

**DOMESTIC VIOLENCE AND STANDARD ONE CHILDREN'S
ACADEMIC PERFORMANCE IN SOTIK, BOMET COUNTY, KENYA**

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DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution for certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my family; my lovely sons- Evra Kimutai, Adrian Kipchumba and Javan Kiprono and my husband Mr. Robert Ngetich for their unconditional love, inspiration and support during this study period.

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May God shower you all with his abundant blessings.

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ABBREVIATIONS AND ACRONYMS

ACPF:	African Child Policy Forum
CEDAW:	Convention Against All forms of Discrimination Against Women.
COVAW:	Coalition on Violence Against Women
DV:	Domestic Violence
EFA:	Education for All
FIDA	Federation of Women Lawyers Association
FPE:	Free Primary Education
MDGs	Millennium Development Goals
MOE:	Ministry of Education
KDHS:	Kenya Demographic and Health Survey.
PADV:	Protection Against Domestic Violence Act ()
SPSS:	Statistical Package for Social Science
UNESCO:	United Nations, Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children’s Fund
USA:	United States of America

ABSTRACT

Domestic violence has been recognized as one of the greatest pervasive and entrenched forms of violence in Kenya. Domestic violence impact on school performance of young children, who go through domestic violence incidences, was the aim of this study. Earlier studies have focused on the developmental outcomes of children who are exposed to domestic violence. However, more research on the impacts of domestic violence on school performance ought to be studied. The study examined the prevalence of domestic violence, school attendance and assessed the academic performance of pupil's from families experiencing domestic violence and those not and finally looked at factors influencing domestic violence. The study was guided by the Family Systems Theory by Dr. Murray Bowen (1974). The study employed descriptive survey research design. The sample size was 38 parents, 10 local administrators, 38 class one pupils and 17 class one teachers in public primary schools within Sotik Sub-County. The study used stratified and random sampling procedures to come up with a sample. The instruments used were questionnaires and document analysis. Pilot study was conducted to ensure that all the items in the questionnaires were clear and well understood by the participants. Content validity of the instrument was achieved by ensuring that the items covered all variables and objectives of the study, while the reliability was determined by using the test re-test method. The researcher used the Cronbach's Alpha Coefficient to compute the internal consistency. The reliability co-efficient ranging from 0.65 to 0.85 was considered accurate enough for the purposes of research. Statistical Package for Social Sciences (SPSS) was used to organize data for analysis. Descriptive statistics (frequencies, percentages, means and standard deviations) and inferential statistics such as independent samples t-test were computed to test hypothesis on the impact of domestic violence on performance of standard one pupils. The study found out that 64.7% pupils reported cases of domestic violence to their class teachers on daily basis and thus it affected school attendance and academic performance of pupils. The study therefore recommends that schools should provide proper guidance and counseling for pupils from domestic violence households. Parents should also try as much as possible to do away with domestic violence and fully support their children's education. Government of Kenya through its judiciary systems should guarantee the enactment of the Protection Against Domestic Violence Bill (2015), so as to lessen the gap of performance of pupils who witness domestic violence and those who may not. Ministry of Education Science and Technology should review or develop new policy that strongly supports parent-teacher relationships to ensure that children exposed to domestic violence are assisted to get an opportunity of regularly attending school and benefit from early learning.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

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

1.1 Background of the Study

School performance in early years encompasses intellectual, social and physical abilities of every individual learner. Development of these abilities in early years has potential to affect future achievements of children's throughout their school period. Unfortunately, the rampant cases of domestic violence in Kenya have negatively socialized young children into a society of ridicule, revenge and survival for the fittest (Sambo & Isa, 2016).

Domestic violence has become a global and a widespread phenomenon that has affected millions of children lives globally (UNICEF, 2015). According to Miller (2010), when children learning is favorable, they get chances to various educational opportunities and experiences that are of great benefit to social development and positive relationship with peers and adults. Domestic Violence according to the Act on Protection against Domestic Violence (PADV) (2015), is any form of violence against a person, or imminent danger or a threat of violence

to that person, by other person with whom that person has been, or is in a domestic relationship. According to Abuya and Onsomu (2012), in domestic violence households, children are often involved as invisible victims who are exposed to the abuse.

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

Statistics from USA shows that 29.4% of children live in a family whereby domestic violence occurred in the last one year. In Philippines in the year 2009, it was estimated that around 3.3 million children were at risk of domestic violence in their homes. In Australia, the Australian Bureau of Statistics' (2005), found out that all the women who went through spousal violence, from the time when they were 15 years and had their children to care, in the course of that relationship, 59 % testified that the incidences of violence took place before their children. As a result, they were unable to provide the necessary stimulation to their school aged children (Levendosky & Dubay, 2009). Thus, affecting their school attendance and learning in school.

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

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

The Kenya government in 2003, introduced the Free Primary Education for all children, all children in Kenya got an opportunity to learn than before (Oketch & Ngware, 2010). This was one of the key strategies towards achieving the goal of Education for All (EFA) by 2015. The primary school enrolment levels increased from 5.9 million in 2002 to around 7.5 million in 2006, with Net Enrolment Rates

increasing from 77% in 2002 to 86 % in 2006 (Kenya & UNESCO, 2004/2005). But despite this rapid influx, an estimated 1.7 million youth and children (200,000 youth and 1.5 million aged 6-14 years) who for various socio-economic explanations had been incapable to access education services had dropped out of primary schools countrywide (Oketch & Ngware, 2010). The rampant cases of domestic violence are mostly perpetuated by parents' abuse of alcohol in rural areas (Chebogut & Ngeno, 2010). Their inability to provide physical, emotional and economic support to their families and children has become a contributing factor to pupils' irregular school attendance of school and finally leading to poor performance.

The national dimensions of domestic violence studies by Oketch, Ngware, Chebogut and Ngeno (2010), Abuya and Onsomu, (2012), Narae (2013) and Gichuba (2017) on its forms, incidences, impacts and prevalence are alarming. Domestic violence against women is widespread and a staid problem. Children being the most affected individuals; their learning is a consequence of domestic violence (Gichuba, 2017). As a result of this, children have been victims of domestic violence in Sotik Sub-County.

(Gichuba, 2017; Chebogut & Ngeno, 2010; UNICEF, 2014; Raphaela, 2015) recommended that constructive studies evaluating the effect of violence against children on education and learning outcomes as well as on their child's life opportunities ought to be conducted. This study consequently sought to fill this gap by researching on domestic violence and children's academic performance to unearth the effect of domestic violence incidences on children's learning.

1.2 Statement of the Problem

Recent media reports and studies in Kenya have documented the rampant cases of domestic violence (UNICEF, 2014; Raphaela, 2015; Gichuba, 2017). Domestic violence in Kenya according to Coalition on Violence Against Women-Kenya (COVAW-KENYA, 2011), is one of the persistent violations of human rights, which has denied women and children dignity, equal opportunity, self-worth, security and their rights to enjoy their fundamental freedoms.

Domestic violence incidences have negatively influenced children's learning. Despite the rights of children to protection against all forms of domestic violence, neglect and abuse there is repeated cycles of domestic violence at home; whereby many young children are exposed to and its effects reflected in school (Uwezo, 2012). Fewer studies have been done on the impact of domestic violence on learning, however its impact on academic performance of young children need to be unearth, Therefore, this study sought to establish whether domestic violence influence children's academic performance in standard one in Sotik Sub-County- which was the focus of this research study.

1.3 Purpose of the Study

This study sought to establish the influence of domestic violence on academic performance of standard one pupil's in Sotik Sub-County, Bomet County.

1.4 Objectives of the Study

The study sought:

- i. To establish the prevalence of domestic violence in Sotik Sub-County.

- ii. To determine the rate of school attendance of standard one pupil's who come from families experiencing domestic violence in Sotik Sub-County.
- iii. To assess academic performance of standard one pupil's who come from families experiencing domestic violence in Sotik Sub-County.
- iv. To identify factors contributing to domestic violence in Sotik Sub-County.

1.5 Research Questions

- 1. To what extent is the prevalence of domestic violence in Sotik Sub-County?
- 2. What is the rate of school attendance of standard one pupil's in Sotik Sub-County who come from families experiencing domestic violence?
- 3. What are the factors influencing domestic violence in Sotik Sub-County?

1.6 Research Hypothesis

Ho1- There is no significant relationship between domestic violence and academic performance of standard one pupil's from families experiencing domestic violence in Sotik Sub-County.

1.7 Significance of the Study

The findings of this study may be of great benefit to various stakeholders who are struggling to find ways to adequately assist young children who are victims of domestic violence incidences and those who find it difficult performing well in school as a consequence of domestic violence.

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

Parents may also benefit from the study findings through the help of community social workers and class teachers to assist them provide nurturance and discipline to their children, despite disruptions caused by domestic violence and to ensure that they attend school regularly.

Government of Kenya through the Ministry of Finance may use the findings of the study to precisely allocate sufficient resources to offer support to children who are exposed to domestic violence at home and also to help the adult victims of domestic violence especially mothers. The MOE through Kenya Institute of Curriculum Development may include domestic violence issue in its curriculum, to enable teachers assist standard one pupils and others to effectively cope with the problem of domestic violence.

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

The county governments and media may also use the study findings to increase public awareness on the domestic violence issues through advertisement and campaigns by informing the public about the negative sides of domestic violence when exposed to children, from its signs, how to detect and treatment and to again to inform on other conflict resolution approaches.

1.8 Delimitations of the Study

The study was delimited to public primary schools within the sub-county of Sotik hence the results cannot be generalized to other populations that are not similar. However, the study finding may be used as a basis to conduct similar research elsewhere. It also focused majorly on children from families with domestic violence incidences, and those from families not experiencing domestic violence. Since at standard one level pupil's have tendency of reporting the domestic violence incidences to their teachers. Besides, there were other educational issues and problems that could affect pupils' performance but the study confined itself to domestic violence impact on standard one pupils' performance.

1.9 Limitations of the Study

The researcher encountered some limitations which included: some respondents' unwillingness to disclose the needed information regarding domestic violence due to the culture and perception of the community on the issues of domestic violence. Therefore, since the respondents were class teachers, parents and chiefs the researcher was able to triangulate the diverse information. The other problem was inaccessibility to the parents during the data collection period, however, the

researcher received assistance from the head teachers who requested the pupils to carry home the questionnaires to be filled by the parents.

1.10 Assumptions of the Study

The study was based on the assumption that class one teachers have the ability to identify children from families or homes experiencing domestic violence and those not experiencing domestic violence. The researcher assumed that majority of the respondents would be available and willing to cooperate and also provide accurate information needed for the study. It was also assumed that the participants were honest and truthful in their responses to the questionnaire.

1.11 Theoretical Framework

Family Systems Theory

Family systems theory by Bowen (1974) is based on the idea that every individual members of a family should be seen in relation to transitions, relationships and interactions within families and not in isolation. A significant ideology of this theory is that whatever affects an individual family member also upsets the whole family system and also what affects the family structure also does affect individual members of the family. Family systems theory offers a basis for seeing and understanding: the broad characteristics of social and human relationships, ways in which emotions are transferred to children, individual functioning within the nuclear family system and transmission of behavioral patterns over the young members, particularly children in an attempt to understand domestic violence.

Family Systems theory view problems as things that occur amongst people. They find individual problems as instances of the entire relationship problems happening within families.

This relates to the research study in a way that when a family member becomes depressed due to spousal abuse, the effect of that depression are not limited within the victim alone, but rather it affect all family members including the children. When a school aged child is affected by his parents' way on domestic violence incidences, a child may be unable to go to school many at times, depending on the incidences, severity and time that it occurs. Others may want to stay home to protect their mother or father. The way these children behave in school affects their academic achievement in class.

When both parents are responsive and sensitive in care giving, children are happy and achieve their potentials. However, when the child's ability to perform well in school is hampered particularly because of domestic violence taking course in the nuclear family, children lack trust at home and externalize to other environments like school hence cases of absenteeism, non-attendance, poor academic performance and drop outs (Prior & Glaser, 2006).

