coded and analyzed and the findings will be presented in the research report.

### **3.8 Ethical considerations**

The researcher was considered the research ethics between her and the respondents such as;

(i) Free and informed consent; the researcher has to first seek the consent of the respondent before participating in the research.

(ii) Confidentiality; The researcher assured the respondent that, the data given by him or she only used for academic purpose and that it was not to be disclosed to unauthorized users or persons.

(ii) Privacy; The privacy of the respondents will be respected by the researcher. The respondents were allowed to leave questions they feel should be reserved.

(iv) Anonymity; the identity of the respondent will be kept anonymous by the researcher like the names and other forms of identification was excluded.

(v) Proper identification; the researcher properly identified himself, the institution she came from and the purpose of the research being carried.

### **3.9 Research procedure.**

Upon approval of the research topic by the research committee of the university, the researcher embarked working on the research report with the guidance of the research supervisor. After getting the approval of the research proposal from the university supervisor, the researcher got an introductory letter from the head of department permitting him to go for data collection from the area of study. The researcher designed questionnaires and the interview guide which was given to the respondents and made a follow up to retrieve the filled, questionnaires. The data collected was analyzed, summarized and the findings were compiled as a report inform of frequencies and percentages and then submitted to the Busitema University.

### **3.10 Quality control**

Quality control was ensured by the use of questionnaires and the interview guide which was designed and reviewed by the researcher. Both open and closed ended questions was used for data collection. Afterwards to ensure quality there shall be editing of the data collected before presenting it as a report. The questionnaires were collected, read and coded at the same instantly

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

#### 4.0 Introduction:

This chapter focused on presentation and analysis of the followings. The data is presented and analyzed using frequency table and percentage in accordance with the • stated research objective questions.

#### 4.1. Objective 1. Causes of domestic violence

As noted from the interviews; physical assault (15%) and physical abuses (15%) were found to be leading others like witnessing the fight (15%). withholding financial support from the children also featured. As discussed, the different forms of domestic violence brought a lot of bad effects on academic performance of children. Leaders targeted 75% said drunkenness and mismanagement of fairly resources was the greatest causes of domestic violence among adult respectively.

RESPONSE	PERCENTAGE
Poverty	25
Drunkardness	25
Mismanagement of family funds	12
Negative attitude to domestic work	23
Truancy	15
TOTAL	100

SOURCE: Primary data

The table above clearly shows that the entire community 100% had information on the causes of domestic violence

## 4.2 Objective 2. Effects of domestic violence on academic performance of children.

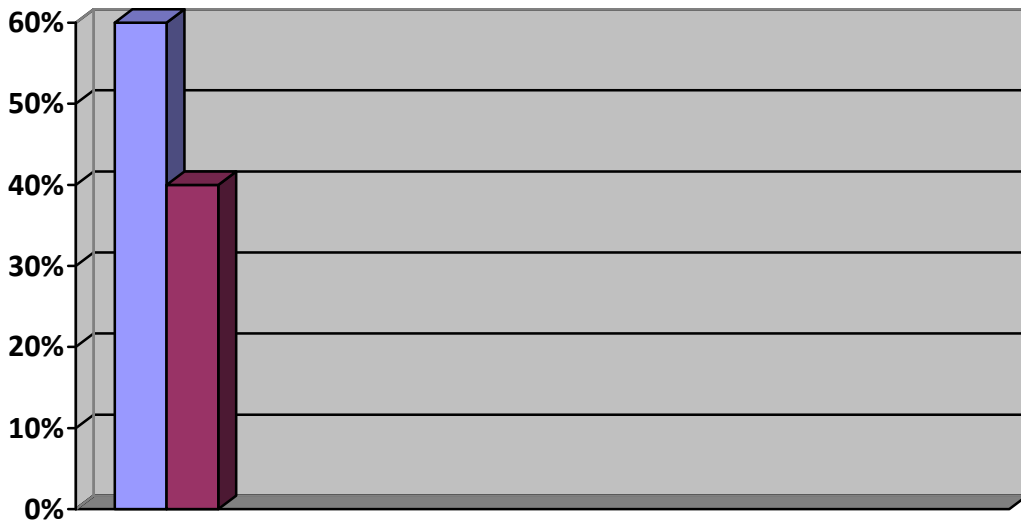
On the effects of domestic violence, the respondents in percentages suggested as follows; Feeling of rejection 12.5% sadness 17.5% ' fear in children 7.5% Helplessness 22.5% Anger among children 20% Loss of dignity /self-esteem 20% Totaling to 100%.

