

**INFLUENCE OF DOMESTIC VIOLENCE ON SECONDARY SCHOOL
STUDENTS' ACADEMIC PERFORMANCE IN GITHUNGURI
SUB-COUNTY, KIAMBU COUNTY, KENYA**

BY

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DECLARATION

I declare that this project report is my original work and has not been presented for the award of any degree or diploma in any other university.

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DEDICATION

I dedicate this project to my treasured husband George Mbugua Kinyanjui, our loving son Eric Kinyanjui and my loving Priscillar Wanjai and Alexander Wanjai for your enormous support, encouragement and understanding throughout the course of my study.

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I take this opportunity to thank God for seeing me through this study period and for enabling me to sail through to completion. All glory to God for His grace has been sufficient.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| DV | Domestic Violence |
| EFA | Education For All |
| FGM | Female Genital Mutilation |
| FPE | Free Primary Education |
| NACOSTI | National Commission for Science, Technology and Innovation |
| PTSD | Past Traumatic Stress Disorder |
| SPSS | Statistical Package for Social Sciences |
| WHO | World Health Organization |

ABSTRACT

This study was carried out to investigate influence of domestic violence on secondary school students' academic performance in Githunguri sub-county, Kiambu County. The study objectives were to determine the influence of emotional abuse, physical abuse, verbal abuse and sexual abuse on the academic performance of secondary school students. The study targeted 986 teachers and 25,656 students from 46 secondary schools. This gave a target population of 26,642 respondents. The study randomly selected 50 teachers and 400 students from 10 secondary schools. This gave a sample size of 450 respondents. Questionnaires were used for data collection. a pilot study of 10 percent of the sample population to test the reliability of the data collection instruments. Validity of the study was ensured through discussion with experts including supervisors. The Quantitative primary data was collected and coded into SPSS version 22 while for the qualitative data from open ended questions was thematically analyzed as per the objectives of the study. Descriptive statistical analysis was used to show the frequencies, means, percentages and standard deviation. This data was presented in tables, pie charts and bar graphs. This assisted in determining the level of influence the independent variable have on the dependent variable. The study findings indicated that emotional abuse, physical abuse, verbal abuse and sexual abuse influences academic performance. The study recommends that the findings of this study can give guidelines to policy makers including those of National government and County governments on the influence of domestic violence on academic performance of secondary school students. Schools and other education stakeholders should empower the guidance and counseling programs that can help in the healing process for the students who have been emotionally abused. The ministry of education and children's rights activists need to offer awareness campaigns on the children's rights against both physical and sexual abuses.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The term domestic violence (DV) is used to describe actions and omissions that occur in varying relationships in a domestic unit asserts (Daly and Wilson, 1988). Domestic violence therefore is battering or any other abuse by a perpetrator against another in a domestic setting such as in a marriage or cohabitation at a family level. This kind of violence creates unconducieve environment in the family. Globally, domestic violence is historically rooted in almost all societies observed (Larson, 1986) and can happen to anyone regardless of gender, race, ethnicity, education, sexual orientation, income or any other factors.

DV happens in all strata of the society and in all localities observes (Daly and Wilson 1988). DV can be traced back to 753 BC where during the reign of Romulus in Rome wife beating was accepted and condoned under the laws of chastisement. There were laws that permitted the husband to beat the wife observes (Cohen,2005). It is quite clear then that DV is a problem that has existed since early times and the preference is higher on women than men .In 1824, a Mississippi Supreme court allowed a husband to administer a moderate chastisement to his wife observed (Bredgen,2007).This research is out to find out the influence of DV on secondary students academic performance.

In Africa, data on DV is still scarce unlike in the Western world according to a study by (Gitobu,2003). However available evidence indicate that women in Africa are triply abused within domestic relationships and DV is not addressed as a significant social issue states (Tony,2002) who further states that several works make indirect reference to the existence of DV in pre-colonial societies.

According to the study by (Elbert,2009) he observed that it is difficult to know the extent of DV in Africa accurately because there lacks comprehensive studies that permit comparability in the region It is for this reason that this study wishes to find out the influence DV has on secondary school students' academic performance.

In 1998 in Kenya, 1,329 cases of rape were reported during the first nine months compared to 903 cases in the year 1997 according to the commissioner of Police, (1998). A demographic health survey carried out by the Ministry of planning, (2003) revealed that at least half of all Kenyan women have experienced violence since the age of fifteen with close members among the perpetrators. The victims of rape in Kenya have a big task and are frustrated by insensitive police who question them. The victims have to persuade the police that they had been raped asserts (UNICEF,2014)

In Kiambu county, central Kenya, a case was reported by Amnesty International Kenya about a magistrate who freed a church leader who was accused of defiling a six year old on the grounds that he was a married man with children and incapable of committing such an offence reported (Tony, 2002). In Githunguri sub-county cases of DV have been witnessed and are on the increase making the area a viable locality to carry out the research so that the findings can be used to promote the interests of the learner and improve their academic performance.

Specialists have connected presentation to mishandle and brutality with lower scores, poor dialect aptitudes, decrement in visual-engine incorporations abilities and issues with consideration memory (Berns, 2010). Seeing viciousness and misuse includes a standout amongst the most negative direct effects to the advancement of the understudies' school adjustment and scholarly accomplishments.

Presentation to viciousness at home, add to both diminished scholarly advancement and increments troublesome or unfocused classroom conduct for youngsters, youths, and adolescents. It is evaluated that somewhere in the range of 10% and 20% of students in the United States are presented to aggressive behavior at home every year (Carlson, 2009) and are physically harmed (Fusco and Fantuzzo, 2009).

A study by Evans, Davies, and Dilillo (2008) on learners who witnessed domestic violence showed that, 43% had reading levels at least one year below their actual age group. They are more likely to experience difficulties in school and score lower on assessments of verbal, motor, and cognitive skills. Another study by Elbetr (2009), had shown association in lower cognitive development, lack of conflict resolution skills, limited problem solving skills, pro-violence attitudes, and belief in rigid gender stereotypes and male privilege. This then is the reason we have many conflicts witnessed in secondary schools.

A survey conducted by Chastain, (2004) reveals that students exposed to DV usually exhibit hostility to their peers by fighting, hitting back to authority, negative feelings, emotional distress, depression and anxiety, withdrawn, shy, and low grade. This confirms the many indiscipline cases by students that Kenyans have witnessed in the recent times on the media.

