

**DOMESTIC VIOLENCE AND ITS IMPLICATIONS ON
PRE-SCHOOL CHILDREN'S PERFORMANCE IN
CURRICULAR ACTIVITIES IN KENGELENI ZONE,
MOMBASA COUNTY, KENYA**

BY

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IN FULFILMENT OF THE DEGREE OF MASTER OF
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UNIVERSITY**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other University /institution for consideration. This research project has been complimented by referenced sources dully acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the Internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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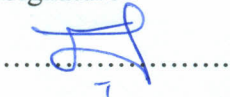
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DEDICATION

The research project is dedicated to my husband Charles Mwadeghu, my children: Linda Mkamburi, Linus Msagha and Mary Mughulo whose time I have had to minimize in devotion to this work. My life and achievements are inseparable from you. I love you all.

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ABSTRACT

In the past two decades, there has been growing recognition of the prevalence of domestic violence in our society. Moreover, it has become apparent that some individuals are at greater risk of victimization than others. Domestic violence has adverse effects on individuals, families and society in general. The purpose of this study was to establish the factors influencing domestic violence and its implications in regard to performance of children in pre-school. The objectives were based on prevalence, forms, effects and factors determining domestic violence. The study was guided by Bronfenbrenner's ecosystem theory. Descriptive survey research design was employed using a group of children victims of domestic violence and a similar number of those not affected. The study was conducted in Mombasa County, Kenya which was purposively sampled due to high incidences of domestic violence experienced in the County in the recent past and specifically in Kengeleni Zone. The instruments were tested for validity and reliability using content validity and the spearman correlation, respectively. Questionnaires for the pre-unit teachers and assessment tasks for pre-unit children were used to gather data. The sample size consisted of 8 pre-units, 24 pre-unit teachers and 100 pre-unit children. Data analysis and presentation was done using percentages, frequency tables and graphs. The findings of the study provide the required information on the prevalence which stands at an average of 89.6%, forms of domestic violence such as physical, sexual, emotional, verbal and economic abuse; and causes of the vice namely; marital conflicts, socio-economic factors, alcohol, drug and substance abuse, low level of education and illiteracy. The effects of domestic violence were unearthed through responses given in the teachers' questionnaire and the assessment task for the pre-school children which portrayed a negative effect on their performance in terms of creativity, memory, reasoning, eye-hand coordination and concentration. Some recommendations have been given such as advising the elite in society in collaboration with government officials like the area chief to come up with combative measures to eradicate brewing and selling of illicit brews and if implemented, it is anticipated that cases of domestic violence will be minimized or eradicated and children's performance in pre-school shall be enhanced.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune-Deficiency Syndrome
CBO	Community Based Organization
CEDAW	Convention on the Elimination of Discriminations Against Women
CWP	Court Watch Project
ECDE	Early Childhood Development and Education
EFA	Education for All
FBO	Faith Based Organization
FIDA	Federation of Women Lawyers
GBV	Gender Based Violence
HIV	Human Immuno - deficiency Virus
IPV	Intimate Partner Violence
MGD	Millennium Development Goals
NGOs	Non Governmental Organizations
POWA	People Opposing Women Abuse
UK	United Kingdom
UN	United Nations
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter discusses the background of the study, statement of the problem, purpose and objectives, research questions, significance, delimitation, assumption of the study, theoretical and conceptual framework and operational definitions of terms.

1.2 Background of the Study

Domestic violence has been a long standing social problem in the world. It cuts across all socio-economic and cultural boundaries. It respects no barriers related to age, social status, abilities or religion. Over three million children worldwide are at risk of exposure to parental violence annually (Carlson, 1984). Children from homes where domestic violence occur are physically or sexually abused and also seriously neglected (Mackay, 1994).

Domestic violence affects mostly women and children. In Britain, the crime survey found that there were an estimated 12.9 million incidences of domestic violence acts against women and 2.5 million against men in England and Wales in the year preceding the interview (Walby and Allen, 2004). In another study of 200 women experiencing domestic violence it was found that, 60% of the women had left their matrimonial homes because they feared that they or their children would be killed by their perpetrators (Humphreys and Thiara, 2002).

Most of the domestic violence comes as a result of misuse of power and control within a context of male partner (Dobash and Dobash, 2000). In another study of 336 convicted offenders of domestic violence, it was found that alcohol was a feature in 62% of them (Gilchrist, 2003). The holistic development of children exposed to domestic violence is usually at stake or undermined because of psychological torture or trauma (Research in practice press, Darlington, 2005).

Elsewhere in India more than 55% of women suffer domestic violence due to jealousy when one partner is either suspected to be unfaithful or is planning to leave the relationship (Kalmuss and Seltzer, 1984). Such a scenario leaves children traumatized and psychologically disturbed, which may affect their cognitive development. In several cases, the children may not be able to concentrate on their school work (Kerala Development Programme, 2004; India Survey Report, 2000).

In Africa and specifically in Botswana, a study carried out between the years 2010 and 2011 showed that over 67% women have experienced violence in their life time including partner and non partner violence. At least 44% of men admit to perpetrating violence against women. In 2011 alone, 29% of women experienced violence perpetrated by men. Nearly 1/3 of women (29%) experienced Intimate Partner Violence (IPV) in twelve months. In contrast, only 1.2% of Botswana women reported cases of gender based violence (GBV) to relevant authorities in the same period. Thus the prevalence of GBV reported in the survey is 24 times higher than that reported by the police. This suggests that levels of GBV are far higher than those recorded in official statistics.

Poverty, abusive relationships, stress levels, pressure of joblessness or unemployment are major causes of domestic violence. Parental violence was a major source of stress which complicated children's adjustment because it affected them directly or indirectly. Their socialization was affected as they lacked friends or social support (Women Affairs Department, 1999).

The situation in Kenya is not very different as reported in Nyeri (Muthoni, 2012) and Mombasa Counties. The Kenya Survey 2008-2009 by FIDA alludes that 39% of women had reported having been physically or sexually assaulted during their lifetime with 74% of the respondents in the Coast, Nairobi, Nyanza and Western regions having been physically abused in their homesteads. In spite of Article 28 and 29 of the Kenya Constitution providing for the protection and respect of human dignity, there has been a drastic increase in the number of victims of domestic violence from 299 in 2006, 412 in 2007 and over 500 in 2008 (Gender Violence Recovery Centre, Nairobi). In Changanwe Constituency, Mombasa County, for example a woman was thrown out of the house by her husband after arriving home slightly late after a church meeting while in Kisauni constituency, a mother and her children fled to the police station for refuge after her husband came home drunk and started beating the children (Kimani, 2012, July 7) Daily Nation, pp. 8, Domestic violence). The study was therefore necessary seeking to find out the implications of domestic violence on children's performance in pre-schools in Kengeleni Zone, Mombasa County.

1.3 Statement of the Problem

Domestic violence is a serious social problem that has prevailed at all levels of society since time immemorial. Despite the existence of international instruments to safeguard children, cases of domestic violence are still on the increase. In America, 53 -70% of males assaulted their wives and abused their children (Strauss and Sellers, 1990) while in Kenya 75% of women had undergone domestic violence (FIDA, 2008-2009). The number of cases of domestic violence seem to have escalated as a total of 3600 cases were reported in the Coastal region of Kenya in 2013 compared to 1700 in 2011 (Wafula, 2013). In Mombasa County in particular, numerous cases of domestic violence have been reported by the local media and word of mouth but had not been investigated. The study was therefore necessary in order to find out the prevalence, forms and causes of domestic violence and its effects on pre-school children's performance in curricular activities in Kengeleni zone, Mombasa County.

1.4 Purpose of the Study

The purpose of the study was to find out the implications of domestic violence on children's performance in pre –school. Specifically the study focused on the influence of domestic violence on children's performance judged from their creativity/imagination, concentration, memory and reasoning ability with a view to suggest possible measures to mitigate it.

1.5 Objectives of the Study

- i) To find out the prevalence of domestic violence in Kengeleni Zone, Mombasa County.

- ii) To identify the common types of domestic violence in Kengeleni Zone, Mombasa County.
- iii) To identify the causes of domestic violence in Kengeleni Zone, Mombasa County.
- iv) To find out the influence of domestic violence on children`s performance in curricular activities in pre- schools in Kengeleni Zone, Mombasa County.

1.6 Research Questions

- i) What is the prevalence of domestic violence in Kengeleni Zone, Mombasa County?
- ii) What are the common types of domestic violence in Kengeleni Zone, Mombasa County?
- iii) What are the causes of domestic violence in Kengeleni Zone, Mombasa County?
- iv) How does domestic violence affect children's performance in pre- schools in Kengeleni Zone, Mombasa County?

1.7 Assumption of the study

The assumption of the study was that most of the respondents would have been willing to provide reliable information. Another assumption was that Domestic Violence existed among children in the pre- schools sampled. Likewise, Domestic Violence had negative effects on pre-school children's performance. Information obtained after the study may be useful in providing answers to the research questions.

1.8 Limitations of the Study

Despite the researcher trying hard to create a good rapport with the respondents and guaranteeing them confidentiality, some participants treated the exercise with suspicion hence unwillingness

to submit important information. For example, some failed to specify any other form of domestic violence even though they admitted there were other forms. The anticipated heavy rains complicated the exercise as the infrastructure to and within the schools were interfered with by flash floods caused by poor drainage in the study area. In some instances the researcher had to wait for the pre- school teachers and the children as they arrived late while waiting for the floods to subside.

1.9 Delimitation of the Study

The study was delimited to cases of domestic violence involving pre-school children only, either directly or indirectly when their caregivers were abused in their presence or their absence. The study specifically focused on the prevalence, forms, causes and its effects on pre -children's performance in Kengeleni Zone, Mombasa County.

1.10 Significance of Study

Parents will have awareness on how domestic violence affects the children's performance and may try to address the problems that perpetrate it. The findings of the study may suggest possible remedies to the challenges faced by stakeholders in pre – schools. If the prevalence of domestic violence goes down, children will grow and develop holistically and in turn, they will enjoy living and working in a stress free environment. Ultimately, their performance in pre-school will be enhanced.

1.11 Theoretical framework

The study was guided by the ecological system theory of human development by Bronfenbrenner (1979) which states that a theoretical conception of the environment extends beyond the behavior of the individual to encompass functional systems both within and between settings. Systems that can also be modified and expanded, contrast sharply with prevailing research models. The ecological environment extends far beyond the immediate situation directly affecting the developing person. As far as the external world is concerned, what is presented here is a theory of the environmental interconnections and their impact on the faces directly affecting psychological growth. Knowledge and analysis of social policies are essential for the progress in the developmental research because they alert the investigator to those aspects of the environment both the immediate and more remote, that are most critical for the cognitive, emotional and social development of a person; which explains how everything in a child and child's environment affects the way they grow and develop.

Bronfenbrenner delineates four types of nested systems namely: Micro-system, Meso-system, Exo system and Macro system.

The **micro system** is the immediate environment in which a child has direct social interactions with the social agents (family, school, peers, neighbors, caregivers). The children are not mere recipients of all experiences as they have when socializing with these people in the micro-system environment, but they are contributing to the construction of the environment.

The **Mesosystem** involves the relationship between the Microsystems in one's life; that is, the child's family experience may be related to that at school.

Therefore, interaction between the child and the parents, family, peers, caregivers and neighbours contributes to their growth, development and performance in school. The absence or presence of domestic violence in the family or neighborhood may influence performance of children in pre-school. Thus, whatever goes on around the child has positive or negative effects on their performance in school.

1.12 Conceptual Framework

The conceptual framework was developed from a simple relationship between the independent and dependent variables (see figure 1.1).

