

**EFFECTS OF DOMESTIC VIOLENCE ON STUDENTS ACADEMIC  
PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN TETU SUB  
COUNTY, NYERI COUNTY, KENYA**

**BY**

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## **DECLARATION**

This research project report is my original work and has not been presented for award of a degree in any other university.

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This research project report was carried out by the candidate under our supervision as University supervisors.

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## **DEDICATION**

I dedicate this study to my dear husband; Joel Samuel Kaguthi and my son (Reagan Karanja).

## **ACKNOWLEDGEMENTS**

I thank the Almighty God for granting me good health throughout my studies. I would also like to appreciate my parents; Mr. and Mrs. Karanja. I also thank Mrs. Margret Wambui for her support. My appreciation also goes to Dr. Christine Kahigi for her immense support. I am also indebted to my brothers and sisters who have earnestly supported me throughout my studies. I also want to appreciate all my friends and colleagues at work for their support and encouragement.

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## **ACRONYMS AND ABBREVIATIONS**

COVAW	Coalition on Women against Violence
CREAW	Centre for Rehabilitation and Education of Abused Women
FGM	Female Genital Mutilation
FIDA	Federation of Women Lawyers
GBV	Gender Based Violence
GOK	Government of Kenya
GVRC	Gender Violence Recovery Centre
IPV	Intimate Partner Violence
KCSE	Kenya Certificate of Secondary Education
NGO	Non-Governmental Organization
PLI	Public Law Institute
PTSD	Post Traumatic Stress Disorder
UNIFEM	United Nations Development Fund for Women
UNICEF	United Nations Children's Fund
W.H.O	World Health Organization
WRAP	Women Rights Awareness Program

## ABSTRACT

Domestic violence refers to a pattern of behavior which involves violence or other abuse by one person against the other in a domestic setting such as in the family, marriage or cohabitation. Children who witness domestic violence are likely to be engage in fighting, disobedience to authority and also feel reluctant in doing school work. Tetu Sub County has continued to register fluctuating performance as compared to the neighboring sub counties. This study therefore sought to establish if domestic violence has been influencing students' academic performance in the KCSE examination. The objectives of the study were: to determine how physical abuse, psychological abuse and sexual abuse influence student's academic performance in public day secondary schools in Tetu Sub County. The respondents that were involved in the study included students, guidance and counseling teachers and school heads. This study employed a descriptive research design. The research took place in Tetu Sub County, Nyeri County. The sample size of the study was 230 which constituted 200 students ie 200 students, 20 guidance and counseling teachers and 10 school heads. The study revealed that 72.9% of the student respondents were aware of the existence of domestic violence and 60.5% of them were victims of domestic violence. The study also revealed that 90% of teachers agreed that domestic violence had an impact on academic performance of the students. The study further assessed the parents' occupation in order to establish how it contributed to domestic violence. From the data sought by the study, 90% of the teachers indicated that psychological abuse was the most prevalent type of domestic violence found in their schools.85% of the teachers also indicated that physical abuse was prevalent while very few teachers at 5% indicated that sexual abuse was prevalent. All the principals agreed that Domestic Violence had a great impact on the Academic Performance of the Students. From the findings, it can be concluded that domestic violence has an extreme impact on the academic performance of students in public day secondary schools in Tetu Sub County, Nyeri County. Some recommendations made by this study was that the government and other stake holders should put in place strategies to curb domestic violence and its effects on Education in public day secondary schools. For instance, the ministry of education and other non-governmental organizations should come up with programs such as counseling sessions for students who have experienced domestic violence. These strategies should address student's strengths and weaknesses so as to enhance their academic performance.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Domestic violence has had a severe effect on students' life and academic performance. Stanley (2011) says that children who are affected by domestic violence experience both immediate and long term effects. These effects of domestic violence may vary from one student to the other. These effects include anxiety, depression, low self-esteem, disobedience, nightmares and physical health deterioration. These effects have a negative impact on the academic performance of students. Domestic violence refers to violence against a person, or a threat of violence or imminent danger by someone who that person is in or has been in a domestic relationship with (Raphaela, 2015).

Berns (2010) asserts that domestic violence interferes with students' ability to function in school and thus, leads to a decline in their academic performance. Majority of children who witness domestic violence carry over this exposure to their school life and exhibit a range of disruptive behavioral problems like increased aggression, social anxieties and difficulties in concentrating. According to Berns (2010), more than half of the school aged children in domestic violence shelters show clinical levels of anxiety or post-traumatic stress disorder. Without treatment, these children exhibit risks for delinquency, truancy, school dropouts and difficulties in their own relationships. These children may become withdrawn, non-verbal and exhibit regression behavior such as clinging, whining, eating, sleeping difficulties and concentration problems.

Wilkins (2008) notes that children often imitate behaviors that they witness. Generational transfer of violent behaviors and emotional dependency on another is common. Thus, children learn that violence is an acceptable behavior and an integral part of intimate relationships. As a result, these children may end up becoming abusive or domineering adults who seek to control relationships and may perceive violence as normal part of intimate relationships. Children raised in an abusive environment do not understand that this is a problem between adults. They learn that family violence is acceptable and it is okay to be loved and hurt at the same time. Raphaela (2015) observed that children who witness

domestic violence are likely to engage in fighting, disobedience and feel reluctant in doing school work.

All these undesirable behaviors may have a negative impact on the academic performance of students. Aihie (2009) also observed that witnessing abuse and living in an environment where someone else, usually a care giver is a victim of abuse can be psychologically devastating to a child.

Taylor (2007), notes that although every child may be affected differently from exposure to domestic violence, there are some common trends that may be seen. Based on the gathered data, he says that children exposed to domestic violence may demonstrate poor academic performance and problem-solving skills. Furthermore, he stated that children may exhibit behavioral problems such as aggression, phobias, insomnia, low self-esteem and depression. A case study done in Malawi in 2016 by the Department of Psychology, Mzuzu University showed that domestic violence led to school dropout among students due to various reasons such as withholding of financial support for instance school fees, school uniforms and other essentials thus forcing a child to drop out of school. The study also found out that domestic violence had led to early marriages and consequently school dropout. Girls who witness domestic violence in their families have resulted to early marriages so as to escape domestic violence at home (Kanchiputu & Mwale 2016). Domestic violence is a serious social problem in the society. It takes different forms; physical, sexual, emotional and mental. The common forms of violence in Kenya are rape, molestation, battering, use of abusive words and corporal punishments (Maiyo & Ashioya 2009).

Kenya, a third-world country has increased incidences of domestic violence. According to Tony (2002), 24 percent of women have been victims of rape in Kenya. Furthermore the report of the nationwide NCWK study on violence against women found that only 12 percent of physical and sexual abuse cases were reported while only 6.8 percent of all abused is reported to the police.

Tetu Sub County is predominantly a sprawling sub county with the majority of the residents living below the nation's poverty line. This has resulted in a trend where many families are pre-occupied with the pressures of daily living to the extent that some homes are witnessing

indiscipline among students. In one of the Kenyan Daily Papers in 2016, a fifteen year old student was reported to have beaten his father mercilessly to an unconscious stage for failing to pay his school fees. The propensity for students to be violent is also in part influenced by domestic ecology (Nahunja, 2012). This study therefore seeks to establish how students in public day secondary schools in Tetu Sub County, Nyeri are affected either directly or indirectly by domestic violence. News of domestic violence directed towards men in Nyeri County has hit the airwaves. The first case of husband battery to receive attention by the media was that of Simon Kiguta a 40 year old man who on 4th of February 2012 as reported in the Daily Nation was allegedly attacked by his wife, Juliah Wairimu, at Mihuti village, Nyeri County. The report from Citizen TV on 6th Jan 2012 indicated that he was attacked with a panga, leaving him with cut wounds on his face and body after coming home drunk. In June 2015, Alice Njeri of Belleview area of Kiamariki village, Kieni Sub- County was arrested for allegedly injuring her husband and cutting off his private parts. Her husband, Daniel Kingori received this assault after a dispute arose over money. This was reported by KTN News on 5th June 2015. His wife is said to have found a packet of condoms in his pocket which led her to cutting off his private parts.

At Gamerock Nyeri, on 7<sup>th</sup> June, 2015, another incidence of a wife cutting of her husband private parts in the same county was reported by KTN and K24. All these cases from Nyeri were associated with alcoholism, with women complaining that as a result of alcoholism, their husbands have abandoned their responsibilities of providing for the family as well as fulfilling their conjugal duties. This led the researcher to be interested in finding out whether domestic violence has affected the academic performance of students in Tetu Sub County. Academic performance in Tetu Sub County has significantly dropped over the years as shown in the Table 1.1.

