

**THE IMPACT OF DOMESTIC GENDER BASED VIOLENCE ON ACADEMIC
PERFORMANCE IN SELECTED PRIMARY SCHOOLS
IN ABOK SUB-COUNTY
OYAM DISTRICT**

BY

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DECLARATION

I MUNU YUSUFU SADDIK do hereby declare that this research report is my true original hand work and has never in the history been submitted in any university for the award of a degree.

Sign 

Date 14/9/2016

APPROVAL

This is to certify that this research report of MUNU YUSUFU SADDIK has been under my supervision and is now ready for submission to the university for the award of the a bachelor degree to the academic board of Kampala international university

Signature: •



Date.....15th Sept, 2016.....

NAME: OKELLO ODIKO ROBERT PETERSON.

(Supervisor).

DEDICATION

I wish to dedicate this research to my beloved children Hassan,Saidi,Osman,Haisha,Sauda and others. My beloved wife Medina. Special appreciation extends to my mother Malliam and late father Asuman who never lived to enjoy and my stenographer.

May God reward you abundantly

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LIST OF ACRONYMS

- GBV – Gender Based Violence.
- Htrs – Head teachers.
- Trs – Teachers.
- PLE – Primary Leaving Examination.
- PTA – Parent Teachers Association.
- SMC – School Management committee
- REG. – Registration.
- REF – References.
- CDO – Community Development Officer.

ABSTRACT

This study entitled the impact of Domestic Gender Based Violence on Academic Performance in selected primary schools in Abok sub-county oyam District was properly researched under the following objectives.

- (1) Establish the causes and various forms of GBV cases in Abok sub-county oyam district.
- (2) Find out the impact / effect of Domestic Gender Based Violence on academic performance of pupils in Abok sub- County.
- (3) Identify possible ways of curbing the escalating domestic Gender Based Cases in the community of Abok sub-county.

The study was conducted in five (5) primary schools of Abok sub-county. The schools include those in chapters three (3) A total of 73 respondent consisting of pupils, teachers, headteachers, police.

The study used descriptive survey design and employed both qualitative and simple quantitative techniques in data analysis. The primary data collection tool was the questionnaire.

The findings indicated that Domestic Violence was still so much felt in Abok sub-county but mostly used as a way of disciplining children women.

Children experienced various negative emotions causing truancy and in attentiveness in school, poor performance and low self esteem.

Community felt that canning of children was a good drilling method.

In view of conclusion done, the following recommendations were made:-

1. Perpetrators of Domestic Gender Based Violence be arrested and prosecuted.
2. Teachers, counselors and parents should provide compassionate and supportive environment to the school children to aid the victims.
3. Sensitization of the community constantly on the negative impacts of GBV and initiate others mild ways of helping children.
4. Ministry of education and sports (MOES) to constantly mentor school counselors or the various wings of GBV atrocities in school community.
5. Parents should be empowered with alternative skills and techniques of disciplining children which do not result in domestic violence.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter examined the background of the study, problems statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, limitations and conceptual framework

1.1 Background of the study

The millennium declaration, adopted by world leaders in 2000, set ambitious goal and targets to be achieved by 2015. At the end 2007, just past the midpoint on this process, the Millennium Development Goal (MDGs) seems almost as elusive as they were in 2000. This is the particular true for the second and third goal which aimed to achieved universal primary education and promote gender equality and empower women respectively. Yet it is vital that the momentum for change not stalled or stopped, especially since the basic human right of millions of children depends on the international community to keep the promises made.

Domestic Gender based (GBV) is any phenomenon of violence which takes place between members of family because of their gender roles as those who stay together.

This can be father, mother, children or relatives. GBV includes behaviors which may be physically or mentally felt by an individual as being inhuman.

Domestic violence entails the abuse of power, trust or dependency within the family and normally occurs in a number of ways such economically or sexually against one person in form of homicide.

In Uganda most victims of domestic Gender based Violence are women, children or men.

This research was intended to investigate the impact of domestic Gender Based Violence on the performance of children of children since the area for long had been in Camps and agriculture is much preferred to education of the children.

It has been discovered that children suppressed by domestic violence in homes suffer emotional cognitive, behavioral and development effects which may change their lives.

Schools age children faced by Domestic violence in homes are targets to poor performance, fighting, indiscipline against authority.

Studies in UN conducive environment tends to change behavior from good to worst (see Brown and Brown 2003)

Kwantalsem University college report cities the following effects of domestic gender based violence on the serious.

- Emotional instability.

- Abusive Action put on individual, Physical injuries on individuals, Emotional difficulties such as fears, anxiety and post-traumatic stress, chronic mental illnesses, Lack of self-esteem, Subsistence abuse.

The study in Abok sub-county has confirmed that domestic Gender Based violence was the most challenging issue in the community in which most vulnerable learners hails from the common form of violence witnessed in the community(ies)are ;

- Fighting between couples.