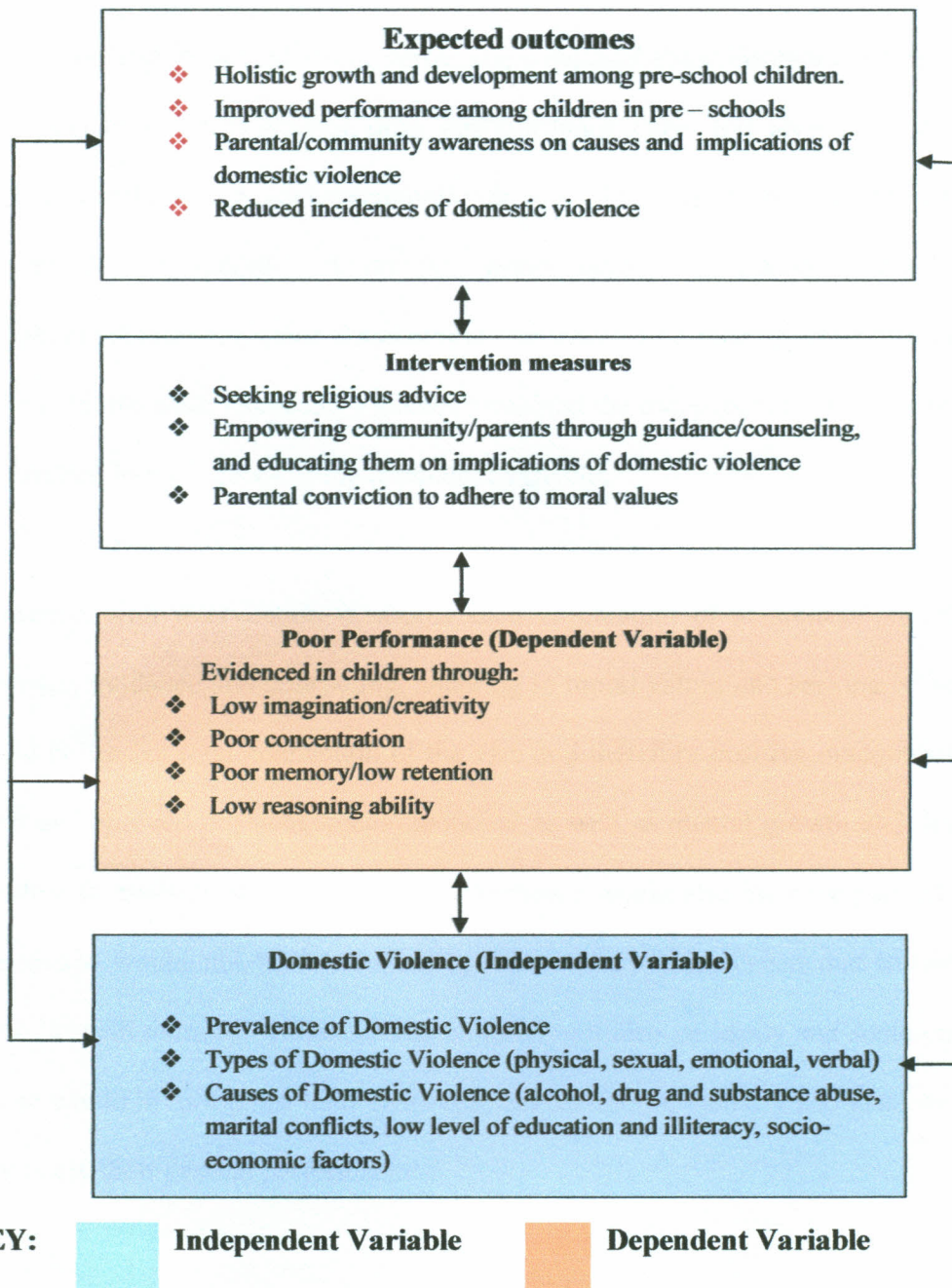


Figure 1.1: Conceptualization of the Implication of Domestic Violence on Children's Performance in Pre-Schools

The independent variable was identified as domestic violence in form of physical aggression/assault, sexual abuse, verbal and emotional abuse occurring at home; its prevalence as well as causes such as alcohol, drug and substance abuse, low level of education and illiteracy, marital conflicts and socio economic factors. The dependent variable on the other hand concerned pre-school children's performance manifesting itself through low imagination/creativity, poor concentration in class, low memory/retention and low reasoning ability. In this case, Domestic Violence remained the independent variable and the performance of children in pre- school as the dependent variable.

However, with intervention measures such as creation of awareness on effects of domestic violence, guidance and counseling, adhering to moral values and seeking religious advice there could be less or total eradication of the vice and therefore positive outcomes would be realized such as improved physical, socio-emotional as well as mental growth and development among children in pre-school. Their school performance would also improve particularly because their attendance would not be interrupted by unnecessary absenteeism due to harm inflicted upon them through domestic violence. The children will also be happy and socio-emotionally secure. These would in turn boost their creativity, concentration, memory and also reasoning ability and ultimately their general performance.

1.13 Operational Definition of Terms

- Pre-school child:** An individual aged between 3 and 6 years old.
- Pre-unit school:** An institution housed within a public primary school catering for children aged 3-6 years.
- Domestic violence:** Any form of ill treatment perpetrated against 3 to 6 year old children at home that causes them harm either psychologically, socio-emotionally, physically, sexually or verbally.
- Performance:** Capability of 3 to 6 year old children to carry out learning activities as manifested through their ability to create/imagine, concentrate, reason and remember/retain knowledge.
- Concentration:** Ability of the child to remain alert during learning in pre-school.
- Creativity:** Ability of 3-6 year old to do something in a unique way in pre-school.
- Memory:** Ability of the child to remember /retain learning content during learning activities in pre-school.
- Reasoning:** Ability of the child to think and come up with a rational answer during learning or play in pre-school.
- Caregiver:** One who participates in taking care of children in pre-school.
- Abuse:** Cruel, rough, harmful and ruthless treatment given to pre-school children.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses prevalence of domestic violence, factors influencing domestic violence, its forms and effects on performance of pre - school children.

2.2 Prevalence of Domestic Violence

There has been growing recognition of the prevalence of domestic violence in our society. Moreover, it is apparent that women and children are at greater risk than other groups given that the latter are more likely to be abused and neglected. The abuse may influence them emotionally and in their behavior hence their performance in school could be affected.

Domestic violence involves misunderstanding within a household or between family members. Its most common form is violence by a husband against a wife but can also include violence by wife against husband or children against parents. It is also referred to as domestic abuse, spouse abuse, battering, family violence and Intimate Partner Violence (IPV). It includes any form of threatening behavior, violence or abuse either psychological, physical, sexual, financial or emotional between adults who are or have been intimate partners or family members regardless of gender. This includes issues of concern to black and minority - ethnic communities (BMC) such as honor- based violence, Female Genital Mutilation (FGM) and forced marriages.

In a national survey of over 6, 000 families in America, it was estimated that between 53% and 70% of male are batterers and also frequently abused their children (Straus and sellers, 1990). Abused women are likely to abuse their children (CWP, 1995) because most abusers were abused at one point in their lives. Studies suggest that between 1.3–10 million children, witness some form of domestic violence annually. It is in this regard that this study will investigate the impacts of domestic violence on performance of children in pre-school.

It has been reported that, between half and two thirds of Nigerian women are subject to domestic violence in their homes. They are beaten on a daily basis, raped and even murdered by members of their family for supposed transgression, ranging from not having meals ready on time to visiting family members without their husbands' permission. In Kenya almost 75% of women have undergone domestic violence (FIDA, 2008-2009). The study will therefore try to find out the frequency of domestic violence cases in Kengeleni Zone, Mombasa County.

2.3 Types/ Forms of Domestic Violence

There are numerous forms of domestic violence ranging from physical, emotional, verbal and sexual abuse, among others.

Physical Abuse involves contact intending to cause pain, injury or other physical suffering or bodily harm such as hitting, slapping, punching, choking, pushing, burning, pinching and types of contact that result in physical injury to the victim. It can also include behaviors such as denying the victim of medical care when needed, depriving the victim of sleep or other functions

necessary to life or forcing the victim to engage in alcohol/drug use against their will thereby causing feelings of intimidation.

A study by WHO in 2001/2002 revealed that 1,800 (87%) women in Dar es Salaam and 1,450 (41%) others in Mbeya District, experienced physical or sexual violence at the hands of a partner at some point in their lives. In both areas 29% of those experiencing physical intimate partner violence had injuries with a third of them having been injured in the past year (WHO, 2005). This study will find out the common types of domestic violence in Kengeleni Zone, Mombasa County.

Sexual abuse / marital rape is any situation in which force or threat is used to obtain participation in unwanted sexual activity, coercing a person to engage in sexual activity against their will, even if that person is a spouse or intimate partner with whom consensual sex has occurred, is an act of aggression or violence. Marital or spousal rape is non-consensual sex in which the perpetrator is the victim's spouse (Heggen, 1993). Of late there has been an emergence of same sex rape where boys are sexually abused by men and girls by females, respectively. This study investigated if sexual abuse was a cause of domestic violence in Kengeleni Zone.

Emotional Abuse (psychological or mental abuse) includes humiliating a victim privately or publicly; controlling what the victim can or cannot do; withholding information from the victim; deliberately doing something to make the victim feel diminished or embarrassed; isolating the victim from friends and family (Maiuro, Roland, O'Leary, and Daniel, 2000).

Verbal Abuse involves the use of language or the act of threatening of which a person can blatantly say they will harm one by name-calling, blaming, ridicule, disrespect and criticism; statements that may seem benign on the surface can be thinly veiled attempts to humiliate; falsely accuse or manipulate others to submit to undesirable behavior (Hamel, John and Nicholls, 2007). The study established whether emotional and verbal abuse were a common phenomena in Kengeleni Zone.

Economic Abuse occurs when one intimate partner has control over the other partner's access to economic resources like preventing a spouse from resource acquisition, limiting the amount of resources to use by the victim or by exploiting economic resources of the victim thus blocking them from obtaining education, employment, maintaining or advancing their careers and acquiring assets (National Coalition Against Domestic Violence, 2011). During the study efforts were made to identify the common types of abuse in Kengeleni, Mombasa County, in order to recommend ways of minimizing or eradicating them.

2.4 Causes of Domestic Violence

Domestic violence in families presents a huge social challenge worldwide. Children are mainly the major victims followed by women. Various authors have come up with factors leading to domestic violence which vary from cultural, societal and economic perspective as discussed under the following sub-headings:

2.4.1 Alcohol, Drug and Substance Abuse

According to Buddy (2009), alcohol, drug and substance abuse stand out to be the major contributors to domestic violence. Most of the perpetrators are men and the subjects are women and children in early childhood development education. A survey of domestic violence in Moscow revealed that half of the cases of physical abuse are associated with the husband's excessive alcohol consumption. Drug and substance abuse make one less likely to control his or her violent repulses. A study of 336 convicted offenders of domestic violence, found that alcohol was a feature in 62% of the offenses with 40% being alcohol dependent (Gilchrist, 2003). This study was therefore intended to explore whether alcohol, drug and substance abuse contribute to domestic violence in Kengeleni Zone.

In yet another study of 60 women using crack cocaine in London, it was found that 40% reported regular physical assaults from current partner, raising to 70% of past partners who were included (Bury, 1999). Smoking of hard drugs and substance, and consumption of local brews was very common in most homes. In Nyeri County, Kenya, a woman from Mukuruwe-ini reported that her husband came home drunk daily and never contributed to children's support and neither did he fulfill his conjugal obligation, she therefore disciplined him. In another incidence a man in Nivuti village of Central Kenya was slashed on the head with a 'panga' by his wife for being irresponsible while another one was nursing a broken leg after his wife hit him with a stone. Children witnessing such incidences may suffer from trauma and it in this respect that this study was investigating its effects on performance on pre-school children.

In Kiambu near Kenya's Capital City, another man was also nursing injuries after an attack by his wife. He was stabbed in the neck before running for safety. It is most often that where the men spend time drinking and then demanded food from their wives, leading to domestic violence (Muthoni, 2012). This affects children psychologically leading to lack of concentration in school hence poor performance.

2.4.2 Low Socio-economic Factors and Cultural Beliefs/practices

According to studies by Appel and Holden (1994), low income families are dominated by cases of domestic violence. In Africa and Asia where poverty is high, there has been rising levels of violence against children. Poverty is considered to be a determining factor that prompts violence as a survival tactic hence resulting to stress in young children. This contributes to children performing poorly in school due to low concentration.

According to Lyns (1998), women lack economic independence hence have no power to escape from an abusive relationship. The reverse of this argument also holds that in some countries, increasing economic activity and independence of women is viewed as a threat which leads to increased male violence. This is particularly true when the male partner is unemployed, and feels his power undetermined in the household, (Economic commission for Latin America and Caribbean, 1992).