Witnessing domestic violence by learners is known to influence their intellectual development. A study by Huth-Bocks, Levendosky and Semel (2007) made an examination of scholarly working in students who saw abusive behavior at home, and discovered that these students had bring down scores on verbal capacity than the non-witnesses control gathering. In connection to scholastic working, students who encounter larger amounts of savagery have bring down capacities in perusing,

science, and general information (Silverstein, Augustyn, Cabral and Zuckerman, 2006). Understudies influenced by family and network savagery experience the ill effects of brought down social and passionate skill and decreased scholastic execution also watched (Fantuzzo and Mohr, 1999).

Verbal abuse of learners at home may lead to physiological problems among them, for example (Njuguna,2014) showed that verbal abuse leads to fear. Rehashed presentation to horrendous accidents, an extent of people may create clutters described as Posttraumatic Stress and Oppositional Defiant (Aisenberg, Trickett, Mennen, Saltzman and Zayas, 2007). Given these issues, there is an expanded requirement for school work force to address the impact of viciousness on students accomplishment in the classroom.

Violence is adversely championed by factors for example big households. Households who have more youths are more likely to experience increased family conflict and maltreatment (Jungmeen, Talbot and Cicchetti, 2009), which may lead to intrapersonal, interpersonal, and academic limitations.

Youth exposure to violence may compromise healthy social relationships and academic potential. Bostock, Plumpton, and Pratt (2009) reported that traumatized learners often lack in their ability to maintain friendships. A study by (Elbert, 2009) established that traumatized experiences may also increase functioning impairments as has influence of mother-child aggression (McDonald, Jouriles, Tart and Minze,2009) and promote insecurely attached relationships (Berns, 2010). The issues explained above explain the student's academic performance decline in secondary schools.

Domestic violence may also be inform of sexual harrassment of students. Moore and Sagwe, (2012) explored that sexual harrassment and violence against girls in secondary schools in urban slums in Kenya and pointed out that exposure and experiences of sexual harassment and violence led to poor concentration among students. Researchers have not explored the influence of sexual violence to academic performance hence this study is out to fill that gap.

Poor academic performance continues to be a major challenge in many parts of Kenya and studies have been carried out to establish the factors contributing to the same. For example a report by Kigotho, (2015) showed that 151,712 50.3% of the total candidature in Kenya Certificate of Secondary Education [KCSE] in Githunguri Sub-County scored below grade C+ in 2015 KCSE results. This he said was the trend he noted for the previous year such as in the year 2010 where the mean score was 44.28%. One of the least factors studied is the DV as a contributing factor for poor academic performance by secondary school students. All these issues necessitated this research to carry out a study of this nature in the area.

1.2 Statement of the Problem

Domestic violence has been on the increase in Kenya and has devastating influence on secondary school students' academic performance. From the background information, it is quite evident that domestic violence has been recognized as one of the most entrenched and pervasive forms of violence in Kenya today.

In many homes in many parts of Kenya, thousands of learners continue to suffer different forms of abuse which include physical abuse, psychological abuse, verbal abuse and sexual abuse as a result of the acts of violence in their domestic units.

Experts report that cases of DV are on the increase globally since over 3 million learners are at the risk of exposure to DV. Secondary school students who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems which may negatively influence their academic performance. This study aims to establish the influence of various forms of DV on students' academic performance in Githunguri Sub-County, Kiambu County.

1.3 Purpose of the Study

The purpose of this study is to examine the influence of domestic violence on the academic performance of students in Githunguri Sub-County, Kiambu County in Kenya.

1.4 Objectives

The objectives of the study were;

- i. To examine the influence of emotional abuse on the academic performance of students in Githunguri, Kiambu County.
- ii. To determine the influence of physical abuse on the performance of students in Githunguri Sub-County, Kiambu County.
- iii. To establish the influence of verbal abuse on the academic performance of students in Githunguri Sub-County, Kiambu County.
- iv. To investigate the influence of sexual abuse on academic performance of students in Githunguri Sub-County, Kiambu County.

1.5 Research Questions

The study was guided by the following research questions;

- i. How does emotional abuse influence general academic performance of students in Githunguri Sub-county, Kiambu County?
- ii. To what extent does physical violence influence the general academic performance of students in academics in Githunguri Sub-County, Kiambu County?
- iii. How does verbal abuse influence general academic performance of students in Githunguri Sub-County, Kiambu County?
- iv. What is the influence of sexual abuse on the students general academic performance of Githunguri?

1.6 Significance of the Study

The significance of the study is to reveal the extent of domestic violence in Githunguri Sub-County and showing the influence it has on secondary school students' academic performance. The study may assist different education stakeholders in addressing domestic violence as a social vice and to improve the academic performance and school participation of learners facing domestic violence. Policy makers in education sector, school administrators and teachers may use the findings of this study to formulate strategies for implementing programs that promote participation of students coming from families vulnerable to domestic violence with an intention to improve the students' academic performance.

The local administration and social workers can use the findings of this study to come up with strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms to promote secondary school students'

academic performance. The results may also contribute to a national debate in the Parliament by the legislators on domestic violence and its control. The study can create insights into more research on the causes, impacts and relationships of domestic violence with other elements of economic, education and social well-being of society with the intention of improving relationships at the family unit and thus indirectly improve students' academic performance.

1.7 Limitations of the Study

The limitations of this study were factors that were beyond the researcher's control. The researcher expected some respondents to turn down the request of responding to questions. To mitigate this challenge, the researcher established mutual understanding with the respondents on the confidentiality of the information offered.

Another limitation included unwillingness by respondents to reveal confidential information. To address this limitation the researcher assured the respondents that the information offered would remain confidential and also by creating anonymity by not writing the names during the time of responding.

The study will also be contextually limited to a study of influence of emotional, physical, verbal abuse and sexual abuse and their influence on secondary students' academic performance hence other determinants of academic performance such as Intelligence Quotient was not studied. The researcher assured the respondents that the findings will only be restricted to academic performance and not any other influences like behavioral outcome.