1.12 Conceptual Framework

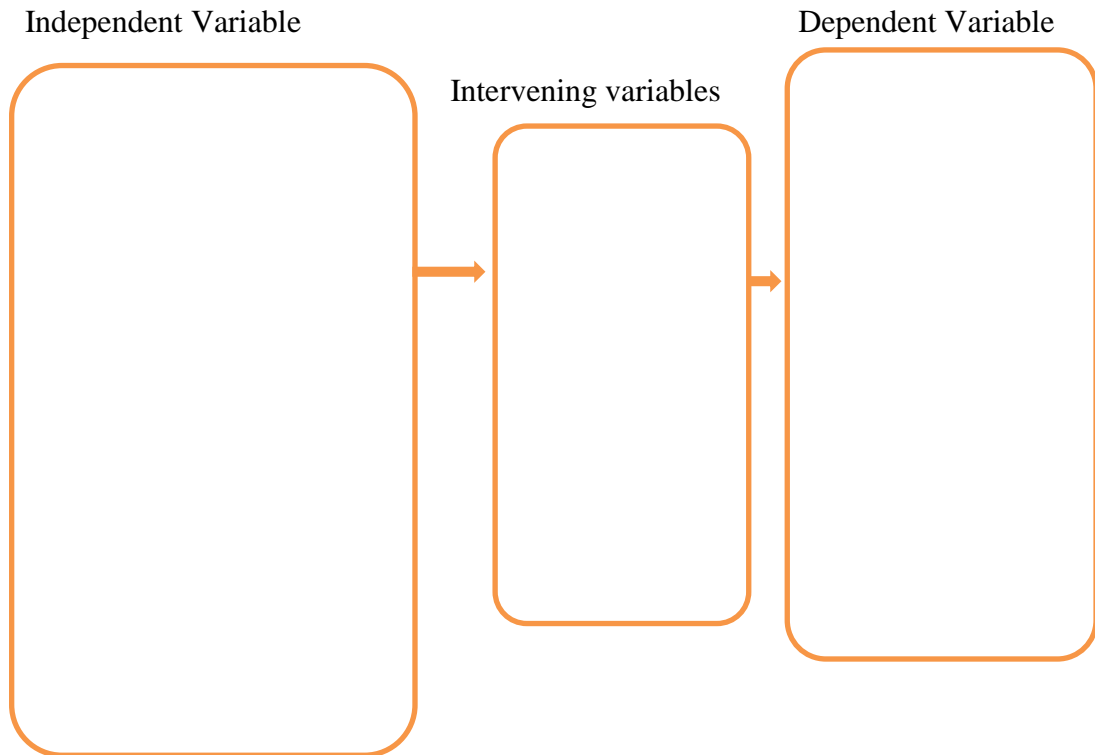


Figure 1.1: Conceptual Framework

Shows the conceptual diagram showing impact of domestic violence on performance of class one pupils who experience domestic violence. Domestic violence is the independent variable and it influences pupils' performance which is the dependent variable factor.

1.13 Operational Definition of Terms

Absenteeism from school: Being away from school. It was measured by examining the attendance records of the pupils termly.

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

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

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

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

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

School Attendance: Refers to the number of times a pupil was present during learning activities in school in one term.

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

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the reviewed literature in the area of research which is relevant to the study of domestic violence and its influence on academic performance of young children. The chapter is organized into five thematic areas which are the crucial elements in helping understand the impact of domestic violence on pupils' academic performance namely: the prevalence of domestic violence; school attendance patterns and academic performance for children from domestic violent families; factors influencing domestic violence and finally the chapter summary.

2.2 Overview of Domestic Violence

Domestic violence is widespread and long standing and it occurs in almost all socio-economic groups. According to UNICEF (2014), domestic violence is typically experienced by children in secret and more often goes unreported. Every year 7 to 14 million children witness intimate partner assault against the other partner (Edleson, 2009). In USA study of over 5,000 US families, it was probably found that 70% of male batterers who assaulted their spouses often abused their own children (Wolfe & Jaffe, 2015). Women victims of domestic violence were likely to abuse their children too. This indicates that children are victims of domestic violence.

Studies conducted by UNICEF (2014) revealed that 3.4 million children between the ages of 3-17 are at risk of exposure to domestic violence each year in Kenya. Over 4,000 domestic violence cases have been reported to FIDA between January and June 2016. According to the Access to Justice Report, conducted by UN Women in 2015, 72.6 percent of survivors of domestic violence were unwilling to pursue justice; while only five percent of the domestic violence survivors in 2014 were willing to go to court owing to insensitivity of the law enforcers (UN, 2015).

Findings from 2010 Kenya Violence Against Children Survey (KVACS) from the household-level shows that more than 3,000 young people indicated that violence against children at their homes was a serious issue in Kenya. KVACS (2010) report indicated that 32% of women and 18% of men experienced sexual violence during childhood. Sixty six percent of women and 73% of men experienced physical violence while 6% of women and 32% of men experienced any form of violence when they were young. Thirteen percent of the women and 9% of the men experienced physical, sexual violence and psychological violence during their childhood. The worrying trend was that the abusers are not only strangers but often have close ties. The child was often beaten, slapped or hit by a parent (KVACS, 2010). The report called for increased efforts through research, to protect children against violence at school, at the community and in their homes.

According to a study carried out by Gichuba (2017), on “Forms of Violence Against Children in Public Pre-Schools in Nairobi City County” reported that

children are vulnerable and are at risk to different forms of violence at any time inside the environment in which they live either at home or school.

Demographic and Health Survey conducted in Kenya in 2014 revealed that 38% of female participants between the ages 15-49 have undergone domestic violence from their husbands. Forty five per cent of these female participants between 15-49 years have suffered physical violence; whereas 20% have been physically abused in the past one year. Seven per cent of married male testified suffering physical violence from their wife or partner, other 4% of the married men reported undergoing sexual violence (KDHS, 2014). This is a strong indicator that domestic violence has roots in Kenyan families. In addition, children from domestic violent homes are at high risk to becoming direct victims of child abuse (Welch & Scott, 2016).

Study by Chebogut and Ngeno (2010), argued that young boys who watch their fathers' abusing their mothers are expected to impose severe violence to their partners when they become grown-ups. Moreover, girls who witness their mother's mistreatment may learn to endure abuse when they become grown-ups as compared to girls who did not witness the abuse. Therefore, there is need for research to counter the undesirable effects which may be lessened if young children benefits from early intervention against domestic violence programs and the Law in Kenya.

Violence against children and gender-based violence are persistent and stern issues in Kenya. Report by UNICEF (2014), in Kenya, indicated high level of

domestic violence and that many children are vulnerable to its negative consequence. The representative of UNICEF in Kenya further emphasized:

“We need to get people talking, to break the silence around violence and make sure that everyone knows where to go to get help.”

2.3 Prevalence of Domestic Violence

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

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

(Ranford, 2011). Consequently, a research to address the plight of young children living in families where domestic violence is taking course ought to be conducted.

According to African Child Policy Forum (2014), not all children who experience domestic violence are affected in the equally or in similar ways. Individual children's responses towards domestic violence repercussions are reliant on many factors which can be within the child, the family or even the environment (Holt, Buckley & Whelan, 2008). For majority of them DV may be traumatic. Children's instant reactions to domestic violence may include: anxiety, poor concentration, increased hostility, intense worry about the safety of the victim parent and increased worry of being separated from his or her parent (Carlson, 2012). All these affect their learning and achievement in school.

World Health Organization of 2013 on "Women's Health and Domestic Violence Against Women" found out that prevalence estimates for children who witness domestic violence were similar for both girls and boys reporting that they have witnessed the incident at home (WHO, 2013). Where families experience domestic violence, child abuses are often present; majority of children are neglected and physically abused at a rate 15 times higher than the national average (Sterne & Poole, 2010). Young children experience domestic violence in many ways. According to Raphaela (2015), children may hear one parent threaten another, see one parent assault the other and/or witness a parent who may be raging with anger. Thus, majority of children may live with the aftermath of the

domestic violence and are affected by the dangers exposed to the safety of their beloved caregiver.

Wolfe and Jaffe (2015), study findings indicates that in 60% to 75% of families in which a woman is assaulted, children too are battered. Furthermore, children are at a higher risk for sexual abuse. According to Uganda Bureau of Statistics and ICF Maro (2012), in Uganda domestic violence is present in more than 50% of homes. Fifty six percent of females and 55% of males aged 15–49 years have witnessed violence at least once from the time when they were 15 years old (UNBS, 2013).

In the context of domestic violence, children are likely to be at risk of emotional/psychological, sexual and physical abuse. In a study by Chebogut and Ngeno (2010), three out of five reported cases where children had experienced physical abuse and emotional or neglect abuse, their mothers also suffered any form of violence from their male partners. Seventy percent of male abusers also abuse their children physically. A third of men perpetrators of domestic violence also abuse their children sexually (Abuya & Onsomu, 2012). Thus, revealing that young children ought to be protected against domestic violence maltreatment.

According to IRC Report of (2014) on “Assessment of Gender Based Violence Responses in Nine Counties in Kenya”, 45% to 70% of assaulted women in their families have testified the occurrence of child abuse in their household, whereas majority of them are childrearing of approximately two-thirds of the battered children (IRC, 2014). Raphaela (2015), study on “Lasting Influence of Domestic

Violence on Children” found out that exposure of domestic violence in early childhood has been associated to a related set of outcomes which include: social withdrawal, low self-esteem, anxiety and depression.

According to Abuya and Onsomu (2012), study in households with domestic violence incidences, young children may be in the same room witnessing the conflict risking getting hurt especially, when they try to intervene in an effort to stop their parent’s arguments. Andrew and Orodho (2014), research on “Socio-Economic Factors Influencing Pupils ‘Access to Education in Informal Settlements” suggests that in the long term, children who are victims of domestic violence and have not received helpful intervention may be at risk of anxiety and depression, suicidal or self-destructive behaviors and substance abusers (Andrew & Orodho, 2014). However, it lacks emphasizes on how to address domestic violence seriously in order to help children exposed to it.

In some families where the mother is a victim, she may be forced to flee her home to avoid the violence. In most cases, most mothers carry their young children along thus interfering with schooling (UNESCO & UNICEF, 2013). In some extreme cases, the burden of domestic violence can be too big for the victims to bear. Others may opt to seek for refuge with relatives or even seek temporary separation from the spouse. Many at times young children may flee with the mother (Devaney, 2015). This prompts the necessity to study on the impact of domestic violence to the child’s performance in school.

A study by Cummings and Davies (2002), concluded that a sample of 453 women living in a violent relationship were eight times expected to hurt their children at

home, than when they were safe from DV. Therefore, the children experience a drawback because they will be incapable of forming healthy interactions with their parents and those outside the family system as well. Children exposed to domestic violence are in danger to recapitulate their experience in the subsequent generation, either as perpetrators or as victims of violence in their future intimate affairs (Holt & Devaney, 2015). Nevertheless, a speedy research on early education and domestic violence ought to be done, so as to help prevent the cycle of domestic violence from continuing to the next generations.

UNICEF (2014), revealed that in Kenya, children affected by DV are forced to live on streets or somewhere else they consider safe than their homes, thus majority of them lack a good environment for learning. This is might be an indication that domestic violence is prevalent in Kenyan families and it may affect children's learning. Most the studies done mainly focused on domestic violence forms and effects on children development (Sterne & Poole, 2010, Carlson, 2012, Abuya & Onsomu, 2012, wolfe & Jaffe, 2015, Gichuba, 2017) leaving little or scanty information regarding the impact of domestic violence on academic performance of young children aged between 6-8 years in the lower primary school, which was the focus of this study.

2.4 Domestic Violence and School Attendance

Regular attendance of school is necessary for achieving success and it also serves as a social safety net to protect all children from domestic labors and to spend quality time with friends (Oketch & Ngware, 2010). School attendance is also an

essential aspect in children's cognitive and social development and it is also vital in enabling pupils' achieve and get the finest start in life. Exposure to domestic violence indirectly affects child adjustment by distracting the pattern of regular school attendance according to Margolin and Gordis (2014). The negative outcomes from domestic violence are what leads to the children behavioral and emotional difficulties and poor academic performance in school.

Narae (2013), study in Minnesota, USA reveals that 50% of domestic violence perpetrators also end up harming their children, while 25% of the victims of the domestic violence relationship also have a habit of being violent with their children. The injuries sustained by the child can be severe to an extent of absenting from school, thus affecting school performance.

According to Abuya and Onsomu (2012), emotional issues faced by children who witness domestic violence at their homes such as low self-esteem and depression contribute to their absence in school. They further identified family deficits that often make children to be absent from school. According to Kameri (2001), the inability of households to meet the basic needs of the children like education is what has forced most children to remain at home many at times so as to engage in employment in an attempt to raise money for exam fees and school uniform.