Most large families in rural areas and slums in urban areas are poor and live in difficult circumstances leading to domestic violence, separation and divorce thus impacting negatively on the children. Today both men and women are employed but the man may neglect his family's

responsibilities because the wife earns a salary leading to disagreement and ultimately domestic violence. This disrupts learning in children particularly if sent away from school as a result of non payment of school fees since the services at pre – schools are paid for by parents.

Societal beliefs have also perpetrated child abuse. Nevertheless, domestic violence against children has had far reaching physical, emotional, psychological effects on the holistic growth and development of young children (Fenichel, 1994). Children are involved in preparation and selling of alcohol and drugs and the latter get assimilated gradually. Since domestic violence manifests in many forms, acts thereof may be committed in a wide range of domestic relationship. Such relationships in this case, broadly encompass individuals who are or were in a romantic relationship, whether married or not, family and persons residing, or who have recently resided together in a common household.

The department of justice estimates that one out of every four South African women is a survivor of domestic violence. According to People Opposing Women Abuse (POWA), one in every six women who die in Gauteng in South Africa is killed by intimate partner. Violence against women has become a major social issue. In a survey conducted during 1999 revealed that 42.5% of women had experienced all forms of abuse and 60% of all cases of abuse were committed by partners, lovers or spouses. In Khayelitsha the black township outside Cape Town with a population of more than 700,000 people. Simelela (1999), reported 34 cases of domestic violence and 60 cases of rape. Tsetsana (1999), believes that the root cause of rape and domestic violence against women is in South Africa's culture. Despite the societies growing departure from

traditional gender roles and relationships, Tsetsana (1999) describes South Africa as still adhering to “archaic” norms that men have always felt to assert their masculinity over women.

Domestic violence in Nigeria is often viewed as a necessary corrective tool for women, at best are part and parcel of married life though this indirectly interferes with children’s performance in pre-school (The Integrated Regional Network, 2002). It is in this regard that the study seeks to research it’s causes in order to suggest ways of cubing it.

2.4.3 Power Dominance

Power relations in the family institution where power, fear of control of female dominance, belief in inheritance, superiority of one gender over one another, skewed legislation and cultural sanctions are causes of domestic violence. Male control of families’ wealth inevitably places decision making authority in their hands leading to male dominance as well as expropriating rights over women and children. However, while in the past women have been known to receive beating from their husbands it seems in the recent years though to a lesser extent women are inflicting violence on their husbands since they have ceased to be bread earners. In different episodes in Central Kenya a child narrates that the mother and father were all teachers but the father used to beat the mother because he felt she earned more than him. The child became emotionally disturbed and was unable to cope with school work which translated into under-performance (Muthoni, 2012). The researcher intended to find out whether power dominance contributed to domestic violence in Kengeleni Zone.

2.4.4 Illiteracy / Low Level of Parents' Education

Low level of education, illiteracy and lack of skills force women to depend on men for family upkeep. This may lead to domestic violence as the husband may feel the demands of the wife are too much.

In Brazil, women are the teachers, mothers, sharers of what they know and lead by example. Unfortunately many of them have low education or skills to support themselves so they turn to prostitution or low paying obtuse work to support their families. While Brazil's economy is booming, the poor are becoming poorer and the rich are getting richer. Too often women are left alone because the husbands abandon them or die leaving them unprepared to feed their children and care for their families let alone taking their children to school. Hence children discontinue their education as they do not only lack basic needs but also school fees (Yonna, 2008). The study sought to explore whether illiteracy is a cause of domestic violence in Kengeleni Zone.

In Nigeria female adult literacy is below the national average at 54.6% and the number of women below the poverty line is 65% to that of men at 35%. Yet even for educated women, domestic violence poses a serious threat to their safety and well-being. According to the recent study by the Global Press Institute, 65% of educated women experience beating by their husband or boyfriends. Like much of the world, women in Nigeria face humiliating rules regarding evidence in court when it concerns violence against them (Leonie Taylor, 2012). Such humiliations impact negatively on their children in school leading to poor performance.

In South Africa, girls and their education are disproportionately affected by culture and economic issues like domestic duties, transport and school fees. Many parents/guardians refuse to pay school fees because they care less about the education of girls than boys. According to a survey conducted by the Department of Education (DoE) in 2003, more girls than boys were enrolled but there was an increase in dropouts amongst girls because of poverty and HIV/AIDS which forced the latter to take care of their siblings, and particularly parents inability to pay school fees. Other reasons are teenage pregnancies, social change in which girls practice premarital sexual activity and urban problems where they become victims of alcohol or drugs. Rape is another cause where young rape victims are left with unwanted pregnancies. As long as there remains persistence of myths like 'sleeping with a virgin will cure HIV/AIDS', the number of young rapes will increase. As a result majority of women will remain dependent on men hence high levels of poverty. For children on the other hand, they will be forced out of school which will ultimately undermine their learning and performance in school.

A similar scenario was reported in the 2008/2009 survey by the Federation of Women Lawyers Kenya (FIDA). About 39% of Kenyan women reportedly have been physically or sexually assaulted during their life time, thus gender based violence and intimate partner violence is on an upper spiral. It further shows that 74% of the respondents have been physically abused within their homestead. A woman from Kakamega, Western Kenya suffered severe domestic violence while continuing her nursing training (Timmons, 2012). Child victims are affected by having sleep disturbance, insecurity, isolation, cognitive problems and poor performance (Aurthor Pens, 2000 - 2004). This research tried to establish whether the same scenario exists in Kengeleni Zone.

2.4.5 Marital Conflicts

Marital disagreement or disputes are a major recipe for domestic violence against children. In honor killings for example, it was the central factor involving domestic violence on children. The estimated total possible number of Honor killings in Germany is about 12 annually (Research project, 2008 – 2010).

Communication breakdown among husband and wife could also lead to domestic violence. In such relationships the children are confused and lead a miserable life in their home. The husbands do not provide for the family where there is a communication stalemate and they often spend time drinking but later they demand food from the wives triggering domestic violence. Such men are unable to undertake their major responsibilities. A woman in Nyeri explained that her husband returned home drunk every day and neither contributed to the needs of the children nor fulfilled his conjugal duties. This enhances frustrations leading to domestic violence (Muthoni, 2012). The children however, end up being the sufferers in such relationships since they are tormented psychologically, leading to poor growth, development and poor performance in school.

Marital infidelity is similarly another cause of domestic violence. A married man may be having a relationship with another woman. When the wife realizes that he is taking care of another woman, this may not only lead to domestic violence but even separation or divorce. The innocent children will suffer. Sometimes, love messages received over the Internet, Facebook, Twitter or mobile phones may bring problems to married couples. Such messages may result into a partner suspecting the other being unfaithful leading to domestic violence. In such cases children are

mostly the sufferers as they are denied parental love which is a basic need. The psychological frustrations among the children lead to low memory and retention and eventually dismal performance in school.

2.5 Influence of Domestic Violence on Pre- school Children's Performance

Domestic violence has many negative effects on pre-school children and more specifically on their school performance as discussed below:

2.5.1 Influence of Domestic Violence on Children's Creativity/Imagination

Domestic violence affects children's creativity and imagination. In homes where domestic violence occurs, fear, instability and confusion replace love, comfort as well as nurturance thus affecting their creativity (Cohen & Walt hall, 2003). Such children live in constant fear of the person who is supposed to care for and protect them. Based on interviews with children in battered women's shelters in America, 85% of the children had stayed twice with friends or relatives because of the violence, and 75% over the age of 15 had run away at least twice (Roy, 1998). Early exposure to extremely fearful events affects the developing brain, particularly in those areas involved in emotions and learning (Phelps and LeDoux, 2005; Delgado, 2006). Such children can not be expected to be creative because fear puts the child's mind on hold.

2.5.2 Influence of Domestic Violence on Children's Concentration

Domestic violence affects children's concentration. According to Jenkin (1996), too much exposure to violence affects young children even before they can talk. Children as young as two years can experience sleep disturbance, withdrawal or aggression behavioral, development

regression and disruptions in parent-child relationships due to exposure to violence (Rice and Grooves, 2009). Those exposed to violence in their homes are left emotionally scared and traumatized. In addition, exposure to domestic violence has a negative impact on neuro-cognitive development thus affecting intelligence in young children (Moffit and Aspi, 2003). These children have unstable minds therefore lack concentration and eventually very low performance.

Psychological torture breaks down the human mind. The victim realizes spatial disorientation, helplessness, stress, deprivation of basic needs like food, water, clothes or sleep. Deliberate assaults on the mind of the detainee can be even more distractive to their health and psyche than physical assaults. Adults who work with children exposed to violence similarly experience significant emotional drawbacks. Negligence occurs when a person uses less than reasonable care to protect others from harm. A woman abandoned her children for two weeks while she enjoyed herself in a bar with friends. She neglected her two daughters aged six and eight years by leaving them alone without care and protection. Exposure to tragic stories of children has been reported to trigger some feeling of fear and anxiety even in the professional that is handling the child (Rice and Groves 2005).

Recent researches have shown increasing links between domestic violence and the high vulnerability of women to HIV/AIDS (Leonie Taylor, 2012). Family violence is often times transferred to the children especially from their mothers who tend to express their revenge on the children. Pre-school children regress developmentally and suffer from series of behavioral problems such as insomnia, nightmares, anxiety and violence towards their mates. Effects on the

child's cognitive development include attachment which is an important aspect of the child's development (Indogo, 1987 & 2010). Pre-school children are tortured and raised up under the culture of violence. The end result is that children have unstable minds therefore lack of concentration and eventually very low performance.

In the United States a study by Straus & Gelles (1990) have estimated that 53% -70% of men who assault their wives also frequently assault their children. The women's rural advocacy programmes describe the factors concerning child and spouse abuse. It is noted that children growing up in violent homes usually live with constant anxiety that another beating will occur or that they may be abandoned. They may feel guilty for living with the abuser. They may be at a higher risk of alcohol or drug abuse and as well experience cognitive problems or stress related ailments like headaches, rashes or difficulties in their learning.

Domestic violence could lead to physical injuries. In west Virginia, a man was arrested for torturing his wife making her a slave. She suffered a wide range of injuries all over the body from being severely burned on her breast and back with hot irons and frying pans to broken fingers and bruises. In Uganda 70% of all men regard wife battering as a legitimate means of resolving conflicts according to evidence from a community based study (WHO, 2003). The survey involving 5109 women of reproductive age in the Rakai district in Uganda; 20% of women had experienced physical threats or physical abuse from their current partners. Analysis of risk factors in the study highlights the pivotal roles of the male partners, alcohol consumption and its perceived HIV risk in increasing the risk of male against female domestic violence.

Children who witness the above are inclined to have behavior and emotional problems, psychosomatic disorders like bed-wetting, night terrors, stuttering, excessive fear and crying.

The risk of child abuse increases when there is adult domestic violence. Studies indicate that 41% occurrence causes child maltreatment and adult violence (Appel and Holder, 1998). Rates of exposure to community violence in urban cities is high (Cooley - Quillie, Boyd and Framz,2001; Shahinah and Fornand Leavitt, 2000). This exposure to domestic violence is associated with negative outcomes from children including reduced behavioral and social impotence (Martinez,1993; Wilk,2003). Risk factors are similarly rampant to children who come from poor families and also facing exposure to domestic or community violence (Sarnoff, Parker and Zuckerman, 1991; Knitzer, 2000). The presence of domestic violence compounds the risk for children: all in all repeated exposure to violence is a threat to children's intellectual and emotional development (Carnagies, 1994). They lack concentration in school thereby negatively influencing their performance. This study therefore investigated the causes of low concentration in pre- school children.

2.5.3 Influence of Domestic Violence on Children's Memory

Domestic violence also affects children's memory. Neuro - scientific research on early brain development indicates that young children warrant the greatest concern before birth and as they grow up due to exposure to abusive and negligent care (Shonkoff and Phillip, 2000). They are the most vulnerable to effects of maltreatment and its impact on their emotional development as well as physical health can have life - long implication if not properly addressed. The risks become worrisome when coupled with the fact that infants are the fastest growing category of

children entering foster care everywhere in the world (Dicker, Gordon and Knitzer, 2001) and are more likely to be abused than their older counterparts and for an extended period of time since they live longer in foster care (Wulezyn and Hyslop, 2002).