**Table 1.1: KCSE performance of Tetu Sub-County and her neighboring Sub-Counties**

<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Average</b>
<b>Tetu</b>	<b>4.457</b>	<b>4.555</b>	<b>4.629</b>	<b>3.755</b>	<b>4.772</b>	<b>4.432</b>
Nyeri central	5.968	6.125	6.488	6.155	6.092	6.106
Kieni East	4.808	4.828	4.969	4.694	4.764	4.813
Kieni West	4.765	4.734	4.851	3.888	4.714	4.589
Mathira East	5.211	5.094	5.203	5.055	5.185	5.150
Mathira West	5.509	5.674	5.521	5.179	5.333	5.443
Mukurweini	4.533	6.672	4.711	4.100	4.702	4.544
Nyeri South	5.771	5.926	6.044	5.873	5.932	5.909

**Source: County Directors Office, Nyeri County 2018**

Nyeri County has eight Sub-Counties as shown in Table 1.1. Tetu Sub-County performed poorly in KCSE as compared to her neighboring Sub-Counties. The table above shows that from 2013-2017; Tetu has continued to register fluctuating performance. Its performance has been the lowest in all the years as from 2013 to 2017 compared to the neighbouring sub counties. This is an issue of concern hence the need to investigate the effects of domestic violence on students' academic performance.

## **1.2 Statement of the Problem**

The background information provided show that domestic violence takes place in many families. It is also evident that children get affected, withdrawn, short tempered or repeat the abuse on fellow students. It is also in the public domain that Nyeri County in which this study took place has been one of the regions where domestic violence between parents has been on the rise. The analysis of performance also shows that performance in Kenya Certificate of Secondary Examination has been on the decline in the last five years.

This study therefore sought to establish if domestic violence has been influencing students' performance in KCSE examination. The study variables were physical abuse, psychological abuse and sexual abuse.

### **1.3 The Purpose of the Study**

The purpose of the study was to establish the effects of domestic violence on students' academic performance in public day secondary schools within Tetu Sub County. The study examined how physical abuse, psychological abuse and sexual abuse, affected the academic performance of public day secondary school students.

### **1.4 Objectives of the Study**

The objectives of the study were:

1. To determine how physical abuse influences student's academic performance in public day secondary schools in Tetu Sub County.
2. To establish how psychological abuse influences student's academic performance in public day secondary schools in Tetu Sub County.
3. To establish how sexual abuse influences student's academic performance in public day secondary schools in Tetu Sub County.

### **1.5 Research Questions**

The research questions of the study were:

1. How does physical abuse influence student's academic performance in public day secondary schools in Tetu Sub County?
2. To what extent does psychological abuse contribute to student's academic performance in public day secondary schools in Tetu Sub County?
3. To what extent does sexual abuse influence student's academic performance in public day secondary schools in Tetu Sub County?



## **1.6 Significance of the Study**

This study may assist different education sectors and stakeholders in addressing domestic violence as a social vice and improve the academic performance of students from Tetu Sub County by revealing the extent to which domestic violence affects students' academic performance. Education sector policy makers such as the ministry of education and the parliament of Kenya, school administrators and teachers may use the findings of this study to formulate strategies that will enhance academic performance of students coming from families vulnerable to domestic violence.

The study may also benefit the legal or legislative framework by providing information needed to incorporate protective laws against domestic violence, school participation, basic education rights and regulations. The results may also contribute to the national debate on domestic violence and its control as well as insights into more research on the causes, impacts and relationships of domestic violence with other elements of economic and social well-being of the society.

The local administration and social workers as well as Non-Governmental Organizations (NGOs) may use these findings in identifying such families and in formulating strategies for addressing the ills of domestic violence and thus encourage socially inclusive intervention mechanisms.

At the school level, the study may also help the school administration in coming up with ways to help the students who are victims of domestic violence at their households and this will help in improving academic performance of such students.

## **1.7 Limitations of the Study**

The study expected some respondents to turn down the request of responding to questions. Confidentiality of data was assured and therefore most of respondents cooperated. Another limitation included unwillingness of respondents to reveal confidential information. The same strategy of assuring confidentiality of data was used and therefore respondents willingly responded satisfactorily. The study was contextually limited to the study of effects of domestic violence whose variables included physical abuse, psychological abuse and sexual abuse. The study was also confined within Tetu sub county, Nyeri County.

### **1.8 Delimitations of the Study**

The study was confined to public day secondary schools within Tetu Sub County, Nyeri, Kenya and therefore findings cannot be related to the rest of the country. The study was restricted to secondary schools within Tetu Sub County hence the findings should be generalized with caution.

### **1.9 Assumptions of the Study**

This study assumed the following:

1. The respondents will co-operate and provide honest responses to the questionnaires. This is important as this study will demand honest exposition of the forms and extent of domestic violence.
2. That all public day secondary schools have students who have experienced domestic violence within their households.

## 1.10 Definition of Operational Terms

The following were the terms used in this study:

**Academic performance:** This refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper.

**Class Attendance:** This refers to the number of times a student is present during learning activities in class.

**Domestic violence:** This refers to a pattern of behavior which involves violence or other abuse by one person against another in a domestic setting such as in the family, marriage or cohabitation.

**Effective Learning:** This refers to students' being available, focused and committed to undertake learning willingly.

**Effective Teaching:** This refers to helping students to learn by providing adequate context and content, and involving the learners in the process of responding to questions, summarizing findings and discussions and research and report on unanswered questions.

**Good Academic Performance:** This refers to a student that consistently obtains a mean grade of above C+ in internal examinations and in the Kenya Certificate of Secondary Education examinations.

**Internal Exams:** These are continuous assessment tests and examinations that are administered and marked by the school in which the student is studying at.

**Physical abuse:** This refers to any behavior that involves the intentional use of force against the body of another person that risks physical injury, harm and or pain.

**Psychological abuse:** This refers to abuse which is characterized by a person subjecting or exposing another to behavior that may result in psychological trauma, including anxiety and chronic depression.

**Sexual abuse:** This refers to carrying out of sexual acts by adults with children below the age of consent.

**Socio-economic status:** This refers to the education level of the household head, marital status, employment status and ethnic background which define certain beliefs about the child's education whether a girl or boy-child.

**Student's school participation:** This refers to active involvement and class attendance by students.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a summary of related literature in the area of research relevant to the study of domestic violence and its effects on academic performance. The chapter presents critical reviews of domestic violence and its forms, physical abuse, psychological abuse, chased out of house, denied food and efforts in addressing gender violence in Kenya. The chapter also includes theoretical framework and a conceptual framework that will guide this study.

#### **2.2 Domestic Violence**

The word ‘domestic’ is derived from the Latin word *domus* meaning a ‘home’. Domestic (Domesticus in Latin) connotes what happens in and around a family dwelling place (Tony, 2002). Jones (1994) defines violence as any act that causes the victim to do something they do not want to do, prevent them from doing something they want to do or causes them to be afraid. Hence violence need not involve physical contact with the victim, but verbal threats and psychological abuse can be equally destructive and can also be defined as violence.

United States Department of Justice (2017) defines domestic violence as a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power over another intimate partner. Domestic violence can be physical, emotional, economic, sexual actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, injure, or hurt someone. Domestic violence can take a number of forms and they include psychological or emotional abuse, This is any act that is intended to degrade or control the actions, behavior, beliefs and decisions of a female or male member of the family unit by means of intimidation, manipulation, direct or indirect threats, humiliation, insults, false accusations, or any other action which impairs her emotional health, her self-determination or her personal development (Giddens, 2011).

Raphaela (2015) defines physical abuse as any behavior that involves the intentional use of force against the body of another person and one that risks physical injury, harm and or pain. It includes pushing, hitting, slapping, choking, using an object to hit, twisting of a body part, forcing the ingestion of an unwanted substance and use of a weapon. United Nations (2015)

states that in many African countries, wife battering is justified in some cases. Physical violence is reported to be the highest in Africa. They also note that wife battering is an expression of male dominance and that violence against men is minimal as compared to that of women.

Economic abuse is another form of parental domestic violence. This is a situation where one intimate partner has control over the other partner's access to economic resources which diminishes the victim's capacity to support him or herself and forces him/her to depend on the perpetrator financially. No class is immune to spousal abuse and several studies indicate that it is more common among low income couples (Wathen & Macmillan 2003). William and Sommer (2007) suggest that low income men may be more prone to violence because they have fewer means with which to control their wives, such as a higher income or level of education.

Domestic violence is threatening many Kenyan families and is unfortunately increasing in our society at a faster rate. Many people, the vast majority of them women, have been injured, disabled and killed as a result of domestic violence. Following the recent happenings where domestic violence has become rampant and each day there is reporting of deaths of spouses and lovers out of domestic violence, it has become a great concern that domestic violence is a menace that needs to be addressed as soon as possible and accorded all seriousness that it deserve and that domestic violence does not recognize social classes or education standards

### **2.3 Physical Abuse and Student's Academic Performance**

Poor school performance and educational achievement are among the consequences of child abuse and neglect. Physical abuse was predicted to negatively affect children's' academic and behavioral adjustment through the creation of deficits in academic engagement, social competencies, ego resiliency and ego control (Boden, Horwood, & Fergusson 2007). Furthermore, stress caused by maltreatment is associated with disruption in early brain development. Extreme stress can impair the development of the nervous and immune systems. Consequently, as adults, maltreated children are at increased risk of behavioural, physical and mental health problems (WHO, 2016).

Sedlak and Broad Hurst (1996) conducted studies of children who have been physically abused and showed that during their adolescent and adult years, they are more likely to experience symptoms of Post-Traumatic Stress Disorder (PTSD). Over 3 million children are at risk of exposure to parental violence each year. About two-thirds of abused children are being parented by battered women. Of the abused children, they are three times more likely to have been abused by their fathers. Post-traumatic stress has sometimes been associated with school dropout among students since they are unlikely to have good academic outcomes.