Research has established that a high link between school attendance and academic success and performance (Edleson, Shin & Armendariz, 2008). Hence, absence from school is often the greatest particular cause of poor performance and less achievement in other areas of growth and development for school aged children

(Oketch & Ngware, 2010). Generally, pupils with good attendance record achieve more and enjoy school more than other children who are affected by violence at home. The potential harm of domestic violence to our children's learning necessitates action to address the domestic violence menace.

Regular attendance in the lower primary school years has indicated early provision of basic skills for learning and positive educational outcomes (Richards, 2011). It also helps in the improvement of basic social skills like communication, friendship building, self-esteem and teamwork. School attendance is significant measure for educational outcomes. Kenya would make great advancement, by improving access to education, toward realizing both the Vision 2030 and MDGs Plan including improving food security, attaining universal primary education, refining maternal health, encouraging gender equality, decreasing the levels of HIV/AIDS and malaria and reducing child mortality (UNESCO & UNICEF, 2013).

This study sought to aid in bridging the gap of insufficient efforts to protecting children against violence at school, home and the community at large by determining whether domestic violence does affect school attendance of children.

2.5 Domestic Violence and Children's Performance in School

Learning is a progressive activity and it is important for children to attend school regularly so as to maximize the benefits of early learning. Learning is also a crucial test for prevention of violence (Miller, 2010). Pupils exposed to domestic violence may develop difficulty with school work and may perform substantially

worse in school than other pupils, majorly as a result of regular absenteeism (UNICEF, 2014).

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

In addition, they also score considerably lower on tests of motor cognitive and verbal skills as compared to other pupils who are not exposed to domestic violence, due to irregular school attendance (Holt, Buckley & Whelan, 2008). Research has greatly shown that pupils who attend school regularly have higher marks and grades as compared to those children or pupils with high rates of absenteeism (Carlson, 2012). Thus, more research has to be done on domestic violence to see if it influences pupil's ability to learn, especially for children who witness or experience domestic violence at home.

Young children learn through imitation; which plays a key role in academic and social settings. According to Gichuba (2017), the effect of exposure to domestic violence is prevalent in the classroom setting. The affected children at home are

likely to imitate and transfer the acquired behaviors to the classroom setting especially during peer interaction. Thus, it is requisite for teachers to address the practice of healthy imitation in young children who witness domestic violence.

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

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

Disruption in the normal functioning of a family is related with maladaptive behaviors of school-aged children, both in the family and other social institutions such as school (Gichuba, 2017). Similarly, Miller (2010) asserted that young children are mostly affected than the grown-up children due to their dependence on those taking care of them and the lack of adequate cognitive development to enable them to understand surrounding activities perfectly.

Holt, et al (2008), studies reveal that some of standard one children affected by DV internalize or externalize their feelings. Those children who internalize are introverted, have very low self-esteem and are rarely socialized with other kids. Externalized feelings manifest in non-compliant and disruptive behaviors in some other children.

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

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

2.6 Factors Contributing to Domestic Violence

United Nation Convention on the Rights of The Child (UNCRC) defines family as the natural environment for the growth and well-being of all its members, mostly for children but unfortunately family is the most common place where children experience domestic violence. Violence in any form against children creates a violation of the basic rights of children. Contributory factors such as poverty, stress, marital discord, living conditions, poor law enforcement, psychological problems of the adults and lack of clear child protection policies ought to be looked at in finding the root causes of domestic violence (Miller, 2010; Margolin & Gordis, 2014; UNICEF, 2017).

In the Indian society, cultural practices and beliefs play a critical role behind women and child mistreatment. In a study carried out in Kolkata, it was found that 30% of men still trust in the use of physical punishment to punish their wives and also their children (Córdoba & Ripoll 2007). Moreover, Indian children grow into victims of numerous forms of violence and abuse. Study by Action for Children in Kenya on children and domestic violence revealed that 90-97% cases of domestic violence were perpetrated by men. However, women sometimes abuse their husbands. Domestic violence often arises when one spouse feels the need to dominate and control the other spouse owing to lower self-esteem, difficulties in controlling fury, extreme jealousy or when one feels inferior to the other in socioeconomic background and in education (Wolfe & Jaffe, 2015).

A study by Chesire, Mutiso, Chessa, and Kemboi (2010), analyzed factors influencing domestic violence within low income residential areas in Kisumu, Kenya its main objectives were to establish factors causing domestic violence. Partner's alcohol drinking and household wealth index were found to be significant factors that contributed to domestic violence. They further indicated that women with low income are more commonly sufferers of domestic violence than women with wealth (Chesire et al, 2010). Respondents were asked to list, in their view variables that influence domestic violence incidences. Women's economic dependence on men was placed first by the 47 women who experienced domestic violence.

According to KDHS 2016, one in every three women of child bearing age in Kenya has ever experienced certain form of domestic violence. Nevertheless, the rates of domestic violence in rural areas is even higher due to the higher consumption of alcoholism, higher levels of poverty levels, and daily life stresses witnessed in the rural settings (FIDA, 2016). Under all these circumstances, children are affected directly and indirectly by the problems. In some extreme cases, children have been killed during the incidences of inter-parental conflicts. Meltzer, Doos, Vostanis and Goodman (2009) found associations of 40-60% between domestic violence and child abuse. Therefore, it is ostensible that domestic violence is an imperative sign of risk of harm to younger children.

Chebogut and Ngeno (2010), study found out that domestic violence was prompted by poverty (50%), income inequality (5%), alcoholism (35%), and

cultural beliefs (10%). Excessive consumption of alcohol and other illegal drugs in Kenya is another factor that provokes violent male behaviors directed toward women and children. For example, in the case below according to the Africa on the Blog Magazine, September, 8- 2014:

“I grew up watching my mother go through physical abuse. One night my father had come home drunk, and I heard my mama scream. I knew he was hitting her, because he had done it so many times before. I often fell asleep to sounds of plates crushing, and my mama slamming the door. I got used to covering my ears as I heard my mama's footsteps running to escape my father's wrath. But this particular night she screamed out my name. It felt different. So I walked from the darkness of my room, and found my father holding a wooden stool above his shoulder. My mama was lying on the floor. I remember lunging in front of my father to stop him. He pushed me in fury, but at least my mama managed to stand and run”.

Cultural and social factors have reserved women in Kenya to dangers of domestic violence; these are indicators of unequal power relations between men and women (Jacinta & Rotich, 2015). Beliefs about gender roles and position of women in marriage have encouraged domestic violence incidences. In a patriarchal culture, domestic violence is accepted as way of instilling discipline to a wife. According to Abuya and Onsomu (2012), Polygamy is another factor leading to DV, any provocation by the older wife if the husband marries a second wife may lead to her being beaten and violence perpetrated against her.

According to Sawamura and Sifuna (2008) economic independence and lack of economic power by women is a major cause of domestic violence as it promotes women's vulnerability, which impinge on their status in the society, hence affecting their children through indirect ways. Low levels of knowledge and awareness of human and child rights have attributed largely to the rise of

domestic violence in most families (FIDA, 2016). Research conducted by FIDA Kenya women found that women are less exposed or literate than men.

Therefore, studies on domestic violence by Chebogut and Ngeno (2010), Margolin and Gordis (2014), Sambo and Isa (2016) recommends the need to critically identify factors that contributes to domestic violence in all the communities in Kenya that may have direct or indirect impact to children's learning.

2.7 Summary of Literature Reviewed

From the reviewed literature, it is significant that majority of children worldwide are victims of domestic violence. When a child's environment is infected by violence, all the ordinary aspects of growing up and even performance in school is adversely affected. From the reviewed studies in Kenya, DV is perceived as a cycle that has led to damaging lives of innocent children and even death is reported in some cases, yet most cases go unreported to relevant authorities. According to COVAC-Kenya, domestic violations accounts for 48% of all abuses. Outcomes of their research revealed statistically that children are suffering from violations from parents.

Reviewed literature revealed that from July 2014 to June 2015 alone, FIDA-Kenya has delivered legal support to 8,504 women, whereby all were victims of domestic violence. This reveals that domestic violence is on the rise in Kenya and more children are at risk, thus more research ought to be conducted by relevant stakeholders. The experience of domestic violence is often traumatic and

consequences to pupils' performances ought to be analyzed critically (Abuya & Onsomu, 2012; Narae,2013; Gichuba 2017). The link between domestic violence and academic performance of young children in early primary education settings in Kenya require more investigation. This research therefore sought to fill this gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was employed in this study. The key aspects addressed include: research design, variables of the study, research methodology and location of study, target population, the sampling techniques and sample size. It also describes the data collection instruments, pilot study, validity and reliability of research instruments, data gathering procedures and methods of data analysis.

3.2 Research Design

The study employed descriptive survey research design. The basis for choosing this design was based on the ability to offer the researcher with suitable techniques for systematic collection of broad data from a large group of respondents using administration of questionnaires. It was also possible to collect data at a certain point in time and use it to describe the nature of existing conditions (Cohen & Marion, 2000), since it does not require manipulation of variables. The design was suitable in collecting information about peoples' opinions, attitudes and other social issues (Orodho, 2014). This implies that the data collected was based on the cases and causes of domestic violence, which could not be manipulated.

3.2.1 Variables of the Study

The dependent and independent variables were as follows:

i. The independent variable

The independent variable of this study was domestic violence which manifests itself in three ways:

a) Physical violence- in form of hitting, pushing, choking, slapping, using an object to hit or burning.

b) Sexual violence- unwanted sexual intimacy enforced on one partner by another partner.

c) Psychological violence- humiliation, threats of abuse or abandonment, threats to take away custody of the children, verbal aggression and confinement to the home.

ii. The dependent variable

The dependent variable of this study was the performance of standard one pupil's

a) School attendance- measured the number of days a child misses school in a term by examining the attendance records of the pupils termly.

b) The rate of pupils' academic performance- measured using teachers' ratings for the last one term by comparing the test scores for both pupils those experiencing domestic violence and those not experiencing DV.

- c) Factors influencing domestic violence: determining the mean and standard deviation of factors contributing to domestic violence in the area.

3.2.2: Research Methodology

This study employed mixed methods data collection procedures involving quantitative and qualitative approaches. Qualitative methods were helpful in capturing the complexity of issues such as prevalence of domestic violence and social issues such as factors influencing domestic violence. While, quantitative methods were used to capture data in regard to pupils' academic performance and rate of attendance.

3.3 Location of the Study

The study was conducted in Sotik Sub County, Bomet County. The region has five administrative locations which are Kapletundo, Kipsonoi, Chemagel, Ndanai and Rongena. The total population is approximately 167,289 persons (KBS Census Report, 2009). The main economic activities in the sub-county are tea farming and dairy farming. The decision to undertake the study in this Sub County was due to the alarm which has been raised by the Human and Child Activist on the rise of domestic violence in almost all counties in Kenya (UNICEF, 2016). The researcher has also taught in a public primary school in class one, where there were high cases of absenteeism and children constant reporting of domestic violence incidences, cited in teachers progress records (D.E.O's Office Sotik, 2013).

3.4 Target Population

The target populations of this study were 380 parents with 8700 children aged 6-8 years in class one in 174 public schools, 174 teachers and 10 chiefs in Sotik Sub-County. The Ministry of Education (2015), indicates that there are a total of 174 public primary schools and the total number of class one pupils' in Sotik Sub-County is 8700 (Bomet County Education Office, 2015).

3.5 Sampling Techniques and Sample Size

Stratified sampling was employed where the researcher stratified the population into pupils, parents, teachers, and chiefs respectively because stratified sampling increases the likelihood of representativeness of the sample. Simple random sampling was used to select the primary schools' and pupils for the study. From each of the selected primary school, children were randomly sampled from the list provided by the class teachers. Then parents of the sampled children participated in this study. Random sampling stood the best choice as it gave equal chances to all pupils and parents from different demographic characteristics to be involved in the study. The study involved 17 public primary schools and 38 pupils selected through simple random sampling. One teacher from each of the sampled public primary schools was purposely selected to participate. The chiefs were involved in the sample purposely because According to Merriam (2015), in purposive sampling, the researcher targets a reliable group of individuals considered suitable to provide the data needed for the study.

Table 3. 1: Sample Size

Participants	Target population	Sample	Percentage
Public schools	174	17	10%
Class one teachers	174	17	10%
Chiefs	10	10	100%
Parents/children	380	38	10%

In each stratum 10% of the target population was selected. A selection of this sample was guided by Gay (2006), who highlights that in descriptive studies a sample of 10%- 30% of the population is recommended. Therefore sample size of parents was 38, one parent per child; 19 experienced domestic violence and 19, did not experience domestic violence selected randomly with the help from the class teachers who assisted in identifying the children.