Further studies show that many of the adolescents who first become delinquent and later develop into criminals were exposed earlier in their lives to a lot of violence, disconnected families and limited opportunities (Osofsky, 1997). Abused and neglected children are more likely to have mental health concerns (suicidal attempts and post traumatic stress disorder), educational problems (extremely low IQ score and reading inability), occupational difficulties (high rates of unemployment and employment in low service jobs) and public health and safety issues (Widom and Maxfield, 2001).

Repeated victimization is common with 44% of victims of domestic violence being involved in more than one incident showing that there is no other type of crime with a rate of repeat victimization as high as domestic violence (Dodd, Walby and Allen, 2004). Pre-school aged children who witness intimate violence may develop a range of problems including psychosomatic problems such as headaches and abdominal pain. They display regressive behavior, lack of feeling of safety, experience separation/strange anxiety as well as regression in school performance (Melissa, 2002). The study was therefore intended to establish causes of memory loss among pre-school children in Kengeleni Zone.

2.6 Summary of Literature Reviewed

Research indicates that domestic violence has been on the increase and is a long standing problem in the world and women and children in particular are the most affected. Alcohol, gender inequality, poverty, communication breakdown, extra-marital affairs, lack of income; among others, lead to domestic violence thereby impacting negatively on learner's achievement in various ways including high drop-out rates, psychological disorders, physical injuries and/or even death. Pre-school children are affected by domestic violence in the form of lack of concentration, low retention/memory, low reasoning ability and imagination/creativity.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methods used to carry out this research study. They include research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity, reliability, data collection techniques, data analysis procedures and logistical and ethical considerations.

3.2 Research Design

The descriptive design was used in this study involving the survey method where types and causes of domestic violence in Kengeleni Zone, Mombasa County were described. This design helps to explain the state of affairs, people's habits and opinions (Orodho and Kombo, 2002). It was appropriate for the study because it demonstrated the association or relationship between domestic violence and performance of children in pre- primary schools.

3.2.1 Variables

- i) The independent variable in this study was domestic violence caused directly or indirectly to the child physically, sexually or psychologically at home by people significant to them; such as their parents, guardians, foster parents, step parents, uncles, aunties, caregivers, neighbours, strangers, teachers, religious leaders, institutional administrators, domestic workers, family friends and their siblings. Domestic violence was measured in various ways:

- a) **Physical abuse:** - This includes canning/battering, pinching, slapping, bruising, burning and cutting with sharp objects. It was measured through observation; for example, pinch marks, scars, whip/slap or cane swellings and marks, burns and scalds, bleeding and blood marks and wounds on the body of the child.
- b) **Sexual abuse:** - This involves touching private parts (breasts, thighs, buttocks, kissing, holding tightly), molestation and exposure to pornographic materials. It was measured through observation whereby children who had been sexually abused looked traumatized and psychologically disturbed in class thereby lacking concentration.
- c) **Psychological/emotional abuse:** - It involves humiliation, isolation, embarrassment and ignoring children. Psychologically abused children seemed to have low self esteem, lack of confidence and felt rejected. This led to them being lonely and isolated and neither socialized nor participated actively in class.
- d) **Verbal abuse:** - This form of abuse comprise name-calling such as stupid, fool, good for nothing, useless, idiot, worthless, donkey and dog, blaming, false accusation, threatening words like 'I will kill you'. Children who have been verbally abused always abused others in the same manner. Such children were heard abusing others verbally.

e) **Economic abuse:** - It consists of limiting resources like finances for use in the home and refusal to obtain education or profitable work/business. It had been observed that some children's attendance was low due lack of school fees and upkeep.

ii) The dependent variable was performance in curricular activities in pre- primary school children which was measured using children's creativity/imagination, concentration, memory/retention and reasoning ability due to domestic violence measured in:

a) **Creativity/Imagination:**-by coloring the given shapes using appropriate colors (green, black, red, yellow, blue), drawing and coloring oneself, drawing a cup and a ball.

b) **Memory:** - writing letters in capital, filling in the missing numbers and naming classroom objects.

c) **Reasoning:** - identifying the letter appearing fewer times, the odd one out, writing jumbled up word correctly and counting and writing the sum.

d) **Eye-hand coordination and concentration:** - joining dotted lines of shapes and copying the given pattern.

- **Measurement of Variables**

(i) Prevalence of Domestic Violence

It was measured by adding up the number of cases from the responses given by the pre-unit teachers according to question 1-3 of teachers' questionnaire. For example, all teachers' questionnaires that were returned indicated that there is domestic violence as reported by parents and the pre-unit children.

(ii) Forms of Domestic Violence

This was determined through the responses given by the teachers in regard to reports by the parents and the pre-unit children (question 4 and 5). For instance, all returned questionnaires indicated that the parents and the pre-unit children reported physical, emotional, economic and verbal abuse as main forms of domestic violence.

(iii) Causes of Domestic Violence

They were measured by putting together all forms of similar responses to question 6 and 7 in the teachers' questionnaire, to provide an informed picture of the same. In this case, alcohol, drug and substance abuse, marital conflicts and socio-economic factors were major causes of domestic violence.

(iv) Influence of Domestic Violence on Children's Performance

Likert types of questions to the teachers to find out the implications of domestic violence on children in terms of creativity/imagination, concentration, memory/retention and reasoning were

used. The teachers were required to give the responses: Strongly Agree, Agree, Neutral, Strongly Disagree and Disagree, to question 8-11. After completing the questionnaires, they were returned to the researcher who then put together the given responses which provided a picture of negative influence of domestic violence on the four areas being tested. Consequently, the activities in the assessment task for the pre-unit children complemented the teachers' responses. The pre-unit children (both affected and non-affected by domestic violence) were issued with the assessment tasks by their teachers for completion then the latter marked them and submitted the results to the researcher. Those not affected by domestic violence performed better than those affected by the vice in the four areas that were being measured.

3.3 Location of the study

The study was conducted in Mombasa County, Kenya and specifically in Kengeleni zone. The County had been cited as one of the areas with high incidences of domestic violence in the recent past. An incident was cited in Mombasa, Changamwe Constituency (Daily Nation, June 10th 2012, Nicholas Wood, Mombasa) also an incident in Kisauni Constituency was cited (Daily Nation, July 7th 2012, Peter J. Kimani, Bamburi, Mombasa) Similarly, such a research had not been conducted in this area and that the researcher is quite familiar with the area having worked there for over thirty years and had been witnessing some incidence of domestic violence. In 2008 – 2009 a survey by (FIDA-Kenya) indicates that 74% of families in Coast Province have witnessed domestic violence. Most of the people living in this area fall in the low socio-economic status and they participate in illegal businesses involving prostitution and brewing and selling of illicit brews like 'chang'aa, mnazi and buzaa'. Such activities are riddled with a lot of

friction amounting to domestic violence. The inhabitants survive in congested housing units which lack adequate privacy thus verbal abuse which sometimes leads to the other forms of abuse.

3.4 Target population

The study targeted all 15 public primary schools having pre- primary school sections and 48 pre-unit teachers. There were approximately 528 children who were also targeted for the study.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Multistage sampling technique which involved sampling in stages (Peters, 1994) to come up with an appropriate study sample.

Stage 1 – County: Mombasa County was purposively selected from all the 47 Counties in Kenya because of familiarity having worked and lived in the area for over 30 years.

Stage 2 – District: There are two districts in Mombasa County, namely: Kilindini and Mombasa and the latter was also randomly selected through lottery whereby names of the two districts were each written on two pieces of papers. One of them (Mombasa) was picked with eyes closed.

Stage 3 – Division: Kisauni was randomly selected as the district from three other Divisions of Mombasa District namely; Mvita, Ziwani and Mbaraki.

Stage 4 – Zone: From the two zones in Kisauni Division namely, Bamburi and Kengeleni, the latter was similarly randomly selected by lottery.

Stage 5 - public schools: All 15 public schools having pre- unit sections in Kengeleni zone were selected purposively then 8 of them which constituted 50% were selected randomly to give each one equal chance of representation. Each school has three pre- unit classes which were purposively selected but where there were more than 3 classes, random selection was done ending up with 24 classes from the 8 schools.

Stage 6 – Pre-school teachers: All the teachers in the 8 pre- primary schools sampled were selected purposively, then randomly ending up with one teacher from each of the 24 classes in the 8 schools above.

Stage 7 – Children: There were about 528 children distributed amongst the 15 pre- primary schools and 106 of them constituting 20% were nominated by the teacher where half of them were abused and the other half being non abused.

3.5.2 Sample Size

Below are the pre- units, pre -unit teachers and children who formed the sample size.

Table 3.1 Sampling Frame

Category	Target population	Sample size
Pre-units	15	8
Pre-unit Teachers	48	24
Pre-unit Children	528	106

The sample size included 8 or 50% of the public pre- primary schools, three pre-unit teachers from each pre-primary which translated to 24 (50%) teachers and 106 (20%) pre- unit children. According to Ary, Jacob & Razeviah (1972) a sample size of 10 - 30% is adequate for use in descriptive research studies. Although 106 pre-unit children were sampled, only 100 participated in the study because the remaining six never returned their copies of the assessment task.

3.6 Research Instruments

The study utilized a questionnaire for teachers and an assessment task for the children.

3.6.1 Questionnaires for Teachers

The questionnaire for teachers had eleven questions in general. Question 1-3 sought information on prevalence of domestic violence while question 4 and 5 sought information on types/forms of domestic violence. On the other hand, question 6 and 7 investigated the causes of domestic violence and question 8-11 sought information on influence of domestic violence on children's performance. Question 1 and 3 in the teachers' questionnaire requiring a yes, no or not sure response in regard to domestic violence was assigned 1 point for Yes, 2 for No and 0 for not sure. In question 2, the prevalence of domestic violence was determined by adding up the number of cases from the responses given by pre- unit teachers. In question 4 to 7, the forms of domestic violence and their causes as unearthed during the study was computed by putting together all similar types of responses. Questions 8-11 were Likert type of questions to teachers seeking to find out the implications of domestic violence on children's performance in terms of creativity/imagination, concentration, memory/retention and reasoning. Strongly agree was

assigned 5 points, Agree 4 points, Neutral 3 points, Strongly disagree 2 points and Disagree 1 point.

According to Leach (1996), questionnaires allow the researcher to collect narrative data from individual persons as basis of analysis. The tool was appropriate for the current study because questionnaires saved time since they ensured collection of adequate information in a short duration, prevented bias and guaranteed confidentiality. The teachers wrote their preferred answers in the spaces provided thereby giving the required information regarding prevalence, causes, forms of domestic violence and its influence children's performance.

3.6.2 Assessment Task for Pupils

These were questions designed to be answered by pre-unit children which involved mixed activities according to the pre- unit curriculum areas and they were used to test their performance in creativity, concentration, memory and reasoning. They were constructed by the the researcher and pre-unit teachers to ensure that all the sampled children were on the same level to undertake the tasks and they were in reference to K.I.E. Activity Books 1, 2 and 3. Question 1-3 sought information on creativity/imagination; 4 to 6 memory; 7 to 10 reasoning and 11 and 12 tested eye-hand coordination/concentration. All questions were measuring performance (dependent variable) of the pre-unit children.

3.7 Piloting Study

A pilot study was conducted to test the appropriateness of the instruments using two triple streamed primary schools with pre-unit sections. The researcher distributed the questionnaires to

6 teachers and the assessment tasks which they issued to the 20 pre-unit children (each school had three pre-unit teachers and ten pre-unit children). The researcher collected the completed questionnaires and assessment tasks after two days then analyzed them using the correlation coefficient in four days and found them to be valid for the study. Therefore, the piloting study took one full week.

3.7.1 Validity

Validity refers to the degree or extent of suitability of a test (Kombo and Tromp, pp.97). The researcher focussed on content validity in-order to ensure accuracy within the instruments in regard to domestic violence. The instruments were also constructed in such a way that they strictly conformed to the study objectives therefore guaranteeing consistency of results and thus there were no adjustments made when undertaking the main study.

3.7.2 Reliability

Reliability is a measure of the degree of consistency demonstrated by results of a test (Kombo and Tromp, pp.97). The researcher used the split-half method on a sample of (pre-unit teachers and children) where the total number of items were randomly split or divided into two equal sets. Items in the 2 halves of questionnaires from teachers and those from assessment tasks for +pupils were thus separately correlated using the Spearman correlation (ρ). The spearman correlation (ρ) between responses for the two halves of teacher questionnaires was $r = 0.707$, significant at 0.116 level ($r = 0.707, P \geq 0.01$) $N = 6$ while for pupils it was 0.888, significant at 0.000 level (r

= 0.888, $P \geq 0.01$) $N = 20$. The correlation coefficients for both halves of the teacher questionnaires and pupils assessment tasks were far above 0.7 and therefore they were deemed to be reliable.