Physically abused school age children continued to perform more poorly than their non-maltreated peers on a variety of academic and socio-emotional measures. Maltreated children, having lower grades, more suspensions and more grade repetitions showed less academic engagement, more social skills deficits and lower ego resilience than non-maltreated comparison children. Maltreated children manifested multiple forms of academic risks and showed more externalizing and internalizing behavioral problems (Eckenrode, Laird & Doris 2010).

A case study done in Malawi in 2016 by the Department of Psychology, Mzuzu University showed that domestic violence led to school dropout among students due to various reasons such as withholding of financial support i.e. school fees, school uniforms and other essentials thus forcing a child to drop out of school (Kanchiputu & Mwale 2016). The study also found out that domestic violence has led to early marriages and thus school dropout. Girls witnessing domestic violence in their families have resulted to early marriages so as to escape domestic violence at home.

#### **2.4 Psychological Abuse and Student's Academic Performance**

Psychological and behavioral problems contribute to negative educational outcomes such as low grades, peer rejection which often result to students failing in school (Close, 2005). Youth exposure to violence may comprise unhealthy social and academic relationships and reports indicate that traumatized children often lack their ability to maintain friendships (Katz, 2007). UNICEF (2012) has pointed out that children subjected to domestic violence are likely to experience behavioral problems in school leading to suspension and absenteeism.

Curry and Robert (2012) assert that it is important to note that domestic violence and child abuse are often present in the same family which leads to psychological trauma in children. In homes where domestic violence occur, children are physically affected and neglected at a rate higher than national average and causes students school dropout.

Children who live in homes characterized by violence between parents or directed to one parent by another have been called secondary victims of domestic violence (Taylor, 2007). A child watching a fight between parents where there is both verbal and physical violence, is traumatized by the events and this is reflected in class participation (Humphreys, 2008).

Felson (2002) points out that a child may experience a wide range of emotions some of which may be new and distressing. These emotions range from self-hate, fear, insecurity, withdrawal, anxiety, low self-esteem and they impact negatively on their classroom participation. They are likely not to concentrate in classroom and consequently lower their academic performance.

Tony (2002) notes that the aftermath of domestic violence to students is anxiety, depression, low self-esteem, disobedience, nightmares, physical health deterioration; all of which have a negative impact on their academic performance. Children who witness violence between their parents often develop many of the same behavioral and psychological problems as children who are themselves abused (Tony, 2002).

Raphaela (2015) points out that children who experience domestic violence constantly fight with peers, rebel against adult instructions and authority and are also unwilling to do school work. Sedlak & Broad Hurst (1996) conducted studies of children who have been abused and found out that during their adolescent and adult years that they are more likely to experience symptoms of Post-Traumatic Stress Disorder (PTSD). The Diagnostic and Statistical Manual of Mental Disorders (DSM, 2000) stipulates that in order for an individual to be diagnosed with posttraumatic stress disorder, he or she must have experienced or witnessed a life-threatening event and reacted with intense fear, helplessness or horror. Domestic violence is a traumatic event for any child who witnesses it. Champion (2009) states that more than half of school-age children in domestic violence shelters show clinical levels of anxiety or post-traumatic stress disorder.



Rawstone (2002) revealed that rejected children who have been sent out of their home perceive themselves as the center of the universe and therefore everything that happens must have something to do with them. They feel dejected and unloved by the parents who fight them or leave them. At fault children may feel a sense of guilt and shame because they believe they caused divorce of their parents or violence between them by something they said or did. Children who experience multiple forms of violence are at a high risk of poor educational outcomes. In particular, those students who are bullied by peers at school while also experiencing abuse at home are at high risk of poor academic performance (UNICEF, 2012).

Children who are experiencing parental neglect by spending nights outside their homes exhibit low self-esteem. They also have poor social relationships, frequent lateness or non-attendance in class, poor personal hygiene, have constant hunger, inappropriate clothing, untreated medical problems, constant tiredness and compulsive stealing (Wambui, 2000). All these factors result to school dropout since students experiencing parental neglect are also not motivated to learning.

Children often imitate behaviors they witness. Generationally, transfer of violent behaviors and emotional dependency on another is common. Thus children learn that violence is an acceptable behavior and an integral part of an intimate relationship (Champion, 2009). Some of the decline in grades is associated with witnessing parental intimate partner violence and is further reinforced by children imitating parents and getting into trouble at school for issues related to violence or aggression, (Henry, 2007).

Neglect involves failure to provide a child with basic needs like food, good levels of hygiene, health, clothing, shelter and medical attention when the child falls ill (G.O.K, 2012). The indicators of neglect include poor academic performance in schools, inadequate clothing, untreated medical condition, poor self-esteem, chronic tiredness, hunger, day-dreaming in class, poor health conditions, lateness to school, truancy, poor social relations and indiscriminate attention seeking with adult and high levels of accidents. Going by this information, it appears that child neglect is evident and stakeholders in the education sector are concerned about child abuse which should be addressed at school level by the teachers. The neglected learners have been found to be inattentive and have low concentration span on cognitive tasks.

Understanding the potential association between food intake, by taking a dietary intake and academic achievement may help in the development of effective interventions to improve students' eating habits. Previous nutrition interventions targeting students have been largely ineffective (Kay, 2003). Therefore, interventions that consider unique motivators for behaviour change are warranted in this target group. Improving academic achievement may potentially motivate students to change their eating habit.

In other population groups; such as children and adolescents, it has been demonstrated that dietary intake does influence academic achievement (Prem & Essd, 2003). Existing studies have mostly focused on breakfast consumption, with evidence showing that more frequent consumption and higher nutritional quality of breakfast are positively associated with academic excellence. A recent systematic review in school aged students (age range 5–18 years) assessed a broader range of dietary components and behaviours with measures of academic excellence. The previous review found regular breakfast consumption, higher consumption of fruit, vegetables and certain micronutrients, including folate and iron, and lower consumption of junk foods were all associated with higher academic excellence.

In a randomized control trial, Raphaela (2015) found out that 11 to 13 year-old students who ate a regular breakfast before school (two hours before testing) performed no better than a control group on tests of cognitive functioning. However, students who ate a cereal and milk breakfast in class 30 minutes before testing performed significantly better. Jones (1994) found little association between school lunch program participation in the U.S. and achievement after accounting for selection into the program. In a study examining schools' responses to test-based accountability in Virginia, Figlio and Winicki (2005) found out that schools under accountability pressure substantially increased the caloric content of their meals on test days and this resulted to increases in passing rates.

## **2.5 Sexual Abuse and Student's Academic Performance**

There are many forms of childhood sexual abuse. The sexual abuse can involve seduction by a beloved relative or it can be a violent act committed by a stranger. Sexual abuse can be hard to define because of the many different forms it can take on, the different levels of frequency, the variation of circumstances it can occur within, and the different relationships that it may be associated with. Maltz (2002) gives the following definition: "sexual abuse occurs

whenever one person dominates and exploits another by means of sexual activity or suggestion”

Sexual violence is another form of domestic violence. It is defined as the carrying out of sexual acts by adults with children below the age of consent (Giddens, 2011). Sexual abuse also involves forcing a partner to have sex or engage in specific acts, grabbing or molesting a partner, criticizing a partner’s sexual performance or withholding sex. It may include oral, anal or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity or any other unwanted sexual activity (Raphaella, 2015).

It is well established that sexually abusive experiences in childhood can contribute to both short and long term maladjustment in adolescence. One maladjusted outcome that has been associated with child sexual abuse is poor academic achievement (Reyome, 1994; Tong, Oates & McDowell, 1987).

The majority of sexual abuse happens in childhood, with incest being the most common form (Courtois, 1996, as cited in Maltz, 2002). The impact of childhood sexual abuse varies from person to person and from case to case. A study compared the experiences of women who experienced familial sexual abuse with women who experienced non-familial abuse. They found that women who experienced familial abuse reported higher current levels of depression and anxiety when thinking about the abuse. Other variables they found to increase the levels of reported distress were abuse experiences that involved more extensive sexual abuse, a higher number of sexual abuse experiences, and a younger age during the first sexual abuse experience (Hartman, M., Finn, S., & Leon, 1987). While the nature and severity of the sexual act may cause more serious impact, many other factors may influence the degree of damage the victim experiences.

Other factors may include the perspective of the individual, the individual’s internal resources, and the individual’s level of support (Ratican, 1992). Although not all forms of childhood sexual abuse include direct touch, it is important for therapists to understand that childhood sexual abuse can take on many different forms that still exploit the victim sexually and cause harm. The perpetrator may exploit the child by introducing them to pornography prematurely, assaulting them through the internet, or manipulating them into taking pornographic photos. Childhood sexual abuse infringes on the basic rights of human beings.

Children should be able to have sexual experiences at the appropriate developmental time and within their control and choice. The nature and dynamics of sexual abuse and sexually abusive relationships are often traumatic. When sexual abuse occurs in childhood, it can hinder normal social growth and be a cause of many different psychosocial problems (Maltz, 2002).