1.8 Delimitations of the Study

The research was limited to only secondary school students in Githunguri Sub-County, Kiambu County in Kenya. Another delimitation is that this research is restricted to the influence of DV to secondary school students' academic performance only and not any other area such as DV influence in students' behavior.

1.9 Assumption of the Study

There was an assumption in the study that there would be a sufficient return rate of the questionnaires from the respondents. The study also assumed that the respondents were honest and truthful in their responses noting that the issue under study involved revealing very private family experiences.

1.10 Operational Definition of Terms

Child abuse – This refers to the physical, sexual, emotional torture or neglect of a child or children.

Child labor - This refers to the condition where a child works for a wage in order to support self or family.

Domestic Violence - Refers to aggressive behavior within home, typically involving the violent abuse of child.

Perpetrator- Refers to someone who has committed the illegal violent act.

Physical violence-Refers to inflicting harm or pain by beating, slapping, biting etc

Psychological abuse-This refers to acts of humiliating a victim privately or publicly;

Trauma-This refers to an emotional shock that often produces a lasting psychic effect or an emotional disorder.

Victim-This refers to the one who has suffered domestic violence.

Verbal abuse-This refers to use of derogatory statements or threat

1.11 Organization of the Study

The study was categorized into five chapters; chapter one is the introduction consisting of background to the research, a problem statement, objectives, research questions, significance of the study, limitations, delimitations of the study and operational definition of terms. Chapter two reviewed related literature in order to establish the gaps regarding the influence of domestic violence on students' academic performance. Chapter three looked at the methodology to be used in data collection and analysis. Chapter four presented analysis of data and interpretations while chapter five focused on conclusion and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature related to the research variables. This included a review of a relevant theory that underpinned the research. The empirical review of the research was aligned with the research objectives. Finally the chapter presented a conceptual framework that outlines the relationship of the research variables and a summary of reviewed literature.

2.2 Emotional Abuse and Performance of Students in Academics

Emotional abuse is an attempt by the perpetrator to control another person without using physical forms of harm but rather using emotion as his weapon of choice. (Tony, 2003) outlines the non-physical behaviors as acts or omission by a member of family unit through terrorizing, control, immediate or aberrant dangers, embarrassment, affronts, unfounded complaints and whatever other activity that debilitates passionate wellbeing. An investigation by Crowe, (2011) contended that when a student is presented after some time to struggle, cerebrum working can be adjusted because of stress hormones which may prompt impeded reasoning which can result to inevitable passionate strain, absence of critical thinking abilities and memory issues; thus disabling scholastic execution. The current research sought to fill the gap by targeting secondary school students in Githunguri Sub-County and finding out the influence of emotional abuse to students' academic performance.

Humphrey and Mullender, (2000) states that Psycho Neuro Immunology (PNI) is a branch of medicine that deals with the influence of emotional state and consider the manners by which the insusceptible framework and the sensory system speak with one another and influence individuals' psychological and emotional wellbeing. Despite the fact that the field is generally new, numerous investigations have been intended to analyze the impact of resistant and sensory systems on the mental outcomes of stress.

By-products of stress explore proposes that persistent pressure on a student can lead to a state of instability of mind , for example, misery and uneasiness, bipolar turmoil, intellectual issues, personality problems.

Some learners with pressure may exhibit outwards uneasiness squirming, gnawing their fingernails, and tapping their feet. In other individuals, endless situation of stress hormones can add to extreme sentiments of uneasiness models are, dashing heartbeat, sweat-soaked palms sentiments of defenselessness and a feeling of sadness. These emotions make someone helpless against uneasiness sentiments. Bostock et al 2009). A student who is worried get discouraged on account of they have a considerable measure on their head and dependably have the sentiments. They additionally dependably commit pardons for errors they do as opposed to taking duties that deter them from good performance.

Emotional abuse may make students acquire state of mood swings. Despite the fact that mind-set changes are regular for each understudy yet the rate at which it changes is quick with understudies who are worried up and discouraged. This emotional episode makes it troublesome for different students to try and convey or enable them

to calm. This persistent changing of mind-sets ruins the times of understudy and makes them not to have the capacity to focus hence low academic performance.

In conclusion, stress causes terrible temper in students. Such understudies when pushed get irritated easily. Worry in its own particular manner takes away the resilience of understudy making them have uncontrollable temper issues. A student endeavors to be quiet but since they are concerned and bothered they lose that control and they lose concentration leading to low academic performance.

2.3 Physical Violence and the Performance of Students in Academics

Physical Violence is any act where an individual attempts to harm another through physical means. Thus physical violence is a more severe form of aggression which include tripping, shoving, slapping, punching, beating, biting and others.

According to Wolfe, Zek, and Wilson (2006), students who are victims of physical violence suffer injury or death. Negative feelings such as withdrawal, depression, abnormal fears, regression, learning problems or a decline in school performance and truancy are some of the negative influences.

When the impact is not noticed on time asserts Carlson, (1984), further influence may come along such as bullying, difficulty in building and maintaining relationships, impulsiveness, behavioural problems, denial and emotional problems are coupled with daily activities of learners who suffer or witness domestic violence.

Sedlak and Broadhurst. (1996) observes that Physical abuse may result into injuries that may cause a learner to miss school, thereby influencing their academic performance. Students physical abuse may result to loss of opportunities in life, poor

performance in school, dropping out of school, fear, anxieties, and depression and even develop low self-esteem in the affected learner. These are negative indicators of academic performance of students. Evans et al. (2008) observes the abused student can also suffer from Post-Traumatic Stress Disorder (PTSD) if they see someone else being abused.

Moreover, a study by Chastain, (2012) provides the following as consequences of physical violence on the learners' performance in school. However, the above study was carried out in developed states hence the findings may not be structurally representative of the current study hence the need to conduct the research and contribute to the body of knowledge on influence of physical abuse on secondary students' academic performance. This research sought to map evidence on the physical abuse in domestic units in Githunguri Sub-county and find out the influence it has on secondary school students academic performance.

2.4 Verbal abuse and Performance of Students in Academic

Crowe,(2011), asserts that Verbal abuse is a manipulation tactic used by one person to control another through non-physical means. This may be by name-calling, insults and criticism. According to Brendgen, (2007) majority of learners turn into the objective of verbal assaults. Notwithstanding this discovering his examination demonstrated that about 15% of understudies are at high dangers of turning into a protest of verbal maltreatment at the local unit, and this hazard relates the most students who are viewed as inconvenience producers at home. We can make a determination that just few students are question of verbal maltreatment. In the meantime the understudies who indicate issue conduct or experience issues in

learning are bound to be at high danger of turning into a casualty of verbal maltreatment since they are perceived to be trouble makers (Brendgen , 2007).

