

# **The Effects of Domestic Violence on the Academic Performance of Pupils: A Case Study of Primary Schools in Laroo Division, Gulu Municipality**

**Apio Sarah Okite**

Faculty of Management Sciences, Lira University

## **ABSTRACT**

**Study findings on the effects of domestic violence on academic performance have shown that individual academic performance levels are affected by a host of factors outside of the classroom including home environments. A cross-sectional study design was adopted where both qualitative and quantitative research approaches were used. Three schools out of 08 and a total of 42 respondents were sampled purposively or randomly to constitute study samples. Questionnaire and interview methods were used to collect primary and secondary data. Quantitative data were analyzed using SPSS V16 while content analysis was used for the qualitative data. A total of 50% of the respondents who are the majority said less concentration span is the effect of domestic violence on the school attendance. The study reveals that majority of the pupils identified to be affected by domestic violence are isolated, depressed and violent as indicated by 58% which affects their class participation. 71% of the respondents said the school performance of pupils deteriorates. The study reveals that 60% of the respondents said poverty is the major cause of high drop out among pupils. It was concluded that high rate of poverty and drunkardness is the major cause of domestic violence and greatly affects the academic performance. It was recommended that the Government should pass ordinances on alcoholism as to reduce on the rate of domestic violence and improve academic performance of pupils from affected families.**

### **Keywords:**

Domestic Violence	relating to the running of a home or to family relations violence is the use of physical force so as to injure, abuse, damage, or destroy.
Domestic violence	violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner
Academic Performance	relating to education and scholarship the action or process of performing a task or function
Academic performance:	the measurement of student achievement across various academic subjects

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **Introduction**

Individual academic performance levels are affected by a host of factors outside of the classroom including home environments (Ramez, Widom, Browne, Fergusson, Webb & Sinow,

2009). Just as positive home environments of children can enrich their school experiences, negative environments can have a detrimental impact on both students' academic performance and their classroom behavior. Ramez, et al. (2009) noted that one of the most potentially damaging of these environmental factors is domestic violence. Taylor and Steward (2011) define domestic violence as any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse, or exploitation; or an act or failure to act which presents an imminent risk of serious harm. While child abuse may take many forms (e.g. sibling abuse, medical neglect, educational neglect), it is typically categorized into four domains: physical abuse, sexual abuse, psychological or emotional abuse and neglect. This chapter entails the background of the study which is the summary of the literature review, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study.

### **Background of the study**

Education is a powerful tool which is directly linked to poverty eradication, economic growth, social well-being and transmission of cultural and moral values Bornshier and Herkenrath (2005). This prepares the child for adult life in a free society. Education is linked to a range of issues like (Rasheed and UNESCO, 2000), societal stability, gender equality, healthcare and employment. This implies that all children have a right to education as stated in article number twenty eight (28) of the Convention on the right of children (UNICEF, 2003). Cultural and moral values can be transmitted via formal education that assists an individual be guided to make reasonable and informed decisions in a responsible manner and to co-exist with others in the society.

According to Crosson (2008), Domestic Violence comes in many forms, physical aggression or assault (hitting, kicking, biting, shoving, restraining, slapping, throwing objects, beating up, etc.), sexual abuse (domineering or controlling, intimidation, stalking, neglect, etc.), emotional and mental. In America, every year more than 3 million reports of child abuse were reported (UNICEF, 2013). The United States had one of the worst records among industrialized nations – losing on average between four and seven children every day to physical aggression and neglect. Domestic violence can have many repercussions in a child's life, including impeding their growth and development. Unfortunately, the impact of domestic violence can last a lifetime. *One* of the most critical consequences of chronic violence is how it impacts on a child's academic performance in school and interferes with the foundation a child needs to be successful throughout his or her school career. Children who face aggression and neglect tend to score lower than the general population on measures of cognitive capacity, language development, and academic achievement.

Turton (2008) on a study in New York found a relationship between domestic violence and poor academic performance and classroom functioning for school age children. Fusco & Fantuzzo (2009), exposure to violent home and community environments, as well as injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behavior for children, adolescents, and teenagers. It is estimated that between 10 and 20% of children in the United States are exposed to domestic violence annually (Carlson, 2010) and are physically injured.

The extent and magnitude of domestic violence cannot be precisely measured because there are many cases whereby victims fail to report thus making this vice an interpersonal and family secret. Violence between spouses has far reaching consequences on children. Besides the scene of violence being traumatic, the children may suffer short term as well as long term emotional imbalances, which not only affect their behavior and academic performance in school but may also adversely affect their social and interpersonal relationships. These children may end up being abusers themselves in what can be seen as continuity hypothesis. Children who witness violence between their parents often develop many of the same behavioral and psychological problems as children who are themselves abused. (Tony, 2005).

Domestic violence according to Wikipedia (2004) is a problem as in many parts of Africa. There is a deep cultural belief in Uganda that it is socially acceptable to hit a woman to discipline a spouse.

In East Africa, Domestic Violence has been reported widely. The East African countries, Kenya, Uganda and Tanzania had documented cases of domestic violence in most communities including harmful cultural practices like child battery, domestic fights and violent games which had adverse effects on children. In Kenya, quite a number of cases are recorded in the provincial administration offices with complaints of domestic violence (UN, 2005). Children have been victims of such violence. School attendance among children who face domestic violence children lowers due to socioeconomic needs. The regular schools are not meeting the educational needs of these groups of children. A mixture of challenges such as anxiety, grief, trauma, depression, stigma and discrimination makes abused and vulnerable children educational needs exceptional (Kindiki, 2009).

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

According to the domestic act, 2010 (section iii), Violence includes physical, sexual and psychological violence that occurs in private and public spheres. It also includes violence that is perpetrated or condoned by the state or argents regardless of where it happens. The occurrences are highly recorded in the Northern part of the country compared to the western, eastern and least cases from central part of Uganda. In line with this, police in Gulu say there is a sharp rise in the number of domestic violence cases in the district. The Community Liaison Officer at Gulu Central Police Station, Johnson Kilama, says that from January to July 2014, 450 cases of domestic violence were reported to the police. He says only 512 cases of domestic violence were reported in Gulu for the whole of 2005. Of the 450 cases reported this year, 148 involved child neglect. The rest were related to wife beating, abuse and abandonment. Kilama

says that despite the high number of cases reported, there are many families that are being abused that never alert the police of their situations. He says his office is actively advising women living under oppression to report their abuse to the police, promising swift justice for them. Last month, four people accused of domestic violence in Gulu were taken to court and two of them were successfully convicted. (Francis Ogweng, 2016).

### **Problem Statement**

According to the United Nations Development Fund for Women (UNDFW), domestic violence in Uganda has revealed high figures as indicated in a survey report (2007). Among the findings was that 41% of the women have been sexually abused, 61% of the women have been physically abused one time or several times as adults and that the peak period for sexual and physical abuse is between 21 and 30 years of age. Thus, the possible implication of this is that the children who witness violence between their parents are more able to express their fear and anxieties regarding their parents' behaviors. They therefore can exhibit difficulties with school work including poor academic performance, not wanting to go school and difficulties in concentration (Wexler, 2010). It's unclear how the types and extent of domestic violence affect pupil's academic performance and school participation.

Despite measures put in place to address domestic violence, Police in Gulu say there is a sharp rise in the number of domestic violence cases in the district. The Community Liaison Officer at Gulu Central Police Station, Johnson Kilama, says that from January to July 2014, 450 cases of domestic violence were reported to the police. Out of 450 cases reported, 148 involve child neglect. Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence. This may affect their participation in school as they may go to school when 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, 2013). The research therefore aims at establishing the effects of domestic violence on academic performance of pupils in U.P.E schools in Laroo Division.

### **Purpose of the study**

The study aimed at analyzing the effects of domestic violence on the academic performance of pupils in selected primary schools in Laroo Division, Gulu Municipality.

### **Specific objectives**

- i. To examine the effects of domestic violence on pupil's school attendance in selected U.P.E schools in Laroo division, Gulu Municipality.
- ii. To determine the influence of domestic violence on pupils' class participation in selected U.P.E schools in Laroo division, Gulu Municipality.
- iii. To analyze the contribution of domestic violence on primary school dropout rates among children in selected U.P.E schools in Laroo division, Gulu Municipality.

### **Research questions**

- i. How does domestic violence affect pupil's attendance among pupils in selected U.P.E schools in Laroo division, Gulu Municipality?
- ii. What influence does domestic violence has on Pupil's class participation among pupils selected U.P.E schools in Laroo division, Gulu Municipality?

- iii. How does domestic violence contribute to the rate of dropout among pupils in selected U.P.E schools in Laroo division, Gulu Municipality?
- iv. What are the grades of pupils affected by domestic violence in selected U.P.E schools in Laroo Division.

### **Scope of the study**

The scope of this study was considered in three aspects namely content, geographical scope of the study, and time scope of the study as below:

#### ***Content scope***

The study largely focused on the effects of domestic violence and its influence on the academic performance of pupils in primary schools in Laroo Division, Gulu Municipality. It sought to establish the different forms of domestic violence among household of different socio-economic characteristics, the influence of domestic violence on academic performance of pupils in primary schools and to devise measures of reducing the effects of domestic violence among the households in order to improve the performance of pupils in primary schools in Laroo division.