RESPONSE	PERCENTAGE
Feeling of rejection	12.5
Sadness	17.5
Fear in children	7.5
Helplessness	22.5
Anger among children	20
Low self-esteem	20

### Source: Primary Data

From the responses, domestic violence (97.5%) of the pupils reported feeling very sad (90%). Anger among children (85%) and said they helped, (80%) reported having feelings of loss of their dignity, self-esteem and were dehumanized, (75%) reported feelings of anger to retaliate

Following the information on table gathered, 60% of the pupil's dominance in promoting educated search was reached Bruises were angled with 40% as illustrated in the graph below:

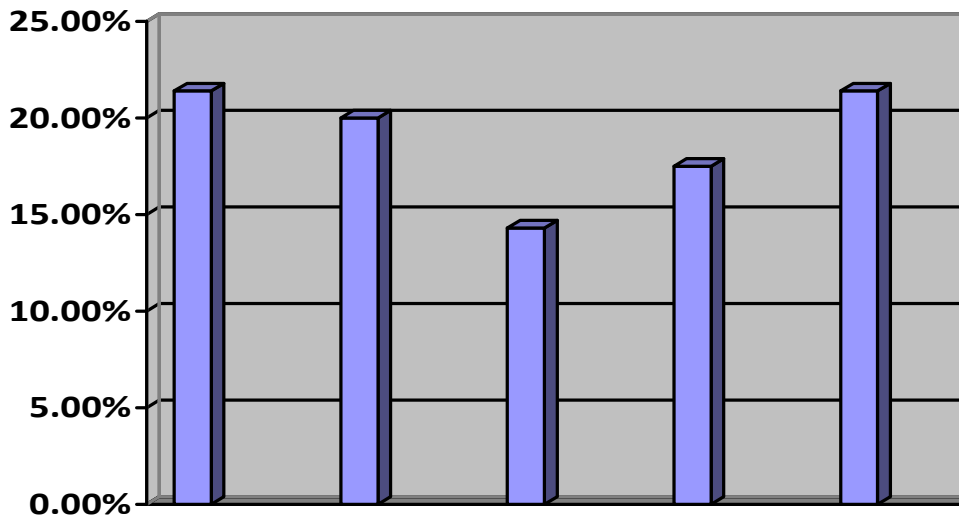


This showed that children need food. (40%) of the parent accepted the children were always out of home, Negative effects of domestic showed up at 50%. (50%) reported that fighting GBV was crucial through most of leavers were big enough.

#### **4.2. Objective 3. Ways of dealing with domestic violence on academic performance**

Following the suggestion given by respondent, 15 (21.4%) agreed to have perpetration Tested and prosecuted, 14 (20%) reaffirmed Guidance and counseling of victims, IO (14.3%) failure of practicing tolerance as a solution 12 (17.5) said love of children unconditionally ,15 (21.4%) mentioned education sensitization and least 04(5.7%) mentioned conflict resolution among the community members.

This information is as illustrated below:



It is clear that domestic violence is a major issue in the academic life of the children and this has become a pain in the neck of the community of Petta. This follows the desire showed by the community of Pettasub county to curb the issue of domestic violence.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0.Introduction:**

This chapter has discussed the impacts of domestic violence on academic performance of learners in Petta sub-county in Tororo District. The findings have been discussed in this chapter conclusions drawn recommendations reached in related to the stated objectives.

#### **5.1 Summary of key findings discussed:**

5.1.1 According to objectives (1) which was to establish the various causes /forms of domestic violence in homes conclusively came out with beating of children and verbal abuse as most outstanding in the communities reached, it was followed by fighting from parent, with holding financial support, child labor also showed some percentage.

The above were evidently found to be so much practical on the lives of the children in schools hence has caused a major havoc to the academic performance of children in those mentioned and in consistent with Cossack et al (1999).

#### **5.1.2 The effects of domestic Gender Based Violence were found to be imminent.**

The most common feelings reported by victims is marginalized feelings of decision making being bad, helplessness leading to loss of dignity, self-dignity and being dehumanized. Feelings of anger and decision to initiate were also reported, Retaliation were also reported alongside feelings of rejection, these speeded up some forms of misbehaviors like use of condoms.

More violent behavioral were not built. If children of these families were not helped out, they would become layer as punishment to those who followed them.

Teachers' reported inattentiveness in class, truancy and disrespect were seen among pupils who experienced domestic violence. Signs of low self-esteem and significant increase in aggressive behaviors resulting in low academic performance of pupils

5.1.3 Many respondents suggested solution such as arrest and prosecution of perpetrators, counseling of victims, practicing of tolerance, loving children parentally done unconditionally. Education and sensitization and practicing peaceful conflicts resolutions were also suggested as

possible solutions to the problems.

## **5.2 Conclusion**

The following conclusions were reached in view of the finding as done below.

It was found out that domestic gender based violence was so practical most especially beating of children in the different communities of Petta.