## **2.6 Efforts in Addressing Domestic Violence and Gender Violence in Kenya**

Domestic violence is a complex problem and there is no one strategy that will work in all situations. Through the years, the civil society has taken the lead in designing and implementing programs and projects aimed at addressing gender based violence. Today there are programs that address all forms of violence including domestic, sexual, violence in schools and in the work place and FGM (Felson, 2002). Initiatives to address gender-based violence are just as diverse. These can be grouped in the categories of awareness campaigns, legal initiatives, and support services to women survivors of violence.

As awareness and knowledge have developed on the nature and impact of gender based violence, the early awareness programs have given way to more targeted initiatives. Projects targeting rural communities can now be found among the civil society actors though on a minimal representation. In the case of the government, statistics and data on gender based violence started to be compiled by the Kenya Police department from 1997. One of the pioneer programs was the awareness campaign launched by the Public Law Institute (PLI) in 1987.

The campaign took the form of posters distributed by Kenya Bus Company within the city of Nairobi informing the public that violence against women was against the law. The electronic and print media was also used to reach policy makers. The public responded to this early campaign with disquiet and discomfort. Overall, the opinion was that PLI was wrong to discuss private matters in public. The myths about the value of domestic violence were commonly heard as men defended their behavior by stating that beating their wives was a sign of love or that a woman could not be raped unless she wanted to be.

The Domestic Violence (Family Protection) Bill 2002 is one of the products of collaboration between FIDA and other actors. The Bill seeks to provide for court intervention in cases of domestic violence and to establish a fund to financially assist survivors of domestic violence.

Coalition on Violence against Women (COVAW) is dedicated to addressing and eradicating gender based violence. COVAW organizes annual campaigns and marches that serve to put a spotlight on the different forms of violence experienced by women in Kenya. COVAW and FIDA have also provide legal redress for women who have experienced violence including domestic violence. The Women Rights Awareness Program (WRAP) formed in 1992 has been running a shelter for battered women in Nairobi for some years now (Prem & Essd, 2003).

The government has legislated severe laws against domestic violence. For instance, the marriage act 2014 has provisions in which a victim of domestic violence has grounds for dissolution of a marriage. The local administration is also working with the government at the village level in order to be able to curb the vice. Cases of domestic violence are first reported to the local chief and then to the higher authority depending on the magnitude. The mass media and social media have also played a great role in creating awareness and highlighting instances of domestic violence. They have also educated the public about legal measures taken against the perpetrators.

## **2.7 Homes-School Relations and Academic Performance**

It is argued that the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to create a home environment that encourages learning; express high but not unrealistic expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. It is when parents are involved in their children's education at home that they do perform better in school (Henderson and Berla, 2004). Academic performance improves when parents become involved in their children's education at school and in the community. Research shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected (Steinberg, 2006). In a two-year study of home and school influences on literacy achievement among children from low-income families, it was found out that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. It is therefore clear that financial factors aside, community

involvement has a significant impact on the success of a school in terms of academic achievement (Snow, Barnes & Chandler (2001).

Studies have also been conducted in Africa on the role of community participation in education. In South Africa for instance, Singh, Mbokodi and Msila (2004) conducted a study on the effects of parental participation on the educational success of their children. Their study revealed that parental support in provision of good learning environment, physical facilities and spiritual health is crucial in the success of the learner. A series of studies by Lezotte (2010) showed that home environment is one of the key correlates of effective schools. According to Lezotte (2010) Effective Schools Model, home-school relations is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Wright and Saks (2008) are of the opinion that inviting parents to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well.

According to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement (Odhiambo, 2005).

## **2.8 Theoretical Framework**

This study was guided by the Social Learning Theory which was developed by Albert Bandura in 1961. It integrates behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world (Bandura, 1961). The social learning theory stresses the nature versus nurture debate. It states that aggression and violence are learned behaviors that can be passed on from one generation to the next. This aggression and violence manifests itself within particular social contexts, such as households where alcohol and/or drug abuse is prevalent. Social learning theory states that violence is learned through observation; the basic premise of this view is that physical aggression between family members provides a likely model for the learning of aggressive behavior as well as for the appropriateness of such behavior within the family (Bandura, 1977). This theory also proposes that a violent background may reinforce early signs of violent behavior not only by exposing individuals to violence, but by teaching approval for the use of violence.

This theory was relevant to the study since it attempts to explain the presence of violence. Children who grow up in a violent and abusive family set up may learn violent and abusive behavior, imitate those behaviors and then repeat them in future relationships. In a nutshell, when applied to domestic violence, social learning theory states that we model behavior that we have been exposed to as children. Violence is learned through role models provided by the family, either directly or indirectly (Bandura, 1977).

The violence from home replicated in school by stressed students may result in trauma, depression, stress, anxiety, withdrawal and violent behaviors which will affect academic performance of the students.

## 2.9 Conceptual Framework

A conceptual framework represents the relationship that exists between variables. The study was based on the following conceptual framework which shows the relationship between the independent variables and the dependent variable. The independent variables are physical abuse, psychological abuse and sexual abuse while the dependent variable is the academic performance. The relationship between these variables is expressed in fig 2.1 below.

### Independent variables

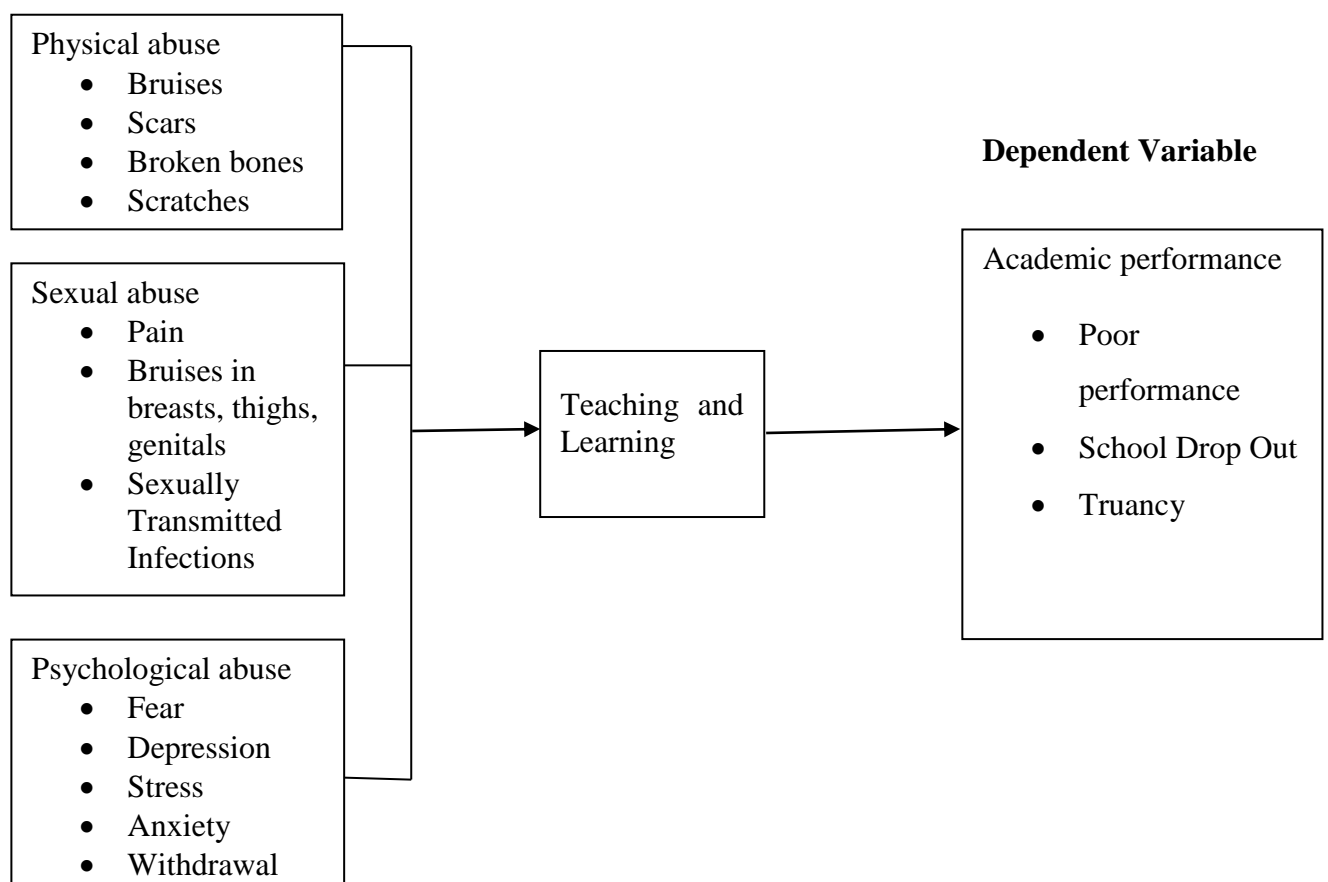


Figure 2.1 on Conceptual Framework Conceptual framework shows the researcher's conceptualization of the relationship between variables in the study. The study assessed physical abuse, psychological abuse, and Sexual abuse, showing that a learner who goes to school having experienced any of the three is likely to be unreceptive to learning.



as one of the independent variables manifested in form of bruises, scars, broken bones and scratches. All these contributed to poor academic performance since they highly contributed to poor class concentration, school dropout and truancy.