#### ***Geographical scope***

Gulu municipality is located in the Northern Region of Uganda. It is the commercial and administrative centre of Gulu District. The coordinates of Gulu Municipality are 2°46'54.0"N 32°17'57.0"E. The distance from Gulu to Kampala, Uganda's capital and largest city, is approximately 340 kilometres (210 mi) by road. The national census in 2002 estimated Gulu's population at 119,430. The Uganda Bureau of Statistics (UBOS) estimated the population at 149,900 in 2010. In 2011, UBOS estimated the mid-year population at 154,300. The 2014 population census put the population at 152,276. The Municipality has four divisions; Layibi, Bardege, Laroo and Pece.

#### ***Time scope***

The study was carried out for a period of eight months that is from November, 2017 to August 2018. The time scope for the data that informed this study was between 2010 and 2015. According to the Uganda Bureau of Statistics (2014) this was the period the district experienced high rate of domestic violence and poor academic performance in Primary schools.

### **Significance of the study**

By revealing the extent of domestic violence and its influence on academic performance in primary schools.

The findings of this study are considered to be beneficial to several beneficiaries among whom is the researcher who will be awarded a Bachelor degree in Public Administration of Gulu University. The other beneficiaries are discussed below.

To the education sector stakeholders, the study may be important in addressing domestic violence as a social vice and to improve academic performance in primary schools. Education sector policy makers, school administrators and teachers may use the findings of the study to formulate strategies for implementing Free Primary Education that promote participation of pupils from families vulnerable to domestic violence.

To the local government administration, social workers and Non Governmental Organizations, the study findings may be used in identifying such families, abused children in formulating strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms within the district.

On legal aspects, the study may also benefit the Legal or legislative framework by providing information needed to incorporate protective laws against domestic violence

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

To the teachers, it will be beneficial to teachers who will better know how to identify Pupils affected by domestic violence and get better ways of handling them.

## **CHAPTER TWO LITERATURE REVIEW**

### **Introduction**

This chapter presents a summary of related literature in the area of research relevant to the study of domestic violence and academic performance. The chapter presents critical reviews of the influence of domestic violence on pupil's school attendance, the influence of domestic violence on pupils' class participation and the contribution of domestic violence on primary school dropout rates among pupils.

### **Pupil's school attendance**

Domestic violence may affect the way children attend school. For example, America Finkelhor (2008) on a study on childhood victimization: violence, crime, and abuse in the lives of young people reported that experiencing abuse and/or neglect impacts children's school performance in multiple ways, including lower grades, increased absences, increased disciplinary problems and higher rates of school dropout. Finkelhor (2008) added that the school non-attendance for abused children was more than three times higher than that of their non-abused counterparts. These deficits appeared to exceed those of children suffering other forms of social disadvantage.

Research by International Labor Organization (ILO, 2012) on child labor as a form of physical abuse found out that most child laborers begin working at a very young age, are malnourished, and work long hours in hazardous occupations; frequently they do not attend school. Short term, the most obvious economic impact of child labor at the family level is an increase in household income. Long term, the under-accumulation of human capital caused by low school attendance and poor health is a serious negative consequence of child labor, representing a missed opportunity to enhance the productivity and future earnings capacity of the next generation. Dunne (2007) on a study about schools and the production of gendered identities in Ghana and Botswana reported that over 50% of abused children experienced some type of difficulty in school, including poor attendance and disciplinary problems.

Nekesa, (2009) carried out a study on the influence of domestic violence on children's attendance and discipline in primary schools in Kampala District. The study was carried out after evidence of increased physical violence on children in different parts of Uganda. The study found out that there was a strong positive correlation between domestic violence and school attendance. There were many cases of children who failed to go to school because of physical violence. There were also more cases of indiscipline among children who experienced domestic violence.

The effects of violence on academic performance and classroom behavior may differ for adolescents. When working with victims of domestic violence educators may observe various behaviors in the school environment. Youth reared in abusive environments are more likely to exhibit behaviors of concern (Silverstein, 2006). For example, adolescents are more likely to display a lack of interest in social activities, have lowered self-esteem (Dube, 2006), avoid peer relations, maintain unhealthy relationships (Levin & Madfis, 2009), and exhibit increased rebellion and defiant behaviors in the school environment. Stress and trauma placed on youth are more likely to affect neurodevelopment and potentially may lead to alcohol usage (Dube, 2006).

Adolescents may transfer patterns of abusive behavior into social networks and romantic relationships (Tschan, 2008). Children who recognize their presence within a hostile environment and lack healthy outlets of support are more likely experience negative mood provocations with peers (Katz, 2007). Peer victimization and provocation may lead to weapon use, injuries, and multiple abusers (Finkelhor, Turner, & Ormrod, 2006).

Increased violence and its severity can have an impact on school matters as the majority of school violence is reported in middle and high schools (Neiman & DeVoe, 2009). For adolescents who deny the existence of abuse, the process of fitting into a peer group while keeping his or her family life hidden may be overwhelmingly conflicting. Despite the internal and external effects of violence, adolescents are more likely to seek help when violence occurs than are preschool or school-aged children (Fusco & Fantuzzo, 2009). In sum, this study focused on the effects of violence within the school and community environment. Children and adolescents exposed to violence may suffer academically, personally, and socially.

Exposure to violent home and community environments, as well as injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behavior for children, adolescents, and teenagers. It is estimated that between 10 and 20% of children in the United States are exposed to domestic violence annually (Carlson, 2000) and are physically injured (Fusco & Fantuzzo, 2009). Violence is positively associated with family size.

Households who have more children are more likely to experience increased family conflict and child maltreatment (Jungmeen, Talbot, & Cicchetti, 2007), which may lead to intrapersonal, interpersonal, and academic limitations. Children affected by family and community violence suffer from lowered social and emotional competence, diminished academic performance (Wolfe & Jaffe, 1999 as cited by Close, 2005), and fear of abuse (Burnham, 2009). With repeated exposure to traumatic events, a proportion of individuals may develop disorders characterized as Posttraumatic Stress and Oppositional Defiant (Aisenberg, Trickett, Mennen, Saltzman, &

Zayas, 2013). Given these issues, there is an increased need for school personnel to address the effects of violence on youth achievement in the classroom.

### **Pupils' class participation**

According to Talera centre (2008) the effects of witnessing violence at home vary tremendously from one child to another. The attributes that give a child the greatest chance of surfing unscathed are average or above average intellectual development with good attention and interpersonal skills.

According to [www.treatment-centre.net](http://www.treatment-centre.net), children exposed to domestic violence not only have more disciplinary problems at school also they perform considerably worse in math and reading than other students. They also have negative effects on their classroom peers, resulting to decreased test scores and increased disciplinary problems according to a new study by economists Scott carrel of university of California-devised mark Hoekstra of the University o Pittsburgh (2008).

Children from dysfunctional families are less likely to function successfully at school (Iarskaia-Smir nova, Romanov, & Antonova, 2010). Pupils' exposure to violence may compromise healthy social relationships and academic potential. Bostock, Plumpton, and Pratt (2009) reported that traumatized children often lack in their ability to maintain friendships. Traumatized experiences may also increase functioning impairment (Elbert, 2011), influence mother-child aggression (McDonald, Jouriles, Tart, & Minze, 2009), and promote insecurely attached relationships (Schwartz & Davis, 2006). In relation to academic functioning, children who experience higher levels of violence have lower abilities in reading, mathematics, and general knowledge (Silverstein, Augustyn, Cabral, & Zuckerman, 2016).

The effects of witnessing or experiencing violence at home vary from one child to another. According to Florida P.A (2011), children may experience a wide range of emotions some of which may be new and therefore doubly distressing. Students are thus insecure and afraid of the future. Children may experience a sense of insecurity and make them fear the future. Fear of being beaten up and abandoned, imaginable trauma are common traits that are perceived by a victim. Witnessing a parent being abused affects the children fearing they may be next.

Imitation plays a fundamental role for children in social and academic settings. Children exposed to violent home and community environments may be more likely to imitate, and transfer learned behaviors to the classroom setting. Children often imitate modeled behavior in social environments, specifically during peer interaction. For example, teachers may observe the power of imitation in the classroom setting as a student demonstrates inappropriate behavior and other students, for a variety of reasons, may imitate the undesired behavior. The process of imitation and socialization become pertinent to the identification process as students socialize more with like-minded peers. (Aloise-Young & Chavez, 2012; Ellenbogen & Chamberland, 2007 as cited in McGaha-Garnett, 2008).

The effect of exposure to violence on children is prevalent in the classroom setting. Children utilize healthy coping and problem solving skills training interventions to shield against threatening and harmful situations (Haeseler, 2006). A positive association may exist between imitation and bullying for children who experience violence. Youth who are victims or



witnesses of bullying within their household or neighborhood are more likely to associate bullying as a preferred or acceptable style of communication. Students who bully their peers have increased expectations of negative outcomes (Champion, 2009). For example, a student with an increased desire to fight physically is more likely to expect the targeted student to reciprocate aggressive interactions. In addition, a student who faces daily physical negative interactions outside of the learning environment may be more likely to consider physical aggression as normative. Thus, there is an increased need for school personnel to address the process of healthy imitation in young victims of abuse as the higher the likelihood of witnessing violence, the higher the risk of academic decline and problematic relationships.

