

**DOMESTIC VIOLENCE AND ACADEMIC PERFORMANCE IN SECONDARY
SCHOOLS IN BUKUSU SUB-COUNTY MANAFWA DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I, **Katisi Irene** of Reg. No RJ22/MUC/BED/013, hereby declare that this research report is my original work and has never been submitted to any University or Higher Institution of learning for an academic award.

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APPROVAL SHEET

This work has been submitted with my approval as a university supervisor

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DEDICATION

I dedicate this piece of work to my beloved family members especially my parents, my dear husband and the children for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

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To God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisor Rev. Dision Wadamba for his scholarly guidance and perpetual encouragement. Acknowledgements will be incomplete without profound regards to my respondents; teachers, and head teachers from the sampled schools in Bukusu Sub-county, Namisindwa District for their academic and financial support that enabled me to reach this point. I extend my sincere thanks to my lecturers for their professional and academic nurturing. I also extend my sincere thanks to my course mates notably for their fruitful academic discussions, professional encouragement and support. I wish to extend a vote of thanks to my relatives for their moral and spiritual guidance that made me bold and have focus on my studies. Finally, I extend my heartfelt gratitude to my lovely biological mother for her parental care and love that inspired me throughout my academic life.

God bless you all.

TABLE OF CONTENT

DECLARATION	i
APPROVAL SHEET	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
LIST OF ACRONYMS AND ABBREVIATIONS	ix
ABSTRACT	1

CHAPTER ONE

INTRODUCTION

1.0 Introduction	2
1.1 Background to the Study	2
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives	6
1.5 Research Questions	6
1.6 Scope of the Study	6
1.6.1 Geographical scope:	7
1.6.2 Content Scope:	7
1.6.3 Time Scope:	7
1.7 Significance of the Study	7
1.8 Definition of Terms	8
1.9 The Limitations of the Study	9
1.11 Delimitation	9

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction	10
2.1 Conceptual Clarification	10
2.2 Forms of Domestic Violence	15
2.3 Effect of Domestic Violence on a Child	16
2.4 Mitigation of Domestic Violence	19

2.5 Summary of Identified Gaps	22
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CHAPTER THREE

METHODOLOGY

3.0 Introduction	23
3.1 Research Design	23
3.2 Area of Study	24
3.3 Population of the Study	24
3.4 Sample Size	25
3.5 Sampling Procedure	25
3.5.1 Simple Random Sampling.....	26
3.5.2 Purposive Sampling.....	26
3.6 Data Collection Tools.....	26
3.6.1 Questionnaire	26
3.6.2 Interview Guide.....	27
3.6.3 Observation Checklist	27
3.7 Data Quality Control	28
3.7.1 Validity of the Instruments.....	28
3.7.2 Reliability of the Instrument	29
3.8 Data Collection Procedure	29
3.9 Data Processing and Analysis	30
3.10 Ethical Considerations.....	30

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction	31
4.1 Response rate of the respondents	32
4.2 Demographic characteristics of respondents.....	32
4.2.1 Age of the respondents.....	32
4.2.2 Sex of the respondents	33
4.2.3 Marital status of the respondents.....	33
4.2.4 Level of education	34
4.2.5 Religion	35
4.3 Forms of Domestic Violence in Bukusu sub-county Manafwa District	35

4.4 Effects of Domestic Violence on Academic Performance of the Learners.....	38
4.4 How Domestic Violence can be mitigated.....	43

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction	47
5.1 Summary of findings.....	48
5.2 Conclusion.....	52
5.2.1 Objective one.....	53
5.2.2 Objective two	53
5.2.3 Objective three	53
5.3 Recommendations	53
5.4 Areas for further Study.....	54
REFERENCES	55
APPENDICES	59
APPENDIX: I.....	59
APPENDIX: II.....	62
APPENDIX: III.....	64
APPENDIX: IV	67
APPENDIX: V	69
APPENDIX: VI	70
APPENDIX VII	71
APPENDIX VIII.....	74

LIST OF TABLES

Table 1: Sample size and distribution	25
Table 3.2: Reliability statistics	29
Table 4. 1: The response rate of the respondent.....	32
Table 4. 2 The age of the respondents.....	32
Table 4. 3: Sex composition of the respondents.....	33
Table 4. 4: The marital status of the respondents.....	33
Table 4. 5: The level of education of the respondents.	34
Table 4. 6: The religious affiliations OF the respondents	35
Table 4.7: Forms of domestic violence on academic performance.....	35
Table 4.8: Effects of domestic violence on academic performance.....	38
Table 4.9: Mitigation of Domestic Violence in boosting academic performance.	43

LIST OF ACRONYMS AND ABBREVIATIONS

ACES	: Adverse Childhood Experiences
BBC	: British Broadcasting Cooperation
CORA	: Community Overcoming Relationship Abuse
COVID 19	: Covid 19 Disease
GIS	: Gender Inequality Syndrome
IQs	: Intelligence Quotients
SOPs	: Standard Operating Procedures
UNICEF	: United Nations Children’s Fund
UNO	: United Nations Organisation

ABSTRACT

The study set out to establish the effects of Domestic Violence on academic performance in secondary schools in Bukusu sub-county, Manafwa District. The study was guided by the following objectives; finding out the forms of domestic violence on academic performance in secondary schools in Bukusu Sub-county, establishing the effects of domestic violence on the academic performance in secondary schools and analyzing the ways of mitigating domestic violence as to improve on academic performance in Bukusu Sub-county.

The study adopted a descriptive research design employing both qualitative and quantitative approaches that targeted; parents, head teachers, teachers, learners and community leaders who were expected to provide the required information. Questionnaires, interview guide and observation checklists were to collect data from various respondents. To get quality data, the researcher ensured that the instruments were valid by conducting a preliminary survey and SPSS to determine their reliability.

The findings from the study indicated that domestic violence affecting academic performance in secondary schools in Bukusu sub-county is in different forms and greatly hinders the learners' progress and success, much as several attempts have been made to mitigate it.

The researcher therefore recommended; awareness campaigns for domestic violence, enforcement of the law and advocacy for human rights, the teaching of Christian religious education to be compulsory as a strategy for moral formation. The church should also intensify its mission out to the people as a way of correcting human error and restoring peace, love, care and harmony in society.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter comprises the background, statement of the problem, purpose of the study, objectives, research questions, scope, and significance of the study, operational definitions, limitation and delimitations of the study.

1.1 Background to the Study

The term domestic violence did not emerge until the 1960's as psychotherapy was emerging as an acceptable treatment option for individuals and families. Many theories such as structural or functional theory emerged, describing families as a social institution and asserting that social order needed to be followed for a cohesive and supportive environment (Rasheed, Rasheed, & Marley, 2011). According to Natukunda, (2005), violence is a long and complicated argument. At times families struggle and argue angrily which result into physical aggression or assault such as hitting, kicking, biting, restraining, slapping, throwing objects or even sexual, emotional stress with a multitude of problems and distinctive issues such as mental health and physical health problems that may cause dysfunction. Domestic violence affect the lives of millions of women and families worldwide at all social and economic levels. They cut across cultural and religious barriers, impeding the rights of women to participate fully in normal activities in society. Threats of physical abuse, sexual abuse, and emotional abuse are in fact violations of the fundamental human rights (WHO, 2001).

In literature, Lundy and Grossman, (2005), assert that children who are victims or witnesses of domestic violence worldwide may develop physical, psychological and behavioural problems as a result of physical, verbal, emotional and other forms of violence. This may affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence. The short-term and long-term emotional and physical aftermath of domestic violence may affect pupil's school attendance, academic performance, and behavioural patterns both in school and class participation. This is because domestic violence in context to the child's performance affects his/her reaction to life situations and level of performance (Rossman 2001; Wathen 2003; Osofsky 2003; Lundy and Grossman 2005; Bogat, Dejonghe, Levendosky, Davidson and Von, 2006).

The prevention, detection and punishment of domestic violence in all its forms have been pressing matters on the social, political and law reform agenda for many years. Women all over the world are forced to endure years of domestic violence by their state. According to a report by WHO (2001), domestic violence against women is common, widespread and far-reaching. It is the most common form of violence in women's lives more than assault, rape by strangers or acquaintances (Natukunda, 2005).

Laws on domestic violence vary from country to the other. While these laws are generally respected in the western world, it is not the case in many developing countries. According to Natukunda, (2005), whereas the social, economic and academic implication of domestic violence differ from one country to the other, in the United States, domestic violence are considered unacceptable by most people. But in many regions of the under developed world, the views are different. According to a UNICEF, (2014). survey, the percentage of women aged 15-49 who

think that a husband is justified in beating his wife under certain circumstances is 90% in Jordan, 85.6% in Guinea, 85.4% in Zambia, 85% in Sierra Leone, 81.2% Laos, 81% in Ethiopia.