The study also assessed psychological abuse as another independent variable. Trauma, depression, stress, anxiety and withdrawal were the common forms of a psychologically abused student. These variables contributed to poor academic performance since the students were mentally disturbed.

Sexual abuse was another variable that interfered with the learning process of the students, thereby affecting academic performance of students in Tetu sub county, Nyeri County. Students who were sexually abused had bruises on the thighs and breasts, sexually transmitted infections and pain on the genitals. These variables contributed to the poor performance, truancy and school dropout which affect academic performance negatively.

In conclusion, all the above variables contributed to the poor academic performance of students in Tetu Sub County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section deals with description of the methods that was used in conducting the research. It is divided into the following sub sections; research design, study location, target population, sampling techniques, research instruments, pre-testing of the instruments, data collection procedures, data analysis technique and ethical issues.

#### **3.2 Research Design**

Research design provides the glue that holds the research project together. Trochim, (2006) indicates that a design is used to structure the research, to show how all of the major parts of the research project the samples or groups, measures, treatments or programs, and methods of assignment work together to try to address the central research questions. This study employed a descriptive research design. The research design was adopted since it allows for exploration of the phenomena, in this case domestic violence in its current form and also allowed the collection of both primary and secondary data on the problem. The design is best suited to investigate the effect of domestic violence on the academic performance of students.

#### **3.3 Study Location**

According to Orodho (2004), an ideal setting for any study is one that is directly related to the research interest. The research took place in Tetu Sub County, Nyeri County. Tetu sub-County is located entirely within the Nyeri County Government area. The Sub County has approximately a population of 78,320 people and covers a total area of 149.80 km<sup>2</sup>. Tetu Sub County has a total of 109 schools, 77 primary schools and 32 secondary schools. There is a total of 24 day secondary schools. The distribution of day schools in the county is even thus making it reliable for the researcher. The schools are also easily accessible by the researcher thus the researcher was able to make quick rapport with the majority of the respondents.

### **3.4 Target Population**

The population of the study comprised of 200 students; 100 girls and 100 boys, 20 guidance and counseling teachers that is 10 male teachers and 10 female teachers and 10 school heads in public day secondary schools within Tetu Sub County (Tetu Sub County Education office 2018). The study targeted students studying in Tetu public day secondary schools because according to speculation, they are affected direct and indirectly by domestic violence and they are the reason the study was conducted. The study also targeted teachers and head teachers because they are able to assess the students' behavior socially, academically, emotionally and psychologically. They also spend a lot of time with students thus they are in a position to give detailed and clear information.

### **3.5 Sample Size and Sampling Techniques**

Sampling techniques refers to how cases are to be selected for observation (Mugenda & Mugenda 2003). It provides a detailed explanation of the subjects to be involved in the investigation and how these are selected from the target group. Ten percent of the population is considered enough samples to be used for descriptive studies. The researcher used random sampling method to select the students, teachers and principals to participate in the study.

The sample came from 10 schools out of 23 public day secondary schools which were randomly selected from all public secondary day schools in Tetu Sub County. The researcher with the help of the guidance and counseling teachers sampled some students from the 10 schools. The researcher used simple random sampling method to select the 20 students that is 10 girls and 10 boys from each school and therefore a total of 200 students from the 10 schools. From each school, 2 teachers were selected randomly (1 male and 1 female) from guidance and counseling department. A total of 20 teachers from the 10 schools were used in this study. The researcher also involved the school head teachers from every school selected hence a total of 10 head teachers. Therefore, the sample size was 230.

### **3.6 Research Instruments**

This study used both questionnaires and interview schedule as its principal data collection instruments. Both open ended and closed questionnaires were used. In the closed questionnaires, the respondents only limited their answers to the provided choices. The open ended questionnaires gave the respondents freedom to expound on their answers. The respondents were not required to reveal their identity hence ensuring confidentiality. An interview schedule was also used in the study to acquire information from the head teachers. The information obtained from the interview schedule was recorded using a voice recorder.

#### **3.6.1 Pilot Study**

To determine the reliability of the questionnaires and interviews used in the study, they were subjected to pretesting. The sample used in the pretesting was not part of the main study. Pretesting is vital in any study to correct any errors in the research instruments prior the main study. It is also useful in approximation of the time required for the main study.

A pilot study was done in two selected public day secondary schools in Tetu sub-County to determine the reliability and validity of the questionnaires. Schools used for piloting were not involved in the actual study.

#### **3.6.2 Reliability and Validity of the Study**

The procedure used to collect any data should always be examined critically to assess its reliability (Saunders, Thornhill & Lewis, 2009). According to Mugenda and Mugenda (2003) reliability is the measure of the degree to which research instruments yields the same results. Reliability in research is normally influenced by a random error which is deviation from a true measurement. To ensure reliability, a retest method was used. The same questionnaires were issued to the same respondents in an interval of one week so as to compare the two results. A comparison was made. This was useful in establishing the extent to which the contents of the questionnaire were consisted in giving the same responses every time the instrument was administered.

Kombo and Tromp (2006) states that validity is measure of how well a test measures what it is supposed to measure. From piloting the necessary modifications were done to ensure that the instruments of research are clear. The Cronbach's alpha is the most common measure of

reliability. It is most commonly used when you have multiple Likert questions in a questionnaire that form a scale and you wish to determine if the scale is reliable. As stated by Mugenda and Mugenda (2003), a reliability coefficient of 0.7 and above is considered adequate. The result in table 3.1 show that the test for this study was reliable with Cronbach's alpha reliability coefficient of 0.852 or 85.2%; the reliability of this test was thus adequate with a high level of internal consistency as shown in Table 3.1.

**Table 3.1: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.960	34

### **3.7 Data Collection Procedure**

The researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct research and other necessary authorities. They included the supervisor in charge, the university, the education officers, the head teachers and teachers from the various schools. The researcher sought permission from their parents. Those parents who agreed signed the letters and the students returned them back to school. The researcher also maintained confidentiality, openness and honesty in the research. The respondents were asked to participate in the research voluntarily and were promised confidentiality. Before administering of the questionnaires, all the respondents were required to sign a confidentiality agreement. The researcher then visited the selected schools and administered the instrument to the respondents directly.

### **3.8 Data Analysis Techniques**

Data analysis is very important in any study as it helps to bringing meaning to the collected data. Statistical Package for Social Sciences (SPSS) version 23 was used to process and analysis the data collected. This study expected to generate both qualitative and quantitative data. The quantitative data was analyzed descriptively and presented using frequency tables. The variables associated were physical abuse, psychological abuse and sexual abuse. These

were associated with the students' academic performance. Qualitative data was analyzed thematically. This was done through discussions in prose form as per the objectives.

### **3.9 Ethical Issues**

Permission was sought from the necessary authorities to conduct research. This included the supervisor in charge, the University, the county education officers, the head teachers and teachers from the various schools. For the students who agreed to be respondents in the study, the researcher sought permission from their parents and teachers. The researcher wrote letters to the parents. If the parents agreed, they signed the letters and the pupil returned with them back to school. The researcher also maintained confidentiality, openness and honesty in the research. The respondents were asked to participate in the research voluntarily and promised confidentiality. The identity of the respondents would not be revealed and the information provided was used in the research. The results and findings of the research were the thoughts of the respondents.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.1 Introduction

In this chapter data analysis, results and discussions are presented in line with the objectives of the study. The study focused on the effects of domestic violence on students' performance in public secondary schools in Tetu sub-county, Nyeri County. Data was analysed using descriptive statistics.

#### 4.2 Response Rate

Detailed questionnaires were designed and distributed to establish the school based factors influencing girls' completion rate. The response rate is shown in Table 4.1.

**Table 4.1: Response Rate**

<b>Questionnaires administered</b>	<b>Sample size</b>	<b>Questionnaires filled &amp; returned</b>	<b>Percentage</b>
Principals	10	10	100%
Teachers	20	20	100%
Students	200	185	92.5%
<b>Total</b>	<b>230</b>	<b>215</b>	<b>93.5%</b>

According to Table 4.1, there were 230 questionnaires that were given to respondents where 215 questionnaires were filled and returned. This response rate was good as shown in table 4.1 where 100% principals, 100% teachers and 92.5% students responded. The response rate was adequate for reporting and analysis.

### 4.3 Demographic Characteristics

The first section of the questionnaire sought feedback on demographic characteristics of the Principals. This included gender, level of education, years worked in that school, category of school and teaching experience as reflected in Table 4.2.

**Table 4.2: Principals' demographic data**

Demographic Characteristics		Frequency	Percentage (%)
Gender	Male	6	60.0
	Female	4	40.0
	<b>Total</b>	<b>10</b>	<b>100</b>
Length served as a principal	0-2 years	1	10.0
	2-4 years	1	10.0
	4-6 years	2	20.0
	Over 6 years	6	60.0
	<b>Total</b>	<b>10</b>	<b>100</b>

Table 4.2 shows that a majority of the principal respondents were male at 60% while 40% were female. As for the years of service 60% had served over 6years, 20% had served between 4-6 years, 10% had served between 2-4 years while 10% had served between 0-2 years.