3.8 Data Collection Techniques

Stage I

The researcher took the introduction letters to the administration of the sampled schools then picked two schools for piloting exercise.

Stage II

The questionnaires and the assessment tasks were issued to the 6-sampled pre-unit teachers for completion then they (teachers) administered the assessment tasks to the 20-sampled pre-unit children. The pre-unit teachers marked the assessment tasks. The researcher then collected the questionnaires and the marked assessment tasks for the children after one week and correlated the responses from the participants from the two schools that were used for piloting and they were found to be reliable.

Stage III

The instruments were then distributed to the remaining sampled schools for the main study on the second and third week whereby the questionnaires and assessment tasks were issued to the pre-unit teachers who issued the latter to pre-unit children for completion then they marked before submitting them to the researcher. Both the questionnaires and the assessment tasks were collected by the researcher immediately after completion for analysis and recording in the fourth week.

3.9 Data Analysis

Data analysis in this study consisted of data editing and coding using % (percent) to ensure effective analysis. The descriptive analysis was used to analyze quantitative data thereby determining the relationship between independent variable (Domestic Violence) and dependent variable (poor performance) and also to make judgment or draw conclusion from the data collected. Frequency tables and graphs presented data. This helped to produce richer and more comprehensive understanding of project's accomplishment (Miles and Huberman, 1994). It was facilitated by utilization of the program contained in the SPSS (Statistical Package for Social Studies).

3.10 Logistical Ethical Consideration

The researcher picked a letter of introduction from Kenyatta University to introduce her to the Ministry of Education Science and Technology Headquarters in Nairobi where a letter was issued to introduce her to the Mombasa County Education Office to grant permission for conducting the research. Additionally, permission was sought from the District Education Officer Kisauni, Mombasa County. The copies of the research permit were disseminated to the head-teachers of the schools used for the study. The researcher then visited the sampled schools for introduction and creation of rapport with the authorities concerned.

The participants were assured of their confidentiality and that their participation in the study was voluntary.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents findings, interpretations and discussions according to the study objectives and research questions. The study was intended to find out the prevalence of domestic violence, common types of domestic violence, factors that influence domestic violence and the influence of domestic violence on children's performance in curricular activities in pre- primary schools in Kengeleni Zone, Mombasa County.

The results of the analysis are presented in tables and charts based on the research questions as stated in chapter one of the study. In the interpretation and discussion phase of this chapter the data was arranged and presented in thematic and narrative form. In terms of theoretical orientation the study was guided by ecological system theory by Brofenbrenner (1979), which explains how everything in a child and his/her environment affects the way they grow and develop.

Objective one of the study aimed at finding out the prevalence of Domestic Violence which is given according to how the pre-unit teachers responded to question 1-3 in the questionnaire.

Objective two aimed at identifying the common types of Domestic Violence which is clearly explained in detail as was responded to in question 4 and 5 of questionnaire.

Objective three aimed at identifying the causes of different types of Domestic Violence of which many causes have been explained in detail in the study. These have been availed through responses given in question 6 and 7 in the teachers' questionnaire.

Objective four determined the influence of domestic violence on children's performance in curricular activities in pre- primary schools. This has been explained in detail in the study through the use of answers to question 8-11 in the questionnaire for pre- unit teachers and activity 1-12 in the assessment task for pre-unit children.

Data collected were coded, organized and analyzed using quantitative techniques. Descriptive statistics were employed where by data was summarized using tables, percentages and graphical presentations indicating the relationship between performance of children affected and those not affected by domestic violence.

4.2 General and Demographic Information

4.2.1 General Information

The researcher was required to give information about the questionnaire and assessment task return rate. Table 4.1 gives a summary of the same.

Table 4.1: Questionnaire & Assessment Task Return Rate Table

Study participants	Sample size	No. of participants	Response rate (%)
Pre-unit teachers	24	24	100
Pre-unit children	106	100	94.1
Total	130	124	97.05

Table 4.1 indicates that all the twenty four sampled pre – unit teachers from the eight primary schools, dully completed and returned the questionnaires administered to them while only six assessment tasks for the pre- unit children were never returned. The questionnaire and assessment task return rate was 100% and 94.1%, respectively giving an average of 97.0%.

4.2.1 Demographic Information

A total of eight schools were sampled where 24 pre-unit teachers and 106 pre-unit children participated. Majority of the teachers (18) are qualified with Certificate and the remaining six had Diploma in ECDE and had professional/working experience of not less than four years. Their ages range between 25-35 years and all were female teachers. The ages of the pre-unit children ranged from 3-6 years and were of mixed gender.

4.3 Results

This section discusses results of findings according to the objectives of the study. The results are based on responses from 24 pre-school teachers and 100 pre-school children who returned their questionnaires and assessment tasks, respectively.

4.3.1 Prevalence of Domestic Violence

Objective one sought to find out the prevalence of domestic violence in Kengeleni zone. The pre-unit teachers were required to state whether any of their pupils had reported experiencing domestic violence according to question 1 and 2 of the teachers' questionnaire. Table 4.2 presents the findings for this objective.

Table 4.2 Prevalence of Domestic violence (pre-unit children's report on domestic violence)

Response	Frequency	Percent
Yes	22	91.7
No	2	8.3
Not sure		
Total	24	100

Majority of the sampled teachers 22 (91.7%) reported that they frequently received information about their pupils experiencing domestic violence while 2 (8.3%) hardly reported any cases of domestic violence.

The sampled pre-unit teachers were also asked whether any of the parents ever shared any cases of domestic violence in their homes. Question 3 of the teachers' questionnaire was dealing with this and their responses are tabulated in Table 4.3.

Table 4.3 Prevalence of Domestic Violence (Parents' reports on domestic violence to Teachers)

Response	Frequency	Percent
Yes	21	87.5
No	3	12.5
Not Sure		
Total	24	100

The study revealed that 87.5% of the teachers reported that the parents shared cases of domestic violence in their homes and a minor 12.5% never reported any cases of the vice. This therefore gives an average of 89.6% of all cases of domestic violence reported by both parents and pre-school children. Hence it is justifiable to say that domestic violence is rampant in Kengeleni zone. These findings qualify those by Strauss and Sellers (1990), who found out that 53-70% of 6000 families surveyed in America abused their children while FIDA (2008-2009) found that almost 75% of women in Kenya had undergone domestic violence.

4.3.2 Types of Domestic Violence

Objective two sought to identify the common types of domestic violence in Kengeleni zone according to question 4 and 5 in the teachers' questionnaire. They were required to tick the forms of violence the pre-unit children and the parents reported. The focus was on physical, sexual, emotional, verbal and economic abuse. Figure 1 gives the summary of the findings.

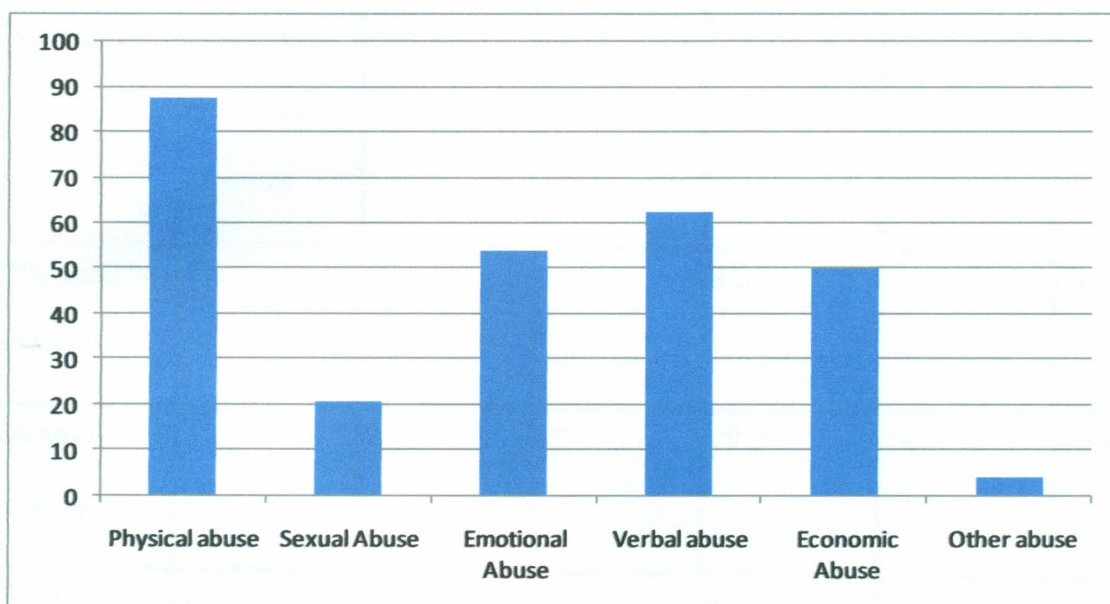


Figure 4.1: Types of Domestic Violence

Figure 4.1 indicates that physical abuse was the most common and therefore concurs with the study by WHO (2001/2002) which revealed that 87% of women in Dar es salaam were physically abused and 41% others in Mbeya having been sexually abused.

The teachers from the different schools polled differently in relation to the different forms of abuse. Their responses regarding reports of physical, sexual, emotional, verbal and economic abuse from the eight schools varied as shown in Table 4.4.

Table 4.4 Types of Domestic Violence

Types of Domestic Violence	Frequency of reported cases of Domestic violence	Percentage	Frequency of no cases of Domestic Violence	Percentage	Total Frequency of responses	Total Percentage
Physical Abuse	21	87.5	3	12.5	24	100
Sexual Abuse	5	20.8	19	79.2	24	100
Emotional Abuse	13	54.2	11	45.8	24	100
Verbal Abuse	15	62.5	9	37.5	24	100
Economic Abuse	12	50	12	50	24	100

Table 4.4 reveals that physical abuse was the most common form of abuse reported by 21 (87.5%) of the participants followed by verbal abuse reported by 15 (62.5%) others; emotional abuse was reported by 13 (54.2%) participants; economic abuse was reported by 12 (50%) and sexual abuse was the least common having been reported by 5 (20.8%) of the participants. The findings clearly show that physical abuse is rampant in Kengeleni Zone.

These findings are consistent with findings by Mackay (1994) who established that physical abuse was rampant. The research findings also show that sexual abuse is not very common since only a few (5) of the pre-unit teachers reported that parents and pre-unit children rarely shared with them cases of sexual abuse. This confirms Heggen's findings (1993) who said that sexual abuse was an emerging issue.

Similarly the research findings reveal that emotional abuse is quite common as reports from 13 out of the 24 participants showed that there were cases of emotional abuse (humiliation, embarrassment, isolation). These findings are therefore affirming Maiuro, Roland, O'Leary and Daniel (2000) findings who found out that emotional abuse led to individuals being humiliated, denied access to information, embarrassed or isolated from friends and family.

The research findings indicate that parents and the pre-unit children shared experiencing verbal abuse like name calling, blaming and threatening in Kengeleni zone. This therefore confirms Hamel, John and Nicholls (2007), who established that verbal abuse in form of name calling, blaming, disrespect, criticism and false accusations forced partners to submit to undesirable behavior.

Economic abuse was sighted as a form of abuse in reviewed literature and the findings of this research do not only affirm it as a type of domestic violence in Kengeleni Zone but also confirms the National Coalition Against Domestic Violence (2011) findings that intimate partners controlled each other's access to economic resources thereby blocking or limiting their advancement. The tabulation shows that half of the participants reported that parents shared with the teachers cases of economic abuse such as limited resources and refusal to obtain education while the remaining stated the opposite. This shows there is some degree of economic abuse.

4.3.3 Factors influencing Domestic Violence

Objective three sought to investigate on the factors influencing domestic violence according to question 6 and 7. The same were unearthed by putting together all similar types of responses.