Adejobi, Osonwa, Iyam, Udonwa and Osonwa (2013) assert that one negative aspect of family's life in Ghana is the effect of domestic violence on children, either as witness to, or victims of conflict which is determined by inter-parental relationship. Children could be severely traumatized by witnessing domestic violence or themselves being victims of this violence. According to them, domestic violence is a pattern of assaultive and coercion, the adults or adolescents use against their intimate partners. Today, domestic violence is not recognized as a serious societal problem in Ghana (Imtione, Aluede and Oboite, 2012). Yet, children in families in which such violence occurs have remained largely invisible as victims. Children who live in households with domestic violence are said to be at higher risk for maladjustment than children who do not live with such violence.

Wopadovi (women against domestic violence) (2014), domestic violence is threatening many Kenyan families and is unfortunately increasing in our society. Many people, the vast majority of them women have been injured, disabled and killed as a result of domestic violence. Following the recent happenings where domestic violence has become rampant and each day is reporting of deaths of spouses and lovers out of domestic violence, it has become a great priority that domestic violence is a menace that needs to be addressed as soon as possible and accorded with all seriousness that it deserves. Wopadovi further notes that domestic violence does not recognize social classes or education standards.

In Uganda, domestic violence was on the rise during the Covid 19 pandemic lockdown, (Anguyo, 2013). This has affected the academic performance of learners in Uganda. Domestic

violence has a prevalence rate in especially urban and slum areas of Uganda where Women suffer and are subjected to physical, psychological and sexual abuse in their homes by partners, in-laws and in some circumstances by their brothers and parents. According to Bond (2012), the factors associated with domestic violence in Uganda are low economic status of women, lack of awareness about women rights, lack of education, imbalanced empowerment issues between males and females, male dominant social structure. As a result, the above factors are predominant in triggering learners' concentration at school and hence poor academic performance.

1.2 Statement of the Problem

While domestic violence has been recognised as one of the most entrenched and pervasive forms of violence in Uganda today, its influence on school going children has yet to receive the same degree of attention (Tony, 2002). Thousands of children as well as women in Uganda suffer physically, psychologically, and sexually as a result of acts of domestic violence against them in their homes, in both the urban and the peri-urban areas such as Bukusu Sub-county, Manafwa District. In spite of the introduction of (USE) Universal Secondary Education, about 20% of school aged students in Bukusu Sub-county have dropped out of school (MOEST, 2005). In Bukusu Sub-county, children who are victims or witnesses of domestic violence have developed physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence, Central police station, (2020). If not well-handled, domestic violence may affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence (Wathen, 2003). The short-term and long-term emotional and physical aftermath of domestic violence may affect learners' school attendance, academic performance,

and behavioral patterns in school and class participation. It is unclear how the forms, causes and effects of domestic violence affect learners' academic performance however, this study sought to investigate the scenario.

1.3 Purpose of the Study

The study examined the effects of domestic violence on the academic performance of learners in secondary schools in Bukusu Sub-county Manafwa District.

1.4 Objectives

The study was guided by the following objectives;

- 1) To find out the forms of domestic violence that affect academic performance in secondary schools in Bukusu Sub-county Manafwa District
- 2) To establish the effects of domestic violence on academic performance in secondary schools in Bukusu Sub-county.
- 3) To analyze the ways of mitigating domestic violence so as to improve on academic performance in secondary schools in Bukusu Sub-county Manafwa District

1.5 Research Questions

The study answered the following questions;

- 1) What are the forms of domestic violence that affect academic performance in secondary schools in Bukusu Sub-county, Manafwa District?
- 2) How does domestic violence affect academic performance in secondary schools in Bukusu Sub-county, Manafwa District?
- 3) How can domestic violence be mitigated so as to improve on academic performance?

1.6 Scope of the Study

The study was limited to geographical, time and content scope

1.6.1 Geographical scope:

The study was conducted in Bukusu sub-county, an area known for high levels of domestic violence and poor academic performance in Manafwa District. The District is located in Eastern Uganda. Manafwa District is bordered by Namisindwa District in the East; the District of Bududa in the North West, Mbale to the West and Tororo District in the Southwest. The District is located between the longitudes of 34⁰ E, 35⁰E and latitudes 00⁰ & 45⁰N; and has the total surface area of about 231 Sq km. The headquarters of Manafwa District is located approximately 27 kilometres (17 miles), by road, south-east of Mbale, the largest town in the sub-region; and approximately 267 km from Kampala the capital city of Uganda

1.6.2 Content Scope:

The study covered forms of domestic violence on academic performance in secondary schools, effect of domestic violence on academic performance and ways of mitigating domestic violence in Bukusu Sub-county-Manafwa District.

1.6.3 Time Scope:

The study covered a period as from 2020-2024, the time that witnessed increased cases of domestic violence that greatly affected academic performance in secondary schools in Bukusu Sub-county.

1.7 Significance of the Study

The study might help community leaders address domestic violence related concerns.

It might help teachers to identify and help students affected by domestic violence so as to improve on their academic performance.

It might also be beneficial to parents who would know how to avoid domestic violence that affect their children's academic performance.

The study might help the government to address domestic violence as an issue affecting performance in schools

1.8 Definition of Terms

The definitions of the significant terms used in the Study are;

•**Community**- a group of people who live in the same geographical area and share the same interests

•**Child**- Any human below the age of 18 years according to the Kenyan constitution

•**Domestic**- Home or family

•**Domestic violence**- is a fight between members of the same family

•**Eradicate**- To get rid of something bad completely

•**Language barrier**- Challenges of communication due to lack of common language

•**Mobilize**- Bringing people or things together

•**Population**- The number of people in a certain group or community

•**Sensitize**- Create awareness among people

•**Violence**- A fight between two people or groups

•**Suspicion**- A feeling of distrust to something or someone

•**Psychological abuse**- form of emotional abuse characterized by a person subjecting or exposing another to behavior that may result in trauma.

•**Sexual abuse**- also referred to as molestation which means forcing undesired sexual behavior by one person upon another

1.9 The Limitations of the Study

Like in any activity, there are always some difficulties associated with it. Likewise in carrying out this study, the researcher was faced with a number of constraints as;

Financial challenges. The research required a lot of material input and costs as a result of movements from one place to another to collect data, photocopying and typing services, stationary like papers.

The researcher had limited time due to busy schedule of teaching, preparation of reports for students at school, and at the same time going to the field for data collection.

Some of the respondents were suspicious and hesitant to give required information.

1.11 Delimitation

The researcher adjusted her budget, including the research costs in her limited financial resources. She gave the priority to research materials and field travel costs.

The researcher planned for her time well, ensuring that her time schedules cater well for duties at work place and allocate enough time for her research as well.

The researcher assured the respondents that the information she needed from the respondents was purely for academic purposes. It was not intended to implicate anybody.

CHAPTER TWO

LITRATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature, thus; forms of domestic violence on the academic performance of learners in secondary schools, effects of domestic violence on academic performance of learners and the ways of mitigating domestic violence. The information was extracted from different sources such as books, from authors on similar topics, journals and the internet. The literature was therefore organized in accordance to study objectives but first the conceptual clarification.

2.1 Conceptual Clarification

According to Tony (2002) the word ‘domestic’ is derived from the Latin word ‘domus’ meaning a ‘home’. Domestic (Domesticus in Latin connotes what happens in and around a family

dwelling place. Violence is the use of coercive forms of power: the use of force or the threat of its use to compel someone to do something that the person might not otherwise do. It is part of a continuum ranging from legitimate power (a person does something because it is right to do so) through utilitarian power (a person does something because of a reward for doing so) to coercive power (Tony, 2002). Violence has been defined in many ways. The Concise Oxford Dictionary defines violence as unlawful exercise of physical force. The World Health Organization (2002) defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Domestic Violence In the past two decades there has been growing recognition of the prevalence of domestic violence in the society. Moreover, it has become apparent that some individuals are at a greater risk for victimization than others. Domestic violence has adverse effect on individuals, families and society in general. Ganley (1989) states that Domestic violence includes: physical abuse, sexual abuse, psychological abuse and abuse to property and pets. According to him, exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and can leave them with a sense of vulnerability, helplessness and in extreme cases horror.

Dutton (1992) defines Physical abuse as any behavior that involves the intentional use of force against the body of another person that risks physical injury, harm and or pain. It includes pushing, hitting, slapping, choking, using an object to hit, twisting of a body part, forcing the ingestion of an unwanted substance and use of a weapon. Dutton (1994) defines sexual abuse as any unwanted sexual intimacy forced on ne individual by another. It may include oral anal or

vaginal stimulation or penetration, forced nudity, forced exposure to sexual explicit material or activity. Compliance may be obtained through actual or threatened physical force or through some other form of coercion. Psychological abuse may include derogatory statements or threat of being killed by another individual. It may also involve isolation, economic threats and emotional abuse.

Straus and Gelles (1990) assert that domestic violence is widespread and occurs among all social economic groups. In a national survey of over 6000 American families it was estimated that between 53% and 70% of male batterers also frequently abuse their children. Other research by CWP, (1995) suggests that women who have been hit by their husbands are twice as likely as other women to abuse a child. Over three million children at a risk of exposure to parental violence each year observes Carlson (1984).