Reactions to violence in academic and social environments may differ among age groups. Younger children may internalize abuse-related distress as a harsh consequence to poor or inadequate performance. Fusco and Fantuzzo (2009) found that younger children lack the ability to understand the dynamics of interparental violence and thus may blame themselves. Self-blame for most children can result in feelings of guilt, worry, and anxiety that may affect academic output and healthy social interactions. Younger children exposed to violence are at a greater risk of experiencing delayed physiological, emotional, language, and cognitive development (Carpenter & Stacks, 2009).

### **The rate of dropout among pupils**

According to Rosenberg, M.S. and Rossman, B.B. (2010), it is estimated that more than 3.3 million children are exposed to physical and verbal spousal abuse each year. Exposure means hearing or seeing the actual abuse or dealing with the aftermath of the abuse. McKay M. (2014) notes, when describing the effects of domestic violence on children it is important to note that domestic violence and child abuse are often present in the same family which leads to psychological trauma in children. In homes where domestic violence occurs, children are physically affected and neglected at a rate 15 times higher than national average. Several studies have shown that 60% to 70% of families in which a woman is battered, children are also battered.

According to Graham Berman (2014), more than half of the school aged children in domestic violence shelters show clinical levels of anxiety or post-traumatic stress disorder without treatment; these children are significance of risks for delinquency, school dropouts and difficulties in their own relationships. Children may become withdrawn, non-verbal and exhibit regression behavior such as clinging and whining, eating and sleeping difficulties, concentration problems. Unlike young children, the pre-adolescence child typically have greater ability to externalize negative emotions (i.e. to verbalize) in addition to symptoms commonly seen with childhood anxiety; victims within this age group may show a loss of interest in school, low self esteem/ concept, avoidance of peer relations and opposition defiant behavior in school setting.

Children exposed to violence are more likely to report stressful life events than non-exposed children (Martinez-Torteya, Bogat, Eye, & Levendosky, 2009). When faced with adversity, younger children who reside within problematic environments may exhibit fewer prosocial emotions and increased personal problems (Sternberg, Lamb, Guterman, & Abbott, 2006). For example, abused children are more likely to display temper tantrums, frequent fighting, and threatening of other students. Other issues exhibited by these youth in classrooms are eating

problems, concentration difficulties, generalized anxiety, and increased physical complaints (Volpe, 2006).

When examining the types of violence most likely witnessed by children, Ceballo, Dahl, Aretakis, and Ramirez (2011) reported younger children are more likely to witness violent interactions than to experience physical abuse. In addition, younger children tend to witness fewer crime-related traumas such as shooting, shoving, and punching (Wright & Steinbach, 2011). Given the realistic educational consequences of exposure to violence on child and youth behavior, it is likely they will need additional resources within the supportive structures of the school environment to address their needs and improve educational outcomes. Ruto (2009) on a sexual violence study in Kenya also noted that some abused children felt as if they were different from other pupils hence opted to stay out of school.

Domestic Violence also poses ethical concerns related to confidentiality, as victims may be physically or psychologically unable to report abuse to authorities. Here, medical professionals including doctors, therapist and other mental health workers typically owe a duty of confidentiality to their patients and clients, either by law and by the standards or professional ethics and cannot disclose personal information without the consent of the individual concerned. (National Centre for Youth Law 2011-12-29). There are untold stories of varieties of violence against children, such as female genital mutilation, child murder and rituals, child torture, infanticide, child solidarity, child trafficking, child suicide bombers and other forms of cruelty (Denga, 2012). It has also been observed that many malnourished, weak and unkempt children are traded away by parents for economic purposes or as a sheer means of getting rid of them.

Similarly, the development and progress of any nation is hinged on the quality of its citizens. Domestic violence deprives a nation or community the opportunities of developing its citizens' full potential and benefiting from such talent for the needed manpower necessary for national development. Many children who have been physically abused in any form develop some sort of psychological issue. These issues may include anxiety, depression, eating disorders, co-dependency or even a lack of human connections. There is also a slight tendency for children who have been abused to become child abusers themselves.

Treatment is greatly important for abused children (National Children's Alliance "National Statistics on Child Abuse"). Hence the greatest problem of child abuse is to deny the child right to education for proper personality development. It is also possible that those perpetuating the crimes in society at large may be ignorant and may not have the right perception of the problem of abuse and its effect on the academic performance of the children. It is possible that, those who are enlightened (educated enough) may be taking in this practice perhaps ignorantly. (British Journal of Education Vol.3, No.3, pp.34-42, March (2015).

Prospective studies of children who have been abused have showed that during their adolescent and adult years they are more likely to experience symptoms of posttraumatic stress disorder, be arrested for non-violent and violent crimes, develop substance abuse disorders, be diagnosed with antisocial personality disorder, and demonstrate lower levels of intellectual ability and academic achievement than children who have not been victimized, even after controlling for other family characteristics often associated with poor outcomes, such as

poverty, parental substance and arrest (Widorn, 2009). Over 3 million children are at risk of exposure to parental violence each year; about two-thirds of abused children are being parented by battered women. Of the abused children, they are three times more likely to have been abused by their fathers. (Tony, 2005).

Cognitive implications of domestic violence include difficulties in learning and academic performance. Many studies have constantly stressed that abused, maltreated or neglected children on average, score lower on cognitive measures and demonstrate lower academic achievement when compared with their non abused peers on a similar social economic environment (Vondra, Barnett and Cicchetti, 2010; Barnett, 2007). Recent theories on child caregivers' attachment have suggested that negative interaction between parents or caregivers and children may account for some poor academic achievement, Vondra (2009) and Shonk (2006). These theories imply that for the child to perform well in class, she/he requires a stable mind, motivation and love from parents and significant others.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **Introduction**

This chapter mainly looked at the methodology and its main areas of focus was on; the study design, the study area, study population, data collection methods and instruments, sample size, sampling technique, procedures of collecting data, data entry and analysis, data management and ethical consideration during data collection and limitations and delimitations of the study.

### **Research design**

The study employed case study research design to give an opportunity for one aspect of the problem to be studied in depth within the limited time. Both qualitative and quantitative data were collected as per data collection plan. Qualitative data provided an in-depth analysis and explanations of information on the subject of study while quantitative data provided statistical information of the subject of study in form of figures and tables and also it quantified the measurable aspects of the topic.

### **The study population**

This study was carried out in Laroo Division, Gulu District. Laroo Division has 08 U.P.E schools. The study populations included both institutional and respondent populations. The institutional population which is about the number of schools that comprised of all the eight (08) U.P.E schools in the four parishes in the study area (Laroo Division) as listed in Table 1. According to the Sub-county records, Agwee, Iriaga, Pece prisons and Queen's Avenue are parishes of Laroo Division.

**Table 1: UPE Schools in Laroo Division**

SN	Parish	Name of School
1.	Agwee	1. Gulu Town School
		2. Highland P.7 School
		3. St. Peters Primary School
2.	Iriaga	4. Laroo P.7 School
		5. Obiya P.7 School
3.	Pece prisons	6. Pece Prison Primary School
		7. Wang Keyo primary School
4.	Queens Avenue	8. Holy Rosary Primary School

Source: Laroo Division Report 2017

On the other hand, the respondent study population included Teachers and Pupils who answered required questions on the influence of domestic violence on pupil's school attendance and the influence of domestic violence on pupils' class participation in selected primary schools in Laroo division, Gulu Municipality. The parents provided information on the influence of domestic violence on pupil's school attendance in selected primary schools in Laroo division, Gulu Municipality.

### Sample size

The total number of schools that was sampled was determined using a statistical technique employed by the Yamane 1973 formula for sample size determination. In this formula the sample size (n) is determined as follows:

$n = \frac{N}{1 + N(e^2)}$  in which n= the required sample size, N= is the population, and (e) is a statistical error estimate; usually given as (0.05).

$$n = \frac{8}{1 + 8(0.05)^2}$$

$$n = \frac{8}{1 + 8(0.1)}$$

$$n = \frac{8}{1 + 1.6}$$

$$n = \frac{8}{1.6}$$

$$\approx 5$$

As such, the institutional sample size will be 03 schools. The respondent sample is purposively and randomly drawn from the respondent study population. The total sample size will be 41 and the breakdown as per the respondent categories is as shown in Table 2.

**Table 2: Determination of the Sample Size**

S/No	Stratum/category	Per Institution or school	Total Number of Respondents
1	Local Council (LC) III	1	1
2	L.C I	1	1
3	Head teachers	1	03
4	Teachers	5	15
5	Parents	3	09
6	Pupils	4	12
<b>Grand Total</b>		<b>15</b>	<b>41</b>

## Sampling Procedures

The study participants were selected both purposively and randomly based on one's level of experience, position occupied, educational status and other relevant considerations. Purposive sampling applied to; the LC III, LC I, head teachers, pupils as they were considered primary stakeholders and are purposively selected. Teachers and Parents were randomly selected. The data collection plan (Table 3) provided the details of the specific respondents that were sampled, their institutions, their numbers, and the methods used to collect data from them.