The results are given in Figure 4.2

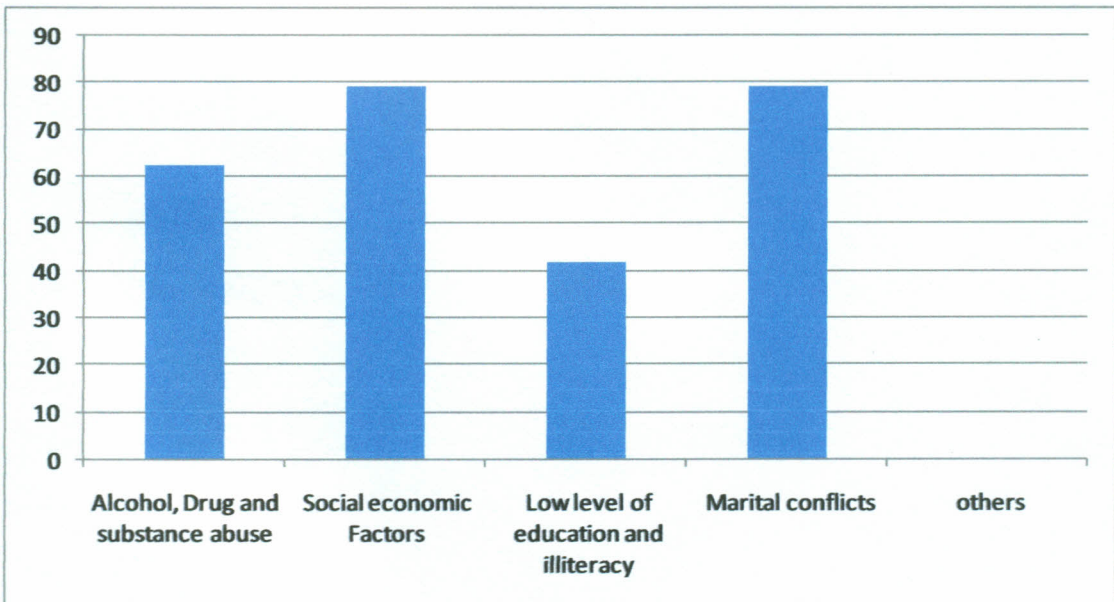


Figure 4.2: Factors Influencing Domestic Violence

More than half of the participants; that is, 62.5% of the pre-unit teachers revealed that domestic violence was as a result of alcohol, drug and substance abuse; 79.2% indicated it was caused by socio-economic and marital conflicts while 41.7% others reported that domestic violence resulted from low level of education and illiteracy. This justifies Gilchrist's findings (2003) and Buddy's findings (2009), that 62% of the 336 convicted offenders of domestic violence, alcohol was the major contributory factor to domestic violence.

The participants from the eight different schools polled differently in regard to each of the factors influencing domestic violence: alcohol, drug and substance abuse; socio-economic factors; low level of education and illiteracy and marital conflicts.

Table 4.5 shows how each of the factors named above contributes to domestic violence.

Table 4.5 Factors Influencing Domestic Violence

Factors influencing Domestic Violence	Frequency of reported Factors of domestic Violence	Percent age	Frequency of absence of factors of domestic violence	Percent age	Total Frequency of Respo nses	Total percent age
Alcohol, Drug and Substance Abuse	15	62.5	9	37.5	24	100
Socio-economic Factors	19	79.2	5	20.8	24	100
Low Level of Education and Illiteracy	10	41.7	14	58.3	24	100
Marital Conflicts	19	79.2	5	20.8	24	100

Table 4.5 indicates that socio-economic factors and marital conflicts have the greatest influence on domestic violence as reported by 19 (79.2%) of the participants in each case; more than half

of the participants – 15 which translates into 62.5% reported that alcohol, drug and substance abuse influenced domestic violence, while low level of education and illiteracy is the least contributor of the vice having been reported by 10 (41.7%) of participants.

According to Appel and Holden (1994), low income families were dominated by domestic violence as a result of parents' socio – economic factors like poverty, lack of reliable source of income, unemployment and mismanagement of available funds. Only a small percentage of 20.8 was unable to declare their stand on socio- economic factors as a cause of domestic violence.

In addition, this table reveals that domestic violence was as a result of marital conflicts in the form of disagreements and communication breakdown, among others. These findings therefore concur with Kalmuss and Seltzer (1984), who indicated that 55% of women suffered domestic violence due to jealousy and suspicion that their partners were unfaithful.

These findings also confirm Bury (1999), Gilchrist (2003) and Buddy (2009), whose research findings revealed that alcohol, drug and substance abuse immensely contributed to domestic violence. The findings in this table also reveal that participants indicated that low level of education and illiteracy resulted to domestic violence; therefore it could be described as having a substantial contribution towards the dependent variable. These findings therefore support Taylor (2012), who found out that 65% of women in Nigeria lived below the poverty line and domestic violence was a major characteristic.

4.3.4: Effects of Domestic Violence on Pre- unit Children’s Performance in Curricular Activities

In objective four the pre- unit teachers were required to identify the effects of domestic violence on Pre- unit children’s performance in curricular activities as directed by question 8-11 in the teachers' questionnaire and the assessment task for the pre-unit children. The pre-unit teachers were supposed to specify to what extent they agreed or disagreed (Strongly Agree, Agree, Neutral, Strongly Disagree and disagree) on the effects of domestic violence on children’s creativity/imagination, concentration, memory/retention of learned content and reasoning capacity. Figure 4. 3 gives a summary of the responses.

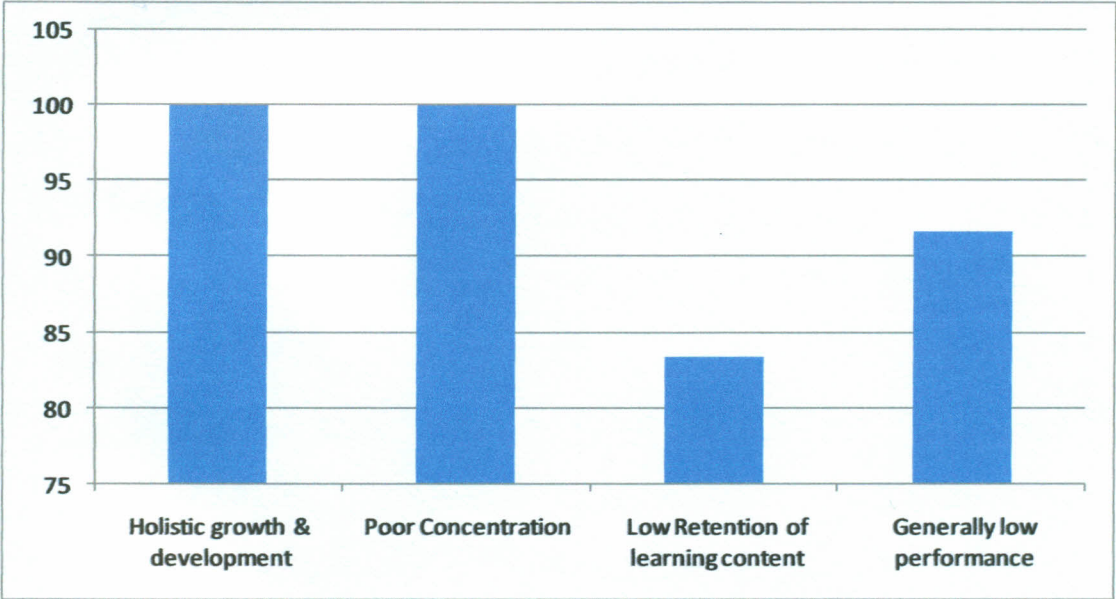


Figure 4.3: Effects of Domestic Violence

All the pre-unit teachers who returned their questionnaires reported that domestic violence had a very negative impact on re- unit children’s holistic growth and development and concentration in

class while 83.4% and 91.7% said it affected retention capacity and general performance, respectively. The pre- unit teachers responded differently in relation to effects of domestic violence on children's creativity/imagination, retention of learned content, reasoning capacity and concentration. Table 4.6 gives a picture of the findings.

Table 4.6 Effects of Domestic Violence on Pre-unit Children's Performance

Effects of Domestic violence	Frequency of reported effects of domestic violence	Percentage	Frequency of absence of effects of domestic violence	Percentage	Total Frequency of responses	Total Percentage
Creativity/ Imagination	16	66.7	8	33.3	24	100
Retention of learned content	12	50	12	50	24	100
Reasoning capacity	20	83.4	4	16.6	24	100
Concentration	22	91.7	2	8.3	24	100

The research findings in table 4.6 confirm that domestic violence has a great negative impact on children's creativity/imagination; retention of learned content; reasoning capacity and concentration. According to Rice and Grooves (2005), psychological torture breaks down the

human mind, hence the table indicates that the pre- unit teachers concurred that domestic violence influences pre- school children's concentration in class because 22 (91.7%) of the participants supported the view. Consequently, the table reveals that the vice is detrimental to pre-school children's reasoning capacity with 20 (83.4%) of the participants supporting this view. These findings qualify Phelps and LeDoux (2005) and Delgado (2006) who found out that exposure to extremely fearful conditions was detrimental to the developing brain.

Responses from 16 (66.7%) of the participants revealed that there was an agreement that Domestic violence had a negative impact on pre- school children's creativity /imagination while 12 (50%) of them reported that the vice negatively influenced the retention of learned content among pre- school children. This justifies Melissa (2002) and Shonkoff and Philip (2000) whose survey findings concluded that domestic violence led to psychosomatic problems resulting to regression in school performance and negative influence on pre- school children's retention of learned content, respectively.

4.3.5 Assessment Task for Children

The pre-unit children were given an assessment task to perform in order to test their creativity/ imagination, memory, reasoning and eye-hand coordination/concentration. The findings are tabulated as in Table 4.7.

Table 4.7 Creativity/Imagination (Coloring)

Marks scored out of 5	No. of children affected	Affected %	No. of children not affected	Not affected %	Total No. of children	Total Percentage
High (4-5)	5	5	41	41	46	46
Medium (2-3)	17	17	4	4	21	21
Low (0-1)	33	33			33	33
Total	55	55	45	45	100	100

From the table above only 5% of those affected by domestic violence managed to score highly (4-5marks); 17% scored 2-3marks and 33% scored low marks. On the other hand, for those not affected by the vice, 41% scored highly (4-5marks) and 4% scored 2-3marks (medium). This shows that domestic violence influences creativity/imagination of pre-unit children.

The pre- unit children were also required to draw themselves, a cup and a ball and the findings about their scores are given in Table 4.8.

Table 4.8 Creativity/Imagination (Drawing self, a cup and a ball)

Marks scored out of 10	No. of children affected	Affected %	No. of children not affected	Not Affected %	Total No. of children	Total percent age
High (7-10)	8	8	39	39	47	47
Medium (4-6)	13	13	11	11	24	24
Low (0-3)	29	29			29	29
Total	50	50	50	50	100	100

These findings show that 29% of those affected by Domestic Violence got the lowest marks (0-3); 13% scored 4-6marks (medium) and 8% scored highly (7-10marks). Those not affected by Domestic violence differed in the way they scored. For instance, 39% garnered 7-10marks which

is deemed very high while 11% scored 4-6marks (medium). Hence domestic violence affects creativity of pre-unit children.

The findings in table 4.7 and 4.8 indicate that domestic violence affects pre-unit children's creativity/imagination as earlier stated by Cohen and Walt (2003). Phelps and LeDoux (2005) and Delgado (2006) also found out that early exposure to extremely fearful events affects the developing brain (creativity) because fear puts the child's mind on hold. It is therefore true to say that domestic violence affects pre-school children's creativity/imagination.

The pre-unit children were required to write given letters in capital, number before or after and also name classroom objects. Their scores are given in Table 4.9.

Table 4.9 Memory (Capital Letters, Number before and after, Naming classroom objects)

Marks scored out of 10	No. of children affected	Affected %	No. of children not affected	Not affected %	Total No. of children	Total percentage
High (7-10)	2	2	40	40	42	42
Medium (4-6)	15	15	7	7	22	22
Low (0-3)	36	36			36	36
Total	53	53	47	47	100	100

Research findings show that 36% of those affected by domestic violence were unable to write the given letters in capital, fill in missing numbers and neither were they able to name classroom objects. They scored between 0-3marks while 15% of them garnered 4-6marks (medium) and only 2% scored highly (7-10marks). In comparison with those not affected, 40% scored 7-10marks and 7% had 4-6marks. None scored 0-3marks. These findings reveal that domestic violence has very negative impacts on pre-unit children's memory according to Shonkoff and Philip (2000) who found out that domestic violence negatively affected children's memory.