Mackay (1994) notes that children from homes where domestic violence occurs are physically or sexually abused and/or seriously neglected at a rate 15 times the national average Regier and Cowdry, (1995) estimated that 1 in 5 female children and 1 in 10 male children may experience sexual molestation. According to statistics from (2012) governors' commission, roughly 50% of homicides and 92% of murders- suicides in New Hampshire are domestic violence related. Domestic violence is a pattern that usually builds in intensity without intervention according to Representative Shannon Chandlery, an Amherst democrat. Children, regardless of race or social class are victimized at a higher rate than adults according to the U.S. department of justice. Some children in that country also witness violence on a daily basis which can have long term psychological consequences.

According to Jones (1994) violence is any act that causes the victim to do something they do not want to do, prevent them from doing something they want to do or causes them to be afraid.

Hence violence need not involve physical contact with the victim, but verbal threats and psychological abuse can be equally destructive. Violence is any destructive behaviour, which is geared towards hurting another person. Domestic abuse or violence is that abuse physical, sexual, verbal and emotional which occurs within the home. Domestic violence is a form of gender violence, which relates more to issues of power than sexuality. It has been known for some time that rape or sexual assault is not related to sexuality; it is related to dominance and an apparent need to humiliate the person being attacked. Similarly, battering as part of domestic violence is also at its heart; an effort to assert dominance or to re-assert a self-image based on dominance (Rhodes & Levison, 2003). Akpan and Usoroh (2005) equally submitted that domestic violence is violence in intimacy which can be physical, sexual, psychological, emotional or threats of physical or sexual violence that are inflicted on women. Violence directed against women is found in many societies. They added that, domestic violence is a very serious social, economic and psychological problem that has no cultural, social, economic and psychological group inhibition. Beyond the absence of any unknown barrier not even legal, its occurrence has profound and destructive consequences which ranges from physical, emotional and financial effects on the inhabitants of the home be it the women, children or men.

According to Hester (2006) domestic violence is orchestrated as a desire of one party in a relationship to dominate and control the other partner. It may be power breakdown and distortion of an intimate relationship. Relationships that are characterized by violence may be distorted but may not be broken down. UNICEF (2014) opined that Domestic violence is the victimization of a person with whom the abuser has or has had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviours used by a competent adult to establish and maintain power and control over another competent adult. These behaviours which can occur alone or in

combination, sporadically or continually include physical abuse, psychological, emotional abuse, and economic abuse. Adams (2001) also defines domestic violence as a pattern of behaviour that includes physical, psychological and/or emotional abuse toward an intimate partner.

Gabby Gifford (2014) argues that congregational actions on domestic violence and calls for legislation including steps like denying people facing restraining orders on domestic violence the right to possess guns. Margaret Thomas (1992) a health master's student in Auckland University observes that workers who are harassed stalked and subjected to violence by abusive partners bring that trauma to work with them costing industry hundreds of millions of dollars in lost productivity. Over half of the more than 1600 public service association union members surveyed reported some experience with family violence. Of 26% more than half needed to take time off work and 38% said violence made it difficult for them to get into work. David Finkelher (2004), director of crimes against children research center at the University of New Hampshire notes that more violence occurs during economic down turns.

In addition, CORA (2014) opines that children and teens are often hidden victims of domestic violence/abuse. When exposed to a parent who is abusive, children and teens often witness domestic violence/abuse, get hurt accidentally or become direct victims of abuse. The effects of exposure to domestic violence abuse can be as damaging to children and teens as the damage that an abusive person inflicts on his/her partner. The good news is that children and teens are resilient. They are strong and able to heal if they are listened to, nurtured and allowed to feel safe. Three to 10 million children witness domestic violence/abuse. The extent of the risk and trauma of witnessing domestic violence/abuse depends on the age of the child and the severity length and frequency of the abuse. Children as young as 1 and 2 years and teens exposed to an abusive parent often feel afraid, helpless, guilty, angry, frustrated, isolated and confused. As the

incidents of interpersonal violence grows in our society so does the need for investigation of the cognitive, emotional and behavioral consequences produced from exposure to domestic violence especially in children and teens. Traumatic stress is produced by exposure to events that are so extreme or severe and threatening that they demand extra ordinary coping efforts. Such events are often unpredictable and uncontrollable. They overwhelm a person's sense of safety and security. A traumatic event can seriously interrupt the school routine and the processes of teaching and learning. There are usually high levels of emotional upset, potential for disruptive behaviour, or loss of student attendance unless efforts are made to reach out to students and staff with additional information and services. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. They may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behavior

2.2 Forms of Domestic Violence

The manifestations of the social malady of domestic violence, according to Aihie (2009) include:

Physical Abuse: This is the use of physical force in a way that injures the victim or puts him or her at the risk of being injured. It includes beating, kicking, knocking, pushing, choking, confinement and female genital mutilation. Physical abuse is one of the most common forms of physical abuse, (Aihie, 2009).

Sexual abuse: This includes all forms of sexual assaults, harassment or exploitation. It involves forcing a person to participate in sexual activity, using a child for sexual purposes including child prostitution and pornography. Marital rape also comes under this, (Adams,2001).

Neglect: This includes failure to provide for dependents who may be adults or children, denying family members food, clothing, shelter, medical care, and protection from harm or a sense of being loved and valued (Gabby Gifford, 2014).

Economic abuse: This includes stealing from or defrauding a loved one, withholding money for essential things like food and medical treatment, manipulating or exploiting family member for financial gain, preventing a loved one from working or controlling his/her choice of occupation, (David Finkelhor, 2004).

Spiritual Abuse: This includes preventing a person from engaging in his/her spiritual or religious practices or using one's religious belief to manipulate, dominate or control him/her, (Aihie, 2009).

Emotional Abuse: This includes threatening a person or harming a person's sense of self-worth by putting him/her at risk of serious behavioural, cognitive, emotional or mental disorders, (Obi & Ozunba, 2007).

Shouting at a partner which was found to be the most common abuse by (Goetz, 2010) is included. Also included in emotional abuse are name-calling, criticism, social isolation, intimidating or exploitation to dominate, routinely making unreasonable demand, terrorizing a person physically and exposing a child to violence. Psychological abuse: Which includes behaviour that is intended to intimidate and persecute, and takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation.

2.3 Effect of Domestic Violence on a Child

According to the National Child Traumatic Stress Network in Child Welfare Gateway (2014) Children who have been exposed to domestic violence are more likely than their peers to

experience a wide range of difficulties, and the potential effects vary by age and developmental stage. The challenges faced by children and youth exposed to domestic violence generally fall into three categories: Behavioural, social, and emotional problems: Children in families experiencing domestic violence are more likely than other children to exhibit signs of depression and anxiety; higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, and social relationships; and low self-esteem (Steiner, 1999).

Cognitive and attitudinal problems: Children exposed to domestic violence are more likely than their peers to experience difficulties in school and with concentration and task completion; score lower marks on assessments of verbal, motor, and cognitive skills; lack conflict resolution skills; and possess limited problem-solving skills. Children exposed to domestic violence also are more likely to exhibit pro-violence attitudes (Ganley, 1989).

Long-term problems: Exposure to domestic violence is also one of several Adverse Childhood Experiences (ACEs) that have been shown to be risk factors for many of the most common causes of death including alcohol abuse, drug abuse, smoking, obesity, and more. Looking at the implication of this act on homes, McDonald, Ernest and Suhasini (2006); Jaffe, Wolfe and Wilson (1990) and Edelson (1999) also observed that, conflict between parents frequently affects their young children. Children who witness marital violence face increased risk for such emotional and behavioural problems as anxiety, depression, poor school performance, low self-esteem disobedience, nightmares and physical health complaints.

However, McCloskey, Figueredo, and Koss (1995) and Edelson (1999) stressed the point that, such children also are more likely to act aggressively during childhood and adolescence. Some researchers have also found that children whose mothers were abused by their partners have intelligence quotients (IQs) lower than usual (Seimeniuk et al. 2010 and BBC New Education,

2003). In the same vein, Anikweze (1998) identified violence as a threat to adolescent's well-being. The adolescent may become socialized in violent behaviour. He or she may become confused and angry. The anger may become directed towards either parents or other children. They may become aggressive, becoming troublesome at home and in school. Children who live in households with domestic violence are said to be at higher risk for maladjustment than children who do not live with such violence. In the light of the above, Domestic violence is widely perceived as a social malady that is threatening the stability, psychological development and academic performances of children in our societies.

Financial Effect: As a result of domestic violence the husband or man of the house could withdraw his financial backings to the home which could subject the woman to fend solely for the basic necessities of the children. The inability of the woman to meet the basic needs of the child could lead to non-payment of school-fees, lack of learning materials and poor welfare of the child. These inadequacies would therefore have interplay on the performance of the child in school. This was supported by Hansen (2000) who claimed that a child that lacks the necessary learning facilities stand the chance of performing woefully academically.