- Neglect of children.

- Corporal punishment in homes and schools.

- Child labor.

- Economic violence is sale of domestic food stuff.

The abuses done has encouraged orphanage dropout of learners, repeating of classes and challenges in the implementation of the school curriculum.

The researcher has noted that many children show an adverse effect of readiness to cope with the ever changing system in the society.

This therefore has provided an opportunity which made the researcher to investigate whether children from domestic violence in which the result indicated poor performance of such children.

Many children exhibited in their real life situation as they were seen outside school and those in school were miserable,

- Poorly dressed
- Absent for many days from school.
- Had no personal effects for the school.
- Were seen restless in the class.
- Lived in fears most of the time.
- Most of them not social fellow pupils.
- Marks showed these children as the fail.

This evidence showed a big gap exhibited by gender based Violence in the selected areas of Abok sub-county Oyam-District.

1.2. Statement of the problem.

Domestic violence is one of the major social problem experienced on daily basis in Abok sub-county .School going children experienced domestic problems associated with violence which affected the children in many ways.

Studies has indicated that domestic Gender Based Violence affected . Academic performance negatively as always depicted in promotional exams ,rate of Absenteeism ,late coming and P L E results.

The researcher's investigation on Domestic Gender violence and academic performance in selected primary schools in Abok sub-county Oyam District came out with remedies to fight the current outstanding problems caused by GB V.

1.3. Purpose of the study.

The study was majorly initiated to investigate the impact/ effects of Gender Based Violence on Academic performance of children in the primary schools of Abok sub-county Oyam District.

1.4. Objectives of the study.

The study was intended to:-

- i. Establish the various form of domestic Violence in Abok sub-county.
- ii. Find out the impacts of Domestic Gender Based Violence on Academic Performance of children in primary schools of Abok Sub-County.
- iii. Make recommendations on ways of curbing the escalating of Domestic Gender Violence in Abok Sub-County.

1.5. Research Questions

- i. What are the different forms of Domestic Gender Based Violence practices in Abok sub-county?
- ii. Of what impacts is Domestic Gender Based Violence on the academic performance of children in Abok sub- County?
- iii. What recommendation would you make to help the community of Abok Sub-county come out of the current domestic Violence Saga?

1.6. Significance of the study

It was believed that the findings of the study would benefit the different classes of people in the following ways.

Community

The different criminal actions in the community would be reduced, street children; disappearance would bring peace if it were implemented. Community stress associated with solving Violence matter would reduce.

Cultural leaders

It highly hoped that if the recommendations were implemented, constant guidance and counseling which were done by teachers would reduce, dropout rates; late coming to school would reduce and stake holders jubilate.

The study would also create awareness of the parents and other stakeholders to support performance in most schools.

1.7. Scope of the study

The research study was conducted in Abok Sub-County Oyam District. Respondents were selected from Bar,Ajerijeri and Barrio parishes. A total of 50 respondents including 15 rural women and men. The following schools were engaged: Barrio,Abok ,Itubura,Ototong and Ariba primary schools.

A total of 10 teachers, 41 pupils, 5 head teachers and 14 rural women got involved in the research. A police officer in charge of child and family protection got integrated at Abok police post including the CDO of Abok Sub-County.

A total of 72 respondents participated in the study of June-August 2016 study.

The study focused on finding out the effects of domestic gender based violence on pupil's academic performance on selected primary School in Abok Sub- county Oyam District.

1.8. Limitations of the study.

In this research study, the researcher encountered a number of problems mentioned below:-

- i. Negative attitudes from some respondents who did not seem to understand the purpose of the study.

- ii. Inadequate funds to facilitate data collection and production of research data tools.
- iii. High expectation of allowances by some respondents gave the researcher very hard time since it was the voluntary aspect of series delivery.
- iv. The researcher was at some points mistaken to be collecting information to take to police.

1.9. Delimitations

Stake holders and parents should be sensitized on the roles played in GBV.

The researcher used bicycle to cover some of the nearby Schools. Little funds acquired to print out questionnaires and follow up respondents.

1.10 Definition of terms.

PLE:	Primary Living Examinations
Gender:	The difference of being male/female.
Classes:	Categories of people involved in the study.
Population:	People involved in providing data/information.
Mask:	The hidden causes of GBV in the community.
Domestic:	Home activities for men and women.
Head teacher:	Head of the institution.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The research study chapter has received related literature under the topic: the impact of gender base violence on the academic performance of pupils in primary schools in Abok sub country.

It is reviewed under the following sub headings;

- causes of domestic gender base violence in homes
- forms of domestic gender based violence
- impact of domestic gender base violence on the academic performance of children.
- recommendation made to help the community of Abok Curb down domestic violence saga.

Actual Literature Review

2. 1 Common forms/ causes of Domestic Gender Based Violence

The long term effects of domestic violence have not begun to be fully documented. Battered women suffer physical and mental problems as a result of domestic violence. Battering is the single major cause of injury of women, more significant than auto accidents, rapes, or muggings.