3.6 Data Collection Instruments

In order to collect data, the researcher used questionnaires and document analysis.

3.6.1 Questionnaires

Questionnaires were the most appropriate data collection instrument for this study, because it can collect large amounts of information from many people within a short period of time (Orodho, 2009). In preparing questionnaires clarity, purpose, reliability, relevance to content, sequencing and length of question was considered. The questionnaire for all the respondents that is, parents, teachers and chiefs had two parts, part (a) background information, which was used to gather the participants demographic information and part (b) general information, which had both closed and open ended question in line with the objectives.

3.6.2 Document Analysis

The researcher with the permission of the head teachers and assistance from class teachers documented children's progress according to teachers' ratings and class attendance registers. This assisted the researcher to collect data on the academic performance and rate of attendance for pupils from families experiencing domestic violence and those pupils from families who may not experience domestic violence.

3.7 Pilot Study

The pilot test was conducted in two public primary schools in Sotik sub-county on 3rd -10th March 2017; using 2 teachers, 2 chiefs and 4 parents, to pretest a set of questionnaires, in order to determine the suitability of the questions to the respondent with an aim of refining them to enhance their validity and reliability of the instruments. The schools were selected carefully to ensure they were similar to the schools in which the actual study was undertaken. The researcher, through the pilot test specifically attempted to determine if respondents had any concern following the instructions or questions themselves throughout the survey and the period it took for the participants to complete the questionnaires and finally if respondents reported any other unexpected issues including benefits and harm. The schools in which the pilot study was conducted were not included in the final study.

3.7.1 Validity

The researcher established the content validity of the research instruments outlined through the pilot test. The researcher analyzed the items against the objectives of the study to make sure that the test questions were in line with the set objectives of the study. The researcher also consulted the experts in the Department of Early Childhood Studies; and their suggestions were used in making the necessary enhancements of the research instruments.

3.7.2 Reliability

Mugenda (2005) describes reliability as a measure of degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. The reliability was established through the test re-test method for the questionnaires. The researcher carried out the same study with a lapse of two weeks, with the same respondents, using the same instruments at two different times. The results from the two tests were analyzed and comparisons made using Cronbach's Alpha Coefficient, to establish the consistency of the contents in the questionnaire in eliciting the same responses when administered at different times to the same group.

Table 3.2: Reliability Statistics

Cronbach's Alpha	Number of items
0.778	16

The alpha coefficient value obtained was 0.778. Cohem and Marion (2000) ascertained that a reliability co-efficient ranging from 0.65 to 0.85 is considered

accurate enough for the purposes of research. It was therefore concluded that the research instruments were reliable.

3.8 Data Collection Techniques

The procedure involved was as follows;

3.8.1 Administration of the Questionnaires to Respondents

Step 1: The researcher visited the selected schools on 19th to 23rd March 2017, to seek permission from the head teachers to carry research in their schools. The researcher also issued consent form informing the participants of their rights and privacy.

Step 2: The researcher visited the selected schools a second time to issue questionnaires and collect data on 26th March to 5th April 2017 from the parents of selected pupils and class one teachers.

Step 3: The researcher met with the chiefs on 13th April, 2017 in a central point, where they were distributing fertilizers to farmers. The researcher issued them with the consent, a copy of questionnaire and a return envelope to fill and return them in a sealed envelope to the researcher.

Step 4: The researcher visited other selected schools to collect data from the teachers and parents of selected pupils on 5th-15th May. The researcher assured all the respondents of confidentiality.

3.9 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to prepare and organize data for analysis. The Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages and means were calculated. To test hypothesis on third objective, the inferential statistics using t-test of independent samples were used to test significant difference in performance of pupils. Qualitative data was transcribed, allocated assigned labels, coded and analyzed thematically. Results from data analysis were presented using figures and tables and organized according to the objectives of the study.

3.10 Logistical and Ethical Considerations

This section explains the logical and ethical consideration the researcher undertook before going to the field to collect data.

3.10.1 Logistical

The researcher sought authorization to collect data from Graduate School, Kenyatta University, and a permit from National Commission for Science, Technology and Innovation (NACOSTI). After obtaining the research permit, the researcher further sought permission to collect data from Bomet County Commissioner and Director of Education Offices. An introduction letter was presented to the respondents.

3.10.2 Ethical Considerations

After seeking authority from the relevant authorities, the researcher visited the selected schools for general introduction of the research topic, sought permission and arranged for data collection on 19th-23rd march 2017. All Participants were requested for their consent and assured of confidentiality and that their information was purposely used for research only. During data collection, data analysis and data interpretation the researcher was objective to minimize bias. Respect for academic property was guaranteed by giving appropriate acknowledgement or recognition for all contributions to this study and did not involve in plagiarism.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction.

This chapter presents the results of the study, their interpretation and discussion. The organization of this chapter is based on the objectives and research questions and hypothesis on Domestic Violence and Standard One Pupils' Performance in Sotik Sub-County, Bomet County, Kenya. The objectives of the study were;

- i. To establish the prevalence of domestic violence in Sotik Sub-County.
- ii. To determine the rate of school attendance of standard one pupils' in Sotik Sub-County who may come from families experiencing domestic.
- iii. To assess academic performance of standard one pupil's from families experiencing domestic violence in Sotik Sub-County.
- iv. To identify factors contributing to domestic violence in Sotik Sub-County.

4.2 General and Demographic Information

This section presents the general information and demographic characteristics of respondents. The respondents who participated in the study were; 38 parents, 17 class one teacher's and 10 chiefs. The demographic information required from parent respondents were: gender, age, education level and occupation. Research has established associations between parents' gender, age, occupation and level of education and domestic violence and adverse outcomes for children (Goddard &

Bedi, 2010), thus the need to look at the demographic information in regard to children's learning.

The demographic information required from standard one teacher's respondents was: gender and experience in teaching. The demographic information required from the chiefs was: gender and education level. This guaranteed the researcher of the respondents' capability to understand domestic violence issues and provide accurate information.

4.2.1 General Information

This section shows the respondents return rates of the questionnaires used to collect data.

Table 4. 1: Responses Rate

Category	Sample Size	Actual Respondents	Percentage of Response Rate
Teachers	17	17	100%
Chiefs	10	10	100%
Parents	38	34	89.5%
TOTAL	65	61	93.8%

Table 4.1 shows that, the actual respondents were 61 in relation to the sample size of 65. The average response rate of 93.8% was considered sufficient to provide credible results.

4.2.2 Demographic Information of Parents Respondents.

4.2.2.1 Parents Gender

Parents' gender was important to determine whether more male or female parents' had more children reporting domestic violence to their teachers.

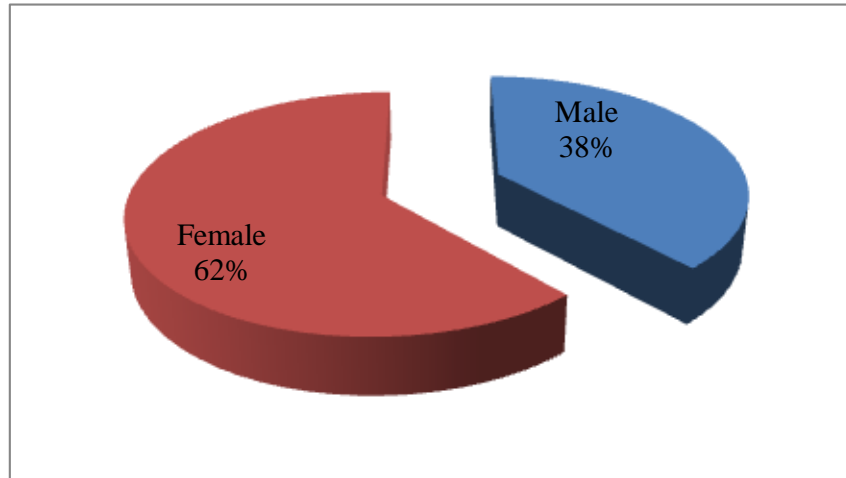


Figure 4. 1: Parents Gender

Figure 4.1 indicates that majority of the respondents; nearly two thirds 21 (62%) were female while male respondents were few 13 (38%). This implies that more female than male parents had children reporting domestic violence to their class teachers. Also, more female parents were responsive to their children education as compared to male parents.

This study finding was consistent with Stanley (2011), which women are better equipped to help their children particularly in school related since they are available most of the time unlike men. This study finding was consistent to studies done by (Koech 2010 and Ndani 2007) which reported that most males had low participation levels in their children education as compared to the females.

4.2.2.2 Parents Age

Determining the age of the parents' respondents was important to find out whether those affected by domestic violence married earlier or at a later age.

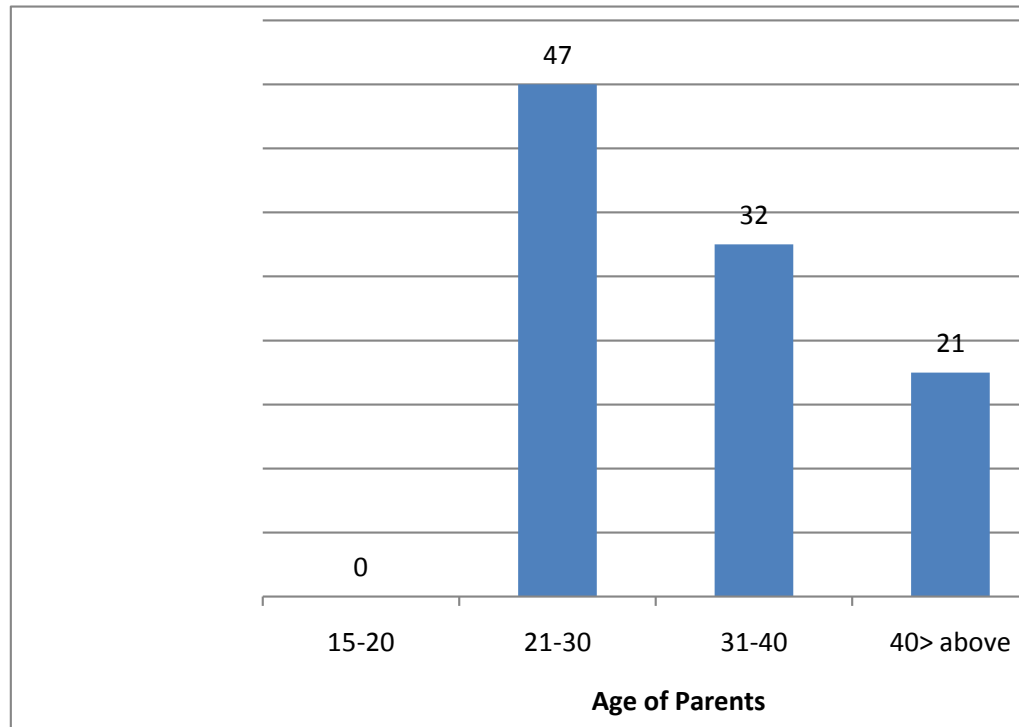


Figure 4. 2: Parents Age

Figure 4.2 indicates the age of parents respondents, nearly half 16(47%) were aged between 21-30 years, 11(32%) were aged between 31-40 years and 7 (21%) were aged 40 years and above.

This implies that majority of the parent respondents who reported having experienced domestic violence were aged between 21-30 years. The study findings concur with Chesire (2010) study, who found that violence is more reported among young married couples. It is also consistent with Kishor (2007), study findings in Ghana that women who married at a younger age experienced abuses than those who married at a later age.

4.2.2.3 Parents' Level of Education

Parents' level of education was determined to find out the level of education of parents whose children reported cases of domestic violence and those who may not have reported cases of domestic violence.