Social Effect: Due to domestic violence there may not be adequate interaction within the family, which could lead to communication breakdown. In a home where there is no free-flow of Domestic Violence. Academic Performance communication they are bound to be problem because communication brings about positive outcomes within the family. When there is communication gap in a home, the children suffer tremendously. This could have negative impact on the developmental and behaviour of the child, as he/she may suffer neglect/abandonment, lack of intimacy (i.e parent-child relationship), family stress, transfer aggression from either of the parent, all these abnormalities could make the child to exhibit signs

of depression and anxiety; sleep-disorder, higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, poor social relationships, low self-esteem, having difficulties in building and maintaining relationships and impulsiveness (Hassen, 2000). These effects would go a long way in affecting the academic performances of children from such a home, as it can make them to underachieve academically.

Emotional Effect: Domestic violence could lead to social psychosomatic illness in which the child may display neurotic behaviour, morbidity, day-dreaming which could affect his/her listening and assimilation ability in class. All these would play dominant impact on the child academic performances. According to Kernan, Bogart and Wheat (2011) academic success of a child will be enhanced if the optimal health related barriers are low. Several studies had also revealed that children who are victims or witnesses domestic violence may develop emotional distress which leads to other health problems such as sleep-disturbances, anxiety, brain injuries, bruises and fracture, use of drug, sexually transmitted diseases which could lead to decline in academic performance of such child.

2.4 Mitigation of Domestic Violence

The World Health Organization (WHO) indicates that domestic violence is primarily a violation of women's rights (Turmen, 1998). They report that efforts to improve the status of women internationally are being undertaken and supported. In Ireland, the Catholic Church has taken an official stance against marital violence and now condemns such violence at every level and allows marital dissolution as a result of domestic violence (Birchard, 2000). Current interventions aimed at improving life for female dating and domestic violence victims in Bukusu Sub-county, Manafwa District, Uganda which include; newly improved access to medical care, more educational resources, and enhanced social services (Steiner, 1999).

According to Steiner, (1999), the goals of some of these international interventions have been to empower victims, to improve decision making skills, and to empower females so they may avoid and exit abusive situations. New approaches to dealing with domestic violence in Quebec have placed men who have successfully dealt with masculine-generated problems as the instructors in batterer treatment programs (Dankwort & Rausch, 2000).

In Mexico, the reported goals of one community intervention were: to encourage women to recognize report abuse, and to encourage the community to engage in less victim blaming in cases of domestic violence (Fawcett et al., 1999). Ethnographic interview techniques in Mexico using hypothetical situations have proven to be fruitful ways of opening up the discussion of domestic violence where such discourse was considered taboo (Glantz, Halpern, & Hunt, 1998).

The Chilean government has instituted a series of research projects in the last decade aimed at increasing understanding of domestic violence (McWhirtner, 1999). These Chilean and Mexican research efforts have led to increased awareness and concern for the problem as well as grassroots and governmental programs developed to combat the issue at the individual and societal level

Dankwort & Rausch, (2000), suggests that coordinated and multi-faceted approach, including the creation of a culture that does not tolerate violence against women in any form. All relevant sectors of government and civil society should be involved in the prevention and control, including the local authorities, People's Committee, health sector, social services sector, education sector, justice sector, law enforcement sector, and mass organizations such as the Women's Union and the media.

Birchard, (2000), says reconciliation is necessary. The Law on Domestic Violence Prevention and Control describes principles of reconciliation. This includes respecting the free will of all the parties involved in reconciliation. Therefore if the victim cannot exercise free will due to feeling threatened or intimidated by the perpetrator, the reconciliation should not take place. The Law further stipulates that there should be no reconciliation of incidents of a criminal or administrative nature. In other words, the law provides that mediation or reconciliation should not be used in cases where there is serious or persistent violence. If the incident is of a criminal nature, the victim can request for an exemption from criminal proceedings and proceed to reconciliation. The authorities should ensure that the victim's request is made voluntary and without intimidation. If the incident involves a violation of an administrative nature, no reconciliation should be conducted by an institution, organization or grass root reconciliation team.

UNICEF (1989), suggests that there should be children's rights to protection from violence. On a global scale, article 19 of the UN Convention on the Rights of the Child addresses, in its articulation, the roles of government and its agencies in protecting children from violence and all types of abuse within the family and beyond in settings such as schools and early childhood centers. UNICEF (1989), states that children in the care of parents, legal guardians or any other person who has the care of the child must be protected from all kind of violence, child maltreatment and abuse. Furthermore, such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (UNICEF,

1989). While there is an obligation for states to act to uphold those rights, statutory systems such as education system bear a core responsibility to protect children and their rights. Early detection has been identified as a second important factor by the WHO and International Society for Prevention of Child Abuse (2006) after early prevention efforts to

In addition, Pickup (2001) suggests that a woman's economic empowerment (e.g., through income-generating projects) may not only enable her to leave an abusive relationship, but may also improve her status within the household if she decides to stay and as such it may improve her relationship with her husband⁸. However, Pickup notes that, in addition to economic obstacles, numerous social, ideological, and cultural factors impede women's ability to challenge violence in their lives. As a result

2.5 Summary of Identified Gaps

In the reviewed literature, most of authors and authorities contend that domestic violence affects the academic performance of learners and this makes them suffer from numerous psychological, physical, emotional and economic problems. While this is true, in Bukusu sub-county, learners also bear the impact of Domestic Violence although there are no studies yet on how it impacts on their academic performance. It is against this backdrop that the study sought to examine the impact of domestic violence on the academic performance of learners in secondary schools in Bukusu sub-county Manafwa District

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the procedure and techniques used to collect data. It covers the research design area of study, sample size, sampling technique, data collection methods, data processing and analysis, report writing and format.

3.1 Research Design

The study used a descriptive research design, employing both quantitative and qualitative approaches. According to Hedrick et al (1993) the purpose of a descriptive study is to provide a picture of a phenomenon as it naturally occurs and to draw a picture of a situation or show how things are related to each other. Mugenda & Mugenda (2008), shares the same views that a descriptive research design provides a foundation upon which a phenomenon can be described to indicate disparities or certain characteristics. This study described the effects of domestic violence on academic performance in secondary schools in Bukusu sub-county Manafwa District. It was considered because the design focuses on the collection, analysis and interpretation of information on domestic violence and how it impacts on the academic

performance with the view of making value judgment. According to Marks and Coleman (1989), a descriptive design is the one which attempts to assess the worth of an event or situation with the sole purpose of making a judgment about it. In the same way, the study sought to assess the effect of domestic violence on academic performance in secondary schools in Bukusu sub-county Manafwa District with the sole purpose of making a judgment about it. The researcher used a descriptive design with the help of quantitative and qualitative approaches. Quantitative methods was used to collect, interpret and analyse numerical data which was done in form of tables, figures and frequencies while qualitative methods were used to analyse verbal data hence the design was found suitable for the study.

3.2 Area of Study

Geographically, the study was conducted in Bukusu sub-county which is bordered by Namabya sub-county to the North, Bukoma sub-county to the East, Bukhofu sub-county to the South and Mayefe sub-county to the West. The following secondary schools were used for the study; Butiru secondary school, Butiru Model secondary school, Bunyinza Alliance secondary school, Susuni Seed School and Namilama Community secondary school.

3.3 Population of the Study

The study comprised 260 respondents which included 100 parents, 90 teachers, 05 Head teachers, 05 community leaders and 60 learners. Parents were selected because they were victims involved in domestic violence. Head teachers and teachers were selected because they worked closely with both the parents and learners who were subjected to domestic violence while learners were included given the fact that domestic violence affects their academic performance directly.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), identified that, sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of respondents was selected out of the population of the 260 which comprised 05 head teachers, 73 teachers, women 80 and learners 56 giving a total sample of 152. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix V).

Table 1: Sample size and distribution

Respondent category	Target population	Sample size	Sampling Technique
Parents	100	80	Random
Head teachers	05	05	Purposive
Teachers	90	73	Purposive
Learners	60	50	random
Community Leaders	05	09	Purposive
Total	260	152	

Source: Secondary Data, (2024)

3.5 Sampling Procedure

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009). In this study, a researcher used simple random sampling and purposive sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample was entirely selected by chance where each subject or unit in the population had an equal chance of being selected. This technique was used to select the parents and learners from the selected secondary schools in Bukusu Sub-county, Namisindwa District. After the pieces of papers had been mixed up in a basket, the researcher asked, parents and learners to randomly pick up coupons one at a time until a sample of five schools was obtained. Simple random sampling procedure was preferred because of its power to minimize biasness and maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to get head teachers and community leaders who were expected to provide information about the effect of domestic violence on academic performance of learners in the secondary schools. These are stakeholders with the most required information regarding domestic violence and its effects on academic performance in secondary schools.