To find out the reasoning capacity of the pre-unit children, they were assigned activities to identify the modal letter, odd object, write jumbled up word- oyb and add then write the sum of the given circles. Their responses are given in Table 4.10.

Table 4.10 Reasoning (Modal Letter, Odd one out, Jumbled up word-oyb, addition/sum of circles)

Marks scored out of 5	No. of children affected	Affected %	No of children not affected	Not affected %	Total No. of children	Total percentage
High (4-5)	1	1	43	43	44	44
Medium (2-3)	5	5	6	6	11	11
Low (0-1)	45	45			45	45
Total	51	51	49	49	100	100

Research findings indicate that 45% of those affected by domestic violence were unable to identify the modal letter, odd object, write the jumbled up word correctly or add and write the

sum of the circles. On the other hand, of those not affected, only 6% scored 2-3 marks and 43% scored very high. The findings from table 4.10 show that domestic violence highly affects pre-unit children's reasoning capability thus justifying Moffit's and Aspi's findings in 2003, that domestic violence has a negative impact on neuro-cognitive development and intelligence.

The pre-unit children were required to join dotted lines to form shapes and their responses are as given in Table 4.11.

Table 4.11 Eye-hand Coordination/Concentration (joining dotted lines of shapes)

Marks out of 10	No. of children affected	Affected %	No. of children not affected	Not affected %	Total No. of children	Total percentages
High (7-10)	3	3	38	38	41	41
Medium (4-6)	8	8	9	9	17	17
Low (0-3)	40	40	2	2	42	42
Total	51	51	49	49	100	100

The result findings show that 40% of those affected by domestic violence scored low marks (0-3), 8 % scored 4-6marks and a small percentage of 3% scored high marks (7-10). On the other hand, for those not affected by the vice, only 2% scored low (0-3marks), 9% had 4-6marks while 38% scored high (7-10marks). These findings indicate that domestic violence has a negative impact on the pre-unit children's eye hand coordination/concentration.

The pre-unit children were also required to copy the given pattern and the results are as shown in Table 4.12.

Table 4.12 Eye-hand coordination/concentration (copying the pattern)

Marks scored out of 14	No. of children affected	Affected %	No. of children not affected	Not affected %	Total No. of children	Total percent age
High (11-14)	4	4	34	34	38	38
Medium (6-10)	13	13	10	10	23	23
Low (0-5)	36	36	3	3	39	39
Total	53	53	47	47	100	100

The tabulation shows that 36% of those affected by domestic violence scored below 6 marks, 13% had 6-10marks and only 4 managed to score above 11marks. On the other hand, those not affected; 34% got above 11marks, 10% scored 6-10 marks with the remaining 3% scoring 0-

5marks. Table 4.12 clearly indicates that domestic violence affects pre-unit children's eye-hand coordination/concentration as indicated by WHO (2003): such children have behavioral and emotional problems as well as psychosomatic disorders which lead to lack of concentration in school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the research findings, the conclusion, recommendations and suggestions for further research.

5.2 Summary of the findings

The study established the prevalence, common types and causes of domestic violence, and how it negatively influences the performance of pre-school children in curricular activities in pre – schools in Kengeleni zone, Mombasa County. The study used the descriptive survey method where by questionnaires and assessment task for the pre- unit teachers and children respectively were used as instruments for data collection. The gathered data was analyzed using Statistical Package for Social Sciences (SPSS), Version 10 – a computer programme used for statistical analysis. Considering the target population and the sampling techniques used in this study, the investigation was on a sample size of 8 pre- units, 24 pre- unit teachers and 106 pre- unit children.

During the study, 24 pre- unit teachers and 100 pre- unit children participated and gave responses to the questions and the activities in the assessment task, respectively. The study confirmed there was prevalence of domestic violence and the same was obtained from the reports given by the parents and pre- unit children to the pre- unit teachers which revealed that cases of domestic violence were numerous; far above 50%. The literature review, surveys and studies conducted in different parts of the world have indicated that there is high prevalence of domestic violence. For

example, according to CWP (1995), 1.3 – 10 million children witnessed some forms of domestic violence annually in America. Kenya and specifically Kengeleni Zone of Mombasa County is not exceptional as the research findings have confirmed that the vice is prevalent.

The study also unearthed several types of domestic violence like physical, sexual, emotional, verbal and economic abuse. According to reviewed literature, different forms of domestic violence were identified such as physical, emotional, sexual and verbal abuse in Dar es Salaam and Mbeya in Tanzania. The research findings suggest that physical, emotional, verbal and economic abuse are most frequent while sexual abuse is less frequent in Kengeleni Zone, Mombasa County. However, physical abuse carries the greatest blame.

The study revealed that there were several factors which influence domestic violence according to the pre-unit teachers' responses. They include alcohol, drug and substance abuse, socio-economic factors, low level of education and illiteracy and marital conflicts. The research findings revealed that alcohol, drug and substance abuse, socio-economic factors and marital conflicts bear the greatest burden of factors leading to domestic violence in the area. This affirms studies carried out the world over that domestic violence arises from a number of factors. For example, in Moscow, most cases of physical abuse resulted from excessive alcohol consumption while in London drug abuse (crack cocaine) was the main cause. In Africa and Asia poverty prompts violence. Nonetheless, alcohol, drug and substance abuse is the greatest contributor to the vice. Subsequently, low level of education and illiteracy has a minimal impact on domestic violence at 41.7%.

The effects of domestic violence on pre-school children's performance in curricular activities were identified by the pre-school teachers' responses to the questions in the questionnaire and marks scored by the pre-unit children in the assessment task. They both portrayed a negative effect on children's performance in terms of creativity/imagination, memory, reasoning and eye-hand coordination/concentration. For instance, pre-unit children affected by domestic violence were unable to color the given shapes using appropriate colours (Activity 1 in the assessment task).

Cohen and Walt (2003), established that domestic violence affects children's creativity leading to fear, instability, and confusion which replace love, comfort and nurturance. The developing brain of the child is put on hold. Moffit and Aspi (2003), found out that too much exposure to domestic violence leads to trauma and negative neuro- cognitive development which affects intelligence. Such children have unstable minds and lack concentration hence poor performance. The research findings from kengeleni Zone cannot be overemphasized. They also revealed that domestic violence has retrogressive effects on pre-unit children's performance in curricular activities. It therefore negatively affects their holistic growth and development, concentration span, retention of learned content and general school performance.

5.3 Conclusion

The study concludes that domestic violence occurs in different forms with most common ones being physical, emotional, economic, marital and verbal abuse. The causes range from alcohol, drug and substance abuse, low level of education and illiteracy, marital conflicts and socio

economic factors. The last two (marital and socio – economic factors) bear the greatest percentage. Generally domestic violence has been confirmed as having devastating effects on pre-unit children's performance in curricular activities as majority of the affected could not perform the assessment task as required/expected.

5.4 Recommendations

5.4.1 Policy recommendations

- i. Objective one sought to find out the prevalence of domestic violence in Kengeleni Zone and the findings revealed that the vice was rampant at 89.6% while objective two intended to unearth forms of domestic violence with physical and verbal abuse bearing the greatest blame. Therefore there is need for instruments offering child protection services such as, The Children's Act 2001, to be stringent on those subjecting children to domestic violence. The government should implement and reinforce strict legislation regarding child abuse to counter ignorance amongst stakeholders (teachers, parents, guardians, siblings, neighbours, relatives and the community at large) in pre-school education.

- ii. Objective three sought to find out the factors influencing domestic violence. Alcohol, drug and substance abuse, marital conflicts and socio-economic factors happen to be dominating according to the findings. Hence, parents and care givers should stop subjecting children to domestic violence to enhance their holistic growth and development. This can be done by involving the area chief who may call 'barazas' to create awareness on the detrimental effects of domestic violence to pre-school children.

The government should offer free education from pre-unit level so that all school-going children can enjoy their right to education. This can be facilitated by recruitment and employment of the pre-school teachers to offer a solid foundation for basic education. Although there is an education policy granting free and compulsory basic education to all, in Mombasa County, education at pre-school level is still paid for at present by parents/guardians in all public schools. Hence the policy of free basic education has not been effective.

The local leaders in collaboration with the area chief should come up with combative measures to eradicate brewing and selling of illicit brews because they contribute immensely to domestic violence. Communities to start small income generating activities/projects to sustain their living conditions and enterprises offering credit should do so at low interest rates and less stringent conditions regarding loan security. This will enable them to be economically independent therefore be able to support their children in pre-school through provision of basic needs.

Government to create more job opportunities; faith based organizations and non-governmental organizations to help in alienating poverty through initiating sustainable income generating activities such as poultry farming to help the members of the community to become self reliant.

School administrators, teachers and care givers to offer guidance and counseling services to the pre-school children subjected to domestic violence for healing and reconciliation purposes because from the information acquired such services were unavailable. Parents/guardians should be more committed to the bringing up of their children by inculcating values/virtues instead of vices thus the children will grow up knowing what is right or wrong.

iii. Finally, objective four sought to find out the effects of domestic violence. The findings revealed that the vice negatively affects children's performance in terms of creativity/imagination, memory/ retention of learned content, reasoning and concentration. Children should therefore be made aware of their rights so that they are not taken advantage of by their parents, relatives, neighbours or even strangers. This will remove fear in them even when they are threatened and therefore have confidence thus perform better in their school work.

5.4.2 Recommendation for further research.

Such a research should be conducted in other counties preferably in the entire country because there are pre-school children all over the country and they may be subjected to similar circumstances. Similarly, domestic violence is being reported daily all over the country hence the need for the research so as to unearth its effects on pre-school children's performance. It should therefore be carried out in both private and public pre-schools since from the sampled population; it has been found that domestic violence affects pre-school children's performance in curricular activities.

Further research should be done on other causes of domestic violence such as house helps at home and older siblings who are under the influence of drug and substance abuse or frustrations due to tension and changes accompanying adolescence. Similarly, more research should be conducted on strengthening family values and virtues as mitigating factors to domestic violence.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

A. From the questions below, tick against your choice of answers from those provided

Prevalence of Domestic Violence

1. Have any of your pupils reported experiencing domestic violence?

Yes [] No [] Not sure []

2. About how many children in your class have reported being victims of domestic violence? Please indicate the number. []

3. Do parents ever share with you any cases of violence in their homes?

Yes [] No [] Not sure []

Types/Forms of Domestic Violence

4. From the list below, Tick all the forms of violence parents may have shared with you involving their pre-school children at home.

i) Physical abuse (slapping, battering, pushing e.t.c) []

ii) Sexual abuse (touching;- breast, thighs, e.t.c) []

iii) Emotional abuse (humiliation, isolation, embarrassment e.t.c) []

iv) Verbal abuse (name calling, blaming, threatening e.t.c) []

v) Economic abuse (Limiting resources, refusal to obtain education e.t.c) []

vi) Others

b) Please specify the type _____

5. From the list below, tick all the forms of violence children may have experienced as reported to you.

- i) Physical abuse (slapping, battering, pushing e.t.c) []
- ii) Sexual abuse (touching;- breast, thighs, e.t.c) []
- iii) Emotional abuse (humiliation, isolation, embarrassment e.t.c) []
- iv) Verbal abuse (name calling, blaming, threatening e.t.c) []
- v) Economic abuse (Limiting resources, refusal to obtain education e.t.c) []
- vi) Others

Please specify the type _____

6. Please tick inside the box, the causes of domestic violence reported to you by parents.

- Alcohol, drug and substance abuse []
- Socio – economic factors (Poverty, low income, unemployment e.t.c) []
- Low level of education and illiteracy (Parents having low or no education) []
- Marital conflicts (disagreements, communication break downs e.t.c) []
- Others please specify _____

7. In your opinion what are some of the causes of domestic violence as reported by the child victims?

- Alcohol, drug and substance abuse []
- Socio – economic factors (Poverty, low income, unemployment e.t.c) []
- Low level of education and illiteracy (Parents having low or no education) []
- Marital conflicts (disagreements, communication break downs e.t.c) []

Others please specify _____

Influence of domestic violence on children's performance

8. Domestic violence affects children's creativity/imagination

Strongly agree [] Agree [] Neutral []
Strongly disagree [] Disagree []