**Table 3: Data Collection Plan**

SN	Stratum/ category	Per Institution or school	No. of Respon- dents	REMRKS	Data Collection Method	
1	Local Council (LC) III	Laroo Division	1	LCIII or Secretary Education Committee	Interview	
2	LC I	Paishes	1		Interview	
3	Head teachers	<b>Parish</b>	<b>School</b>	<b>Respon-dents</b>		
	1	Agwee	St. Peters Primary School	1	Head teacher or deputy	Interview
	2	Iriaga	Obiya Primary School	1	Head teacher or deputy	Interview
	3	Pece Prisons	Pece prison primary School	1	Head teacher or deputy	Interview
4	Teachers	<b>Parish</b>	<b>School</b>	<b>Respon-dents</b>		
	1	Agwee	St. Peters Primary School	05	1 Teacher per class (P3 -P7)	Questionnaire
	2	Iriaga	Obiya Primary School	05	1 Teacher per class (P3 -P7)	Questionnaire
	3	Pece Prisons	Pece prisons primary School	05	1 Teacher per class (P3 -P7)	Questionnaire
5	Parents	<b>Parish</b>	<b>School</b>	<b>Respon-dents</b>	<b>Method</b>	
	1	Agwee	St. Peters Primary School	3	2 females + 1 male	Interview
	2	Iriaga	Obiya Primary School	3	2 females + 1 male	Interview
	3	Pece Prisons	Pece Prisons primary School	3	2 females + 1 male	Interview
7	Pupils	<b>Parish</b>	<b>School</b>	<b>Respon-dents</b>	<b>Method</b>	
	1	Agwee	St. Peters Primary School	4	2boys+ 2girls	Questionnaire
	2	Iriaga	Obiya Primary School	4	2boys+ 2girls	Questionnaire
	3	Pece Prisons	Pece Prisons Primary School	4	2boys+ 2girls	Questionnaire
<b>Grand Total</b>			<b>41</b>			

## Data sources

Data were collected from primary and secondary sources. Primary data was obtained from respondents using self-administered questionnaires distributed to the head teachers, teachers, parents and pupils in the 03 sampled UPE schools in Laroo Division, Gulu Municipality. Secondary data was generated from already existing school records of government publications, reports, and research papers to determine the effects of domestic violence on academic performance.

## Methods and Tools of Data Collection

The researcher employed a variety of approaches so as to triangulate the information obtained in order to increase its validity. Questionnaire and interview review methods was used in

collecting the primary and secondary data. Correspondingly, a questionnaire, and interview guide were developed for each of the methods. The details of the tools were given below. Specifically, primary data were collected through questionnaires and key informant interviews.

### ***Questionnaire***

The study used self-administered questionnaires as the main data collection tool. The major part of the questionnaires constituted closed and open-ended questions. The selection of this tool was guided by the nature of data to be collected, the time available as well as by the objectives of the study. Normally, questionnaire guide were preferred because of high number of respondents involved in the study, the cost implications and the nature of the topic which had both quantitative and qualitative data. Questionnaires can also be self-administered because they are easy to be filled by the participants on their own. They keep the respondents on the subject, they are respectively objective and are fairly easy to make frequent counts and it is the easiest means of reaching respondents and obtaining desired information in the limited time available.

### ***Interview guide***

The interview guide was used as it allowed pursuance of in-depth information around the topic; it was used as a follow-up data collection tool to certain respondents such as the LCI, LCIII and the Head teachers who may have very busy schedule to fill in the questionnaires.

### **Validity and Reliability of research instruments**

The researcher ensured content validity of the research instruments by ensuring that questions or items in it conforms to the study objectives and purpose. Relevance, wording and clarity of the questions or items in the instrument were evaluated by both the researcher and the supervisor. Items in the questionnaire were edited so that their validity would be obtained. The instruments were then tested in the schools outside the study areas for reliability. Therefore, for reliability the researcher used triangulation where both qualitative and quantitative methods were employed to reduce biasness of the data.

### ***Data Analysis***

The data collected during the study was first organized, sorted, and cleaned before being analyzed. For the quantitative constructs coding was used and SPSS was employed for conducting the analysis. Both descriptive and inferential statistical analyses were conducted and the findings were presented using tables, figures and percentages. Qualitative data were analyzed using content analysis approach where the data were scrutinized for emerging themes out of the responses from the respondents. The findings were presented in a narrative manner where samples of direct quotations from the respondents were also being reported.

### **Ethical consideration**

The researcher obtained a letter of introduction from Gulu University Faculty of Business and Development studies specifying the topic and purpose of the study. She formally introduced herself to the local authorities pertaining to the study so as to be granted permission to do the field work. It was also paramount to seek the consent of the respondents if it would be okay for them to be part of the study before proceeding with it. The highest level of confidentiality was maintained during and after the field survey and this was communicated in advance so as to

avoid incidences of doubt from respondents. The purpose of the study was stated very clearly in order to avoid doubts and suspicions.

### **Limitations and delimitations**

Since the research involved a lot of travelling during data collection, the researcher faced the following challenges/limitations:

Some respondents were unwilling to provide necessary information during the data collection due to sensitivity of the topic relating to Domestic Violence. The researcher adhered to the ethical standards of research by appealing to respondents' consciences, and assuring them of confidentiality of their responses.

Another limitation was that the researcher was faced with financial constraints as she is self-sponsored and there were a number of issues that require division of the same limited funds and financial crunch in terms of transport, personal subsistence and secretarial services, among others. The researcher endeavoured to work in the minimum budget possible; spending the available funds sparingly. The researcher tried to be flexible and adjustable to the respondents' schedules to avoid inconveniencing their work.

For some respondents, there were collision between their schedules and that of data collection which meant that there was inadequate time for them to focus on the questions posed in the research tools and this threatened the attainment of the required data. This however was mitigated by making formal appointments with the respondents early enough before commencing the field work or alternatively by rescheduling the appointments.

Non-response and delay in returning the filled research questionnaire was yet another challenge that the researcher experienced with some respondents. This was mitigated by the researcher personally following up such respondents and kindly sharing with them about the deadline and importance of them filling in the questionnaires.

## **CHAPTER FOUR DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

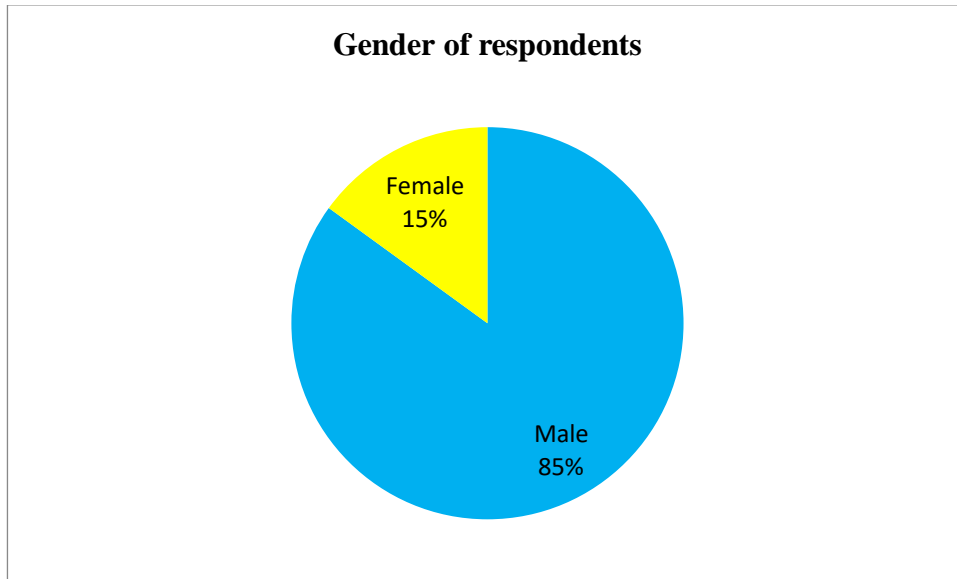
### **Introduction**

In this chapter, the response rate is presented first. These are followed by the results on the background information of the respondents and those of the three study objectives which included (1) examining the effects of domestic violence on pupil's school attendance in selected U.P.E schools in Laroo division, Gulu Municipality, (2) determining the influence of domestic violence on pupils' class participation in selected U.P.E schools in Laroo division, Gulu Municipality, (3) analyzing the contribution of domestic violence on primary school dropout rates among children in selected U.P.E schools in Laroo division, Gulu Municipality.