A larger percentage of the principal respondents had many years of experience and therefore understood the effects of domestic violence on students' academic performance. This means that the study involved a variety of principals who had experience to understand the phenomena under study.

The study also sought the demographic data of teachers in the sample schools. The findings are tabulated in Table 4.3.



**Table 4.3: Teachers' demographic data**

Demographic information		Frequency	Percentage
Gender	Male	10	50.0
	Female	10	50.0
	<b>Total</b>	<b>20</b>	<b>100</b>
Teaching experience	0-2 years	2	10.0
	2-4 years	4	20.0
	4-6 years	6	30.0
	Over 6 years	8	40.0
	<b>Total</b>	<b>20</b>	<b>100</b>
Age	20-30	2	10.0
	31-40	8	40.0
	41-50	6	30.0
	51 and above	4	20.0
	<b>Total</b>	<b>20</b>	

Table 4.3 shows that the male and female teachers were equal at 50%. As per the teaching experience 10% of the teacher respondents had teaching experience of between 0-2 years, 20% between 2-4 years, 30% between 4-6 years while 40% had over 6 years teaching experience. This shows that a higher percentage of the teacher respondents had higher teaching experience and therefore had interacted longer with the students. It also means that they were able to identify students who had experienced domestic violence easily due to their interaction with them.

As per the age of respondent teachers 10% of the teacher respondents were between 20-30 years, 40% were between 31-40 years, 30% were between 41-50 years while 20% were above 51 years. Respondents between 31-40 years were more and also reliable since they were able to relate with the learners easily and therefore able to acquire information from them.

The study involved both gender of teachers and that they had adequate experience to understand the effects of domestic violence since all the public day schools in Tetu Sub County were mixed schools.

**Table 4.4: Students' Demographic data**

The following table explains the demographic characteristics of the students in terms of Gender, Age, Mother's Occupation and Father's Occupation.

<b>Characteristics</b>	<b>Frequency (N)</b>	<b>Percentage (%)</b>
<b><i>Gender</i></b>		
Female	95	51.4
Male	90	48.6
Total	185	100
<b><i>Age</i></b>		
14	36	19.5
15	35	18.9
16	45	24.3
17	33	17.8
18 and Above	34	18.4
<b>Total</b>	<b>185</b>	<b>100</b>
<b><i>Mother's Occupation</i></b>		
Teacher	4	2.2
Farmer	18	25.4
Unemployed	42	22.7
Civil Servant	28	15.1
Business Woman	47	9.7
Other	46	24.9
Total	185	100
<b><i>Father's Occupation</i></b>		
Teacher	8	4.3
Farmer	21	11.4
Unemployed	32	17.3
Civil Servant	37	20.0
Business Man	57	30.8
Other	30	16.2
Total	185	100

The study also examined the students' demographic characteristics. The results are tabulated on table 4.4. According to the findings as tabulated in table 4.4, females were at 51.4% while the male were at 48.6%. Majority of the student respondents were aged 16 years representing 24.3%, seconded by 14 years at 19.5%, followed by 15 years at 18.9% while 18 years and above constituted 18.4% and lastly 17 years at 17.8%. The percentages of female and male respondents imply that this was an almost gender balanced population. This is probably because most public day secondary schools in the study location have an almost equal ratio of boys and girls.

In addition to students' demographics, the occupations of parents were sought. The occupation of the parents was categorized into; Teachers, Farmers, Unemployed, Civil Servants, Business Persons and Others (Cleaners, Cobblers, Mechanics, Carpenters, Cooks, Tailors, Watchmen). Majority of the respondents cited their mothers at 25.4% as farmers, others at 24.9%, unemployed at 22.7%, civil servants at 15.1%, business woman at 9.7% while teacher at 2.2%. The students' respondents also indicated their fathers' occupation as shown in table 4.4. 30.8% were businessmen, 20.0 were civil servants, 17.3% were unemployed, 16.2% were in the category of others, and 11.4% were farmers while 4.3% were teachers. The data from table 4.4 shows that majority of the male parents were businessmen

#### 4.4.1 Victims of Domestic Violence

To begin with, the study sought to establish if the students in Tetu Sub County experienced domestic violence at home. Their responses are tabulated in table 4.5.

**Table 4.5: Victims of Domestic Violence**

	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	112	60.5
No	73	39.5
Total	185	100

According to the data on Table 4.5, 60.5% of the student respondents were victims of domestic violence while 39.5% had not experienced domestic violence in Tetu Sub County. This means that a large number of students were victims of domestic violence. This indicates that they are the right group of people for this kind of study. The study findings are therefore reliable in examining effect of domestic violence on students' academic performance over the years in Tetu Sub County.

#### 4.4.1.1 Frequency of Domestic Violence

The study also sought to establish more information on the frequency of domestic violence experienced by student respondents. Their responses are tabulated in table 4.6

**Table 4.6: Frequency of Domestic Violence by Students.**

	<b>Frequency</b>	<b>Percentage (%)</b>
Daily	10	8.9
Weekly	80	71.4
Occasionally	14	12.5
Rarely	8	7.1
Total	112	100

The responses indicated on table 4.6 above shows that 71.4% of the student respondents experience domestic violence weekly, 12.5% occasionally, 8.9% daily and 7.1% rarely experienced domestic violence.

The data clearly show that the student respondents experienced domestic violence frequently. This also justifies the importance of this study to create awareness of the seriousness of issues of domestic violence experienced by students in this locality.

#### 4.4.1.2 Frequency of Domestic Violence Observed by Teachers

The teachers were also asked if they were aware of the students experiencing the types of domestic violence under the study. Their responses are tabulated on table 4.7

**Table 4.7 Types of Domestic Violence Observed by Teachers**

<b>Type</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Physical	8	40.0
Sexual Abuse	2	10.0
Psychological Abuse	10	50.0
Total	20	100

The study further sought to establish the types of domestic violence that manifested in public day secondary schools in Tetu Sub County. According to Table 4.7, half of the teachers at 50% indicated that psychological abuse was the most prevalent type of domestic violence found in their schools, 40% of teacher respondents indicated that physical abuse was prevalent while 10% of the teacher respondents indicated that sexual abuse was prevalent as illustrated by 4.7. As in the student responses, the percentage of sexual abuse was lower than that of physical and psychological abuse but still quite high. This could be because of failure of students disclosing that kind of a sensitive subject.

However, all the types of domestic violence that is physical abuse, sexual abuse and psychological abuse were found in public day secondary schools in Tetu Sub County and affected academic performance of the students.

#### 4.4.2 Types of Domestic Violence

The study sought to establish specific types of violence defined as domestic violence in this study' experienced by students at home. These were namely, physical, psychological and sexual abuse.

The question was put to both students and teacher respondents. By use of a designed table, respondents were asked tick against the type of domestic violence they underwent. The responses are tabulated in table 4 .8

**Table 4.8: Types of Domestic Violence by students**

	Yes (%)	No (%)
Physical Abuse	80.4	19.6
Sexual Abuse	35.7	64.3
Psychological Abuse	71.4	28.6

According to table 4.8 above a good number of students had suffered physical abuse at 80.4% against 19.6% who said no, while 71.4% had suffer psychological abuse against 28.6% and lastly 35.7% had suffered sexual abuse against 64.3% who said no. These data clearly shows that physical and psychological abuses were the most common types of domestic violence experienced by student respondents and had affected their academic performance. This shows that it is the majority of students that are abused and hence, it is important to find out if this status affects their academic performance.

#### 4.4.3 Extent of Domestic Violence (Teachers)

The study collected data on the extent of domestic violence experienced by learners from teachers. The responses are indicated in table 4.9.

**Table 4.9: Extent of Domestic Violence (Teachers)**

Type of Abuse	To a Very Small Extent	To a Small Extent	To a Large Extent	To a Very Large Extent	TOTAL (n=20)
Physical Abuse	5%)	5%	5%	85%	100%
Sexual Abuse	25%)	20%	50%	5%	100%
Psychological Abuse	0%)	5%	5%	90%	100%

On physical abuse, 85% of the teacher respondents indicated to a very large extent, 5% to a large extent, 5% to a small extent and 5% to a very small extent. The teacher respondents were in agreement with the student respondents that that physical abuse was experienced to a very large extent and hence has negative impact on the students' academic performance.

On sexual abuse, 5% of the teacher respondents indicated to a very large extent, 50% to a large extent, 20 % to a small extent and 25% to a very small extent. Further on psychological abuse 90% of the teacher respondents indicated to a very large extent, 5% to a large extent, 5 % to a small extent and 0% to a very small extent. This clearly shows that psychological abuse was experienced to a very large extent by the students in Tetu Sub County.

#### 4.5 Physical Abuse and Academic Performance

The first objective was to find out how physical abuse affects academic performance. The study also sought to find out the extent to which physical abuse affected the performance of students in secondary schools in Tetu sub county, Nyeri County. The Question was put across to all three groups of study respondents.

The students were asked to rate by use of Likert scale to rate the extent to which domestic violence affects their performance and the responses are tabulated in table 4.10 below.