The major cause of domestic gender based violence was found to be lack of knowledge about the danger of using such bad practice to the pupils.

The most workable practice of curbing gender based violence was found to be arrest and prosecution of perpetrators to bad practice which abuses rights of children.

## **5.3 Recommendations.**

The following conclusion was reached as recommendation in accordance to the analysis made.

Perpetrators of domestic gender based violence be arrested and prosecuted in cases if harmed and psychologically tortured children.

Teacher counselors and parent be initiated to support environment which is free to the children.

Parent be empowered with life skills to help them cope with the ever changing fast environment.

he ministry of education and sports should make an effort to provide school with profession counselors who will handle cases of domestic violence in the schools.

Sensitization of the community on the negative effects of domestic violence on a child performance at school should be done to help in reducing it.

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## **APPENDIX 1: QUESTIONNAIRE FOR HEADTEACHERS**

I am Awor Elizabeth a student at Busitema University college of Education pursuing a bachelor's degree of Education primary . I am conducting a research study as an academic requirement on the effects of domestic violence on learners' performance in Petta Sub-County, Tororo District I am kindly requesting you to help in filling this questionnaire by giving information that is required for successful fulfillment of the objectives stated. I am assuring you that all the information which will be given will be treated with a high degree of confidentiality .Thank you in advance.

Note:

No need of writing your name- The response you give for this questionnaire will be confidential and used only for this study. - For the open-ended questions write your response in the space provided.

**PART A: PRELIMINARY INFORMATION please tick where appropriate:**

Type of school:

Private

Public

Sex:

Male

Female

Teaching experience in years:

1-5

6-10

10 -15

16+

**SECTION B: Causes of the domestic violence.**

I . What is domestic violence?

2. Are there learners undergoing domestic violence in your school?

Yes

No

b) If yes, how many are they? .Boys .....Girls ..... .. .

3. Identify the causes of domestic violence

**SECTION C; Effects of domestic violence on children's academic performance.**

4. Are there learners affected by domestic violence in your school?

Yes

No

Not sure

b).If yes, as in the above could you please list any cases?

**SECTION D; The possible strategies of reducing the occurrence of domestic violence.**

5. Are there any strategies of reducing domestic violence?

Yes

No

Not sure

b) If yes, could you please list them?

7. Could you please explain them?

8. Identify the policy makers and implementers?

9. Who are the major stakeholders the major role they play during the implementation process?

## **APPENDIX 2: QUESTIONNAIRE FOR PARENTS**

I am AworiElizabeth a student at Busitema University college of Education pursuing a bachelor's degree of Education primary . I am conducting a research study as an academic requirement on the effects of domestic violence on learners' performance in Petta Sub-County, Tororo District I am kindly requesting you to help in filling this questionnaire by giving information that is required for successful fulfillment of the objectives stated. I am assuring you that all the information which will be given will be treated with a high degree of confidentiality .Thank you in advance. Note: No need of writing your name- The response you give for this questionnaire will be confidential and used only for this study. - For the open-ended questions write your response in the space provided.

### **PART A: PRELIMINARY INFORMATION please tick where appropriate:**

A. Sex:

Male

Female

### **SECTION B: Causes of the domestic violence.**

1. What is domestic violence?

2. Are there learners undergoing domestic violence in your class?

Yes

No

3. Identify the causes of domestic violence

### **SECTION C; Effects of domestic violence on children's academic performance.**

4. Are there effects of domestic violence learners' face?

Yes

No

Notsure

5. Could you please explain any?

**SECTION D; The possible strategies of reducing the occurrence of domestic violence.**

6. Are there any strategies of reducing domestic violence?

Yes

No

Not sure

b) If yes, could you please list them?

7. Could you please explain them?

8. Identify the policy makers and implementers?

9. Who are the major stakeholders the major role they play during the implementation process?

## **APPENDIX 3; INTERVIEW GUIDE FOR THE FOCUS GROUP DISCUSSION WITH GIRL-CHILD**

1. What is domestic violence?
2. Are there learners undergoing domestic violence in your class?
3. Identify the causes of domestic violence
4. Are there effects of domestic violence learners' face?
5. Could you please explain any?
6. Are there any strategies of reducing domestic violence?
7. Could you please explain them?
8. Identify the policy makers and implementers?
9. Who are the major stakeholders the major role they play during the implementation process?

## Appendix 4: Work Plan

Activity	Feb - March	March - April	April
Writing researcher proposal			
Data Collection			
Data preparation			
Data Analysis and Interpretation			
Submission of Final Report			

## Appendix 5: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clip board	1	10,000=
Typing and printing		250,000=
Binding of dissertation	3 copies	15,000=
Travels		100,000=
<b>Grand total</b>		<b>385,000=</b>