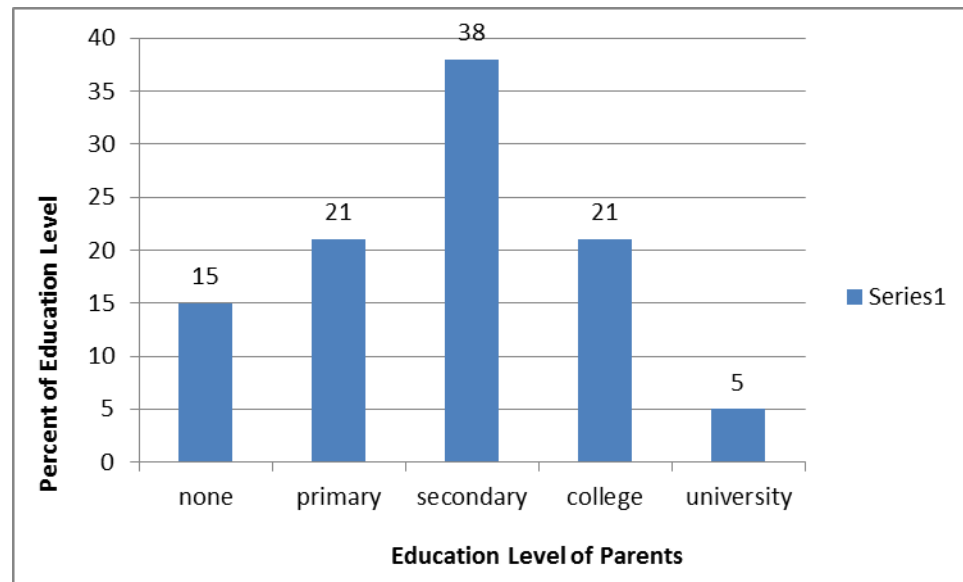


Figure 4. 3: Parents Level of Education

Figure 4.3 illustrates parent's respondent's level of education, few 5(15%) never attended school, almost a quarter 7(21%) reached primary level, majority 13(38%) reached secondary level, 7(21%) went to college and very few 2(5%) attained the university degree.

The findings implied that majority of the pupils' who experienced domestic violence were from parents who reached secondary level. The study findings are consistent with Sambo and Isa (2016) conclusions that domestic violence touches people of all education levels and socioeconomic backgrounds. It also supports study findings by Payne (2015), that domestic violence occurring in households is

accompanied by greater risk factors for children such as low education level of parents.

4.2.2.4 Parents Occupation

Parents' occupation was determined to find out the occupations for parents whose children report domestic violence to their teachers.

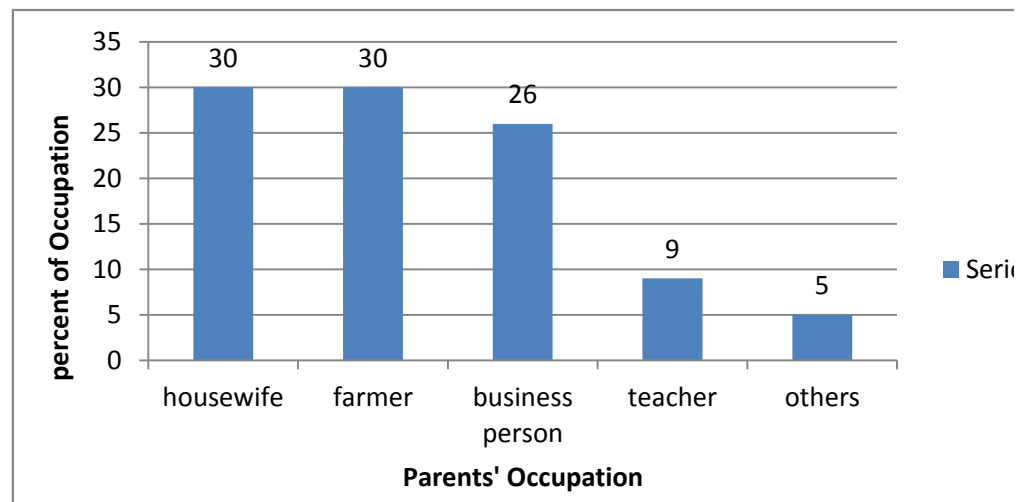


Figure 4. 4: Parents Occupation

Figure 4.4 Indicated that, almost a third 10(30%) of the parent respondents were housewives and majority of them reported incidences of domestic violence, another 10(30%) were farmers, and 9(26%) were business persons, a few 3(9%) were teachers while the rest 2(5%) represented other occupations.

This implied that the categories of parents' occupation that experienced high domestic violence were: housewives, farmers and business persons. Indicating that the most affected pupils were those whose parents were housewives and farmers.

The study findings are consistent with findings by Margolin and Gordis (2014) that low income families were dominated by domestic violence as a result of parents' socio - economic factors like, unemployment, mismanagement of available funds, poverty and lack of reliable source of income.

The results also are consistent with the results of a study conducted by miller (2010), which reported that wife assault has been greatly associated with unemployment, which may be seen as a failure of the family head to live up to his status and probably may increase the opportunity for violence.

4.2.3 Demographic Information on Class One Teachers Respondents.

4.2.3.1 Standard One Teachers Gender

Standard one teacher's gender was sought to determine whether more males or female teachers are reported cases of domestic violence by their pupils.

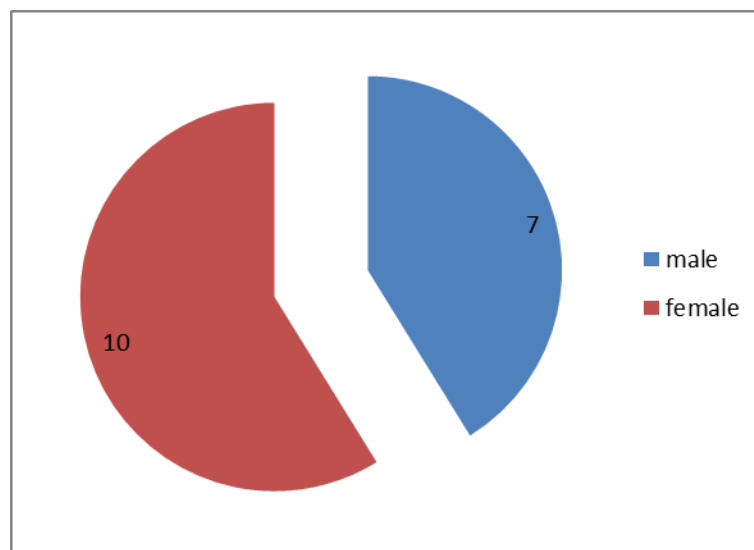


Figure 4. 5: Standard One Teachers Gender

Figure 4.5 shows Class One Teachers Gender, and shows that 7(41%) of the respondents were male teachers who were reported incidences of DV by the pupils while the female respondents who were reported incidences of DV by the pupils were 10 (59%). This implies that more children reported cases of domestic violence to female teachers as compared to male teachers.

The study findings are consistent with Patricia (2001), findings that both female and male teachers are likely to have the capability of addressing gaps that can exist in the broader system of pupils learning and DV incidences.

4.2.3.2 Standard One Teachers Teaching Experience

Standard one teacher's teaching experience was sought to determine whether in their daily contact with pupils, teachers had the capability of identifying children from domestic violence families and their behaviors that may contribute to their performance.

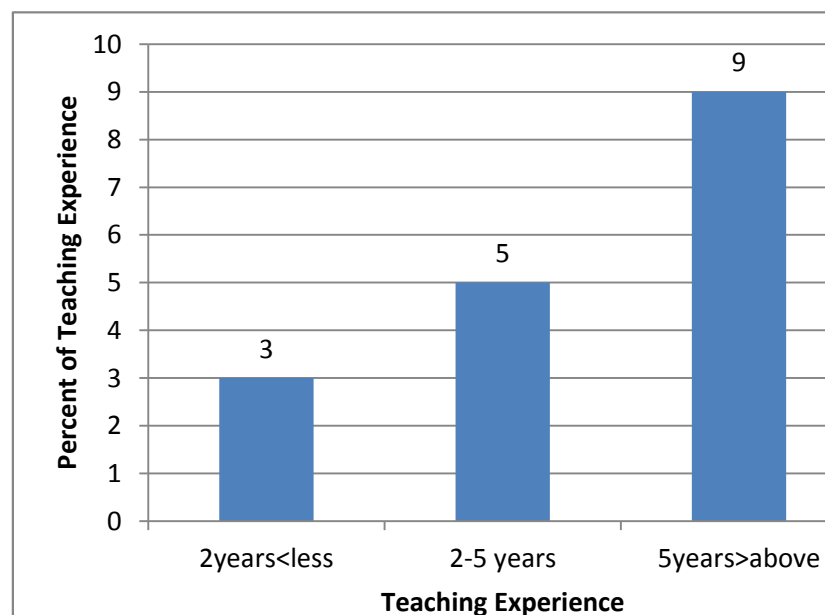


Figure 4. 6: Standard One Teachers Teaching Experience

Figure 4.6 indicates the teaching experience of standard one teacher respondents; a small number 3(18%) had a teaching experience of less than 2 years, almost a third 5(29%) had a teaching experience of between 2 and 5 years. More than half (53%) had a teaching experience of more than 5 years.

This implies that majority of the teachers had longer experience in teaching; therefore they were capable of identifying characteristics that related to domestic violence in their pupils.

This study finding is consistent with King and Scott (2014) that teachers are in a better position to identify children who are exposed to domestic violence due to their daily contact with pupils. This makes them amongst the first individuals, to observe changes in child behavior including attitude, appearance and performance.

4.2.4 Demographic Information for Chiefs

4.2.4.1 Chiefs Gender

Gender of the chiefs respondents were sought to determine whether more male or female chief respondents were reported the incidences of domestic violence by victims.

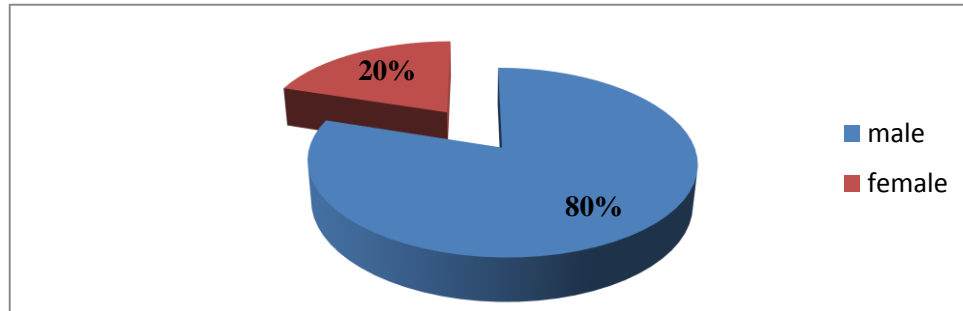


Figure 4. 7: Chiefs Gender

Figure 4.7 shows the gender of the chiefs' respondents, majority 8 (80%) of the chiefs were male while the minority 2 (20%) was female.

The findings justifies Stanley (2011), study that male chiefs' are very well conversant with issues affecting males whose majority are perpetrators of domestic violence.

4.2.4.2 Chiefs Level of Education

Chiefs' level of education was sought to find out whether they are well conversant with issues regarding domestic violence.

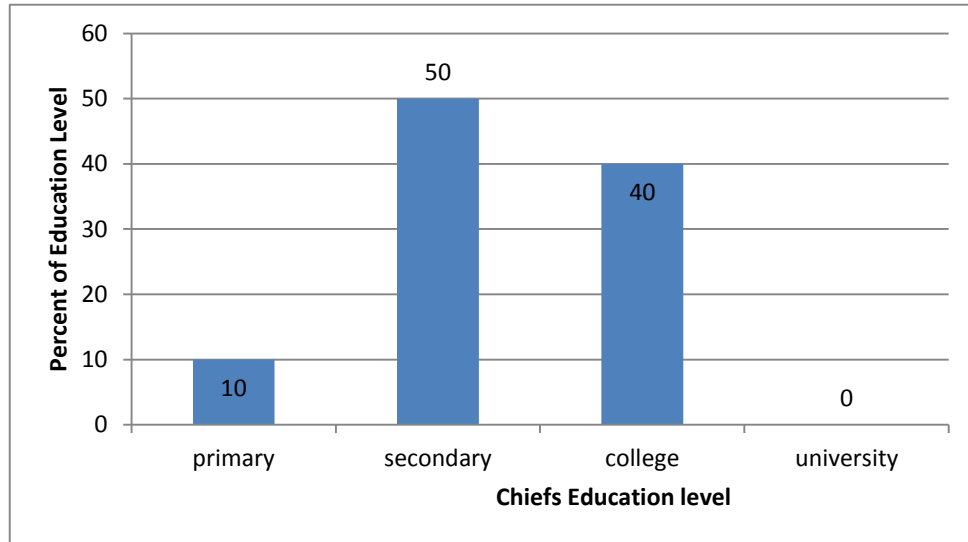


Figure 4. 8: Chiefs Level of Education

Figure 4.8 shows the chiefs respondent level of education. Half 5(50%) had reached secondary level, while close to half 4(40%) had attended college, a few 1(10%) reached primary level and none (0%) had a university degree. This implies that majority of the respondents understood issues regarding domestic violence.