**Table 4.10 Students' Rating of Physical Abuse and Academic Performance**

<b>Physical Abuse</b>	<b>Percentage (%)</b>
To a Very Small Extent	5.6
To a Small Extent	7.8
To a Large Extent	8.9
To a Very Large Extent	77.8
<b>Total</b>	<b>100</b>

As indicated in Table 4.10, 77.8% of the students indicated that physical abuse affects academic performance to a very large extent, 8.9% to a large extent, 7.8% to a small extent and 5.6% to a very small extent. Physical abuse was rated very highly as affecting performance of students in secondary schools in Tetu Division, Nyeri County. Therefore it is a matter of concern that needs to be addressed by all stake holders in order to improve performance of students in this locality.

#### **4.6 Psychological Abuse and Academic Performance**

The second objective question was to establish how psychological abuse affects academic performance. The respondents were asked to rate through a likert scale the extent to which psychological abuse affects their academic performance. The responses are tabulated in table 4.11.

**Table 4.11 Rating of Psychological Abuse and Academic Performance by students**

<b>Psychological Abuse</b>	<b>Percentage (%)</b>
To a Very Small Extent	8.8
To a Small Extent	6.3
To a Large Extent	10
To a Very Large Extent	75
<b>Total</b>	<b>100</b>

Table 4.11 shows that 75% indicated that psychological abuse has affected academic performance to a very large extent, 10 % to a large extent, 6.3 % to a small extent and 8.8 % to a very small extent. Psychological abuse which had been experienced to a very large extent was manifested in students in form of stress, trauma, depression, anxiety and withdrawal. All these problems affected the students' academic performance as it lowered their concentration and participation in class

#### **4.7 Sexual Abuse and Academic Performance.**

The third objective was to establish how sexual abuse affects academic performance. The respondents were asked to rate through a likert scale the extent to which sexual abuse affects their academic performance. The responses are tabulated in table 4.12.

**Table 4.12 Rating of Sexual Abuse and Academic Performance by students**

<b>Sexual Abuse</b>	<b>Percentage (%)</b>
To a Very Small Extent	10
To a Small Extent	20
To a Large Extent	62.5
To a Very Large Extent	7.5
<b>Total</b>	<b>100</b>

Table 4.12 shows that 7.5% indicated that sexual abuse affects academic performance to a very large extent, 62.5% to a large extent, 20 % to a small extent and 10% to a very small extent. The data clearly shows that sexual abuse was highest at 62.5% to a large extent.

Sexual abuse was equally high though slightly lower compared to other types of abuses. The impact of sexual abuse on academic performance is evident as the victims are traumatized hence low concentration in their class work.

#### **4.8 Students' Rating of Effects of Domestic Violence on Students' Performance.**

Having established that a majority of student respondents suffer domestic violence to a very large which was supported by teacher respondents, the study also sought to find out how domestic violence affects students' academic performance. The students were asked to rate



the effects of domestic violence on their academic performance using the Likert scale. The responses are shown in table 4.13.

**Table 4.13: Students’ rating on effect of Domestic Violence and Performance**

	<b>Frequency</b>	<b>Percentage (%)</b>
Low	8	4.3
Moderate	20	10.8
High	52	28.1
Very High	105	56.8
Total	185	100

As per the table above, a good number of students at 56.8% said that domestic violence had impacted on their academic performance to a very high extent, 28.1% to a high extent, 10.8% to a moderate extent and only 4.3% that indicated low. The information on table 4.14 shows that a greater percentage of 56.8% had domestic violence impact negatively on their academic performance. This was supported by the fact that a large number of students had experience various forms of domestic violence in their household.

#### **4.8.1 Teachers’ Rating of Effects of General domestic violence on Students’ Performance.**

The study further sought to find out how teachers rated the effects of domestic violence on students’ academic performance. The teacher respondents were asked to rate the effects of domestic violence on students’ academic performance using the Likert scale. The responses are indicated in table 4.14.

**Table 4.14: Teachers’ rating of Domestic Violence and Performance**

	<b>Frequency</b>	<b>Percentage (%)</b>
Low	0	0
Moderate	1	5.0
High	1	5.0
Very High	18	90.0
Total	20	100

Table 4.14 shows that a majority of teachers; 90% agree that domestic violence does have an impact of academic performance at a scale of very high, 5% indicated high,5% moderate and none of the teacher respondents indicated low. The teacher respondents were in agreement with student respondents that domestic violence affected students’ academic performance to a very high extent.

#### 4.8.2 Effects of Domestic Violence on Students’ Performance as viewed by Students

Likert scale was also used to rate the view of various student respondents on the effects of domestic violence on their academic performance. The responses are tabulated in Table 4.15 below.

**Table 4.15: Effects of Domestic Violence on Students’ Performance as viewed by Students**

Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL (n=185)
Poor Concentration	2.2%	3.2%	18.9%	16.2%	59.5%	100%)
School Dropout	1.1%	1.1%	19.5%	21.6%	56.8%	100%)
Truancy	2.2%	4.3%	16.2%	27%	51.4%	100%)
Violence	1.1%	4.3%	16.2%	27.0%	51.4%	100%)

The analysis in Table 4.15 shows that a majority of the students; 59.5% strongly agreed that domestic violence does indeed cause poor concentration in class, 16.2% agreed, 18.9% were undecided, 3.2% disagreed and 2.2% strongly disagreed that domestic violence causes poor concentration. This clearly shows that students who experienced domestic violence had poor concentration. For school dropouts, 56.8% of the students strongly agreed that domestic violence does cause school dropout among students, 21.6% agreed that domestic violence causes school dropout, 19.5% were undecided, and 1.1% disagreed while strongly disagreed.

The responses on truancy were as follows, 51.1% strongly agreed that domestic violence caused truancy, 27% agreed, 16.2% were undecided, 4.3% disagreed and 2.2% strongly disagreed.

Finally, on violence, 51.4 % strongly agreed that domestic violence caused violence among students, 27% agreed, 16.2% were undecided, 4.3% disagreed while 1.1% strongly disagreed that domestic violence caused a student to be violent.

Majority of the student respondents strongly agreed that domestic violence had effects on academic performance such as poor concentration, school dropout, truancy and violence as shown by the higher numbers of those who strongly agreed. School dropout is a common sign of students who were abused because the percentages were higher than other responses.

The study also sought the principal’s response on the effects of domestic violence on students’ academic performance using the Likert scale. The responses are tabulated in table 4.16.

**Table 4.16: Effects of Domestic Violence on Academic Performance of Students by principals**

<b>Response</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>TOTAL (n=10)</b>
Poor Concentration	0%	0%	0%	20%	80%	100%
School Dropout	0%	0%	10%	20%	70%	100%
Truancy	0%	0%	10%	10%	80%	100%
Violence	0%	10%	0%	0%	90%	100%

According to table 4.16, the principals strongly agreed that domestic violence leads to violence (90%), poor concentration (80%), truancy (80%) and school dropouts (70%). They also agreed that domestic violence leads to school dropout (20%), poor concentration at (20%), truancy (10%) and none said that violence was an effect on domestic violence. 10% of the principals were undecided if both school dropout and truancy were effects of domestic violence.

None of the principals was undecided on whether poor concentration and violence were effects of domestic violence. All the principals strongly agree that poor concentration, school dropout, truancy and violence are all effects of domestic violence that are evident in students who are abused. This was because the principals dealt with the students directly and had experienced all these negative impacts of domestic violence on academic performance.

## **CHAPTER FIVE**

### **RESULTS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summaries of findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapters in discussing and drawing conclusions from the research on the effects of domestic violence on students' academic performance in public day secondary schools within Tetu Sub County. The recommendations made from the findings and areas for further research are also presented.

#### **5.2 Results of the Study**

The purpose of the study was to establish the effects of domestic violence on students' academic performance in public day secondary schools within Tetu Sub County. Three research objectives were formulated to guide this study. The first research objective sought to determine how physical abuse influence student's academic performance in public day secondary schools in Tetu Sub County. The second objective sought to establish how psychological abuse influences student's academic performance in public day secondary schools in Tetu Sub County. The third objective sought to establish how sexual abuse influences student's academic performance in public day secondary schools in Tetu Sub County.

This study employed a descriptive research design. The research took place in Tetu Sub County, Nyeri County. The sample size of the study was 230 respondents comprised of students, teachers and principals of the schools. Data was obtained using structured questionnaires for principals, teachers and students. However, 215 of the 230 questionnaires were filled and returned.

The major findings of the study were as follows:

The study sought to find out how physical abuse influences student's academic performance in public day secondary schools in Tetu Sub County. It revealed that most of the teachers at 72.9% were aware that some students suffered domestic violence while 27.1% were not aware. Similarly, the study also revealed that majority of the students experience a form of domestic violence and only a few of the students indicated that they did not domestic

violence. This indicates that there is a need to address the problem as no one can absorb what is being taught unless they are in the right state of mind and body, and more so when they are expected to learn.

Concerning victims of domestic violence, 60.5% of the students indicated that they were victims of domestic violence while 39.5% had not experienced domestic violence. Majority of students at 71.4% indicated that they experienced domestic violence on a weekly basis. A small percentage at 7.1% indicated that they rarely experienced domestic violence. A hundred and twelve students had indicated that they had experienced domestic violence, and out of that number, 80.4% indicated that they had experienced physical abuse. Only 19.6% said that they had not experienced physical abuse. It is therefore not a wonder that the students in this area perform poorly and the blame is put on teachers or the poor leadership.