Younger learners are likely to be subjected to verbal abuse than older learners. According to Smith (1999) the normal level of understudies being verbally mishandled reductions with age, dropping from 15% in second grade to 5% in ninth grade (Chappell, 2004). In another examination the example of diminishing verbal maltreatment with age in optional schools was not identified and verbal maltreatment by the educators has all the earmarks of being a typical thing among understudies too (Chappell's, 2004).

Young men are exposed to verbal maltreatment more than young ladies. Studies uncover connects among sexual orientation and verbal maltreatment where more as often as possible young men as opposed to young ladies encounter verbal maltreatment by the grown-ups as indicated by (Casarjian 2000, Brenden,2006). In spite of the fact that young ladies are less as often as possible manhandled, it appears that they are more delicate towards harsh verbal articulations than young men. Effect of verbal maltreatment on females is dramatic to the point that it has more negative impact on scholastic accomplishments as opposed to for the situation with young men.

A study carried out by Shapiro (2007) showed that 42.7% of learners report to be verbally abused in Tbilisi. Learners from regions reported to experience Verbal abuse more frequently 49,2% than learners from Tbilisi. Boys appeared to be victims of abuse more often 50,7% than girls 44,3% ; learners of age 12-14 emerged to be most frequently abused 50,5% compared to other age groups.

The number of learners being verbally abused in Tbilisi (42.7%) is relatively high than it was in Casarjian (2000) and Olweus (1996) studies. The reason might be that Verbal abuse was explored not only in schools but also in homes and residential houses and the perpetrators were teachers, parents and other adults .It is quite clear that there is need to find out the influence of DV on secondary school student academic performance in order to fill the gaps.

2.5 Sexual Abuse and Academic Performance of Students

Sexual abuse also referred to as molestation is usually undesired sexual behavior by one person upon another whereby only one is willing. It is usually perpetrated through force or by taking advantage. According to American Psychological Association Children's advocacy groups estimated that about one of every three young ladies and two out of seven young men are casualties of sexual maltreatment (UNICEF, 2014). A lot of research done abroad demonstrates that sexual violence on learners negatively influences them McDonald et al,(2009). Specialists have discovered that youths who are explicitly mishandled regardless of whether they look for emotional wellness administrations, may experience the ill influences of an extensive variety of physiological elements which translates to uneasiness, misery, separation, threatening vibe and outrage, impeded connections, low confidence, sexual dysfunctions, unsettling influences and wind up self-destructive (Liasak, 2014).

Students' sexual abuse is a social issue with devastating impacts on exploited victims. The outcomes of learner's sexual maltreatment because of their encounters and their recollections are different (Spies, 2006). By and large, all overcomers of learners sexual maltreatment will encounter different problems and issues. The nature and

seriousness of such problems and issues will differ from one learner to another and will influence their academic performance negatively.

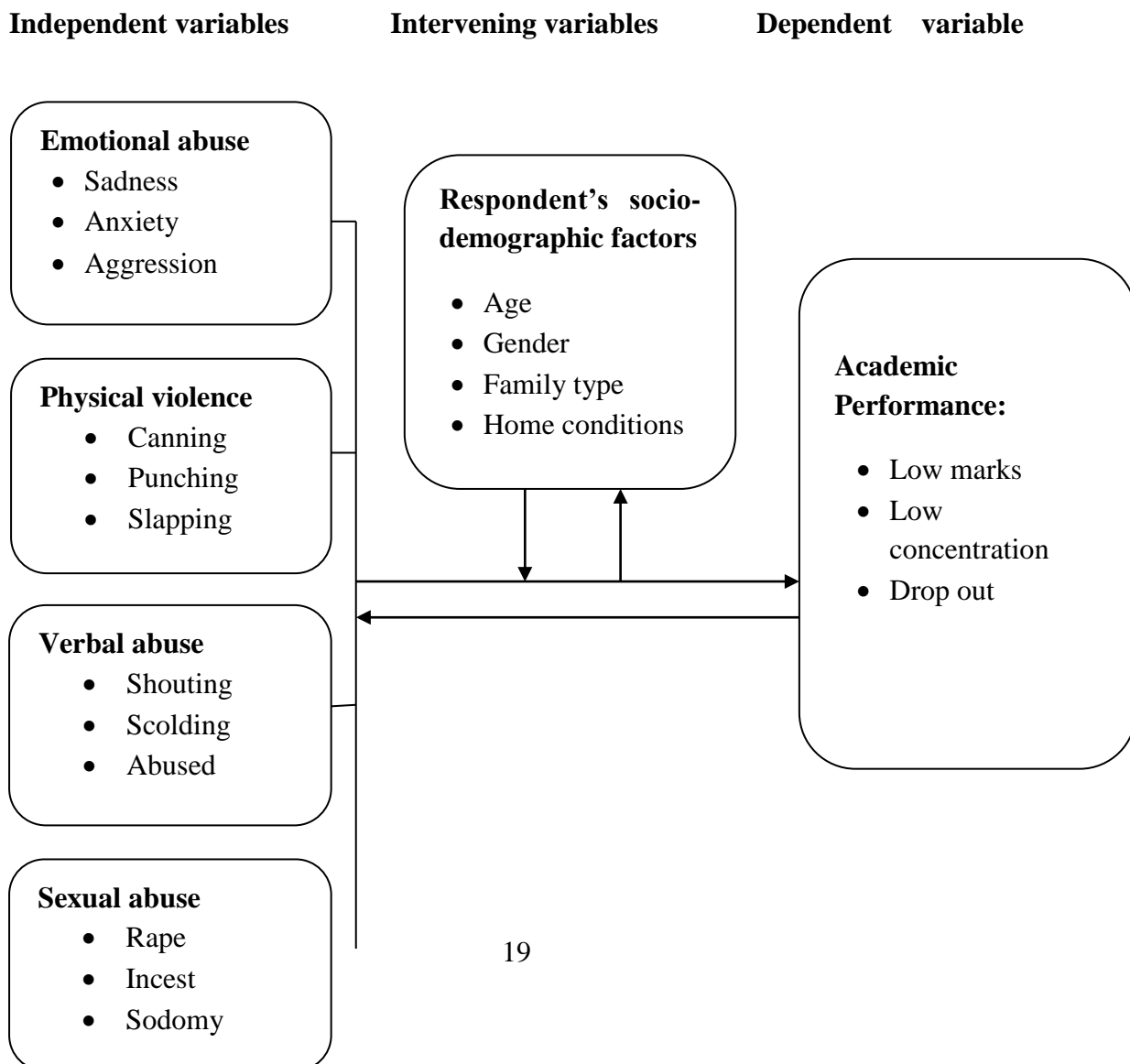
Sexual abuse is related with scholarly deficiencies and other scholastic issues (Berliner and Elliott, 2002). Troubles with scholastic execution and conduct experienced by explicitly mishandled understudies may affect adversely on future instructive endeavors and in the long run hamper the improvement of the vital fundamental abilities, including self-control, and the capacity to continue powerful work jobs (1998). Sexual abuse Spies, (2006) has a profound influence on a learners ability to develop skills and abilities" and the abuse influences "every aspect of the learners growth and development. Lack of concentration at school, anxiety regarding school attendance (Pretorius, 1998) observed fluctuation in school performance and School learning problems