In fact, the emotional and psychological abuse inflicted by batterers may be more costly to treat in the short – run than physical injury. Many of the physical injuries sustained by women seem to cause medical differences as women grow older. Arthritis, hypertension and heart disease have been identified by battered women as directly caused or aggravated by domestic violence suffered early in their adult lives.

Battered women lose their jobs because of absenteeism due to illness as a result of the violence.

Absence occasioned by court appearance also jeopardize women's livelihood. Battered women may have to move many times to avoid violence. Moving is costly and can interfere with continuity of employment. Battered women often lose family and friends as a result of the battering. First, the batterer isolates them from family and friends. Battered women then become embarrassed by the abuse inflicted upon them and withdraw from support persons to avoid embarrassment. Women's economic empowerment requires bold

and sustained action to advance increase their economic opportunities and rights and to ensure that women can participate and be heard. To increase their economic opportunities, women need access to more and jobs, a business climate that supports them in starting and doing business, a financial sector that gives them access to financial services tailored to their needs, and greater livelihood security in times of food and fuel crises. This is especially true for women living in rural areas and vulnerable environments.

Some battered women are abandoned by their church when separating from abusers, since some religious doctrines prohibit separation or divorce regardless of the severity of abuse. Many battered women have had to forgo financial security during divorce proceedings to avoid further abuse. As a result they are impoverished as they grow older. One-third of the children who witness the battering of their mothers domestic significant behavioral and/ or emotional problems, including psychosomatic disorders. Those boys who witness their father's abuse of their mothers are more likely to inflict severe violence as adults. Data suggest that girls who witness.

Maternal abuse may tolerate abuse as adults more than girls who do not. These negative effects may be diminished if the child benefits from intervention by the law and domestic violence programs. Security women's legal rights, especially to land and other property, and ensuring that women's voices and priorities are heard and acted on are vital components of empowerment – security women's land rights has a direct impact on their ability to access finance, for example. Empowering women – the third of eight Millennium Development Goals (MDGs) – also helps to speed progressed towards other MDGs.

2.5. Poverty and economic empowerment.

Efforts to escape violence can have devastating economic impacts. Leaving a relationship might mean a woman will lose her job, housing, health care, child care, or access to her partner's income. Often criminal and civil legal remedies are necessary to safely leave a relationship. But women are at highest risk of injury of violence when they are separating from or divorcing a partner. Women can be very intimidated by a partner and the consequences of her leaving. It takes a long time for a woman to give up hope in a relationship and to recognize that the only way she can be safe is to leave him. Also, legislation, policy, services and advocacy often focus on physically separating the battered women and her children from the abusive partner, but do not guarantee a home, food of health care or an opportunity for long-

term financial stability. And anti-poverty schemes focus on increasing economic resources and access to program without addressing the impact of violence on family's basic human needs and do little to prevent a partner to harm the wife's job.

Poverty reduces options for battered women. Safety planning strategies significant life changes like, moving, separation or divorce. Some require extensive use of civil legal system to obtain orders for custody, child support or protection. Woman must be able to financially programs that provide housing and temporary cash assistance, child care and free legal representation. However, most low-income battered women simply are without the income, government support, or access to services to fully implement safety plan.

Low – income women also face multiple levels of bias and discrimination that reduce options for safety and financial security. For example, some landlords may not want to lease an apartment to single mother or to a woman whose rent is subsidized by the government. In general, women living in low-income neighborhoods have fewer employment and economic opportunities.

2.6 Child neglect and economic empowerment of women.

Ever since the 1960s, the share of children affected by poverty has only got bigger and bigger.

Children are those who have least choice and liability to change what happens to them. There isn't much they can do to help their families, nor should they have to. Unit they can stand firmly on their two legs usually by the age of 6, then they can be enrolled unsystematic in child labor. Nearly all possible effects of poverty have an impact on children's lives. Poor infrastructures, unemployment, lack of basic services and income reflect on their lack of education, malnutrition, violence at home and outside, child labor, diseases of all kinds, transmitted by the family or through the environment.

One of the effects of poverty on children's development is to lead them to build an antisocial behavior that acts as psychological protection against their hostile environment. Discrimination and social exclusion often push them to more aggressiveness and less self-control and nuance in reaction to stressful events. Having often been taken advantages of in their early childhood, they rarely come to constructive way to deal with conflicts. As they grow up, these behaviors are more and more entrenched in their

personalities and often been taken advantages of in their early childhood, they highlights the importance of taking action as early as possible to improve children's living conditions of which failure affects their economic activeness in the future as most of them ends up being less productive. And policymakers should understand that not just income but a child's social environment at large (parenting, school violence, housing, but also sanitation uncontaminated food and water) play a big role in creating new effects of poverty.