These findings are consistent with Sawamura and Sifuna (2008) study that chiefs have a significant role of identifying families experiencing DV, due to their daily contact with parents and community members.

4.3 Findings for Prevalence of Domestic Violence

The first objective of this study was to document the prevalence of domestic violence in Sotik Sub- County. Teachers were asked to indicate how often standard one pupils reported cases of domestic violence to them. Parents were asked to report how often they experienced domestic violence and the chiefs were

asked to indicate how often they handle cases relating to domestic violence in their areas of jurisdiction. The results are indicated in the table 4.2.

Table 4. 2: Rate at which Parents Experience Domestic Violence According to Class One Parents Respondents.

Occurrence of DV by Parents	Frequency	Percent
daily	12	35.3
weekly	14	41.2
monthly	8	23.5
Total	34	100

Table 4.2 shows that nearly half of the sampled parents 14(41.2%) reported experiencing some form of domestic violence weekly, almost a third 12 (35.3%), reported experiencing domestic violence daily and a few 8(23.5%) reported experiencing the domestic violence monthly. Majority of parents experience the violence weekly.

This implies that half of parents’ who participated in this study and had children in class one experienced some form of domestic violence on a weekly basis. According to WHO (2013), within the circles of domestic violence children are at higher risk of the outcomes. This study is consistent with the studies that 3.4 million children between the ages of 3-17 are at risk of exposure to domestic violence each year (UNICEF, 2014).

Table 4. 3: Frequency of Pupils Reporting Domestic Violence to their Class Teachers according to the Class One Teachers

How often class one Pupils reported cases of DV	Frequency	Percent
daily	11	64.7
weekly	4	23.5
monthly	2	11.7
Total	17	100

Table 4.3 indicates that slightly more than two third 11(64.7%) teachers are reported the cases by standard one pupils on a daily basis, almost a quarter 4(23.5%) of teachers receive the incidences weekly while very few 2(11.7%) of teachers respondents report receiving the cases monthly. Majority of pupils report the cases on daily basis to their teachers.

One teacher reported this by saying:

“In almost every day before I start my lesson I receive stories from my pupils one of them told me my mother was beaten by my drunkard father and we managed to pull him down and our mother ran away.”

The above findings imply that the chances of children witnessing the violence are high. This is attributed to the fact that pupils report the details of the occurrence of violence at school. These unlikely events interfere with pupils learning in the school environment.

The study findings are consistent with Uwezo Report (2012) which found out that 90% of domestic violence incidents happen when children are present. It is also consistent with Miller (2010), study findings that 39% of children witness

domestic violence in their homes frequently. It is also consistent with Uwezo, (2012) study findings that children who are victims of domestic violence have a lesser amount of attention in school, have lower grades, poor exam scores and higher non-attendance and in addition, likely to drop out of school than those who are not exposed to domestic violence (Uwezo, 2012).

Table 4. 4: Frequency of Chiefs Handling Cases of Domestic Violence according to the Chiefs’ Respondents.

How often Chiefs handle cases of DV	Frequency	Percent
Daily basis	4	40
Weekly basis	5	50
Monthly basis	1	10
Total	10	100

Table 4.4 shows that half of the chief respondents 5(50%) handle cases relating domestic violence weekly, while nearly half 4(40%), handle cases relating to domestic violence daily. A few chiefs 1(10%) handle the cases relating to DV monthly. Majority of the chiefs, deal with domestic issues on a daily basis.

This implies that in Sotik Sub-County there is presence of domestic violence vices since the study revealed cases relating to DV being handled by the chiefs on daily and weekly basis to be high. Moreover, these daily and weekly occurrences of DV mostly happen at home and it is likely to affect children directly or indirectly in their learning.

These results are consistent with ACPF (2014) Report findings that even if children in domestic violent homes are able to continue attending school, their ability to learn may be seriously impaired by psychosocial agony of remembering what they experienced thus, negatively affecting children's academic performance.

4.3 Findings for Rate of School Attendance of Pupils

Objective two sought to find out the rate of attendance of pupils from families experiencing domestic violence and from pupils from families not experiencing domestic violence. The researcher, with assistance from class teachers documented the class attendance register of the selected pupils and was able to count the number of days both categories of pupils missed school in that term and recorded in table 4.5 and table 4. 6.

Table 4. 5: Pupils Attendance Rate for Pupils Experiencing Domestic Violence

PUPILS ATTENDANCE RATE FOR FIRST TERM									
Pupils Experiencing DV (1)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
A	0	1	0	0	2	0	1	2	0
B	2	3	1	0	0	3	0	0	0
C	3	2	0	0	1	1	0	0	0
D	5	2	1	1	3	1	1	0	0
E	2	2	0	0	1	0	0	3	5
F	5	5	0	1	5	3	0	0	1

H	5	0	0	0	0	1	0	0	0
I	3	2	0	3	0	1	5	2	0
J	1	1	0	0	0	0	1	0	0
K	3	0	2	0	1	1	2	0	1
L	0	0	0	0	0	0	0	0	0
M	0	0	0	0	5	5	5	5	5
N	0	0	2	1	0	3	0	2	0
O	3	0	0	0	2	1	1	0	3
P	1	1	0	2	0	0	2	0	0
Q	5	0	0	1	2	0	0	0	1
R	2	0	3	0	0	0	1	1	5
S	3	2	0	0	1	2	1	0	0
TOTAL	43	19	9	8	23	22	18	15	21

Table 4. 6: Pupils Attendance Rate for Pupils Not Experiencing Domestic Violence

PUPILS ATTENDANCE RATE FOR FIRST TERM									
Pupils Not Experiencing DV (2)	Wee k 1	Wee k 2	Wee k 3	Wee k 4	Wee k 5	Wee k 6	Wee k 7	Wee k 8	Wee k 9
A	0	2	0	0	0	0	0	0	0
B	1	2	0	0	0	1	0	0	0
C	0	0	1	1	0	1	0	0	0
D	1	1	0	0	0	1	1	0	0
E	1	0	0	0	0	0	0	0	0
F	1	1	0	0	0	0	0	0	1
H	1	0	0	0	0	1	1	0	0
I	0	0	0	0	1	0	0	0	0

J	0	0	0	1	1	1	0	0	0
K	2	0	1	0	0	1	0	0	0
L	1	0	1	0	0	0	1	0	0
M	0	2	0	0	0	0	0	0	0
N	0	1	0	0	2	0	0	0	0
O	1	0	0	0	0	2	0	0	1
P	0	0	0	1	0	1	1	0	0
Q	0	0	0	1	0	2	0	0	0
R	1	0	0	0	1	0	0	0	0
S	0	0	1	0	0	0	0	1	0
TOTAL	10	3	4	4	5	10	4	1	2

The researcher further determined the percentages on the number of days those pupils missed school weekly for a term. The results are presented in table 4.9.

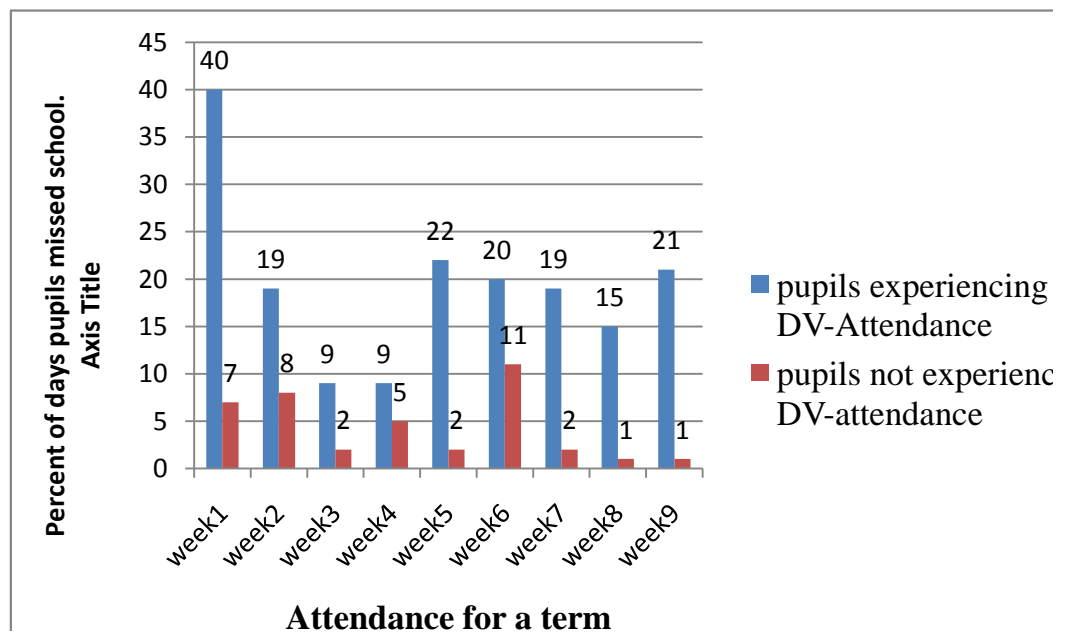


Figure 4. 9: Attendance Rate of Standard One Pupils

Figure 4.9 shows that pupils from families experiencing domestic violence incidences had many days in which they missed school as compared to the pupils from families that did not experienced domestic violence. In the first week, pupils from families experiencing domestic violence had the highest rate of 40% as compared to their fellow pupils from families not experiencing domestic violence who had 7% attendance rate. The study finding implies that the irregular rate of attendance impedes pupil's ability to learn and to miss out on daily concepts of their learning in school, thus affecting their overall performance in academic discipline.

This study is consistent with Oketch and Ngware (2010), study findings that domestic violence hinders ability of pupils to achieve as it reduces their participation in school, attendance, self-esteem and interaction with other students and teachers. It also concurs with Welch and Scott (2016), study that if the child's home life gets improved, things will get better at school for that child who witness domestic violence and for their classmates.

The researcher further established the reasons as to why class one pupils would miss school. Teachers gave reasons for absenteeism such as lack of basic needs such as food particularly breakfast, school uniform being dirty, their fathers being drunk and had to spend night elsewhere because their parents fought, and others took care of their siblings because their mother was chased away as indicated in figure 4.10.

Figure 4.10: Reasons Why Class One Pupils Would Miss School

Reasons for Pupils Absenteeism	Frequency	Percent
Lack of breakfast	2	11.76
School uniform dirty	4	23.53
slept elsewhere	3	17.65
mother was away	5	29.41
took care of sibling(s)	3	17.65
TOTAL	17	100

Figure 4.10 shows reasons that children gave like mother was away 29.41%, followed by school uniform being dirty 23.53%, taking care of siblings 17.65% and sleeping elsewhere at 17.65% and lack of breakfast 11.76%.

This implies that domestic violence incidences bring negative impact to children's wellbeing including ability to attend school.

This justifies a research by Payne (2015) that some children will remain home in an effort to protect their mother, and again, they are worried what may happen if they are away thus, impacting on their daily attendance.

It also affirms study findings according to Jacinta and Rotich (2015), who established that children from domestic violent households look worried, disturbed sleepy and lack of attention that can all affect their work in school.

4.4. Findings for Academic Performance of Pupils

The third objective was to assess academic performance of standard one pupil's from families experiencing domestic violence in Sotik Sub-County and for those from families not experiencing domestic violence. The researcher used data from document analysis of test scores of the selected pupils: 1- test scores from pupils

from families who experience domestic violence and 2- test scores from pupils from families not experiencing domestic violence as shown in table 4.7.

Table 4. 7: Test Scores of Selected Pupils from Families Experiencing Domestic Violence and those not Experiencing Domestic Violence According to the Class Teachers

Pupils Experiencing DV (1)	Total Test Scores of all the Subjects	Pupils Not Experiencing DV (2)	Total Test Scores of all the Subjects
Pupil a	191	Pupil a	380
b	224	b	275
c	175	c	324
d	289	d	210
e	0	e	281
f	86	f	466
g	209	g	468
h	370	h	367
i	289	i	405
j	158	j	293
k	158	k	256
l	287	l	272
m	0	m	230
n	284	n	372
o	216	o	270
p	148	p	328
q	188	q	308
r	336	r	248
s	226	s	414
Mean Score	245.216		324.579

To assess academic performance of standard one pupil's from families experiencing domestic violence in Sotik Sub-County and for those who may not experience domestic violence, the following hypothesis was tested.