In Kenya the incidence of sexual violence against students is exceptionally high. Very often, the perpetrator is someone familiar to the student. Sexual abuse in the family can take the form of incest notes Dutton, (1994). Someone who would normally protect the learner such as; the father, brother or another family member (National Department of Health, 2008). Many occurrences of sexual attack have been recorded in Kenya ranging from people holding high profile positions from church clergy to neighbors. It is for this reason that this study is out to find out the influence of sexual violence to secondary school students academic performance.

2.6 Conceptual Framework

The topic is Influence of domestic violence on secondary school students' academic performance in Githunguri sub-county, Kiambu County.

The relationship between domestic violence and academic performance is captured in Figure 2.1.



—

Figure 2.1: Conceptual Framework

The Independent variables: Emotional abuse, Physical abuse, Verbal abuse and Sexual abuse can have influence on student academic performance. This suggests that there is a direct relationship between the domestic violence and student academic performance. Domestic violence can be attributed to psychological humiliation, low cognitive ability, withdrawal and aggression culminating from exposure to domestic violence.

The intervening variables of the study included respondent's socio-demographic factors. The respondent's socio-demographic factors include; age, gender, family type and home conditions. The dependent variable is academic performance of the students determined by; low marks, low concentration and school dropout. The above ultimately contributes to students' academic performance.

2.7 Summary of Reviewed Literature

The reviewed literature shows that the earth in the family status of brain of a kid and the manner in which a similar youngster approaches their day by day schedule. This incorporates the manner in which they will behave in the school and the impact of aggressive behavior at home on scholarly execution of understudies. For instance, Yanowitz, Monte, and Tribble (2003) examine on instructors' convictions about maltreatment impacts on conduct. Educators were asked how physical and psychological mistreatment affected classroom conduct, and instructors revealed that mishandled understudies showed increasingly scholarly challenges, forceful conduct,

low confidence, and poor social aptitudes. Be that as it may, no other heedless or problematic practices, other than hostility, were distinguished and the creators did not look at instructors' convictions about the impact of maltreatment on scholarly execution. The investigation is along these lines out to discover the impact of abusive behavior at home on auxiliary school understudies scholastic execution.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section is divided into subsections, including; introduction, research design ,target population, sample size and the sampling procedures, research tools, its validity and reliability, data collection methods, and data analysis methods used and ethical consideration.

3.2 Study Design

This study employed a descriptive research design. The study design was adopted since it allowed for exploration of the phenomena and reported as it is and further it allowed the collection of both primary and secondary data. The study design was best suited to investigate domestic violence so as to clearly describe its effects on the academic performance of students. The study design was fit for this research because it helped in collecting, recording, describing, analyzing and interpreting the

information concerning domestic violence in relation to academic performance of students.

3.3 Location of the Study

This research took place in Githunguri Sub-County, Kiambu County in Kenya. Githunguri Sub-County in Kiambu is within a peri-urban center that has been dogged by numerous socio-economic problems. The socio-economic problems such as alcoholism and failed marriages have been a key aspect of the troubled families within the region. Githunguri Sub-County was chosen as a study locale because it is one of the main cosmopolitan towns within Kiambu County and owing to the rampant cases of domestic violence within the county the study operated in the assumption that Githunguri will offer more comprehensive results.

3.4 Target Population

The target population for this research was 986 teachers and 25,656 students from 46 secondary schools within Githunguri Sub-County (Githunguri Education office). The target population was good enough to give a sample size that would give statistically significant results for drawing conclusions and making generalizations. .

3.5 Sample Size and Sampling Procedure

In this study, a sample size of 21% of the target population which was statistically representative of the entire population according to Kothari (2013) was used. In selecting students to be involved in the study, the researcher sampled 21% of the secondary schools in Githunguri Sub-County in Kiambu County which were within the sample suggested (Mugenda & Mugenda, 2014).

The researcher used purposive random sampling to select 10 schools and 40 students from Form III to be involved in the study; thus, 400 form III students were included in the sample. Form three students were involved since they were considered to have been in school long enough to relate domestic violence to their academic performance. They were also available for the study unlike form IV students who were thought to be busy preparing for their exams. A total of 5 teachers from each school were randomly selected to be involved in the research. Hence the total sample size was 400 students and 50 teachers; thus, 450 respondents were sampled to participate in the study.

There was need to involve the students since they were the direct victims of domestic violence. The teachers work closely with the students and their interaction level is high thus making them more appropriate to have vital information on the students' academic performance and personal challenges. It is for these reasons that the two groups become most appropriate to become participants.

3.6 Research Instruments

The researcher used questionnaires for teachers and students in the collection of the data. The advantages of using questionnaires were that, they were convenient, self-administering and made anonymous. Primary data was gathered by administering questionnaires to both the secondary school students and teachers.

3.7 Pilot Study

To support the validity and reliability of the data collection tools the researcher randomly selected 10% of the target population to take part in a pilot test. The selected respondents were not involved in the final research.