When parents to decide to divorce or separate, their child or children are faced with multiple stressors. Just knowing that things are going to be different after a divorce, but not knowing exactly how can be frightening for most children. Children from divorce families have to learn cope with the many changes in their family. The amount of contact with one parent, often their father will be reduced. Children may have to move from their family home or change schools

They may have a decreased standard of living. They have to live in two homes. They may have more responsibility placed on them. The custodial parent may be physically and psychotically less available for children due to increases demands. Often, children initially focus on these immediate negative effects of the families that have divorce eventually do okay.

Adjustment to divorce can take up two years or even longer. Many children will adjust to their parents' divorce, but some will continue to have significant problems into adulthood. Parents' sensitivity to their child's needs is one of the most important factors facilitating adjustment.

Other factors such as the child age, gender and temperament will also influence how well the child adjusts. A preschooler's reaction to and ability to understand their parents' divorce will be very different from that of an adolescent. A child's beliefs about divorce will change over time due to cognitive maturity and evolving relationships with their parents. Awareness and with insight in how to talk to their children to help in their adjustment. In most cases it's challenging to meet the need of such children who normally remains with their mother who may not have enough to provide for them and the problems/level of poverty rise up in such a situation.

Because of their limited cognitive abilities, preschoolers are often baffled by their parents divorce. They lack the coping skills necessary to deal with all the changes associated with children tend to be egocentric at this age, and will often blame themselves for the divorce. They may feel that it is their responsibility to bring their parents back together. Preschoolers tend to be “emotionally needy” have fears related to abandonment, and may display acting – out behaviors following their parents’ divorce or separation. Preschoolers are likely to become very distressed during visit exchanges.

Although children between the ages of about 6 to 8 continue to have fantasies about reconciling their parents, they are less likely to blame themselves for the divorce. Children at this age have been found to experience intense grief over the loss of not having one of their parents living with them. The older child (ages 9 to 12) is better able to understand their parents’ divorce. They are likely to consciously express their disapproval and tend to the side of one their parents.

Anger at their parents is conscious yet the adolescents’ ability to understand and conceptualize their parent’s divorce will enhance their adjustment. However, they are faced with the task if integrating the divorce experience with their own developing identities and supporting their daily life with all the necessities.

Boys and girls tend to react differently to their parents’ divorce. As a rule, girls tend to become anxious and withdrawn, while boys tend to become more aggressive and disobedient. Girls from divorce families may become sexually active earlier than girls from intact families.

Interestingly, boys often adjust better when their mothers remarry, while girls have more difficulty. Children of divorce families tend to have long-term adjustment difficulties when behaviors problems when this exists. Children’s adjustment is also determined by the amount of communication, feeding and social response to their needs.

A child’s relationship with his or her parents following a divorce is critical to the child’s adjustment. Although the distress of not being both parents is one of the most painful parts of divorce, it is the continuing relationship that children have with their parents that is essential to their long – term adjustment. This highlights the importance of not criticizing the other parents in front of the child. Children from divorced families do best when visits from the non-custodial parents are regular,

predicable, and occur in a 'conflict-free" setting. The quality of the relationship is more important than the quantity. If frequent contact occur in undesirable circumstances, the child is likely to have adjustment problems. A child's adjustment is facilitated circumstances, if the custodial parent is warm, understanding, nurturing, and demonstrates good parenting skills.

If the child parents have difficulty coping with stress, the child's adjustment will be at risk, especially if the child has a difficult temperament. A child with such a temperament will have significant problems coping when faced with disruptions in routine and when their parents experience increased stress and demands. These children may become more difficult to manage after the divorce. A child's adjustment to divorce will be quicker fewer disruptions are caused by the divorce and when an stabled routine is a achieved. Unfortunately, a practical

That policy programmes and issues will establish to ensure mainstreaming of women's perceptive in all development process as catalyst, participants and receptions. Where there are gaps in policies and programmes, women specific interventions would undertake to bridge that gap from time to time.

- Cossack et al (1991) stated that most form of violence inflicted upon women and child by person known to them, or by strangers considered a private matters and given. Physical punishment could be made to hurt you

- Nolan (1998) categorized the base as broad range of violence action and abuses of children and women and men to fall as victim, such as deprivation of float, women and settler.

Emotional deprivation of love, explosive for violence and aggressive sense at home, physical neglect, lack of adult protection, displace aggression

Brown and brown (2003) in their book of parenting cited survey of 2200 primary school who had suffered from violence.

Durajogi (1984) said believed that the only way to discipline for good childhood would be to hit them.

Cossack father stated that domestic violence include violent formal alternation , financial issues leading to disagreement, offensive conduct such as polygamy, infidamy in children and refusing to go to school.