3.6 Data Collection Tools

Research instruments used in this study included; questionnaires, interview guide and observation checklists.

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required Sarantakos, (2005) which was used in this study. This method was used to aid in the collection of data from women, teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire was designed and used in

accordance with the objective and key variables of the study. A questionnaire was appropriate for large samples and respondents since they could fill them at their own convenience as recommended by (Mugenda & Mugenda, 1999). The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variable with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview Guide

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions was asked to the head teachers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they are deemed vital for the study.

3.6.3 Observation Checklist

Observational schedule is a form of checklist used for data collection in a research work. Observational schedule of the "running record type" is a continuous observation of a behaviour stream for a particular period of time. The researcher wrote down the effects of domestic violence in any other setting where the teaching process suitably took place. Observational

schedule of the “running record type” was used to collect data for section B of this study. The researcher observed the teachers as they actually taught with the developed observational schedule (checklist) of the “running record type” and simultaneously ticked the forms and effects of domestic violence in the sampled secondary schools in Bukusu sub-county Manafwa District.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Bubulo Secondary School located in Manafwa District since this had the same characteristics with the schools under study. The questionnaires and interviews was piloted to 8 teachers and 5 students before the larger actual survey was conducted in Bukusu Sub-county. This was done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid because the value of 0.6 and above was achieved.

CVI= total number of relevant items

Total number of items

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) was used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. Since the score obtained was 0.818 and above 0.7; the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

Source: Primary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced him as a student of the University from the Department of Education. The head teachers of the selected schools of Bukusu Sub-county helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Sub-County.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on learners' academic performance.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these, ethical considerations were taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the effect of domestic violence on academic performance of learners in secondary schools in Bukusu Sub-county, Namisindwa District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presented findings on the domestic violence on academic performance of the learners in public secondary schools of Bukusu sub-county, Manafwa District. Data was analyzed using self-administered questionnaires, interviews and observational checklists. It

contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4. 1: The response rate of the respondent

Response	Frequency	Percentage
Expected respondents	152	100
Actual respondents	150	98.7
Non response	02	1.3

Source: Primary Field Data (JULY, 2024)

In this study, the researcher expected to interview 152 respondents (100%), however, the researcher was able to interview 150(98.7%) with only 02(1.3%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

Table 4. 2 The age of the respondents.

Years	Frequency	Percentages
13-20	52	34.3
21-30	40	26.3
31-35	38	25
40-49	18	11.8
50 above	04	2.6

TOTAL	152	100
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Source: Primary Field Data (July, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 34(34.3%), (21-30) were represented by 40(26.3%), (31-35) were represented by 38(25%), (44-49) were represented by 18(11.8%) and the least being 50 above with 04(2.6%).The implication behind this is that the majority of the learners are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they use spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4. 3: Sex composition of the respondents

Sex	Number	Percentage
FEMALE	104	68.4
MALE	048	31.6
TOTAL	152	100

Source: Primary Field Data (July, 2024)

Findings from the table 4.3 above showing the sex of respondents indicated that 104(68.4%) were females whereas the male respondents represented by 048(31.6%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

Marital status of the respondents

1.4.3 Marital status of the respondents

Table 4. 4: The marital status of the respondents.

Category	Number of respondents	Percentages
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Single	67	44.1
Widowed	42	27.6
Separated	30	19.7
Married	10	6.6
Divorced	03	2.0
Total	152	100

Source: Primary Field Data (July, 2024)

According to table 4.4 above, single respondents were represented by 67(44.1%) and this made the highest response. These were mainly school children. This was followed by widowed respondents who made 42(27.6%). The separated were represented by 30(19.7%), the married were represented by 10(6.6%) and divorced was rated at 3(2.0%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

Table 4. 5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	70	46.1
Diploma	44	28.9
Degree	32	21.1
Master	06	3.9

Total	152	100
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Source: Primary Field Data (July, 2024)

The findings from the table 4.5 above indicated that 70(46.1%) were unskilled though had reached primary. 44(28.9%) had acquired Diploma. This was attributed to the fact that having a Diploma was one of the requirements to be recruited in the public service as teacher. 132(21.1%) had acquired degrees while 06(3.9%) of the respondents were masters' holders. From the findings in the table above, it therefore showed that the majority of the respondents were learnt and live in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to be appointed as a head teacher in secondary schools.

4.2.5 Religion

Table 4. 6: The religious affiliations OF the respondents

Religion	Number	Percentage
Islam	50	32.9
Christianity	102	67.1
TOTAL	152	100

Source: Primary Field Data (July, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 102(67.1%) were Christians and this could be because generally the Christians were more than the Muslims in most secondary schools in Bukusu sub-county, Manafwa District. The least response came from the Muslims who made 50(32.9%). The low response can be attributed to the fact there were few Muslims generally compared to the Christians counterparts in the region.

4.3 Forms of Domestic Violence in Bukusu sub-county Manafwa District

The respondents were asked to state the forms of domestic violence on learners' academic performance. The following responses were captured as indicated below:

Table 4.7: Forms of domestic violence on academic performance.

Response	Frequency	Percentage
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Physical abuse makes learners perform poorly in school	62	40.8
Psychological abuse makes learners to be unable to engage in class activities	38	25
Economic abuse makes learners to be unable to attain basic needs	28	18.4
Social abuse makes learners to be unable to improve their performance	19	12.5
Sexual abuse makes learners to be unable to concentrate on their academics	05	2.3
TOTAL	152	100

Source: Primary Field Data (July, 2024)

From table 4.7 above, it is indicated that domestic violence is done by exerting physical abuse to the learners. Physical abuse which makes learners perform poorly in school was supported by 62(40.8%) in this study. This observation rhymes with Aihie's (2009), who confirms that physical abuse is the use of physical force in a way that injures the victim or puts him or her at the risk of being injured. It includes beating, kicking, knocking, pushing, choking, confinement and female genital mutilation. Physical abuse is one of the most common forms of physical abuse.

UNICEF (2014), is in agreement with the assertion and opines that domestic violence is the victimization of a person with whom the abuser has or has had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviours used by a competent adult to establish and maintain power and control over another competent adult.

Psychological abuse which makes learners to be unable to engage in class activities was proposed by 38(25%) of the respondents who affirmed that domestic violence affects the learners psychologically and this makes most of them to be isolated and shun class activities. This is agreement with Ganley (1989), who states that domestic violence includes psychological abuse

and abuse to property and pets. According to him, psychological theories that consider personality, traits and mental characteristics of the perpetrators, as well as social theories which consider external factors in the perpetrator's environment, such as family structure, stress and social learning are a serious form of domestic violence. As with many phenomena regarding human experience, no single approach appears to cover all cases and exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and can leave them with a sense of vulnerability, helplessness and in extreme cases horror.

In addition, 28(18.4%) of the respondents proposed that economic abuse makes learners to be unable to attain basic needs. They affirmed that economic abuse is very frustrating as it deprives learners from their essential basic needs. This is in agreement with David Finkelher (2004), who opines that economic abuse includes stealing from or defrauding a parents, withholding money for essential things like food and medical treatment, manipulating or exploiting family member for financial gain, preventing a loved one from working or controlling his/her choice of occupation.

Social abuse was hinted on by 12(12.5%) of the respondents proposed that most parents emotionally hurt their children by saying abusive words to them. This kind of abuse makes learners at a secondary school level to think that they are abandoned by their parents and end up taking wrong decisions. This was in line with Obi & Ozunba's, (2007), proposal who says that emotional abuse may occur when threatening a person or harming a person's sense of self-worth by putting him/her at risk of serious behavioural, cognitive, emotional or mental disorders.

Closely related to that, shouting at a child which was found to be the most common abuse in secondary schools which was included in emotional abuse for example, name-calling, criticism,

social isolation, intimidating or exploitation to dominate, routinely making unreasonable demand, terrorizing a person physically and exposing a child to violence, (Goetz, 2010).

To sum up, sexual abuse was proposed by 05(2.3%) of the respondents also asserted that most teenagers are sexually abused by either their relatives or teachers. This was supported by Adams (2001), who contents that sexual abuse includes all forms of sexual assaults, harassment or exploitation on a learner and has the potential to affect their academic performance. It involves forcing a person to participate in sexual activity, using a child for sexual purposes including child prostitution and pornography as well a marital rape also comes under this.

4.4 Effects of Domestic Violence on Academic Performance of the Learners

After interaction with respondents on different fora’s, they reported various ways in which domestic violence could influence academic performance of learners.

Table 4.8: Effects of domestic violence on academic performance.