### **Demographic characteristics of respondents**

#### ***Gender of respondents***

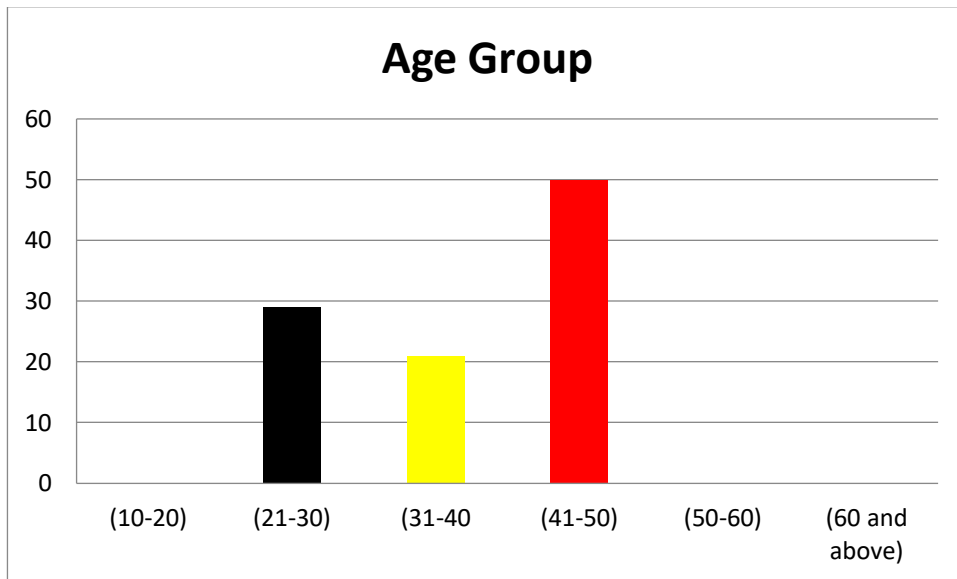
The respondents were asked to provide their gender and the responses were as follows;



**Figure1: A pie chart showing Gender of respondents**  
*Source: Primary data*

From the study findings as shown in figure 1 above, majority of the respondents were female (85%) and the male constituted (15%). This shows that most of the responses were generated from female respondents compared to the male respondents.

**Age of respondents**



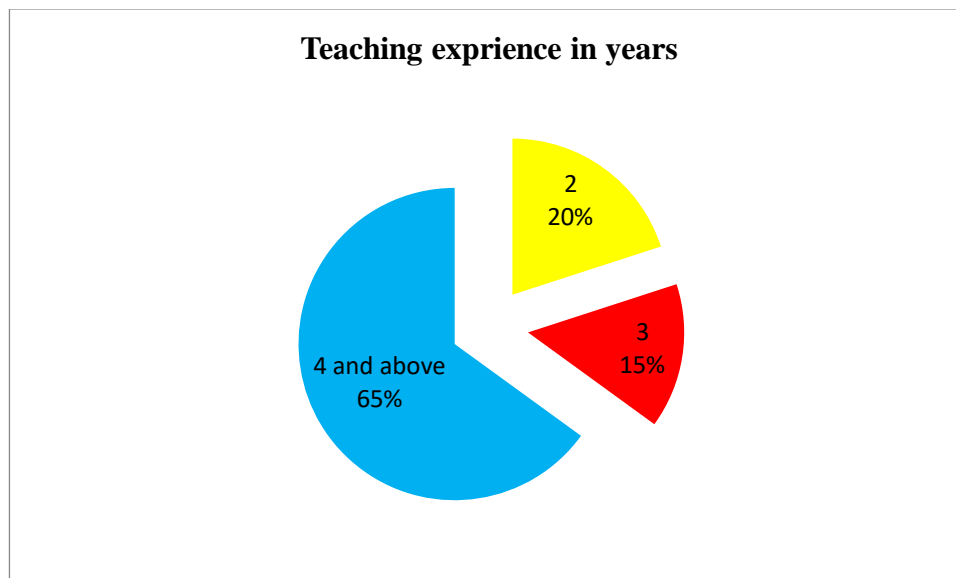
**Figure 2: A compound bar graph showing distribution of age of respondents**  
*Source: Primary data*

The findings reveals that majority (50%)of the respondents were in the age bracket of 31-40, 29% belongs to the age group of 21-30 and 21% falls in the age group of 41-50.



### **Teaching experience**

The respondents were requested to state their teaching experience in years and their responses were shown in figure 3 below:

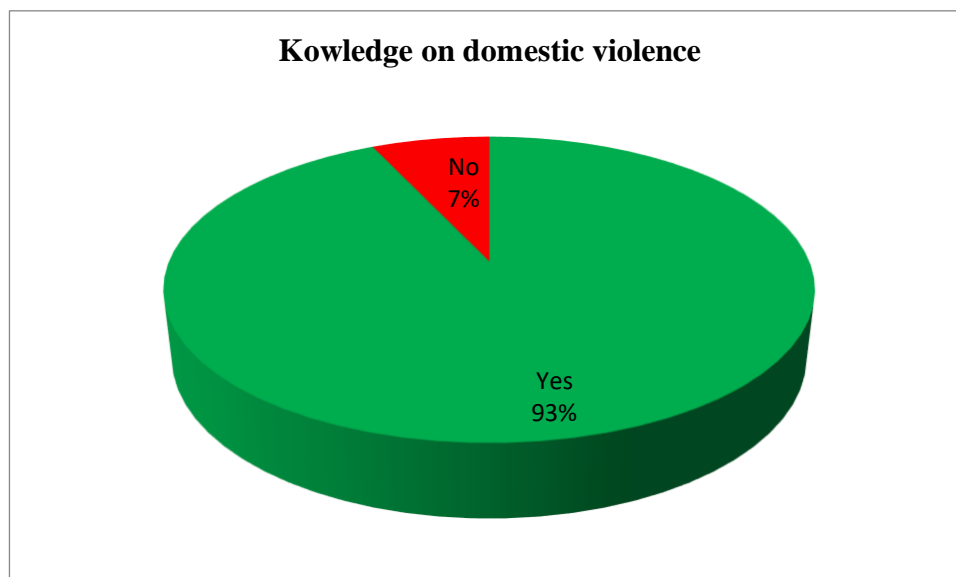


**Figure 3: A pie Chart showing teaching experience of teachers in years**  
*Source: Primary data*

From the above figure 3, majorities of the respondents have taught for 4 and above years (65%), 20% of the respondents have taught for 2 years and 15% have taught for 3 years.

### **Domestic Violence**

The respondents were asked if they have knowledge on the concept of domestic violence and the responses were as below:



**Figure 4: A pie Chart showing the respondents' knowledge on domestic violence**  
*Source: Primary data*

The findings indicate that 93% of the respondents know what domestic violence is and 7% said no. This means majority of the respondents had knowledge on domestic violence and its effects on academic performance.

### ***Explaining domestic violence***

The respondents were asked to explain what domestic violence is and these were their responses:

**Table 4 showing the various explanation of domestic violence**

<b>Definitions of domestic violence</b>	<b>Frequency (%)</b>
Act of Physical, social and emotional torture that happens in families	<b>38</b>
Misunderstanding that occurs in families	<b>51</b>
Abuse of family members	<b>12</b>

**Source: Primary data**

From the table 4 above, the majority 51% of the respondents explained domestic violence as misunderstanding that occurs in families. 38% expressed domestic violence as an act of physical, social and emotional torture that happens in families and 12% defined it as abuse of family members.

From the interview results the respondents explained it as:

*Misunderstanding that exist in a family that can cause a fight or conflict between couples or separation of the family members as a result of mainly drunkardness, poverty, indiscipline of the children among others which affects their attendance and performance while in school.*

### ***Domestic violence and class participation***

The study respondents were requested to state if domestic violence affect academic performance and the responses were as below:

**Table 5 showing whether domestic violence affects academic performance**

<b>Statements</b>	<b>Responses (%)</b>
Yes	100%
No	0%

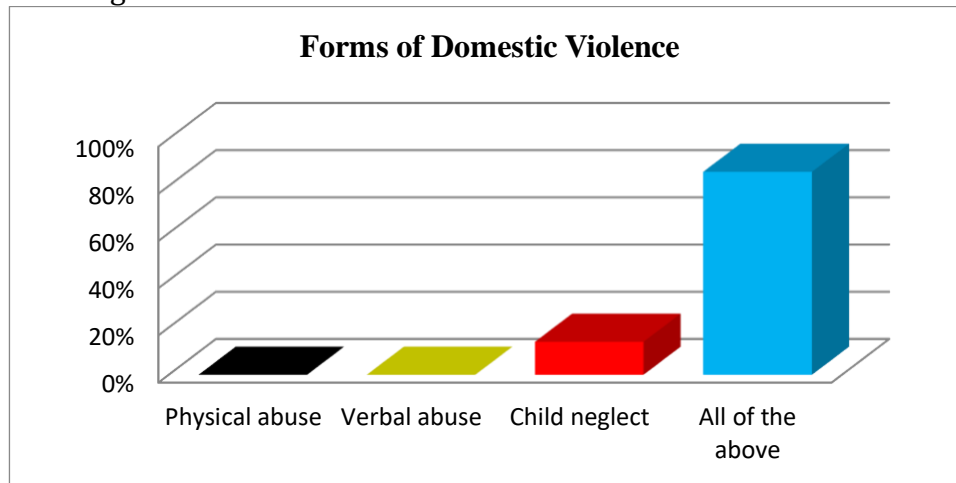
**Source: Primary data**

The study findings show that all respondents 100% indicates that domestic violence affects academic performance of pupils. This implies pupils who are victims of domestic violence tend to have poor academic performance compared to the performance of children who come from families free from domestic violence. This relates to study conducted by Fusco and Fantuzzo (2009) found that younger children lack the ability to understand the dynamics of interparental violence and thus may blame themselves. Self-blame for most children can result in feelings of guilt, worry, and anxiety that may affect academic output and healthy social interactions. Younger children exposed to violence are at a greater risk of experiencing delayed physiological, emotional, language, and cognitive development (Carpenter & Stacks, 2009). The interview guide shows that:

*All respondents agreed that domestic violence affect pupils' academic performance as children suffers the consequence in terms of food denial which affects concentration and active participation while in school, lack of writing materials among others.*

### **Major forms of Domestic violence**

The respondents were asked to give the major forms of domestic violence and their responses were as shown in figure 5 below:



**Figure 5: A bar graph showing major forms of domestic violence**

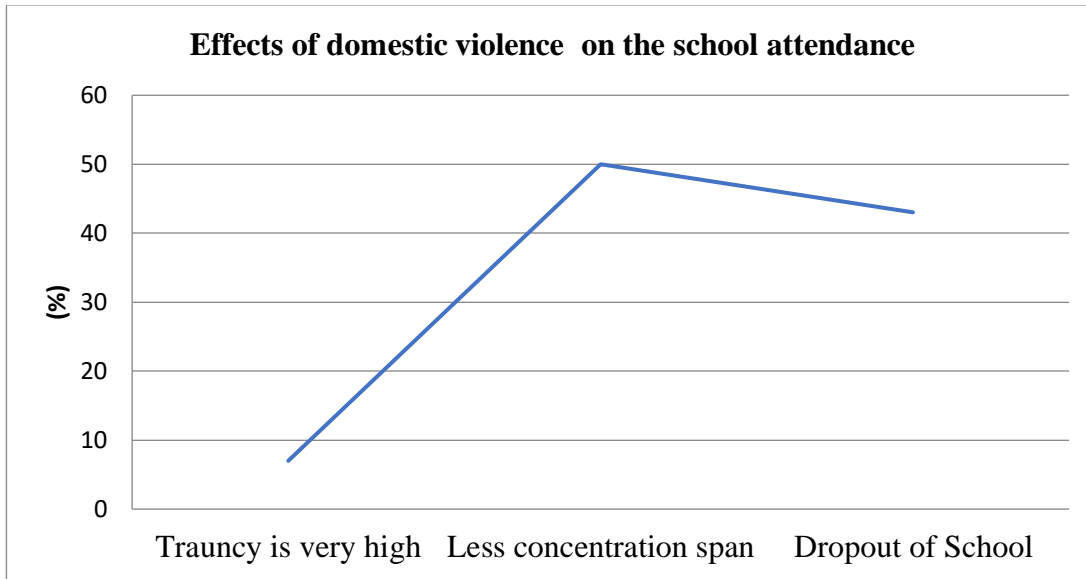
*Source: Primary data*

From figure 5 above, the study indicates that majority of the respondents 86% said, all the above statements (physical abuse, verbal abuse and child neglect) are the major forms of domestic violence while 14% held that child neglect is the major form of domestic violence. This implies most pupils who hail from families that experience domestic violence encounter almost all forms of domestic violence. This conforms to a study according to Crosson (2008), Domestic Violence comes in many forms, physical aggression or assault (hitting, kicking, biting, shoving, restraining, slapping, throwing objects, beating up, etc.), sexual abuse (domineering or controlling, intimidation, stalking, neglect, etc), emotional and mental.

*From the planned interviews the respondents identified physical abuse like battering, heavy punishment, food denial and trauma resulting from verbal abuse as the major forms of violence. Good learning environment requires learners with sound minds free from torture resulting to good academic performance.*

### **Effects of domestic violence on the school attendance**

The study respondents were requested to give the effects of domestic violence on the school attendance of pupils and their responses were as below;



**Figure 6: A line graph showing the effects of domestic violence**  
**Source: Primary data**

The study findings from the line graph above shows that 50% of the respondents who are the majority said less concentration span is the effect of domestic violence on the school attendance. 43% stated dropout of school as one of the effects and 7% said Truancy is very high. According to the study this implies less concentration span is the major effect of domestic violence on the school attendance. The study finding agrees with the findings that; domestic violence may affect the way children attend school. For example, America Finkelhor (2008) on a study on childhood victimization: violence, crime, and abuse in the lives of young people reported that experiencing abuse and/or neglect impacts children's school performance in multiple ways, including lower grades, increased absences, increased disciplinary problems and higher rates of school dropout.

*The grade of the pupils who experience domestic violence are very low as most of them report to school without the required materials to boost their academic performance while at school for example most of them are frequently sent back home because of failure to pay parents contribution like development fee, lack of uniform and writing materials. Most of the time these children either remain at home or drop out of school as most of them tends to be isolated by their friends and they build very low self esteem.*

### ***Effect of domestic violence on academic performance of learners***

The respondents were requested to provide how domestic violence affects the academic performance of learners and their responses were as follow:

**Table 6 showing how domestic violence affects the academic performance of learners**

<b>Statements</b>	<b>Frequency (%)</b>
Their school performance deteriorates	71
The abused are often absent from class	29
Their performance improves	-
Their performance does not change	-

**Source: Primary data**

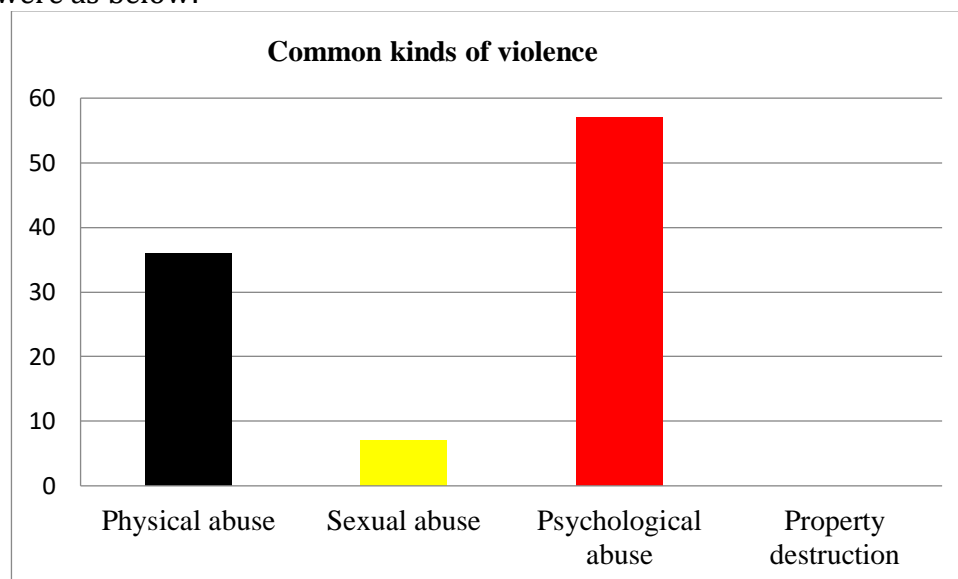
Table 6 above reveals that majority of the respondents 71% said the school performance of pupils deteriorates, 29% said the abused are often absent from class and the rest of the statements had no responses. This implies the academic performance of the pupils deteriorates as a result of domestic violence. The study finding relates to the finding that; Children from dysfunctional families are less likely to function successfully at school (Iarskaia-Smir nova, Romanov, & Antonova, 2010). Pupils' exposure to violence may compromise healthy social relationships and academic potential. Bostock, Plumpton, and Pratt (2009) reported that traumatized children often lack in their ability to maintain friendships. Traumatized experiences may also increase functioning impairment (Elbert, 2011), influence mother-child aggression (McDonald, Jouriles, Tart, & Minze, 2009), and promote insecurely attached relationships (Schwartz & Davis, 2006). In relation to academic functioning, children who experience higher levels of violence have lower abilities in reading, mathematics, and general knowledge (Silverstein, Augustyn, Cabral, & Zuckerman, 2016). Domestic Violence poses ethical concerns related to confidentiality, as victims may be physically or psychologically unable to report abuse to authorities. Here, medical professionals including doctors, therapist and other mental health workers typically owe a duty of confidentiality to their patients and clients, either by law and by the standards or professional ethics and cannot disclose personal information without the consent of the individual concerned. (National Centre for Youth Law 2011-12-29).

Arising from the interviews one of the respondents indicated that:

*Physically abused children may not be regular at school and while at school they may suffer psychological torture which affects their concentration and active participation in class. When parents fail to provide their children educational needs i.e. paying school fees and scholastic materials it affects their academic performance due to their irregularity in school.*

### Common kinds of domestic violence

The study respondents were asked to give the common kinds of domestic violence and their responses were as below:



**Figure 7: A column bar graph showing common kinds of domestic violence**  
**Source: Primary data**

The findings indicate that psychological abuse is the major common kind of domestic violence as shown by 57%, 36% of the respondents said it is physical abuse and 7% stated it as sexual abuse. This shows that psychological abuse is the common among children affected by domestic violence. This conforms to the study according to Crosson (2008) where he asserted that; Domestic Violence comes in many forms, physical aggression or assault (hitting, kicking, biting, shoving, restraining, slapping, throwing objects, beating up, etc.), sexual abuse (domineering or controlling, intimidation, stalking, neglect, etc)], emotional and mental. In Uganda, every year more than 3 million reports of child abuse were reported (UNICEF, 2013).