Professor zopito brown et a l(2003) said, we have seen cases where children has taken their live because of abuse(real violent) “we can’t assume the victim is impacted lightly)

Effects of domestic gender violence

2.7 Divorce effects on single parenthood and economic empowerment.

Why single parenthood affects children and economic empowerment when greater risk are found, we are beginning to develop a better understanding of those factors that differentiate the children in single parents families who develop disturbances from those who do not understanding why family instability place some children at greater risk is essential in planning programs and policies to promote healthy children and families. In this section, we briefly summarize five perspectives on possible pathways through which these effects are transmitted: economic hardship, loss of parental support and supervision, lack of community resources, parental conflict, and life stress and instability.

Economic hardship. Poverty is the most profound and pervasive factor underlying developmental problems of the young. Roughly, one of two families headed by a single mother is living in poverty compared with one of married couples with children (McLanahan& booth, 1989). Not surprisingly, single parents are twice as likely to report that worry “all or most of time” that their total income is not enough to meet family expenses. On average, poor children in mother – headed families are poor for seven years, more than a third of their lower income preceding divorce, but also from the decline in income that accompanies divorce (McLanahan&Sandefur, in press ;) the effects may be differ somewhat for families who start out poor or become poor. Nevertheless, the income of single mothers and their children after divorce is only 67 percent of their income before divorce, while the income of divorced men is 90 percent of the pre- divorce income (McLanhan& Booth, 1989).

In one study using four nationally representative data bases, lack of income emerged as the single most important factors in accounting for the differences in children from single parent and intact families; differences in income are estimated to account for over half of the different in the educational attainment

and steady employment of young adults, and just under half of the differences in nonmarital childbearing (McLanahan&Sandefur, in press). Lack of income

Wolfe et al (1986) said that children who were victims of domestic violence suffered a number of atrocities like injuries, neglect, feelings abnormal fear, regression learning difficulties difficulty in maintaining relationship.

Wolfe et al (1986) children who were abused exhibited behavioral attitudes such as aggression, phobia, insomnia, low self-esteem and depression

A study of abuse and neglect in homes of serious juvenile offenders 17-19 years 1985 stated that most delinquent youth were victims of domestic violence

Faber et al (1990) suggested that violence between parents would reduce parent availability and attentive to children development and emotional needs which would translate into a child school life and academic performance.

Froebel (1892) said learn best by doingthe real purpose of instruction is not acquired knowledge but by means of activities to build up habits, skills and power of will and character.

Similarly.

UNEB.(2002)report state that preprimary education is pre-requisite for better future performance since foundation is the concrete step laid down in a child's future career and firm action to start helping what is laid down

Michel more (1995) states that the there may be pupils in your class who may not read. it is vitally important that your try to help the sew children now so as to reduce the problems, frustration and failure that may be felt.

Strategies for fighting gender based violence.

Farant(1964)deduce that the moral of teachers is low because they posses no great status, lack promotion opportunities ,poorly paid and have to teach under satisfactory condition bringing down their interest to perform well.

Nakisance, Kajubi (1996, P.31) agrees that performance can be affected by motivation which in general terms refers to incentive and remuneration.

Similarity

Kajubi (1989, p.107) elevates motivation of teachers and children as one of the strategies for combating the declining standard in school for children.

Improvement of teacher condition of service through salaries incentives which subsidizes their rent and other teaching extra load

Loss of parental support and supervision. Parents who support and supervise children enhance their well-being (Maccoby and Martin, 1983). In fact, poor parental monitoring has proven one of the most powerful predictors of youth involvement in problem behaviors (Patterson and Stouthamer-Loeber, 1984). Single parents and stepparents monitor their children less closely and know less about where their children are, who they are with, and what they are doing than parents in intact families (Amato and Keith, 1991; Hetherington, 1989; Steinberg, 1986; McLanahan and Booth, 1989; McLanahan and Sandefur, in press). Single parents are also less involved in their children's school activities and have lower educational goals for their children (Furstenberg and Nord, 1985; McLanahan and Booth, 1989; and Sandefur, in press), two factors known to jeopardize academic achievement (Steinberg, Brown, Casmarek, Cider, and Lazarro, 1988). Based on recent evidence, single parents who are more involved in school have children who are less apt to experience problems (Steinberg and Roehlkepartain, 1993). These differences in parent support and supervision are estimated to account for 20 to 40 percent of the differences in child well-being between single-parent and two parent households; stepparents, however, do not make up for a biological parent (McLanahan and Sandefur, in press; Steinberg, 1987)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discussed more about the sample area of study the characteristic of the subject sample size, subject selection, sampling strategic instrument of data collection procedure used in data collection and analysis of the data.

3.1 Research Design

A descriptive research design was used to tabulate the frequency of feedback to provide background information.

The interview and observation guides were used

3.2 Research Area

The study was carried out in four parishes of Abok sub-county .the selected parishes were Barrio parish, Bar parish Ajerijeri parish and Ariba parishes.

A total of five primary school were used ieBarrio,Abokitubara,Ariba and ototong primary school.

Head teacher and teachers were to provide data necessary to each.