3.7.1 Reliability of Research Instrument

The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient. The Cronbach's Alpha (α) ranges from 0 to 1, and it entails a coefficient that shows how the measurements items correlate with each other. As recommended by Cohen and Swerdlik (2005), Cronbach's Alpha values above 0.70 will be considered to be internally consistent and therefore their respective variables are reliable for analysis in the study. According to George & Mallery (2003), Cronbach's alpha coefficients that are greater than 0.9 are considered excellent, alpha values between 0.7 and 0.9 are deemed acceptable, while alphas below 0.7 are questionable. The results that emanated from the pilot study showed that the research instruments have reliability since their Cronbach's alpha values were greater than 0.7.

3.7.2 Validity of Research Instrument

The study ensured content validity of research instruments by including all the necessary items in the teachers' and students' questionnaires. After pilot study, there were checks on the inadequacies of the research instrument. Necessary corrections were done as per the checks and hence improvement of the validity of the instrument.

3.8 Data Collection Procedure

The researcher obtained a letter for data collections from the University of Nairobi, School of Education and then a permit from NACOSTI. The research made a pre-visit

to the schools to create rapport with the respondents and make appointments. The researcher personally delivered the questionnaires to respondents for filling through the drop and pick method. Through personal delivery of the research instruments the researcher maximized the efficiency of collecting the data as well as ensure the respondents were well versed with the feedback being sought for the study.

3.9 Data Analysis Techniques

The collected numerical data was coded into SPSS version 22 while the data from open ended questions was thematically analyzed (Orodho, 2009). Thematic analysis was done by arranging the data in themes as per the objectives of the study. Data was coded according to the various sub topics present in the employed questionnaire. Coding helped in eliminating the crudeness of data into acceptable data for easy tabulation. Descriptive statistical analysis was used to show the frequencies, means, percentages and standard deviation. SPSS version 22 was used to present the analyzed data in tables, pie charts and bar graphs; these gave meaningful insights about the data.

3.10 Ethical Considerations

After prior permission by the school administration the researcher informed the sampled student from each school about the research and sought for their consent in participating in the study. The students were informed that the research was seeking information for the purpose of pursuing a master degree in education and their assistance will be of great contribution to knowledge. The respondents were also informed that their information would be confidential, no names or institutions would be mentioned anywhere in the thesis.

Further, the researcher guaranteed participants of their anonymity in the course of the research. The researcher took the responses in context and when reporting results, the findings were accurately represented as collected on the ground without mentioning names. Finally, the researcher informed the school administration, teachers and the students involved in the research that there was encryption of data to ensure data protection keeping of questionnaires safely until the end of the study when they can be destroyed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents results and findings of data analysis on the effects of domestic violence on the academic performance of students in Githunguri Sub-County, Kiambu County. The analysis covered the data from socio-demographic factors as well as the study variables addressing the research objectives.

The results and findings of the study were presented using frequency distribution tables, bar graphs, pie charts, and descriptive statistics, cross tabulations as well as t-test analysis.

4.2 Analysis of Response Rate of the Questionnaires

Table 4.1: Response Rate of the Questionnaires administered

| Questionnaire-type | Administered Number | Number of Respondents | Response Rate |
|---------------------------|----------------------------|------------------------------|----------------------|
| Students-type | 400 | 384 | 96% |
| Teacher-type | 50 | 48 | 96% |
| Total | 450 | 432 | 96% |

According to the results in table 4.1, 384 students out of 400 returned their questionnaires while 48 out of 50 teachers handed in theirs. Therefore, there was response rate of 96% for both students and teachers questionnaires.

4.3 Analysis of Socio-Demographic Factors of Student Respondents

The study sought for information concerning the socio demographic factors of student respondents. The information was analyzed using both descriptive statistics and graphical presentations. The descriptive results are tabulated in table 4.2 below.

Table 4.2: Descriptive Statistics of Socio-demographic Factors of Student Respondents

| Factor | Attribute | Frequency | Percent |
|--------------------|------------------|------------------|----------------|
| Gender | Male | 184 | 47.9 |
| | Female | 200 | 52.1 |
| | Total | 384 | 100.0 |
| Age | Less 13 years | 44 | 11.5 |
| | 13-15 years | 116 | 30.2 |
| | 16-19 years | 200 | 52.1 |
| | Above 19 years | 24 | 6.3 |
| | Total | 384 | 100.0 |
| Family type | Nuclear | 252 | 65.6 |
| | Single-Father | 20 | 5.2 |
| | Single-Mother | 20 | 5.2 |
| | Single-Separated | 56 | 14.6 |

| | | |
|---------------|-----|-------|
| Single-Choice | 36 | 9.4 |
| Total | 384 | 100.0 |

The results in Table 4.2 indicate that there were slightly more female student respondents than male student respondents. The female respondents were comprising of 52.1 percent while male respondents were comprising of 47.9 percent. The above results show that there was a slight gender disparity between male and female student respondents.

The results in table 4.2 show that majority of the student respondents in the study of the influence of domestic violence on the academic performance of learners in Githunguri Sub-County are aged 16-19 years with a relative frequency of 52.1 percent. The other age groups of the respondents are aged 13-15 years with a percentage of 30.2 percent and those below 13 and above 19 years were the minority groups with relative percentages of 11.5 and 6.3 respectively.

The results in table 4.2 above show that majority of student respondents came from nuclear families with a relative frequency of 65.6 percent followed by those from single-separated family with a relative frequency of 14.6 percent. The other family types were; those from single family by choice (9.4%), those from single father (5.2%) and those from single mother (5.2%).

The study also sought for information concerning the academic performance of the student respondents. The distribution of academic performance of student respondents is shown in the frequency table and bar graph below.