Ho1 There is no significant relationship between the influence of domestic violence and academic performance of standard one pupil's from families

experiencing domestic violence in Sotik Sub-County and those who may not likely experience domestic violence.

The researcher used t-test for independent samples to compare the class performance of those two categories of pupils. The test aided to compare two variables in HO1 to be able to either accept or reject the hypothesis. The results are presented in table 4.8.

Table 4. 8: Independent Sample Test for Selected Class One Pupils’ Performance

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Scores	Equal variances assumed	0.438	0.512	-4.249	36	0.000
	Equal variances not assumed			-4.249	33.776	0.000

Table 4.5 shows the difference of the mean scores for pupils’ experiencing domestic violence and not experiencing domestic violence. The difference between the two means is strongly statistically significantly different from zero at a 1% level ($P < 0.001$).

These findings imply that domestic violence incidences do affect academic performances of pupils. Therefore; the hypotheses that there is no significant relationship between the influence of domestic violence and academic performance of standard one pupil’s from families experiencing domestic violence in Sotik Sub-County and those who may not likely experience domestic violence was rejected. This therefore indicated that there was a strong statistically

significant relationship at a 1% level ($P < 0.001$) between domestic violence and pupil's academic performance. Therefore, the null hypothesis was rejected.

This study was consistent with Andrew and Orodho (2014), study findings that exposure to domestic violence is a danger to children's intellectual and emotional development. They lack concentration in school thereby negatively influencing their academic performance.

The findings are consistent with Narae (2013) and Stanley (2011) inference that domestic violence in early childhood period is directly associated with lower IQ scores, learning difficulties, problems with attention and memory and deficiencies in visual-motor skills.

Teachers were further asked to list notable behaviors portrayed by the pupils from homes with domestic violence incidences. Majority of teachers cited aggression, sleeping in class, low concentration, and apathy, isolating from peers, fear and anxiety. This imply that children from domestic violence homes were likely to experience significant psychosomatic difficulties that are either short- term or long-term.

This study finding is consistent with Bancroft and Silverman (2013), study that children who witness parental conflict have limited ability to concentrate, low capability to get along with other children and trouble in relating and interacting with others in the school. The study findings justifies Carlson (2012), whose

survey findings concluded that domestic violence leads to psychomatic problems that result to regression in school performance.

4.5 Findings for Factors Contributing to Domestic Violence

The fourth objective sought to establish factors contributing to domestic violence in Sotik Sub-County. Parents and Chiefs respondents were presented items with 4 point Likert-type response scale of 1-Strongly Agree, 2-Agree, 3- Disagree and 4-Strongly Disagree for the listed factors. For data analysis, means and standard deviations were used to summarize factors contributing to domestic violence in the area. The greater the mean score, the higher the likelihood of the factors contributing to domestic violence, as shown in the results presented in table 4.5.

Table 4. 9: Chief’s Responses on Factors Contributing to Domestic Violence

Factors contributing to DV	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean	SD
Alcoholism	3 30%	6 60%	0 0%	1 10%	10 100%	1.9	0.88
Unfaithfulness	4 40%	3 30%	3 30%	0 0%	10 100%	1.9	0.88
Dependence on one partner	2 20%	2 20%	5 50%	1 10%	10 100%	2.5	0.97
Cultural beliefs	3 30%	1 10%	5 50%	1 10%	10 100%	2.4	1.08
Financial constraints	6 60%	3 30%	0 0%	1 10%	10 100%	1.6	0.97
Peer influence	3 30%	5 50%	1 10%	1 10%	10 100%	2	0.94
Childlessness	5 50%	3 30%	1 10%	1 10%	10 100%	1.8	1.03
Poverty	5 50%	3 30%	1 10%	1 10%	10 100%	1.8	0.03
Income inequality	4 40%	4 40%	1 10%	1 10%	10 100%	1.9	0.99

Ignorance/illiterate	5	2	1	2	10	2	1.25
	50%	20%	10%	20%	100%		
Male dominance	4	2	3	1	10	2.1	1.10
	40%	20%	30%	10%	100%		
Polygamy	4	3	2	1	10	2	1.05
	40%	30%	20%	10%	100%		
Family conflicts	3	6	0	1	10	1.9	0.88
	30%	60%	0%	10%	100%		
Breakdown in communication	4	4	1	1	10	1.9	0.99
	40%	40%	10%	10%	100%		
Early marriages	7	1	0	2	10	1.8	1.32
	70%	10%	0%	20%	100%		
Irresponsibility of one partner	5	5	0	0	10	1.5	0.53
	50%	50%	0%	0%	100%		
Aggression	7	2	0	1	10	1.5	0.97
	70%	20%	0%	10%	100%		
Mean	4.35	3.24	1.41	1	10	1.91	0.93

Table 4.5 shows that the means and standard deviations for the listed items ranging from 1.5 (SD= 0.53) to 2.5 (SD=0.97). Overall mean for factors contributing to domestic violence was 1.91 (SD=0.93). The most contributing factors to domestic violence was dependence on one partner (M=2.5, SD=0.97), cultural beliefs (M=2.4, SD=1.07), male dominance (M=2.1, SD=1.10), ignorance/illiteracy (M=2.0, SD=1.25), polygamy (M=2.0, SD=1.05) and peer influence (M=2.0, SD=0.99), followed by breakdown in communication (M=1.9, SD=0.99) and alcoholism, unfaithfulness and family conflicts at (M=1.9, SD=0.88). The lowest contributing factors were misplaced aggression (M=1.5, SD=0.97) and irresponsiveness of one partner (M=1.5, SD=0.53). The overall mean of the respondents was 1.91 (SD=0.93).

These findings imply that chief's respondents were in agreement with the listed factors contributing to DV. The leading factors were: economic dependence on

one partner, cultural beliefs, and male dominance followed by ignorance/illiteracy, polygamy and peer influence. This reveals more of cultural factors to be the most contributing factors to domestic violence in Sotik Sub-County suggesting that domestic violence is deep deep-rooted and children who witness the incidences are at risk.

The findings are consistent with Gichuba (2016) that, some of the challenges that make it difficult for some children to share cases of violence would be culture, beliefs, set norms and systems in the society.

Table 4. 10: Parents Responses on Factors Contributing to Domestic Violence

Factors contributing to DV	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean	SD
Alcoholism	12 35.30%	18 52.9	2 5.90%	2 5.90%	34 100.00%	1.82	0.80
Unfaithfulness	13 38.20%	16 47.10%	4 11.85	1 2.90%	34 100.00%	1.79	0.77
Economic dependence	12 35.30%	1 2.90%	14 41.20%	7 20.60%	34 100.00%	2.47	1.19
Cultural beliefs	5 14.70%	3 8.80%	22 64.70%	4 11.80%	34 100.00%	2.73	0.86
Financial constraints	19 55.90%	12 35.30%	1 2.90%	2 5.90%	34 100.00%	1.59	0.82
Peer influence	21 61.80%	5 14.70%	7 20.60%	1 2.90%	34 100.00%	1.65	0.92
Childlessness	15 44.10%	10 29.40%	5 14.70%	4 11.80%	34 100.00%	1.94	1.04
Poverty	14 41.20%	11 32.40%	7 20.60%	2 5.90%	34 100%	1.91	0.93
Income inequality	17 50%	7 20.60%	6 17.60%	4 11.80%	34 100.00%	1.91	1.08
Ignorance/illiterate	13 38.20%	4 11.80%	10 29.40%	7 20.60%	34 100.00%	2.32	1.20
Male dominance	12 35.30%	9 26.50%	12 35.30%	1 2.90%	34 100.00%	2.06	0.92

Polygamy	13	8	9	4	34	2.12	1.07
	38.20%	23.50%	26.50%	11.80%	100.00%		
Family conflicts	16	10	3	5	34	1.91	1.08
	47.10%	29.40%	8.80%	14.70%	100.00%		
Breakdown in communication	16	12	5	1	34	1.74	0.83
	47.10%	35.30%	14.70%	2.90%	100.00%		
Early marriages	13	7	9	5	34	2.18	1.11
	38.20%	20.60%	26.50%	14.70%	100.00%		
Irresponsibility by partner	14	13	3	4	34	1.91	0.20
	41.20%	38.20%	8.80%	11.80%	100.00%		
Misplaced Aggression	14	9	5	6	34	2.09	1.14
	41.20%	26.50%	14.70%	17.60%	100.00%		
Mean	14.06	9.12	7.23	3.53	34	2.01	0.97

Table 4.6 5 shows that the means and standard deviations for the listed items ranged from 1.59(SD=0.82) to 2.7353 (SD= 0.8637). The overall mean was 2.01(SD=0.97) for parents responses. The most contributing factors to domestic violence was; cultural beliefs (M=2.74, SD=0.86), dependence on one partner (M=2.47, SD=1.19), ignorance/illiteracy (M=2.32, SD=1.20), polygamy (M=2.18, SD=1.11) early marriages (M=2.12, SD=1.07), misplaced aggression (2.09, SD=1.14), male dominance (M=2.06, SD=0.92), followed by childlessness (M=1.94, SD=1.04) , irresponsibility by one partner (M=1.91, SD=0.20), poverty (M=1.91,SD=0.93), income inequality (M=1.91, SD=1.08), ,family conflicts (M=1.91, SD=1.08). The lowest factors were financial conflicts (M=1.59, SD=0.82), peer influence (M=1.65, SD=0.92). The overall mean of the parents respondents was 2.01 (SD=0.70).

These findings imply that all the parents' respondents agreed on the listed factors contributing to DV. The leading contributing factors to DV in Sotik Sub-County

were more of cultural factors: cultural beliefs, dependence on one partner, ignorance/illiteracy, polygamy, early marriages, misplaced aggression and male dominance. Thus, when all these factors combine, our children are at great risk of domestic violence outburst, meaning all other aspects of growth and development including their learning is likely to be hampered.

The study findings are consistent with Chebogut and Ngeno, (2010) study, which found out that domestic violence, was prompted by poverty (50%), alcoholism (35%), but differs with its income inequality (5%) and cultural beliefs (10%). It is also consistent with Chesire (2010), argument that economic independence of women on their partner is viewed as a risk, leading to male violence especially when the male partner is unemployed.

The study findings are inconsistent with Kimosop (2005), study findings which indicate that 62.5% teachers reveal alcohol and marital conflicts at 79.2% to be the leading factors to domestic violence.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings and conclusions drawn from the study were presented. The chapter also presents recommendations for various stakeholders, policy recommendations and suggestions for further research.

5.2 Summary of the findings

This section discusses the summary of findings of the study.

5.2.1 Domestic Violence and Performance of Standard One Pupil's

This study intended to establish the prevalence of domestic violence in the area, how it affects school attendance of standard one pupils and their academic performance and finally to find out factors contributing to domestic violence in Sotik Sub-County, Bomet County.

Prevalence of domestic violence according to the study is reported to be on a higher rate. The numbers of young children who witness and report the incidences to their teachers were more than two third (64.7%). Half (50%) of the chiefs also handle more cases on domestic violence on weekly basis, which are reported by more than a third (35.3%) of the parents involved in the saga.

Children from families experiencing domestic violence were found to be missing school many times as compared to those pupils from families who do not

experience domestic violence. However, there is an indication that domestic violence affects school attendance, which in turn hampers the general academic performance of the pupils.

On the academic performance of pupils in the study, the findings gave strongly statistically significantly different from zero at a 1% level ($P < 0.001$). This indicated that families with children witnessing the violence were affected in their academic performance in school. This was corroborated by their teachers giving behaviors of the affected pupils like aggression, sleeping in class, low concentration, absent mindedness and crying in class for no reason as notable characteristics of pupils from domestic violence families.

Majority of parents and chiefs agreed on the listed factors contributing to domestic violence in Sotik Sub-County ($M=2.01$, $SD=0.97$) for parents responses and ($M=1.91$, $SD=0.93$) for chiefs responses. Parents highly agreed on cultural beliefs, economic dependence on one partner and ignorance/ illiteracy. While chief highly agreed on economic dependence on one partner, cultural beliefs and male dominance. In addition, parents highly disagreed on financial conflicts and peer influence while the chiefs highly disagreed on misplaced aggression. Thus, overall factors contributing to domestic violence were; economic dependence on one partner, cultural beliefs, male dominance, polygamy, peer pressure and early marriages. Followed by; unfaithfulness, alcoholism, family conflict and income inequality.