3.3 Sampling Techniques

Koul (1997) defined sample as a representative proportion of the population of purpose and random

Gau(1987) ,sampling means selecting a given number of subject from a define population as representation of the whole population.

Good and EtAL(1952,p-33) states that in general the word questionnaire refers to advice for securing answer to a series of question by using a form which respondent fills himself.

Random sampling was used to teachers and pupil's women were randomly selected, police and others in the population the schools sampled include Itubara primary school, Barrio primary

school Abok primary school, Ototong primary school Ariba primary school the total number used was as below;

Table 1 showing the sample

Schools	Head Teachers		Teachers		Pupils		Rural Women	Police	Tot
	Female	Male	Male	Female	Male	Female			
	Male	Female	Male	Female	Male	Female			
1 .Abok	00	01	01	01	03	04	03		13
2. Bario	01	00	01	01	03	03	03	03	14
3 .Ototong	00	01	00	01	04	04	03		13
4 .Itubara	00	01	02	01	05	06	03		18
5 .Ariba	00	01	01	01	04	05	02		14
TOTAL	01	04	05	05	19	22	14		72

3.4 Data Collection Methods.

The research got far purpose of impressive and triangular use varieties of tools

-questionnaires were set for both head teachers and teachers because they were able to read and write.

-interview guides was used for pupils and the women in the community

The major collection of data was done to check on the different forms of domestic violence

Causes of domestic violence

3.5 Procedures of Data Collection and Analysis

The researcher after getting the introductory letter from KIU Lira centre reported to the DEO Oyam seeking for permission.

The researcher later made a timetable for each school. in the school he got permission from the authority from each school.

The researcher took five days for the five schools spending a maximum of four hours in each school.

All data instrument were completed and returned for analysis.

3.6 Interview;

As a tool for data collection, according to peil (1995) 'An interview is a dialogue between an interviewer or panel of interviewer and interviewee .it is an organized conversation ai ed at gathering information about a particular topic of authority in that particular field of study or organization .An interview is a learning exercise from both parties involved (interviewer and the interviewee)'. This therefore promotes the use of this method especially as one of the method the researcher used in gathering the information in this research booklet.

3.7 Observation

Observational method was another tool by the researcher during research, this was a no participation method used through physically seeing /observing the evidence especially on the victims of domestic violence .it was also used because observational method also as used by a professional can reveal some of the characteristic of a person or group which would be impossible to discover by other means and other people who are not professional in using observation skill. The researcher therefore used this method to access the truthfulness of sensitive responses

3.8 Structured Questionnaire:

The researcher had constructed questionnaire for getting information. Questionnaire is a tool of data collection .it is a collection of items to which a respondent is expected to react usually in writing its purpose was to collect a lot of information over short period of time.

This tool was used because the population under study was literate, time was limited and the information needed could be easily described in writing.

3.9 Validity and Reliability

To established reliability, the researcher discussed the instructions with colleagues before submitting them to the supervisor for approval. The supervisor then ensure that consistency in the instructions was made .After the supervisor making some adjustments, the instrument were tested for reliability before going to the field .A pilot study was carried out among five (5) teachers of the different primary schools in Abok sub-county, Oyam district .The reliability of the instrument was tested with the Cronbact method;

3.10 Data Analysis

Data collection was analyzed using quantitative analysis.

The data was classified and presented in tables.

Calculators were used to get percentage as presented in the research table.

Graph was involved to indicate the different schools and famous factors which caused gender based violence.

The data for each case was presented as views in the section of respondents

-Views of teachers.

-Perception of head teachers.

-Perception of pupils.

-Opinion of women and police.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

4.0 Introduction:

This chapter focused on presentation and analysis of the followings.

The data is presented and analyzed using frequency table and percentage in accordance with the stated research objective questions.

4.1 Procedures

Table 1 Respondents

Category	Number
Head teachers	05
Women	14
men	02
school children	41
teacher	10
police officer	01
total	72

Source: Primary Data

The information presented on table, above had a variety of respondents as categorized above.

4.2 Background Information of the study:

1. Forms of domestic violence in Abok sub-county

Categorically, respondents were asked to mention the forms of domestic gender violence as was realized children suffered most.

Table 2. Pupil's responses on different forms of domestic violence.

Response	Frequency	Percentage
Corporal punishment	08	20
Physical assault	05	12.5
Verbal abuses	09	22.5
Denial of food	04	10
Physical fighting of parents	06	15
Withholding financial support	06	15
Child labor	02	05
TOTAL	40	100

As noted from the table presented above; physical assault (15%) and physical abuses (15%) were found to be leading others like witnessing the fight (15%).withholding financial support from the children also featured.

As clearly reflected on the table the different forms of domestic violence brought a lot of bad effects on academic performance of children

Table 3.Parent response on causes of corporal punishment

Response	Frequency	Percentage
Truancy	02	12.5
Negative attitudes to domestic work	08	50

Poverty	06	37.5
Total	16	100

Table 6: Local leader's response on cases of domestic violence (police)

Response	Frequency	Percentage
Drunkardness	06	60
Mismanagement of family resources	04	40
Toal	10	100

From the information derived from table 6 above the leaders (police) targeted 75% said drunkenness and mismanagement of fairly resources was the greatest causes of domestic violence among adult respectively.