Arising from the interviews one of the respondents indicated that:

*Physical abuse is one of the most common forms of domestic violence experienced by children e.g. battering, food denial, and pinching, slapping, biting, hitting, verbal abuse among others*

### ***Dealing with abused child by teachers to improve their school performance***

The study respondents were requested to provide how they deal with children abused in the process of domestic violence so as to improve their school performance and their responses were as follow:

**Table 7 showing how teachers deal with abused child**

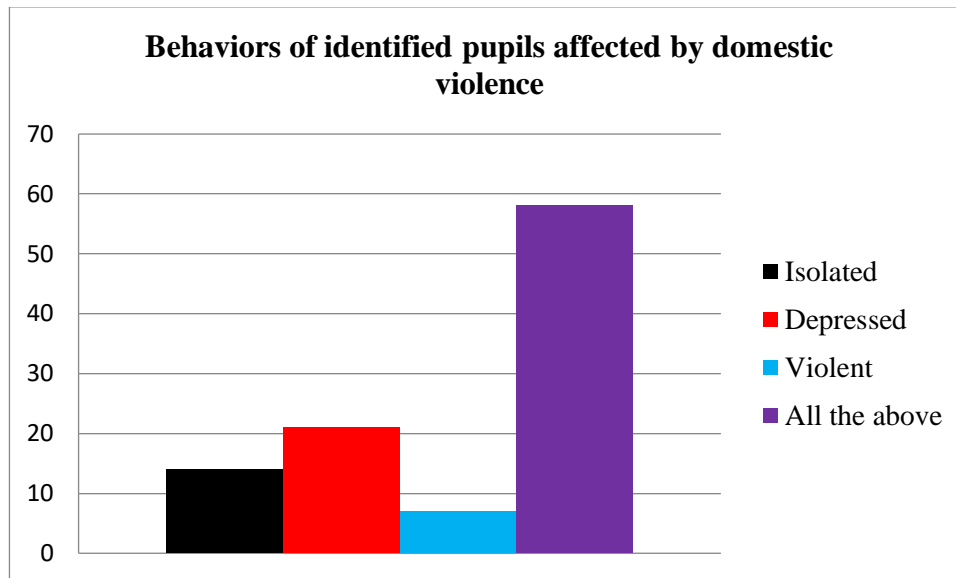
<b>Statements</b>	<b>Frequency (%)</b>
Organizing drama, songs and poems based on child abuse	0
Guidance and counseling	79
Use of resource persons	0
All the above	21

**Source: Primary data**

Findings show that majority 79% supported guidance and counseling and 21% were in support of all the above measures as indicated in table 7 above. This implies that teachers mainly apply guidance and counseling to improve the performance of pupils affected by domestic violence.

### ***Behaviors of the pupils identified to be abused by domestic violence in and outside class while they are both with their peers***

The respondents were asked to state the behaviors of pupils identified to be abused by domestic violence both in and outside class while they are with their peers and their responses were as follows:



**Figure 8** A bar graph showing behaviors of identified pupils affected by domestic violence  
*Source: Primary data*

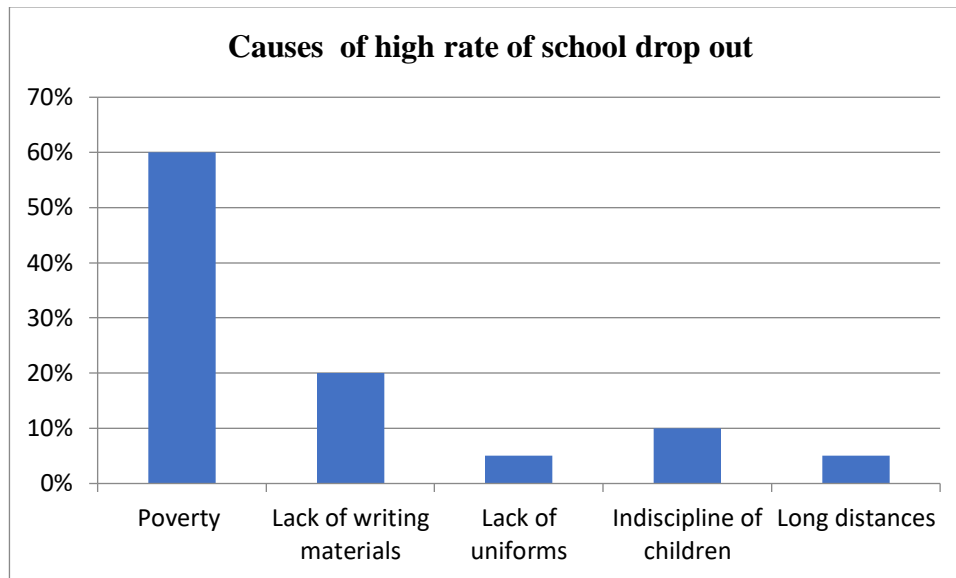
From the above figure 8, the study reveals that majority of the pupils identified to be affected by domestic violence are isolated, depressed and violent as indicated by 58%. 21% said they are depressed, 14% supposed they are isolated and 7% of the respondents alleged that they are violent. This entails that children affected by domestic violence demonstrate all the factors (isolated, depressed, violent) while in and outside classroom with both the peers. This is in line with the study findings that; when children are faced with adversity, younger children who reside within problematic environments may exhibit fewer pro-social emotions and increased personal problems (Sternberg, Lamb, Guterman, & Abbott, 2006). For example, abused children are more likely to display temper tantrums, frequent fighting, and threatening of other pupils. Other issues exhibited by these youth in classrooms are eating problems, concentration difficulties, generalized anxiety, and increased physical complaints (Volpe, 2006).

The interview results show that:

*Children affected by domestic violence have very low self esteem and are always very aggressive during play time by threatening other pupils. They practice what they witness on their fellows and in most cases play in isolation.*

### **Domestic violence and rate school drop out**

The respondents were asked to give the major causes of high rate of school drop out of pupils from school and their responses were as below:



**Figure 9 A bar graph showing causes of high rate of school drop out**  
**Source: Primary data**

From the above table 60% of the respondents said poverty is the major cause of high drop out among pupils, 20% supported lack of writing materials, 10% said indiscipline of the children, 5% supported lack of uniforms and 5% said long distance. This implies poverty is the major cause of high rate of dropout which is as well a major factor causing domestic violence. This conforms to the study that cognitive implications of domestic violence include difficulties in learning and academic performance. Many studies have constantly stressed that abused, maltreated or neglected children on average, score lower on cognitive measures and demonstrate lower academic achievement when compared with their non abused peers on a similar social economic environment (Vondra, Barnett and Cicchetti, 2010; Barnett, 2007). Recent theories on child caregivers' attachment have suggested that negative interaction between parents or caregivers and children may account for some poor academic achievement

### **Measures to address the effects of domestic Violence amongst pupils**

The respondents were asked to show their level of agreement on statements made to address the effects of domestic violence on the learners/pupils and their responses were as shown on table 8 below:



**Table 9 showing measures to address the effects of domestic violence amongst pupils**

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Children should be sensitized on how to protect themselves from family abusers	50%	43%	7%	0%
The school should create good atmosphere where children can report their abusers at home and away	79%	21%	0%	0%
The law enforcers should be given more training on child abuse	36%	64%	0%	0%
The community should be sensitized on the effects of child abuse especially on academic performance	79%	21%	0%	0%
All teachers should receive training on special needs education	29%	71%	0%	0%
The government should deal with child abusers appropriately	86%	14%	0%	0%
Head teachers should be protected by the code in order to deal with family child abusers	21%	64%	14%	1%

**Source: Primary data**

From the study findings in table 8 above, 50% of the respondents strongly agree with the statement of children should be sensitized on how to protect themselves from family abusers, 43% agreed with the statement while 7% disagree with the statement and none of the respondents strongly disagreed with the statement. This implies that sensitizing the children would be a fair means to protect themselves from family abusers. According to the statement that the school should create good atmosphere where children can report their abusers at home and away 79% of the respondents strongly agree to the statement, while 21% agree to the statement and none of the respondents either disagree or strongly disagree to the statement. This indicates that creating good atmosphere where children report abusers while at home and away is effective means of protecting the children from the effects of domestic violence. 36% of the respondents strongly supported the statement the law enforcers should be given more training on child abuse while 64% agree with the statement and none of the respondents either disagree or strongly disagree. 79% strongly agreed with the statement the community should be sensitized on the effects of domestic violence especially on academic performance of pupils while 21% agreed with the statement and none of the respondents disagreed or strongly disagreed to the statement.