5.3 Conclusions

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

Concerning prevalence of domestic violence, the study revealed that there were high cases reported to teachers by children in school, and also more than half of the chiefs reported to be handling domestic violence cases in their area of jurisdiction. This implies that there are many cases of domestic violence in the area, thus a high prevalence of domestic violence.

In regard to school attendance of pupils, the study revealed that a higher percentage of pupils from families experiencing domestic violence had irregular attendance while a small percentage of pupils from families who may not likely to experience domestic violence had irregular attendance. This indicates that domestic violent families do affect school attendance of their children.

On the objective of academic performance; the study revealed that difference between their two means was strongly statistically significantly different from zero at a 1% level ($P < 0.001$). This implies that domestic violence does affect academic performance of pupils.

Lastly, about the factors contributing to domestic violence in Sotik Sub-County, economic dependence on one partner, cultural beliefs, male dominance, ignorance/illiteracy, polygamy, peer pressure and early marriages were key contributing factors to domestic violence. This implies that domestic violence can be initiated by many issues that need to be addressed, as it advances to affecting children's performance.

5.4 Recommendations

The following recommendations were made based on the findings of the study.

i. The study established that the prevalence of domestic violence was highly reported by the pupils, therefore, school administration and class teachers' should offer guidance and counseling to pupils who are subjected to domestic violence by encouraging them to talk about the matter as it would enable them to overcome the issues of domestic violence. Class teachers should also provide a safe and nurturing environment, space and also respect individual child's progress at his or her pace. The chiefs also should be in forefront in promoting awareness of the Protection Against Domestic Violence Bill.

ii. The study revealed that domestic violence does affect school attendance; therefore parents should avoid any acts of violence before their children and ensure that all children should not absent themselves from school despite the incident. Head teachers and chiefs should also promote awareness on the rights of children to education so as to minimize the rate of absentees.

iii. The study established that domestic violence does affect academic performance of pupils, it is recommended that in the school, during parents' meetings, the school counselor should give enlightenment talks to parents on the need to live harmoniously and peaceful at homes for their children to have enabling environment to develop their potentials maximally. Parents' need to be aware and try as much as possible to do away with domestic violence and fully support their children's education.

iv. The study revealed numerous factors that contribute to domestic violence, therefore the religious institutions, Community Based Organizations and local leaders should educate the community to be productive and to do away with cultural practices and other revealed factors that contributes to domestic violence. They should also organize couples seminars from time to time, where professional counselors can be invited to educate them on the need to live happy and shun any form of violence and on ways to curb the factors that may contribute to domestic violence. There should be collaborations amongst Ministry of Education, parents, teachers and other non-governmental organizations to campaign and crusade of total confrontation against domestic violence.

5.4.1 Recommendations for Policy Making

There is need for the National and County Governments through the Ministry of Education to ensure effective implementation of the existing policy such as the Protection Against Domestic Violence Bill (2015). The Bill seeks to prevent domestic violence by guaranteeing protection to all family members against domestic violence and to provide effective legal requirements for its victims. Protection Against Domestic Violence Bill (2015), also safeguards children who suffer psychological distress in abusive families. Abuse and violence against children in this bill includes them hearing or watching their parents fight or watch their mothers beaten up. Although law makers rejoice this positive step in dealing with domestic violence vices, the battle to inspire victims of abuse to come up and speak their mind in order to protect their children still lingers. This law and other related law such as Sexual Offense Act (2006) would help children who are

victims of domestic violence both at home and schools to improve their academic performance.

Ministry of Education Science and Technology should review or develop new policy that strongly supports parent-teacher relationships to ensure that children exposed to domestic violence are assisted to get an opportunity of regularly attending school and benefit from early learning. The policy makers should also necessitate in coaching both the police and the local administration on children's and women human rights and to advocate that domestic violence against women and children is offensive. This would help parents to ensure their children's rights especially their education ought to be respected.

There is need for the government to initiate laws that establish institutional mechanism for maintaining children's exposed to domestic violence status, and adjudicate complains concerning the abuse. They should also domesticate CEDAW. Parents and teachers should also unite with a collective goal of fully committing to assist pupils to excel both academically and socially.

5.4.2 Recommendations for Further Research

The study was conducted in one sub-county (Sotik Sub-County) and thus recommended that a similar study covering the whole country could be conducted so as to provide a broader picture underpinning domestic violence impacts on our children.

A the research study to be conducted to assist unveil the need to identify children affected by DV and the right intervention measures and programs especially at

school in order to support young children who are at risk to being victims of domestic violence

More research should be conducted on prevalence of domestic violence on children's social, mental, physical and psychological wellbeing that undermines their future achievements.

A research should also be done on the emerging factors that contribute to domestic violence as indicated from the research findings.

Further research should also be conducted on how to strengthen support for families where there is a high risk or history of abuse and domestic violence to better pupils' school performance.

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APPENDICES

Appendix I: Letter of Introduction to Respondents

Kenyatta University

Po Box 43844

Nairobi

Dear Respondent,

RE: COLLECTION OF SURVEY DATA

I am a masters' program student at Kenyatta University.

In order to fulfill the master's program requirements, I am undertaking a research thesis on "**Domestic Violence and Its Impacts on Performance of Class One Pupil's In Sotik Sub-County, Bomet County.**" You have been selected to be part of this study. Therefore, I kindly request you to assist me to collect data by filling in the accompanying questionnaire.

The information provided will be used exclusively for academic purposes and held in strict confidence. Thank you.

Yours faithfully,

KIMETTO MERCY JEPKOECH

Appendix II: Parents' Questionnaire.

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

Section A: Personal Profile

Gender

Male () Female ()

Age

15-20 years ()

21-30 years ()

31-40 years ()

40 years and above ()

Occupation

Housewife ()

Farmer ()

Business person ()

Teacher ()

Others ()

Education level

None ()

Primary ()

Secondary ()

College ()

University ()

Section B

1. In your own view, has any form of domestic violence happened in your family? YES – () NO- ()

2. . In your view, does it affect school attendance of children? YES- () NO- ()

If yes, how

Regularly attending ()

Not regularly attending ()

3. In your own view, can domestic violence at home affects children's academic performance?

YES- () NO- ()

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

i. Above average ()

ii. average ()

iii. Below average ()

4. In your own view, what are the factors contributing to DV in your family,

Factors contributing to domestic violence	Agree (1)	Strongly agree (2)	Disagree (3)	Strongly disagree (4)
Alcoholism				
Economic Dependence on spouse				
Cultural beliefs				
Economic constraints				
Peer influence				
Childlessness				
Poverty				
Unfair wealth distribution				
Ignorance/illiterate				
Male juvenism				
Polygamy				
Interest conflict				
Low communication				
Early marriages				
Irresponsibility of one partner				
Unfaithfulness				
Misplaced aggression				

Appendix III: Class One Teacher's Questionnaire

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

Section A: Personal Profile

Gender

Male ()

Female ()

Teaching Experience

Less than 2 years ()

2-5 years ()

5 years and above ()

Section B

1. Do you have children in your class who report cases of domestic violence?

YES () NO ()

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

Daily Basis ()

Weekly Basis ()

Monthly Basis ()

3. Do you notice behaviours of children from domestic violent homes? YES
() NO ().

4. If yes, list the behaviours that may affect their performance in class activities

i) _____

ii) _____

iii) _____

iv) _____

5. How do you rate the school attendance of children from domestic violent homes?

Irregular () Regularly ()

6. What reasons do they give for their rate of absenteeism?

Appendix IV: Chiefs Questionnaire

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

Section A: Personal Profile

Gender

Male ()

Female ()

Education Level

Primary ()

Secondary ()

College ()

University ()

Section B

1. Are you aware of the presence of domestic violence in your community?

YES () NO ().

2. If yes, how often are the cases of DV in your area of jurisdiction reported to your office?

Daily Basis ()

Weekly Basis ()

Monthly Basis ()

3. In your own view, what are the factors contributing to DV in your area of jurisdiction, refer the table below.

Factors contributing to domestic violence	Agree (1)	Strongly agree (2)	Disagree (3)	Strongly disagree (4)
Alcoholism				
Economic Dependence on spouse				
Cultural beliefs				
Economic constraints				
Peer influence				
Childlessness				
Poverty				
Unfair wealth distribution				
Ignorance/illiterate				
Male juvenism				
Polygamy				
Interest conflict				
Low communication				
Early marriages				
Irresponsibility of one partner				
Unfaithfulness				
Misplaced aggression				

Appendix V: Document Analysis

1. Class attendance register

The class teachers were able to identify pupils from domestic violent households and those from households that may not experience domestic violence. The researcher with assistance from class teachers went through the class attendance register, and was able to count the number of days both categories of pupils missed school in that term and recorded as follows:

Pupils	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
A									
B									
C									
D									
E									
F									
Total									

iii. Pupils progress records.

The researcher was able to look at the selected pupils records of work (scores of all the learning activity areas). The researcher recorded as follows:

Pupils From Families Experiencing DV	Scores
A	
B	
C	
Pupils From Families Not Experiencing DV	Scores
A	
B	
C	

Appendix VI: Reliability Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Alcoholism	28.8	55.511	0.252	0.775
Unfaithfulness	28.8	56.4	0.182	0.78
Dependence	28.2	58.178	0.03	0.792
Cultural	28.3	53.122	0.338	0.77
Constraints	29.1	62.544	-0.256	0.812
Influence	28.7	57.122	0.109	0.786
Poverty	28.9	49.656	0.608	0.747
Wealth	28.8	52.622	0.413	0.764
Ignorance	28.7	44.456	0.815	0.721
Chauvinism	28.6	46.711	0.774	0.73
Polygamy	28.7	47.122	0.783	0.731
Conflicts	28.8	53.956	0.377	0.767
Breakdown	28.8	56.622	0.131	0.785
Marriages	28.9	42.1	0.921	0.706
Irresponsible	29.2	60.4	-0.136	0.791
Aggression	29.2	53.511	0.359	0.768

Appendix VII: Research Authorization Letter (Graduate School)



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/27676/14

DATE: 21st February, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

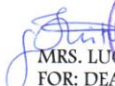

RE: RESEARCH AUTHORIZATION FOR KIMETTO MERCY JEPKOECH – REG. NO. E55/27676/14

I write to introduce Ms. Kimetto Mercy Jepkoech who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Education.

Ms. Kimetto intends to conduct research for an M.Ed Masters Proposal entitled, “Domestic Violence and its Impacts on Performance of Standard One Pupils in Sotik Sub-County, Bomet County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,



MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
JG/mn

Appendix VIII: Research Authorization Letter (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@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:

NACOSTI/P/17/60266/16127

16th March, 2017

Mercy Jepkoech Kimetto
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 impacts on performance of standard one pupils in Sotik Sub-County, Bomet County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for the period ending **16th March, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Bomet 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.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bomet County.

The County Director of Education
Bomet County.

Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix IX: Research Authorization Letter (MOE BOMET COUNTY)

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegram: "ELIMU",
Telephone 052-532135
When replying please quote
Ref and Date
email address deosotik@yahoo.com



SOTIK SUB-COUNTY
EDUCATION OFFICE
P.O. BOX 27
SOTIK

20/03/2017


TO WHOM
IT MAY CONCERN

RE: RESEARCH AUTHORITY

The bearer of this letter **MERCY JEPKOECH KIMETTO OF KENYATTA UNIVERSITY REG. NO E55/27676/14** has been authorized to carry out research on domestic violence and its impact on performance of standard one pupils in Sotik Sub-county, Bomet County, Kenya.

She is to do the research until 16th March 2018.

Kindly give her the necessary assistance.



DISTRICT EDUCATION OFFICE
SOTIK DISTRICT

JAMES ANGATIA
FOR: SUB-COUNTY DIRECTOR OF EDUCATION
SOTIK SUB-COUNTY

Appendix X: Research Permit

THIS IS TO CERTIFY THAT:
MS. MERCY JEPKOECH KIMETTO
of KENYATTA UNIVERSITY, 738-700
sotik, has been permitted to conduct
research in Bomet County
on the topic: DOMESTIC VIOLENCE AND
ITS IMPACTS ON PERFORMANCE OF
STANDARD ONE PUPILS IN SOTIK
SUB-COUNTY, BOMET COUNTY, KENYA
for the period ending:
16th March, 2018



Permit No : NACOSTI/P/17/60266/16127
 Date Of Issue : 16th March, 2017
 Fee Received : Ksh 1000


Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
 Serial No. **A3301**
CONDITIONS: see back page