4.3 Objective 2 .Effects of domestic gender based violence on academic performance of children.

Response	Frequency	Percentage
Feeling of rejection	05	12.5
sadness	07	17.5
fear in children	03	7.5
Helplessness	09	22.5
Anger among children	08	20
Loss of dignity /self esteem	08	20
Total	40	100

Source: Primary Data

Pupils response showed domestic violence 39(97.5%) of the pupils reported feeling very sad 36(90%). Anger among children (85%) and said they helped, 32(80%) reported having feelings of loss of their dignity, self-esteem and were dehumanized, 30 (75%) reported feelings of anger to retaliate

Table 8. Teacher's response on effect of domestic violence

Response	Frequency	Percentage
In attentiveness in class	08	40
Increased aggression	04	20
truancy	01	05
Disrespect	01	05
Low academic performance	05	25
Low self esteem	01	05
Total	20	100

The information on the table brought out of (100%) of the teachers reported as they said things were done which resulted into heavy percentage the effect mentioned above.

Table 5 teachers reported on the different forms of domestic violence witness

Response	Frequency	percentage
Hunger due to denial of food	06	60
Bruises were analyzed	04	40
Total	10	100

Source: Primary Data

Following information on table 4&5, 60% of the pupils dominance in promoting educated search was reached Bruises were angled with 40%.this showed that children need food.

(40%) of the parent accepted the children were always out of home, Negative effects of domestic showed up at 50%.

(50%) reported that fighting GBV was crucial through most of leavers were big enough.

Table 4. Parent response on forms of discipline adopted.

4.3: Ways to Improve Academic performance in Abok Sub-county in Oyam District.

Table 4

Response	Frequency	Percentage
Denial of morning	06	24
Counseling	15	60
Canning	04	16
Total	25	100

Source: Primary Data.

From the information presented on the table 24% of the pupils said they were denied meals60 16% carried out counseling 30% of the pupils said at least were being mention.

Teachers were interviewed about the forms of domestic violence they have witnessed.

4.4 Objective 3 .Recommendation on what to be done on GBV.

Response gave out their own ways by which GBV issuers' could be death .the response got interestingly brought out.

Possible ways of dealing with violence.

Response	Frequency	percentage
tolerance	10	14.3
Love of children	12	17.4
Conflict resolution	04	5.7
Counseling	14	20
Prosecution of perpetrators	15	21.4
Sensitization	15	21.4
Total	70	100

Following the suggestion given by respondent, 15 (21.4%) agreed to have perpetration arrested and prosecuted, 14 (20%) reaffirmed Guidance and counseling of victims, 10 (14.3%) failure of practicing tolerance as a solution 12 (17.5) said love of children un conditionally ,15 (21.4%) mentioned education sensitization and least 04(5.7%) mentioned conflict resolution among the community members.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction:

This chapter has discussed the impacts of domestic gender based violence on academic performance of learners in Abok sub-county in Oyam District.

The findings have been discussed in this chapter conclusions drawn recommendations reached in related to the stated objectives.

5.1 Summary of key findings discussed:

5.1.1 According to objectives (1) which was to establish the various causes /forms of domestic violence in homes table 2,3,4 and 5 conclusively came out with beating of children and verbal abuse as most outstanding in the communities reached, it was followed by fighting from parent, with holding financial support, child labor also showed some percentage.

The above were evidently found to be so much practical on the lives of the children in schools hence has caused a major havoc to the academic performance of children in those mentioned and in consistent with **Cossack et al (1999)**.

5.1.2 The effects of domestic Gender Based Violence were found to be imminent.

The most common feelings reported by victims is marginalized feelings of decision making being bad, helplessness leading to loss of dignity, self dignity and being dehumanized. Feelings of anger and decision to initiate were also reported, Retaliation were also reported alongside feelings of rejection, these speeded up some forms of misbehaviors like use of condoms.

More violent behavioral were not built. If children of these families were not helped out, they would become layer as punishment to those who followed them. These findings have agreed with table 5,6 and 7.

Teachers' reported inattentiveness in class, truancy and disrespect were seen among pupils who experienced domestic violence .signs of low self esteem and significant increase in aggressive behaviors resulting in low academic performance of pupils.

5.1.3 Many respondents suggested solution such as arrest and prosecution of perpetrators, counseling of victims, practicing of tolerance, loving children parentally done unconditionally.

Education and sensitization and practicing peaceful conflicts resolution were also suggested as possible solutions to the problems.

5.2 Conclusion

The following conclusions were reached in view of the finding as done below.

It was found out that domestic gender based violence was so practical most especially beating of children in the different communities of Abok.