Response	Frequency	Percentage
Domestic violence causes depression and anxiety	58	38.2
Domestic violence leads to cognitive and attitudinal problems	36	23.7
Domestic violence leads to financial problems in families	30	19.7
Domestic violence affects social life of a child	21	13.8
Domestic violence leads to emotional stress among learners	07	4.6
TOTAL	152	100

Source: Primary Field Data (July, 2024)

In accordance to table 4.8 58(38.2%) of the respondents reported that domestic violence causes depression and anxiety. Children who grow up in families where there is domestic violence end

up engulfed by anger and disobedience and low self-esteem. In an interview by the head teachers, one said;

“Many families in Bukusu sub-county experience domestic violence. In families where this happens, children are academically deprived because of depression and anxiety. In most cases, we try to talk to them about their future but the same keeps on manifesting. In most cases, such children are isolated and have counter effects of such infections as headache, fever among others. This greatly affects their academic progress....”

This was supported by the National Child Traumatic Stress Network in Child Welfare Gate way (2014), who confirmed that children who have been exposed to domestic violence are more likely than their peers to experience a wide range of difficulties, and the potential effects vary by age and developmental stage. The challenges faced by children and youth exposed to domestic violence generally fall into three categories: Behavioural, social, and emotional problems: Children in families experiencing domestic violence are more likely than other children to exhibit signs of depression and anxiety; higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, and social relationships; and low self-esteem.

Domestic violence leads to cognitive and attitudinal problems and this was proposed by 36(23.7%) of the respondents in this study. Children who grow up in families where domestic violence is prevalent lack problem solving skills and can exercise it in their lifetime. According to UNICEF (2014), domestic violence is the victimization of a person with whom the abuser has or had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviors used by a competent adult to establish and maintain power and control over another competent adult and in a long run, cognitively affects their attitude and behavior over multiple thing. When asked, the head teachers commented;

“A child who is exposed to domestic violence experiences a lot of difficulties in the learning environment. Their concentration is always low with less effort in task completion. They have a negative attitude towards education and in most cases hate everyone around them. Here, in Bukusu sub-county, they score less marks in class, come to school late, shun activities and are less involved in social happenings....”

This assertion was supported by Edelson (1999), who confirms that children exposed to domestic violence are more likely than their peers to experience difficulties in school and with concentration and task completion; score lower marks on assessments of verbal, motor, and cognitive skills; lack conflict resolution skills; and possess limited problem-solving skills. Children exposed to domestic violence also are more likely to exhibit pro-violence attitudes.

Furthermore, 30(19.7) of the respondents opined that domestic violence leads to financial problems in families. Children whose parents are financially handicapped will always experience domestic violence for failure to meet the children’s basic needs. In an interview with the respondents, head teachers said,

“In Bukusu sub-county, the major cause of domestic violence is because most women do petty business and have the potential to support their children other than their husbands. Because women’s income is small, they cannot support their children fully with basic school requirements. In families where men earn a salary, they have shunned their responsibility of paying tuition and meeting other requirements which leads to domestic violence. Besides, such children will lag behind in performance because of absenteeism and hence poor performance...”

This was supported by Hansen (2000) who claimed that a child that lacks the necessary learning facilities stand the chance of performing woefully academically. As a result of domestic

violence the husband or man of the house could withdraw his financial backings to the home which could subject the woman to fend solely for the basic necessities of the children. The inability of the woman to meet the basic needs of the child could leads to non-payment of school-fees, lack of learning materials and poor welfare of the child. These inadequacies would therefore have interplay on the performance of the child in school.

21(13.8%) of the respondents contend that domestic violence affects social life of a child. These children are shy. They don't show up in discussions neither do they participate in school activities for fear of what happens in their families. Ganley (1989) states that Domestic violence includes: physical abuse, sexual abuse, psychological abuse, social abuse and abuse to property and pets. According to him, exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and can leave them with a sense of vulnerability, helplessness and in extreme cases horror. Some of the respondents said that;

“Due to domestic violence there may not be adequate interaction within the family, which could lead to communication breakdown. In a home where there is no free-flow of Domestic Violence. Academic Performance communication they are bound to be problem because communication brings about positive outcomes within the family. Since our children in the secondary section are under adolescence stage, they need to be talked to by their parents. This gap makes them take wrong decisions with some marrying at an early age while others will end up getting poor grades in education...”

Hansen (2000), contends with the assertion that due to domestic violence there may not be adequate interaction within the family and other social settings, which could lead to communication cessation. In a home where there is no free-flow of Domestic Violence. Academic Performance communication they are bound to be problem because communication

brings about positive outcomes within the family. When there is communication gap in a home, the children suffer tremendously. This could have negative impact on the developmental and behaviour of the child, as he/she may suffer neglect/abandonment, lack of intimacy (i.e parent-child relationship), family stress, transfer aggression from either of the parent, all these abnormalities could make the child to exhibit signs of depression and anxiety; sleep-disorder, higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, poor social relationships, low self-esteem, having difficulties in building and maintaining relationships and impulsiveness. These effects would go a long way in affecting the academic performances of children from such a home, as it can make them to underachieve academically.

Domestic violence leads to emotional stress among learners was proposed by 07(4.6%) of the respondents who said that most children in families in where domestic violence is prevalent in Bukusu sub-county are too emotional. Traumatic stress is produced by exposure to events that are so extreme or severe and threatening that they demand extra ordinary coping efforts. Such events are often unpredictable and uncontrollable to students and lead to poor performance. In an interaction with head teachers, it was revealed that;

“The effects of exposure to domestic violence abuse can be as damaging to children and teens as the damage that an abusive person inflicts on his/her partner. Most of such students will experience severe headache, stomach problems and trauma. Domestic violence leads to social psychosomatic illness in which the child may display neurotic behaviour, morbidity, day-dreaming which affects his/her listening and assimilation ability in class. All these would play dominant impact on the child academic performances...”

According to Kernan, Bogart and Wheat (2011) academic success of a child will be enhanced if the optimal health related barriers are low. Several studies had also revealed that children who are victims or witnesses domestic violence may develop emotional distress which leads to other health problems such as sleep-disturbances, anxiety, brain injuries, bruises and fracture, use of drug, sexually transmitted diseases which could lead to decline in academic performance of such child.

4.4 How Domestic Violence can be mitigated

After interaction with respondents on different fora's, they reported various ways through which domestic violence could be mitigated to boost learners' academic performance.

Table 4.9: Mitigation of Domestic Violence in boosting academic performance.

Response	Frequency	Percentage
Children's rights to protection from violence	50	32.9
Coordinated and multi-faceted approaches	38	25
Sensitization and increased awareness	35	23.0
Reconciliation is key to ending domestic violence	20	13.2
Reporting all kinds of domestic violence	09	5.9
TOTAL	152	100

Source: Primary Field Data (July, 2024)

From table 4.9 above, 50(32.9%) of the respondents opined that children's rights to protection from violence mitigates domestic violence. They asserted that children needed to be protected from all sorts of violence through children's rights. UNICEF (1989), suggests that there should be children's rights to protection from violence. On a global scale, article 19 of the UN Convention on the Rights of the Child addresses, in its articulation, the roles of government and its agencies in protecting children from violence and all types of abuse within the family and

beyond in settings such as schools and early childhood centers. In an interview with the head teachers, one said;

“So many of Ugandan school children go through many forms of domestic violence with a few of them that report such cases. The law must be publicized to them to them that protects and advocates for their rights. With this at hand, parents will not the law in their hands and violence will be reduced...”

UNICEF (1989), is in agreement with the assertion and states that children in the care of parents, legal guardians or any other person who has the care of the child must be protected from all kind of violence, child maltreatment and abuse. Furthermore, such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (UNICEF, 1989).

In addition, WHO and International Society for Prevention of Child Abuse (2006), say that while there is an obligation for states to act to uphold those rights, statutory systems such as education system bear a core responsibility to protect children and their rights. Early detection has also been identified as a second important factor to prevention of domestic violence.

“Secondly, coordinated and multi-faceted approaches was suggested by 38(25%) of the respondents who proposed that local authorities, health sectors education and religious leaders should find a way of harmonizing violence in families. There must be a culture

that stops men from practicing domestic violence. If this is done, children's academic performance will be strengthened..."

This is in agreement with Dankwort & Rausch, (2000), who suggest that coordinated and multi-faceted approach, including the creation of a culture that does not tolerate violence against women in any form. All relevant sectors of government and civil society should be involved in the prevention and control, including the local authorities, People's Committee, health sector, social services sector, education sector, justice sector, law enforcement sector, and mass organizations such as the Women's Union and the media.

In addition, sensitization and increased awareness was proposed by 35(23.0%) of the respondents.

"They said that government should increase awareness and understanding by setting government programs that lead to continued awareness. This could also be enforced by local leaders in villages and church clergy. This would reduce on domestic violence and in turn boost academic performance..."

McWhirtner, (1999), contends with the assertion when he opined that a series of research projects by the government should be aimed at increasing understanding of domestic violence. The Chilean and Mexican research efforts by Mexican government in the last decade have led to increased awareness and concern for the problem as well as grassroots and governmental programs developed to combat the issue at the individual and societal level

20(13.2%) of the respondents confirmed that reconciliation is key to ending domestic violence.