Table 4.3: Descriptive Statistics of Education Level of Student Respondents

| Education Level | Frequency | Percent |
|-----------------|-----------|---------|
|-----------------|-----------|---------|

| | | |
|--------------|------------|--------------|
| Very Good | 20 | 5.2 |
| Good | 96 | 25.0 |
| Average | 168 | 43.8 |
| Weak | 84 | 21.9 |
| Very weak | 16 | 4.2 |
| Total | 384 | 100.0 |

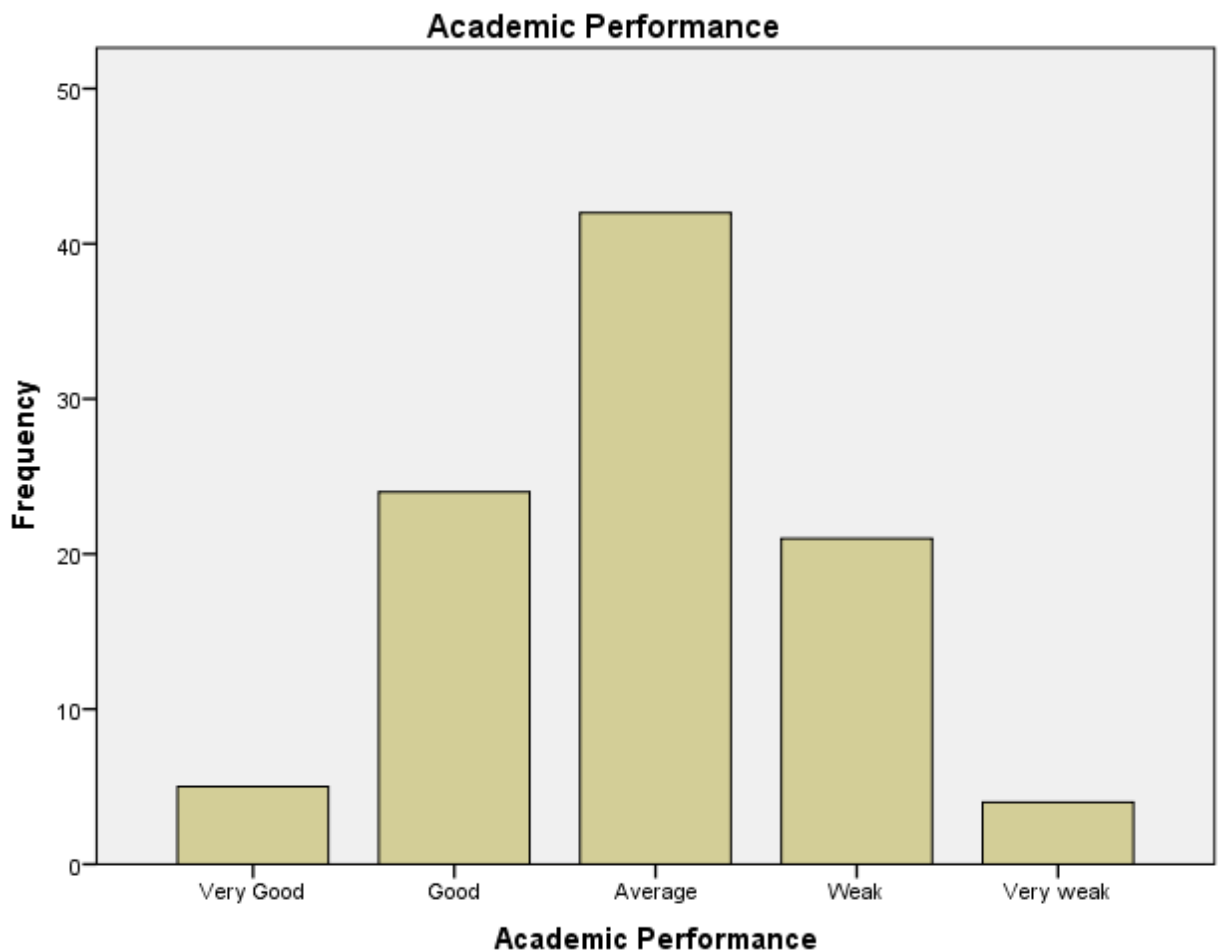


Figure 4.1: Bar Graph Showing Distribution of Academic Performance

The results show that most of student respondents rated their education performance as average with relative frequency of 43.8 percent followed those who rated their performance as good with relative frequency of 25.0 percent. Those who rated

themselves as: weak performers comprised of 21.9 percent, very good performers were 5.2 percent and finally very weak performers were 4.2 percent.

4.4 Analysis of Socio-Demographic Factors of Teacher Respondents

The study sought for information concerning the socio demographic factors of teacher respondents. The information was analyzed using descriptive statistics. The descriptive results are tabulated in table 4.3 below.

Table 4.4: Descriptive statistics of socio-demographic factors of teacher respondents

| Factor | Attribute | Frequency | Percent |
|---|----------------------------------|------------------|----------------|
| Gender | Male | 23 | 47.9 |
| | Female | 25 | 52.1 |
| | Total | 48 | 100.0 |
| Marital status | Married | 36 | 75.0 |
| | Single | 12 | 25.0 |
| | Total | 48 | 100.0 |
| Education level | Diploma | 11 | 22.9 |
| | 1 st Degree | 27 | 56.3 |
| | 2 nd Degree and above | 10 | 20.8 |
| | Total | 48 | 100.0 |
| Work experience in current station | Less 2 years | 11 | 22.9 |
| | 2-4 years | 19 | 39.6 |
| | 6-8 years | 13 | 27.1 |
| | Above 8 years | 5 | 10.4 |
| | Total | 48 | 100.0 |
| Responsibility | Principal | 8 | 16.6 |
| | Deputy Principal | 14 | 29.2 |
| | Class Teacher | 26 | 54.2 |
| | Total | 48 | 100.0 |
| Overall | Very Good | 0 | 0.0 |

| | | | |
|----------------------------------|-----------|----|-------|
| Education | Good | 11 | 22.9 |
| Performance of the school | Average | 25 | 52.1 |
| | Weak | 10 | 20.8 |
| | Very weak | 2 | 4.2 |
| | Total | 48 | 100.0 |

Concurrently, the results in Table 4.4 also indicate that there were slightly more female teacher respondents than male teacher respondents like in Table 4.2 which portrayed that there were slightly more female student respondents than male student respondents. The female teacher respondents were 52.1 percent while male respondents were 47.9 percent. Regarding marital status, results in table 2 show that most of the teacher respondents were married with a frequency of 75.0 percent while those who were singles were 25.0 percent.