The major cause of domestic gender based violence was found to be lack of knowledge about the danger of using such bad practice to the pupils.

The most workable practice of curbing gender based violence was found to be arrest and prosecution of perpetrators to bad practice which abuses rights of children.

5.3 Recommendations.

The following conclusion was reached as recommendation in accordance to the analysis made.

1. Perpetrators of domestic gender based violence be arrested and prosecuted in cases if harmed and psychologically tortured children.
2. Teacher counselors and parent be initiated to support environment which is free to the children.
3. Parent be empowered with life skills to help them cope with the ever changing fast environment.
4. The ministry of education and sports should make an effort to provide school with profession counselors who will handle cases of domestic violence in the schools.
5. Sensitization of the community on the negative effects of domestic violence on a child performance at school should be done to help in reducing it.

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APENDIX 1

INTERVIEW GUIDE FOR PUPIL S

Name:.....

School:.....

Parish:.....

Class:..... Age

1. With whom do you live?

.....

2. Do you normally help our parent/guardian with domestic work?

Yes/No

If yes, what types of work do you normally do at home?

.....

3. How often do you do this work?

-Very often

-Often

-Sometimes

-Never

.....

4. What punishment do your parents give you if you do something wrong?

.....

5. How do you feel when you are punished?

.....

END – THANK YOU

APENDIX 2

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is **MUNU YUSUFU SADDIK**.... Student of KIU.I kindly ask you to answer the following questions to be used as part of the research data needed in compiling a research report to KIU .The title of the study the **impact domestic gender based violence and academic performance in primary schools of Abok sub-county** The information that you will give will be used strictly for academic purposes and will be treated with the utmost confidentiality.

I think you in advance for your positive response.

Name of School:.....

Sex:.....

Class you teach:.....

Class enrolment:.....

1. Do you have some children who may be experiencing domestic violence in their homes?

Yes/No

2. What are some of the effects of such experiences on the child's performance at school?

.....
.....

3. What could be the effects on their behavior?

.....
.....

4. Suggest some ways of reducing the effect of such , experiences in the child dealing with domestic violence in the community?

.....
.....

END – THANK YOU

APENDIX 3

QUESTIONNAIRE FOR PARENTS

Dear respondent,

My name is: MunuYusufuSaddik a student of KIU.I kindly ask you to answer the following questions to be used as part of the research data needed in compiling a research report to KIU . The title of the study the impact of **domestic gender based violence and academic performance in primary schools of abok sub-county**.the information that you will give will be used strictly for academic purposes and will be treated with the utmost confidentiality.

I thank you in advance for your positive response.

Name of parish:

Sex: Male/Female

1. Do you have some children in the nearby school?

Yes/No

2. Do give them work to do at home?

Yes /No

If yes what type of
work?.....

3. How do you normally discipline your children?

.....

4. Do you sometimes beat them?

Yes /No

5. What causes parents to beat children?

.....
.....

6. How do you think domestic violence can be best reduced?

.....

END – THANK YOU

APENDIX 4

QUESTIONNAIRE FOR LOCAL LEADERS (POLICE).

Dear respondent,

My name is: MunuYusufuSaddik A student of KIU. I kindly ask you to answer the following questions to be used as part of the research data needed in compiling a research report to KIU. The title of the study the impact of domestic **gender based violence and academic performance in primary schools of abok sub-county**. The information that you will give will be used strictly for academic purposes and will treat the utmost confidentiality.

I think you in advance for your positive response.

Name _____ of _____ village/Organization:
.....

Sex: Male/Female

1. What is the nature of your job?
.....
2. Dose your office sometimes handle cases of domestic violence?
.....
3. Describe the forms of domestic violence commonly used against children in this area.
.....
4. How does you office normally handle such cases?
.....
- 5. Suggest ways of reducing domestic violence in your area.

END – THANK YOU

APPENDIX 5

WORK PLAN

ACTIVITY	TIME FRAME:	VENUE:	TARGET GROUP
Getting Authority letter	May 2016	Kampala International University, Lira Study Centre.	Researcher
Designing Research proposal	May – September, 2016	Lira	Researcher
Approval	September, 2016	Kampala International University	Supervisor
Submission of Research Proposal	September, 2016	Kampala International University, Lira Study Centre.	Researcher
Data Collection	September, 2016	Abak Sub-county Oyam District	Researcher
Compiling of Research Report and Approval	September, 2016	Home, Lira.	Researcher and Supervisor
Submission of Research Report	September, 2016	Kampala International University	Researcher

APPENDIX 6:

BUDGET:

Activity	Unit Cost	Total Cost:
Transport Expenses	-	200,000/=
Internet Services	-	150,000/=
Printing Cost	-	200,000/=
Type setting	-	100,000/=
Researcher Lunch and Refreshment upkeep and maintenance.	-	300,000/=
GRAND TOTAL		SHS.1,150,000/=