The parties need to work out free will in issues concerning domestic violence. Religious and

legal authority need to initiate reconciliation programs that help the parties to be free. In an interaction with the head teachers, they commented that;

“Reconciliation is key in handling any cases of domestic violence. When the parties involved in domestic violence are brought together, they can forgive one another and continue normally. Once this is done, even the children will be at free will to forgive and forget about domestic violence and of course, their academic progress will be boosted...”

According to Birchard, (2000), reconciliation is necessary. The Law on Domestic Violence Prevention and Control describes principles of reconciliation. This includes respecting the free will of all the parties involved in reconciliation. Therefore if the victim cannot exercise free will due to feeling threatened or intimidated by the perpetrator, the reconciliation should not take place. The Law further stipulates that there should be no reconciliation of incidents of a criminal or administrative nature. In other words, the law provides that mediation or reconciliation should not be used in cases where there is serious or persistent violence. If the incident is of a criminal nature, the victim can request for an exemption from criminal proceedings and proceed to reconciliation. The authorities should ensure that the victim’s request is made voluntary and without intimidation. If the incident involves a violation of an administrative nature, no reconciliation should be conducted by an institution, organization or grass root reconciliation team.

Reporting all kinds of domestic violence was suggested by 09(5.9%) of the respondents. These believe that children should not keep quiet about any issues of domestic violence. When such issues are reported, concerned authorities normally come up with possible solutions. Head teachers said;

“If all children and women in the sub-county would report cases of domestic violence, corned bodies would come up to intervene in such cases to stop the act. In Bukusu sub-county cases of domestic violence are not reported. In most cases, the worst happens before people opening up on the same. With efforts to speak to students who seem to be going through the same, most times, we end up not getting any positive response. I encourage people to share all forms of domestic violence in order to be helped...”

Fawcett et al., (1999), adds that in Mexico, the reported goals of one community intervention were: to encourage women to recognize report abuse, and to encourage the community to engage in less victim blaming in cases of domestic violence. Ethnographic interview techniques in Mexico using hypothetical situations have proven to be fruitful ways of opening up the discussion of domestic violence where such discourse was considered taboo (Glantz, Halpern, & Hunt, 1998).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations on study findings and areas for further study. These are all based on research objectives.

5.1 Summary of findings

Objective one aimed at finding out the forms of domestic violence on academic performance of learners in secondary schools in Bukusu Sub-county Manafwa District. The results from the findings presented by the respondents 60(40.8%) show that the leading form of domestic violence was physical abuse which makes learners perform poorly in school. This was followed by other forms such as; Psychological abuse 38(25%) agreed that learners are unable to engage in class activities because of psychological torture. 28(18.4%) of the respondents indicated that economic abuse makes learners unable to attain basic needs. 19(12.5%) agreed that social abuse makes learners unable to improve their performance and sexual abuse which makes learners to be unable to concentrate on their academics was proposed by 05(2.3%) respectively.

The findings from the second objective indicated that domestic violence causes depression and anxiety which seemed to be the leading effect on performance as suggested by 58(38.2%) of the respondents. This was followed by other factors such as; domestic violence leading to cognitive and attitudinal problems as proposed by 36(23.7%) of the respondents, domestic violence which leads to financial problems in families as suggested by 30(19.7%), domestic violence affects on social life of a child was proposed by 21(13.8%) and on economic life of a child was suggested by 07(4.6%) respectively.

Objective three sought to establish the ways of mitigating domestic violence in Bukusu Sub-county Manafwa District. Majority of the respondents proposed 50(32.9%) agreed that there should be children's rights to protect them from domestic violence. They asserted that children needed to be protected from all sorts of violence through children's rights. This was in line with the UNICEF (1989), recommending that there should be children's rights to protection from violence. In the same perspective, article 19 of the UN Convention on the Rights of the Child

address, articulated the roles of government and its agencies in protecting children from violence and all types of abuse within the family and beyond, in settings such as schools and early childhood centers. In an interview with the head teachers, one said;

“So many of Ugandan school children go through many forms of domestic violence with a few of them that report such cases. The law must be publicized to them to them that protects and advocates for their rights. With this at hand, parents will not the law in their hands and violence will be reduced...”

UNICEF (1989), is in agreement with the assertion and states that children in the care of parents, legal guardians or any other person who has the care of the child must be protected from all kind of violence, child maltreatment and abuse. Furthermore, such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Furthermore, WHO and International Society for Prevention of Child Abuse (2006), say that while there is an obligation for states to act to uphold those rights, statutory systems such as education system bear a core responsibility to protect children and their rights. Early detection has also been identified as a second important factor to prevention of domestic violence.

Secondly, coordinated and multi-faceted approaches was suggested by 38(25%) of the respondents who proposed that local authorities, health sectors education and religious leaders should find a way of harmonizing violence in families.

“There must be a culture that stops men from practicing domestic violence. If this is done, children’s academic performance will be strengthened...”

This is in agreement with Dankwort & Rausch, (2000), who suggest that coordinated and multi-faceted approach, including the creation of a culture that does not tolerate violence against women in any form. All relevant sectors of government and civil society should be involved in the prevention and control, including the local authorities, People’s Committee, health sector, social services sector, education sector, justice sector, law enforcement sector, and mass organizations such as the Women’s Union and the media.

In addition, sensitization and increased awareness was proposed by 35(23.0%) of the respondents.

“They said that government should increase awareness and understanding by setting government programs that lead to continued awareness. This could also be enforced by local leaders in villages and church clergy. This would reduce on domestic violence and in turn boost academic performance...”

In addition, McWhirtner, (1999), contends with the assertion when he opined that a series of research projects by the government should be aimed at increasing understanding of domestic violence. The Chilean and Mexican research efforts by Mexican government in the last decade have led to increased awareness and concern for the problem as well as grassroots and governmental programs developed to combat the issue at the individual and societal level

20(13.2%) of the respondents confirmed that reconciliation is key to ending domestic violence.

The parties need to work out free will in issues concerning domestic violence. Religious and

legal authority need to initiate reconciliation programs that help the parties to be free. In an interaction with the head teachers, they commented that;

“Reconciliation is key in handling any cases of domestic violence. When the parties involved in domestic violence are brought together, they can forgive one another and continue normally. Once this is done, even the children will be at free will to forgive and forget about domestic violence and of course, their academic progress will be boosted...”

According to Birchard, (2000), reconciliation is necessary. The Law on Domestic Violence Prevention and Control describes principles of reconciliation. This includes respecting the free will of all the parties involved in reconciliation. Therefore if the victim cannot exercise free will due to feeling threatened or intimidated by the perpetrator, the reconciliation should not take place. The Law further stipulates that there should be no reconciliation of incidents of a criminal or administrative nature. In other words, the law provides that mediation or reconciliation should not be used in cases where there is serious or persistent violence. If the incident is of a criminal nature, the victim can request for an exemption from criminal proceedings and proceed to reconciliation. The authorities should ensure that the victim’s request is made voluntary and without intimidation. If the incident involves a violation of an administrative nature, no reconciliation should be conducted by an institution, organization or grass root reconciliation team.

Reporting all kinds of domestic violence was suggested by 09(5.9%) of the respondents. These believe that children should not keep quiet about any issues of domestic violence. When such issues are reported, concerned authorities normally come up with possible solutions. Head teachers said;

“If all children and women in the sub-county would report cases of domestic violence, corned bodies would come up to intervene in such cases to stop the act. In Bukusu sub-county cases of domestic violence are not reported. In most cases, the worst happens before people opening up on the same. With efforts to speak to students who seem to be going through the same, most times, we end up not getting any positive response. I encourage people to share all forms of domestic violence in order to be helped...”

Fawcett et al., (1999), adds that in Mexico, the reported goals of one community intervention were: to encourage women to recognize report abuse, and to encourage the community to engage in less victim blaming in cases of domestic violence. Ethnographic interview techniques in Mexico using hypothetical situations have proven to be fruitful ways of opening up the discussion of domestic violence where such discourse was considered taboo (Glantz, Halpern, & Hunt, 1998).

Based on the above findings, it is evident that domestic violence affects the academic performance of learners in all aspects. It is evidenced that the forms and effects of domestic violence are predominant factors that influence students’ academic performance.

5.2 Conclusion

The study concluded that the problems associated with domestic violence, we were able to confirm the presence of domestic violence in most of the families investigated and the major causes of domestic violence are: Gender Inequality Syndrome, sub-culture of violence, Social Learning Behaviour, Level of Resource Command. The study also confirmed that there is Social Stress which domestic violence always impacted negatively on the affected children’s performance and need to be addressed;

5.2.1 Objective one

The first objective concluded that pupils recognize the fact that domestic violence bears forms that affects the pupils' academic performance and hinders their academic progress and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

5.2.2 Objective two

This objective concluded that domestic violence affects learners' academic performance and should be abolished as much as possible.

5.2.3 Objective three

This objective concluded that children's rights to protection from violence, coordinated and multi-faceted approaches, sensitization and increased awareness, reconciliation is key to ending domestic violence and reporting all kinds of domestic violence would help mitigate domestic violence.