Also, a majority of the students who had experienced physical abuse at 77.8 % indicated that they had experienced it in a very large extent. Of the students who had experienced psychological abuse, 90% had experienced it to a very large extent. The study also sought to find out how teachers viewed the extent of domestic violence in their locality. Most of the teachers at 85% indicated that physical abuse was widespread to a very large extent. An overwhelming number of teachers at 90% also agreed that psychological abuse was the most common type of abuse in their locality.

The study further sought to find out how sexual abuse influences student's academic performance in public day secondary schools in Tetu Sub County. The findings revealed that a few of the students at 35.7% had experienced sexual abuse. A majority at 64.3% indicated that they had not experienced sexual abuse. A minority of the students who had experienced sexual abuse had experienced it in a very small extent. Half of the teachers at 50% also viewed sexual abuse as rampant. A sexually abused person is a traumatized individual that requires treatment and counseling. At no point did the teachers or the principal indicate provision of the same, even though they admitted existence of cases of sexual abuse among students.

The study also sought to find out how psychological abuse influences student's academic performance in public day secondary schools in Tetu Sub County. Concerning psychological abuse most of the students at 75% had experienced psychological abuse to a very large extent. Only a few students at 8.8 % indicated that they had not experienced it. The findings revealed that psychological abuse had impacted on the academic performance of most of the

students to a high and very high extent. A minority at 8.8% indicated that psychological abuse had a lower significance on their academic performance. Furthermore, 90% of teachers agreed that psychological abuse does have an impact on academic performance.

Interestingly, all the teachers from the 10 selected schools were able to identify domestic violence when it occurred among their students. Half of the teachers at 50% indicated that psychological abuse was the most prevalent type of domestic violence found in their schools while only 5 % of teachers indicated that sexual abuse was prevalent.

All the ten principals agreed that Domestic Violence does have a great impact on the Academic Performance of Students. The principals further indicated their level of agreement on how Domestic Violence has led to poor performance, truancy, school dropouts and violence. The principals strongly agreed that domestic violence leads to poor academic performance, school dropouts, truancy and violence.

### **5.3 Conclusions**

From the findings, it can be concluded that physical abuse, sexual abuse and psychological abuse has an extreme impact on the academic performance of students in in public day secondary schools in Tetu Sub County, Nyeri County.

Domestic violence is indeed a real phenomenon as the study found out. The research indeed found out that both teachers and students were aware of its existence and the fact that if unchecked it surely leads to decline in academic performance. Based on the results of this study, it can be concluded that the abused learners tend to absent themselves from class, lose concentration and focus on their abusive experiences. They also do not participate in class discussions or other class activities. Thus they find themselves having to repeat grades.

It was also concluded that the abused learners in this study paid more attention to their painful experiences and failed to concentrate on their school work. This affected their full participation in class. Some of them tend to sleep in class and show signs of fatigue most of the time. Another conclusion drawn from the study is that an abused child develops bad behavior such as bullying other learners and hate people surrounding him/her. These learners are often undisciplined and are always bin trouble with authority. They also prefer solitary environments hence their academic performance declines due to low concentration and divided attention.

It can also be assumed that violence in schools may also be as a result of angry, frustrated and suffering students who come from abusive homes while in school, teachers have no time to listen or help due to the heavy school curriculum. It is therefore important that other measures are put in place to ensure teachers intervene where students are suffering from violence in their homes. Otherwise even if we get all resources and adequate personnel in our schools but continue to receive abused students from their homes, performance may continue to be wanting.

#### **5.4 Recommendations of the Study**

The following are the recommendations of this study;

The government and other stake holders should put in place strategies to curb physical, sexual and psychological abuses that affect academic performance in public day secondary schools. This is because the study the study has established that domestic violence has affected academic performance negatively.

Education sector policy makers, school administrators and teachers will definitely find it useful to use the findings of this study to formulate strategies that will enhance participation of students coming from families vulnerable to domestic violence. The local administration and social workers as well as Non-Governmental Organizations (NGOs) will use these findings in identifying such families and in formulating strategies for addressing the ills of domestic violence and thus encourage socially inclusive intervention mechanisms.

Teachers and mental health providers may establish an effective partnership in the dialogue of teacher/student/parent communication for traumatized youth who have been psychologically affected by domestic abuse. Teachers play an essential role in helping children heal from traumatic experiences and in creating a safe school environment for learning.

Therefore, the teachers in secondary schools should be trained in counseling skills so as to assist the students cope with the effects of domestic violence. Some abused learners should be referred to health institutions for medical assistance. The psychologists should consider the effects of post-traumatic stress in working with these students. The abused learners should be provided with extra remedial classes to assist them catch up academically. Parents, school administrators, teachers should work hand-in-hand in handling abused learners in order to help them improve academically.

### **5.5 Suggestions for Further Research**

This study can be replicated in other sub counties in order to give a reflection of the whole country on effects of domestic violence on academic performance. This will ensure better decision making on ways to curb this problem and improve on academic performance of the whole country.

Other studies on other variables of poor performance may shed more light on reasons for poor performance for the benefit of our society.



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## APPENDICES

### APPENDIX I: STUDENTS QUESTIONNAIRE

Dear respondent,

This is a request to you to spare a moment to fill this questionnaire. I am student at the University of Nairobi pursuing a master of education degree in sociology. I am conducting an academic research on effects of domestic violence on secondary school students' academic performance in Tetu sub-county, Nyeri County, Kenya.

The information you give will be confidential and will only be used for the purpose of this study. Do not write your name in the questionnaire.

#### Instructions

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

1. Gender Male ( ) Female ( )
  
2. What is your age? .....
  
3. Which class are you in? Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )
  
4. What is your mother's occupation?  
Teacher ( ) Farmer ( ) Civil servant ( ) Business woman ( )  
Unemployed ( ) Others ( )
  
5. What is your father's occupation?  
Teacher ( ) Farmer ( ) Civil servant ( ) Business man ( )  
Unemployed ( ) Others ( )
  
6. Are you aware of domestic violence?  
YES  NO
  
7. Have you ever been a victim of domestic violence?  
YES  NO

8. If YES in Q.7; how often do you directly experience domestic violence?

Daily	<input type="text"/>
Weekly	<input type="text"/>
Occasionally	<input type="text"/>
Rarely	<input type="text"/>

9. Have you ever experienced Physical Abuse?

YES  NO

If YES, to what extent?

A very small extent ( ) A small extent ( ) A large extent ( ) A very large ( )

10. Have you ever experienced Sexual Abuse?

YES  NO

If YES, to what extent?

A very small extent ( ) A small extent ( ) A large extent ( ) A very large ( )

11. Have you ever experienced Psychological Abuse?

YES  NO

If YES, to what extent?

A very small extent ( ) A small extent ( ) A large extent ( ) A very large ( )

12. To what extent does Domestic Violence impact on your performance?

Low ( ) Moderate ( ) High ( ) Very High ( )

## APPENDIX II: TEACHERS QUESTIONNAIRE

Dear respondent,

This is a request to you to spare a moment to fill this questionnaire. I am student at the University of Nairobi pursuing a master of education degree in sociology. I am conducting an academic research on effects of domestic violence on secondary school students' academic performance in Tetu sub-county, Nyeri County, Kenya.

The information you give will be confidential and will only be used for the purpose of this study. Do not write your name in the questionnaire.

### Instructions

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

### SECTION A

1. Which gender are you?

Male [ ] Female [ ]

2. Age?

20-30 [ ] 31-40 [ ] 41-50 [ ] 51 and above [ ]

3. How many years have you taught?

0-2 yrs [ ] 2-4 yrs [ ] 4-6yrs [ ] 6yrs and above [ ]

4. Do you know what domestic violence is?

Yes  No

If yes, please explain what it is.

.....

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

Yes  No

6. Among the following forms of domestic violence, which one is common?

Physical abuse  Sexual Abuse  Psychological abuse

7. To what extent does domestic violence occur in your locality?

<b>Type of Abuse</b>	<b>To a Very Small Extent (1)</b>	<b>To a Small Extent (2)</b>	<b>To a Large Extent (3)</b>	<b>To a Very Large Extent (4)</b>
Physical Abuse				
Sexual Abuse				
Psychological Abuse				

8. How often do students experience domestic violence?

Low ( ) Moderate ( ) High ( ) Very high ( )

**\*\*\* The end\*\*\***

**Thank you very much; your responses will be kept confidential**

### **APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS**

I am a Masters student at the University of Nairobi pursuing a Masters Degree in Education. I kindly request you to respond to the following issues that concern my study on the effects of domestic violence on academic performance of students in Tetu Sub County.

Please feel free;

1. Which gender are you?
  
2. How long have you served as a principal?
  
3. Is domestic violence a problem in Kenya?
  
4. Does domestic violence affect academic performance in public day secondary schools in Tetu Sub County?
  
5. According to your observations, what are the effects of domestic violence on the students' academic performance?

**Thank you**

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