29% of the respondents strongly agreed with the statement that all teachers should receive training on special needs education while 71% agreed with the statement and none of the respondents disagreed or strongly disagreed to the statement. 86% of the respondents strongly agreed on the statement the government should deal with child abusers appropriately while 14% agreed with the statement and none of the respondents disagreed or strongly disagreed to the statement as indicated by 0%. 21% strongly agreed to the statement Head teachers should be protected by the code in order to deal with family child abusers, 64% agreed to the statement while 14% disagreed to the statement and none of the respondents strongly disagreed to the statement (0%)

From the interview guide the following measures were identified:

*Sensitization of parents on the danger of domestic violence on academic performance by teaching the rights of children, designing and passing ordinances on drunkardness, providing guidance and counseling to the victims of domestic violence, imprisonment of violators of human rights and strengthening community policing*

## CHAPTER FIVE

### SUMMARY OF DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter presents the discussions of the results in chapter four, followed by the conclusions arrived at, before recommendations are made. It ends with a section on suggested areas of further research.

#### Summary of Discussions

##### *Background Information of Respondents*

The results on the background information of the respondents indicated that there were more female respondents (85 %) compared to the male respondents (15%). Considering that both purpose and random sampling techniques were used to generate the study sample, it is likely that the variation was because most of the purposively sampled respondents the teachers and parents and it could be that more females were involved in the study since they are directly affected by domestic violence.

##### **Pupils' school attendance**

The discussion in this section is about the pupils' school attendance in relation to the effects of domestic violence on academic performance of pupils.

The study findings from the line graph above shows that 50% of the respondents who are the majority said less concentration span is the effect of domestic violence on the school attendance. 43% stated dropout of school as one of the effects and 7% said Truancy is very high. The study reveals that majority of the pupils identified to be affected by domestic violence are isolated, depressed and violent as indicated by 58%. 21% said they are depressed, 14% supposed they are isolated and 7% of the respondents alleged that they are violent. This entails that children affected by domestic violence demonstrate all the factors (isolated, depressed, violent) while in and outside classroom with both the peers.

##### **Pupils class participation**

71% of the respondents said the school performance of pupils deteriorates, 29% said the abused are often absent from class and the rest of the statements had no responses. This implies the academic performance of the pupils deteriorates as a result of domestic violence.

The findings indicate that psychological abuse is the major common kind of domestic violence as shown by 57%, 36% of the respondents said it is physical abuse and 7% stated it as sexual abuse. This shows that psychological abuse is the common among children affected by domestic violence.

### **High rate of dropout**

The study reveals that 60% of the respondents said poverty is the major cause of high drop out among pupils, 20% supported lack of writing materials, 10% said indiscipline of the children, 5% supported lack of uniforms and 5% said long distance

### **Conclusion**

#### ***Pupils' school attendance***

The study findings from the line graph above shows that the majority said less concentration span is the effect of domestic violence on the school attendance compared to drop out of school as one of the effects and Truancy.

#### ***Pupils class participation***

Majority of the respondents said the school performance of pupils deteriorates, followed by abused are often absent from class and the rest of the statements had no responses.

### ***High rate of dropout***

The study reveals that poverty is the major cause of high drop out among pupils compared to lack of writing materials and indiscipline of the children, lack of uniforms and long distance

### **Recommendations**

The study made the following recommendations:

1. Owing to the widespread prevalence of various forms of domestic violence in the, different education sector stakeholders should address domestic violence as a social vice in order to improve academic performance and school participation of children coming from affected families. This would be through mainstreaming domestic violence in social work, education and school management and can be achieved through:
  - Specific inclusion of domestic violence within delivery of core national curriculum subjects.
  - Greater awareness of the impact and issues relating to children, households and domestic violence in families.
  - Acknowledgement of the wider implications for children as victims and improved access to support with a more child-centered approach to guidance and counseling.
  - Appropriate training for teachers and school administrators should increase awareness about domestic violence, as well as how to ask about it. It should enable exploration of fears and concerns, and provide knowledge and resources including use of safety planning and referral to local advocacy and social support services.
  - Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.
2. Routine screening of families for the presence of domestic violence which can be done through school based violence screening questionnaire should be adopted.
3. Education policy makers, school administrators, teachers, local administrators, social workers and nongovernmental organizations (NGOs) should formulate strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms within the families. The legislative framework should incorporate protective laws against domestic violence and school participation, basic education rights and regulations.

### Areas of further Research

This study recommends further research in order to investigate the pre-disposing factors that may exacerbate the influence of domestic violence on pupil's academic performance and school participation in U.P.E schools

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

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## APPENDICIES

### APPENDIX I: Teachers' Questionnaire

Dear respondent,

I am Abdu Fatuma, a student at Gulu University pursuing Bachelor of Public Administration. As part of academic requirements of this course, I am conducting a study on the topic: Domestic Violence and Academic Performance: *A Case of Universal Primary Education Schools in Laroo Division, Gulu municipality*. The study seeks to establish effects of Domestic Violence on Academic performance. As a respondent, your opinions are very important to this study. The information that you shall provide will be used only for academic purposes and will be treated with confidentiality and anonymity. Kindly answer the questions below by writing in the space provided or ticking against the appropriate response as per your opinion.

### INSTRUCTIONS

Please fill in the spaces provided or tick where appropriate in the spaces provided.

#### SECTION A

1. Sex: Male  Female

2. Age

20-30  31-40  41-50  51-60  60 and above

3. Teaching experience in years.

1  2  3  4 and above

4. Do you know what domestic violence is?

Yes  No

If yes, please explain what it is.

.....

5. Can you identify a student affected by domestic violence?

Yes  No

6. Does domestic violence affect performance in schools?

Yes  No

7. What are the major forms of domestic violence?

a) Physical abuse

b) Verbal abuse

c) Child neglect

d) All of the above

8. What is the effect of domestic violence on the school attendance?

a) Truancy is very high

b) Less concentration span

c) Dropout of school

9. How does domestic violence affect the academic performance of learners?

a) Their school performance deteriorates

b) The abused are often absent from class

- c) Their performance improves
- d) Their performance does not change

10. Among the following kinds of domestic violence, which one is common?

- a) Physical abuse
- b) Sexual abuse
- c) Psychological abuse
- d) Property destruction

11. What do teachers do to deal with child abuse so as to improve their school performance?

- a) Organizing drama, songs and poems based on child abuse
- b) Guiding and counseling the abused child
- c) Use of resource persons from NGOs e.g. WRAP - Women Rights Awareness Program who advocate for children's rights
- d) All the above

12. How do those identified to be abused behave in class and outside class while they are both with their peers?

- a) Isolated
- b) Depressed
- c) Violent
- d) All the above

13. What do you think are the major causes of high rate of school dropout amongst pupils?

Statements	Responses ( <i>please tick</i> )
Poverty	
Lack of writing materials	
Lack of uniforms	
Indiscipline of children	
Long distances	

14. Show your level of agreement with the following statement by ticking below the appropriate box.

Statements	Strongly agree	Agree	Disagree	Strongly disagree
Children should be sensitized on how to protect themselves from family abusers				
The school should create a good atmosphere where children can report their abusers at home and away				
The law enforcers should be given more training on child abuse				
The community should be sensitized on the effects of child abuse on academic performance				
All teachers should receive training on special needs education				
The government should deal with child abusers appropriately				
Head teachers should be protected by the code in order to deal with family child abusers				

**APPENDIX III: FOCUS GROUP FOR DISCUSSION INTERVIEW (LEARNERS)****Instructions**

Put a Tick ( ✓ ) to your preferred answer

1. Sex Girl [ ] Boy [ ]

2. Age.....

3. Name of school.....

3. Who do you live with at home?

a) Both parents ( ) b) Mother ( )

c) Father ( ) d) Brothers ( )

e) Other relatives ( ) f) Sisters ( )

4. Have you experienced of domestic violence?

a) Yes ( )

b) No ( )

If yes, are you directly affected (encountering violence first hand) or indirectly (violence affecting someone close to you)?

a) The learner ( )

b) Someone else ( )

5. Whether directly or indirectly affected, how often does domestic violence occur?

a) Daily

b) Weekly

c) Occasionally

d) Rarely

6. What kind of domestic violence have you encountered? Please indicate.

a) Physical abuse ( )

b) Sexual abuse ( )

c) Psychological abuse ( )

d) Abuse on property and pets ( )

7. If you have been experiencing domestic violence, what has been your grade or academic performance?

a) Low ( )

b) very low ( )

c) high ( )

d) Very high ( )



**APPENDIX IV: INTERVIEW GUIDE FOR PARENTS**

**1.** During bringing up children, parents undergo many challenges. How do you discipline your children?

.....  
.....

**2.** Have you heard about domestic violence?

Yes ( ) No ( )

If yes, explain the meaning of domestic violence

.....  
.....

**3.** What could be the major causes of violence against children?

.....  
.....

**4.** Other times do you think you have executed discipline beyond measure?

Yes ( )

No ( )

**5.** When do you term domestic violence as an abuse to children?

.....  
.....

**6.** Do you think that domestic violence affects the academic performance of your child?

Yes ( ) No ( )

**7.** What do you think can be done to such parents?

.....  
.....