Generally, the study concluded that physical abuse, emotional, social, and bullying, stress and long term factors such as anxiety serious impacts of domestic violence affecting the academic performance of learners and have potential negative effects on their academic achievements. Coupled with societal perception which proliferate the anxiety, depression and lowered self-esteem could have a serious bearing on their development in general

5.3 Recommendations

It was recommended that domestic violence awareness campaigns should be put in place, when people become aware of the dangers and effects domestic violence has on lives. It keeps the

issue alive and important. Some examples of awareness campaigns include: Posters and pamphlets, Using drama, dance or song to express an idea Radio discussions and public service announcement Video presentation slogans printed on T-shirts, containers domestic violence Act should be enacted in Uganda to protect victims of domestic violence and provide long term measures of prevention of domestic violence.

Efforts should be made right from kindergarten, primary schools and colleges to inculcate more responsible behaviour at a tender age, and to teach and educate young people that violence is never acceptable behaviour.

Teaching young children that violence is not a way to handle anger and emotions, will go a long way in preventing violent behaviour when they become adults. Social work profession should be legalized and the bill passed into law in Uganda, this would empower social workers to be more active and functional. Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.

5.4 Areas for further Study

The study should be carried out in various districts to have a comparative analysis of the findings from different views of stakeholders in order for the government to make right decisions.

A study should be conducted to examine impact of domestic violence on teachers' performance.

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APPENDICES

APPENDIX: 1

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am Katsi Irene, a student of Uganda Christian University, School of Education conducting a research on domestic violence and academic performance in Bukusu sub-county, Manafwa District. The aim of carrying out this research is purely for academic purposes and the findings can be useful to people of Bukusu sub-county Manafwa District-Uganda and beyond. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 18-26 (), 27-35 (), 36-44 (), 45-53 (), 54-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Secondary (), Secondary (), College/University ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Forms of domestic violence	SA	A	D	SD
1. Physical abuse makes learners perform poorly in school				
2. Psychological abuse makes learners to be unable to engage in class activities				
3. Economic abuse makes learners to be unable to attain basic needs				
4. Social abuse makes learners to be unable to improve their performance				
5. Sexual abuse makes learners to be unable concentrate on their academics				
Effects of Domestic Violence	SA	A	D	SD
6. Domestic violence causes depression and anxiety				
7. Domestic violence leads to cognitive and attitudinal problems				
8. Domestic violence leads to financial problems in families				
9. Domestic violence affects social life of a child				
10. Domestic violence leads to emotional stress among learners				
Mitigation of Domestic Violence	SA	A	D	SD
11. Children's rights to protection from violence				
12. Coordinated and multi-faceted approaches				
13. Sensitization and increased awareness				
14. Reconciliation is key to ending domestic violence				
15. Reporting all kinds of domestic violence				

SECTION C

1. Give other forms of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

2. What do you think are other causes of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

3. Apart from the above mentioned effect, mention other possible effects of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

Thank You

APPENDIX: 11

QUESTIONNAIRE FOR WOMEN

Dear respondent,

I am Katsi Irene, a student of Uganda Christian University, School of Education conducting a research on domestic violence and academic performance in Bukusu sub-county, Manafwa District. The aim of carrying out this research is purely for academic purposes and the findings can be useful to people of Bukusu sub-countyManafwa District-Uganda and beyond. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

5. Age: 18-26 (), 27-35 (), 36-44 (), 45-53 (), 54-above ()
6. Marital status: Single (), Married (), Widowed (), Separated ()
7. Educational level: Secondary (), Secondary (), College/University ()
8. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Forms of domestic violence	SA	A	D	SD
1. Physical abuse makes learners perform poorly in school				
2. Psychological abuse makes learners to be unable to engage in class activities				
3. Economic abuse makes learners to be unable to attain basic needs				
4. Social abuse makes learners to be unable to improve their performance				
Sexual abuse makes learners to be unable concentrate on their academics				
Effects of Domestic Violence	SA	A	D	SD
5. Lack of cognitive skills makes to be unable to engage in classroom activities				
6. Lack of cognitive skills makes learners to be unable to score high marks.				
7. Lack of cognitive skills makes learners to be unable to score high marks.				
8. Lack of cognitive skills makes learners to be unable to improve their problem solving skills				
9. Long term factors make learners to have low self-esteem in school				
Effects of Domestic Violence	SA	A	D	SD
10. Women economic empowerment reduces domestic violence?				
11. Legal Rights for learners' protection reduces domestic violence?				
12. Reconciliation provides a way of reducing domestic violence?				
13. Creation of culture that doesn't tolerate domestic violence reduces domestic violence?				
14. Reporting cases of domestic violence curbs domestic violence?				

SECTION C

4. Give other forms of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

5. What do you think are other causes of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

6. Apart from the above mentioned effect, mention other possible effects of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

Thank You

APPENDIX: III

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am Katsi Irene, a student of Uganda Christian University, School of Education conducting a research on domestic violence and academic performance in Bukusu sub-county, Manafwa District. The aim of carrying out this research is purely for academic purposes and the findings can be useful to people of Bukusu sub-countyManafwa District-Uganda and beyond. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

9. Age: 15-20 (), 21-25 (), 26-30 (),

10. Marital status: Single (), Married (), Widowed (), Separated ()

11. Educational level: Primary (), Secondary ()

12. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1.

Strongly disagree (SD)

Forms of domestic violence	SA	A	D	SD
1. Physical abuse makes learners perform poorly in school				
2. Psychological abuse makes learners to be unable to engage in class activities				

3. Economic abuse makes learners to be unable to attain basic needs				
4. Social abuse makes learners to be unable to improve their performance				
Sexual abuse makes learners to be unable concentrate on their academics				
Effects of Domestic Violence	SA	A	D	SD
5. Lack of cognitive skills makes to be unable to engage in classroom activities				
6. Lack of cognitive skills makes learners to be unable to score high marks.				
7. Lack of cognitive skills makes learners to be unable to score high marks.				
8. Lack of cognitive skills makes learners to be unable to improve their problem solving skills				
9. Long term factors make learners to have low self-esteem in school				
Effects of Domestic Violence	SA	A	D	SD
10. Women economic empowerment reduces domestic violence?				
11. Legal Rights for learners' protection reduces domestic violence?				
12. Reconciliation provides a way of reducing domestic violence?				
13. Creation of culture that doesn't tolerate domestic violence reduces domestic violence?				
14. Reporting cases of domestic violence curbs domestic violence?				

SECTION C

7. Give other forms of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

8. What do you think are other causes of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

9. Apart from the above mentioned effect, mention other possible effects of domestic violence on the academic performance of learners in Bukusu sub-county, Manafwa District-Uganda?

Thank You

APPENDIX: IV

INTERVIEW GUIDE FOR HEAD TEACHERS

I am Katisi Irene, a student of Uganda Christian University from the department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly

confidential, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. How have you as a head teacher responded to the issue of domestic violence?

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

2. What do you think are the forms of domestic violence?

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

3. In which way has the government responded to the issue of domestic violence?

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

4. Does domestic violence affect learners; Yes or No?

a) If no, support your answer

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

5. What appropriate measures are required to mitigate domestic violence in your area?

Thank you

APPENDIX: V
OBSERVATION CHECKLIST

Disciplinary learners' book

School minute book

Learners' registers

School performance reports

APPENDIX: VI

Kjercie and Morgan Population Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample

APPENDIX VII

INTRODUCTORY LETTER



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER.....

..... BUTIEM SEC. SCH.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

*Warmly received
and wish you well
in your endeavours*

15 JUN 2024
BUTIEM SECONDARY SCHOOL
P.O. BOX 2168, MBALE

We are honored to introduce to you Mr. Mrs./Miss..... KATSI IRENE.....

Of Registration Number; D1/221 MUC /BEP/013..... pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN..... SECONDARY..... EDUCATION

He/ she is required to carry out an academic research on the topic

..... DOMESTIC VIOLENCE AND ACADEMIC PERFORMANCE IN.....
..... SECONDARY SCHOOLS IN BUTIEM SUB-COUNTY MANAFWA DISTRICT.....

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully

UGANDA CHRISTIAN UNIVERSITY
26 MAR 2024

Mr. Akampurira Timothy

Academic Registrar



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER
SIZUNJJEED SECONDARY SCH.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

*Received, ready
to accept the help
required.*

SISUNI SECONDARY SCHOOL
MANAFWA DISTRICT
DATE

We are honored to introduce to you Mr. Mrs./Miss KATISI IRENE

Of Registration Number; B/221MUC/BED/013 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN SECONDARY EDUCATION

He/ she is required to carry out an academic research on the topic

DOMESTIC VIOLENCE AND ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS IN BUKURU SUBCOUNTY MANAFWA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar

26 MAR 2024

APPENDIX VIII

A MAP OF MANAFWA DISTRICT SHOWING THE AREA OF STUDY