9. Child victims of domestic violence have low retention of learned content.

Strongly agree [] Agree [] Neutral []
Strongly disagree [] Disagree []

10. Child victims of domestic violence have generally low reasoning capacity.

Strongly agree [] Agree [] Neutral []
Strongly disagree [] Disagree []

11. Children experiencing domestic violence have poor concentration in class.

Strongly agree [] Agree [] Neutral []
Strongly disagree [] Disagree []

APPENDIX II

ASSESSMENT TASK FOR CHILDREN

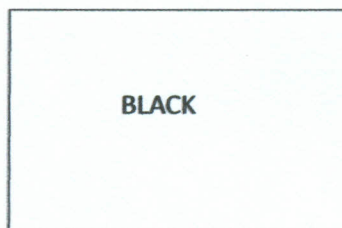
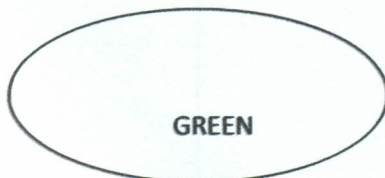
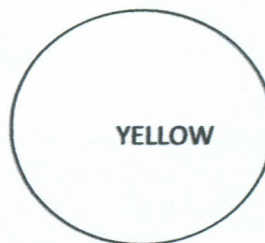
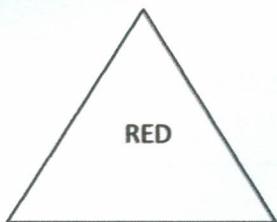
Answer all questions:

A. Creativity/Imagination (25 points) Ref: Kenya Pre-school Teachers Activities Guide series book 2 page 62-64

1. Color the following shapes using red, blue, yellow, green and black crayons

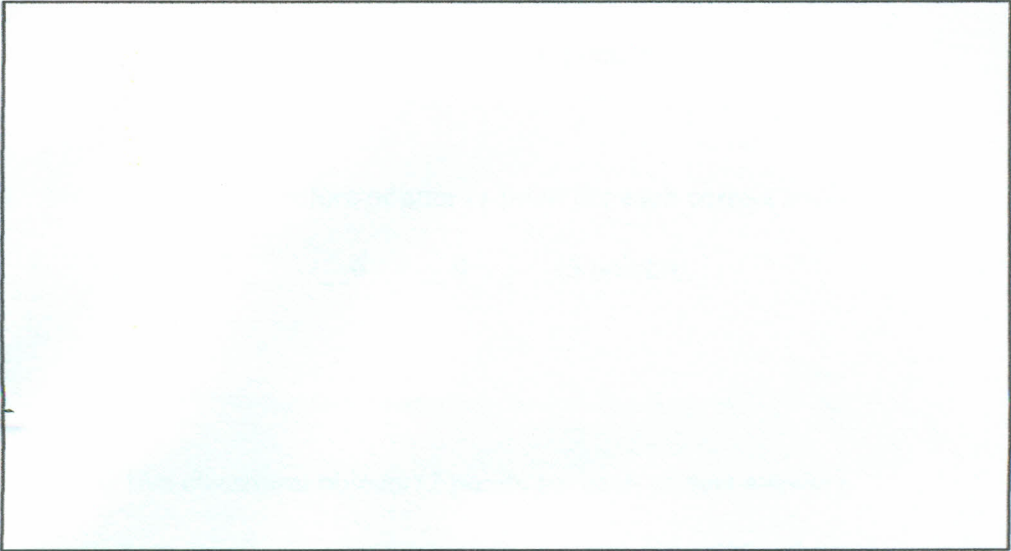
(25 points) Award of points - (Looking at the neatness and correct choice of colors).

Award of marks: If all the three are observed, 5 points will be assigned per shape, 4 points for any two and 3 points for any one characteristic.



2. Draw and colour yourself in the box below (10 points)

(Looking at features incorporated, body proportions and beauty)



3. Draw a cup and a ball in the box below. (10 points)



B. Memory: Language and Mathematics skills (25 points)

4. Write the following letters in capital (2 points per each correct answer)

r___ a___ k___ t___ g___ (10 points)

5. Fill in the number before or after (1 point per each correct answer)

___4 1___ 8___ ___6 ___9 (5 points)

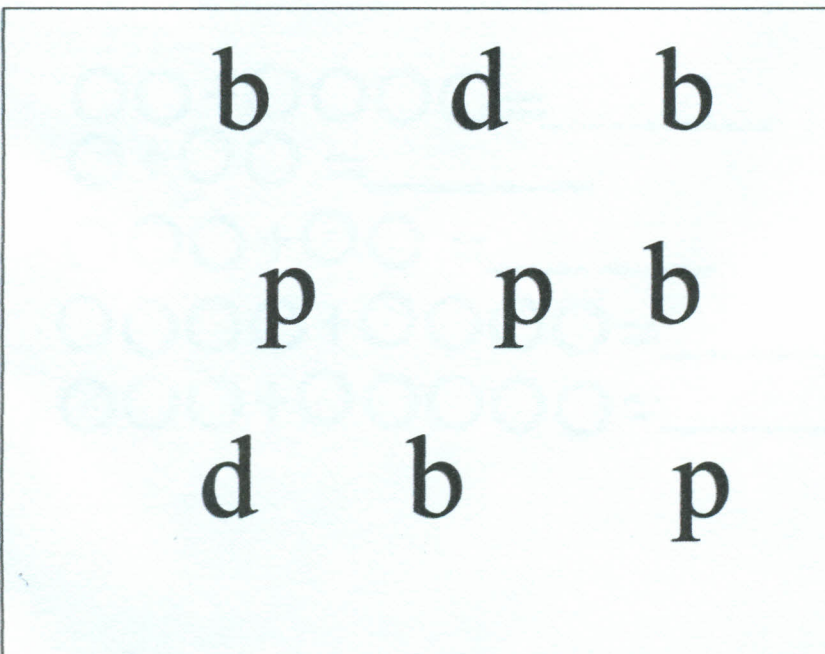
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6. Name five classroom objects (2 points per each correct answer)

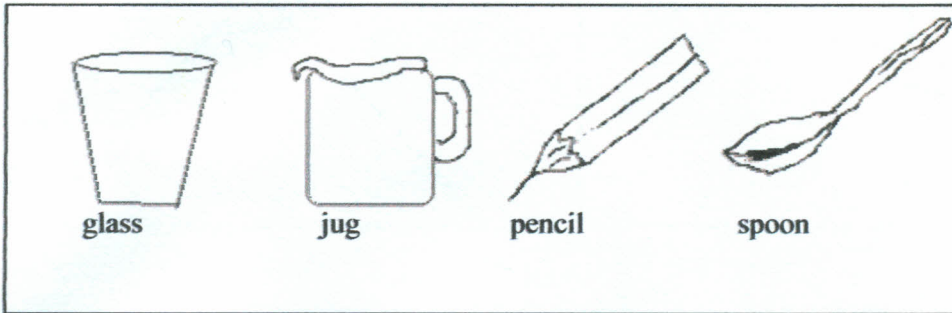
_____, _____, _____, _____, _____ (10 points)

C. Reasoning : (25 points)

7. Write the letter which appears few times (4 points)



8. Which object does not belong to the same family? (3 points)



9. Write the jumbled up word correctly "oyb" (3 points) _____

10. Add the circles and write the total number (15 points)

$$\bigcirc\bigcirc + \bigcirc\bigcirc\bigcirc\bigcirc = \underline{\hspace{2cm}}$$

$$\bigcirc + \bigcirc\bigcirc = \underline{\hspace{2cm}}$$

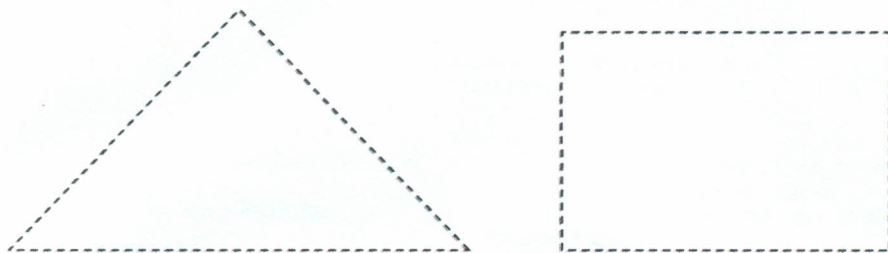
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$$\bigcirc\bigcirc\bigcirc\bigcirc + \bigcirc\bigcirc\bigcirc\bigcirc = \underline{\hspace{2cm}}$$

$$\bigcirc\bigcirc\bigcirc + \bigcirc\bigcirc\bigcirc\bigcirc\bigcirc = \underline{\hspace{2cm}}$$

D. Eye hand coordination/Concentration (25 points)

11. Join the dotted lines of the shapes below: (7 points)



12. Copy the pattern below. (18 points)

1	
2	
3	
4	
5	



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Internal Memo

FROM: Dean, Graduate School

DATE 21st January, 2014

TO: Ms. Mwachugu Mshai Floriana
C/o Early Childhood Studies
Kenyatta University

REF: E55/CE/24167/11

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 15th January, 2014 approved your Research Project Proposal for the M.Ed. Degree, entitled "Domestic Violence & Its Implications on Pre-school Children's Performance in curricular Activities in Kengeleli Zone, Mombasa County, Kenya."

You may now proceed with your Data collection.

Thank you.

**JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL**

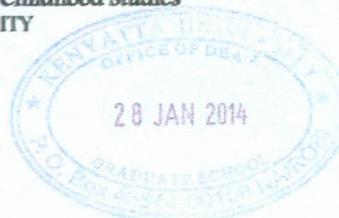
c.c. Chairman, Early Childhood Studies Dept.

Supervisors:

Dr. Mugo W. Juliet
Department of Early Childhood Studies
KENYATTA UNIVERSITY

Dr. Mwoma B. Teresa
Department of Early Childhood Studies
KENYATTA UNIVERSITY

JK/okc





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Tel. 8710901 Ext. 57530

OUR REF: E55/CE/24167/11

DATE: 21st January, 2014

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. MWADEGHU MSHAI FLORIANA
REG.NO: E55/CE/24167/11- MASTERS PROJECT**

I write to introduce Ms. Mwadeghu who is a Postgraduate Student of this University. She is registered for M.Ed. Degree programme in the Department of Early Childhood Studies.

Ms. Mwadeghu intends to conduct research for a proposal entitled, "Domestic Violence & Its Implications on Pre-school Children's Performance in curricular Activities in Kengeleni Zone, Mombasa County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

LNM/okc





**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

21st February, 2014

NACOSTI/P/14/7605/772

Floriana Mshai Mwadeghu
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Domestic Violence And Its Implications On Pre-School Children's Performance In Curricular Activities In Kengeleni Zone, Mombasa County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **31st March, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Mombasa County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner
The County Director of Education
Mombasa County.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 /
2230052

Ref.No.MC/ED/GEN/23/5

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204 – 80100,
MOMBASA.

25th February, 2014

The District Education Officer,
KISAUNI DISTRICT

RESEARCH AUTHORIZATION

Authority has been granted to Floriana Mshai Mwadeghu, a bonafide Student at Kenyatta University, to carry out research on "**Domestic Violence And Its Implications on Pre-school Children's Performance in Curricular Activities**", in Kengeleni Zone, Kisauni District Schools in Mombasa County from 25th February to 31st March, 2014.

She is advised to carry out the research with utmost professionalism that it deserves. On completion of her research, she is expected to submit a copy of the research report to our office.

Kindly accord ^{her} him the necessary assistance.


Abdikadir M. Kike
COUNTY DIRECTOR OF EDUCATION
MOMBASA COUNTY

Floriana Mshai Mwadeghu,
Kenyatta University,
P.O. Box 43844-00100
NAIROBI.

Letter of introduction Pre-school Teachers

To

Dear Sir/Madam,

I am a post graduate student in Kenyatta University. The questionnaire is designed to gather information on effects of domestic violence on academic performance of children in early childhood grades in Kengeleni Zone. Please assist me where possible by completing the questionnaire as accurately as possible. The findings herein will only be used for study purposes alone and will be treated with confidentiality. You are therefore required not to indicate your name.

Thank you in advance.

Yours faithfully,

MWADEGHU MSHAI FLORIANA

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