Concerning education level of teacher respondents; 56.3 percent of teachers had first degree, 22.9 percent had diploma level of education and 20.8 percent had Master's degree. The results also indicated that most teachers in Githunguri Sub-County of Kiambu County had worked in their current station for 2-4 years with a relative frequency of 39.6 percent. The other teachers had worked in their current station for; 6-8 years (27.1%), less than 2 years (22.9%) and above 8 years (10.4%).

The research also inquired of the responsibility of teacher respondents, 54.2 percent of the teacher respondents said that they were class teachers, 29.2 percent were Deputy Principals while 16.6 percent were designated as Principals. Regarding the academic performance of the school, 52.1 percent of teacher respondents said that their schools had an average performance while 22.9 percent of them had good performances. Unfortunately, 20.8 and 4.2 percent of teacher respondents said that their schools had either weak or very weak academic performances respectively.

4.5 The Influence of Emotional Abuse on the Academic Performance of Students

The study sought to find out the opinion of the respondents on whether emotional abuse influences the academic performance of students in Githunguri Sub-county, Kiambu County by asking the kind of atmosphere that the learner's experience at their homes. The results are tabulated in the table below.

Table 4.5: Frequency distribution showing the kind of atmosphere that best describes the learner's home.

| Home condition atmosphere | Frequency | Percent |
|--------------------------------------|------------------|----------------|
| Loving home | 120 | 31.3 |
| Violent home | 80 | 20.8 |
| Quarrelsome home | 76 | 19.8 |
| Peaceful home | 108 | 28.1 |
| Total | 384 | 100.0 |

The results in table 4.5 show that most of the student respondents had either loving home or peaceful homes with relative frequencies of 31.3 percent and 28.1 percent respectively. The 20.8 percent of student respondents described their home atmospheres as being violent while 19.8 percent described their homes as being quarrelsome. The above results can also be displayed by pie chart below.

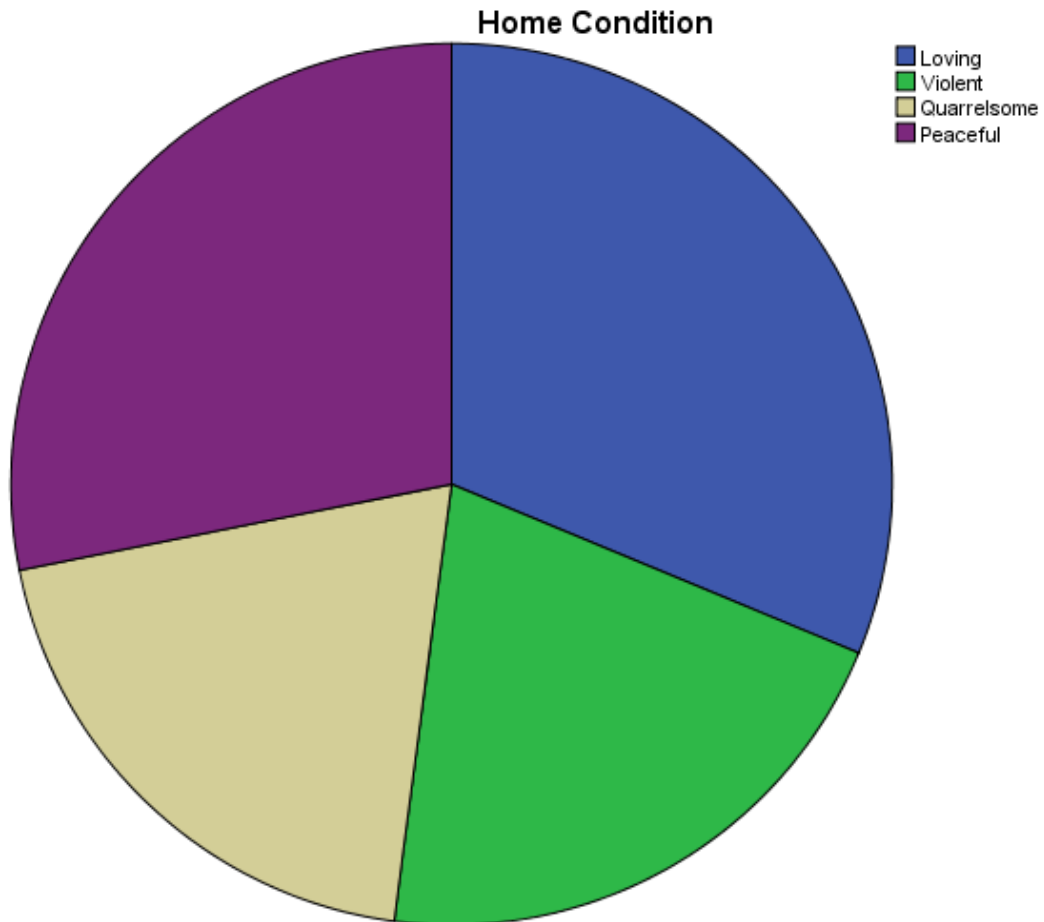


Figure 4.2: Pie Chart Showing Distribution of Home Conditions

The study also sought to find out the opinion of the teacher respondents on how they viewed the kind of families that their learners came from. The results are tabulated in the table below.

Table 4.6: Teachers responses on the kind of families the students come from

| Home condition atmosphere | Frequency | Percent |
|----------------------------------|------------------|----------------|
| Loving home | 18 | 37.5 |
| Violent home | 7 | 14.6 |
| Quarrelsome home | 9 | 18.8 |
| Peaceful home | 14 | 29.1 |
| Total | 48 | 100.0 |

The results in table 4.6 show that most of the teacher respondents concurred with the student respondents that most students in their schools came from either loving homes or peaceful homes with relative frequencies of 37.5 percent and 29.1 percent respectively. The results also indicated that 18.8 percent of teacher respondents described the student's home atmospheres as being quarrelsome while 14.6 percent described the homes as being violent.

The research also sought for information regarding the list of conditions that learners encountered when going to school. The frequency table and pie chart below shows the experiences by learners when going to school.

Table 4.7: List of conditions experienced by students when going to school

| Condition | Frequency | Percent |
|------------------|------------------|----------------|
| Sad | 28 | 7.3 |
| Happy | 168 | 43.8 |
| Anxious | 72 | 18.8 |
| Angry | 60 | 15.6 |
| Afraid | 56 | 14.6 |
| Total | 384 | 100.0 |

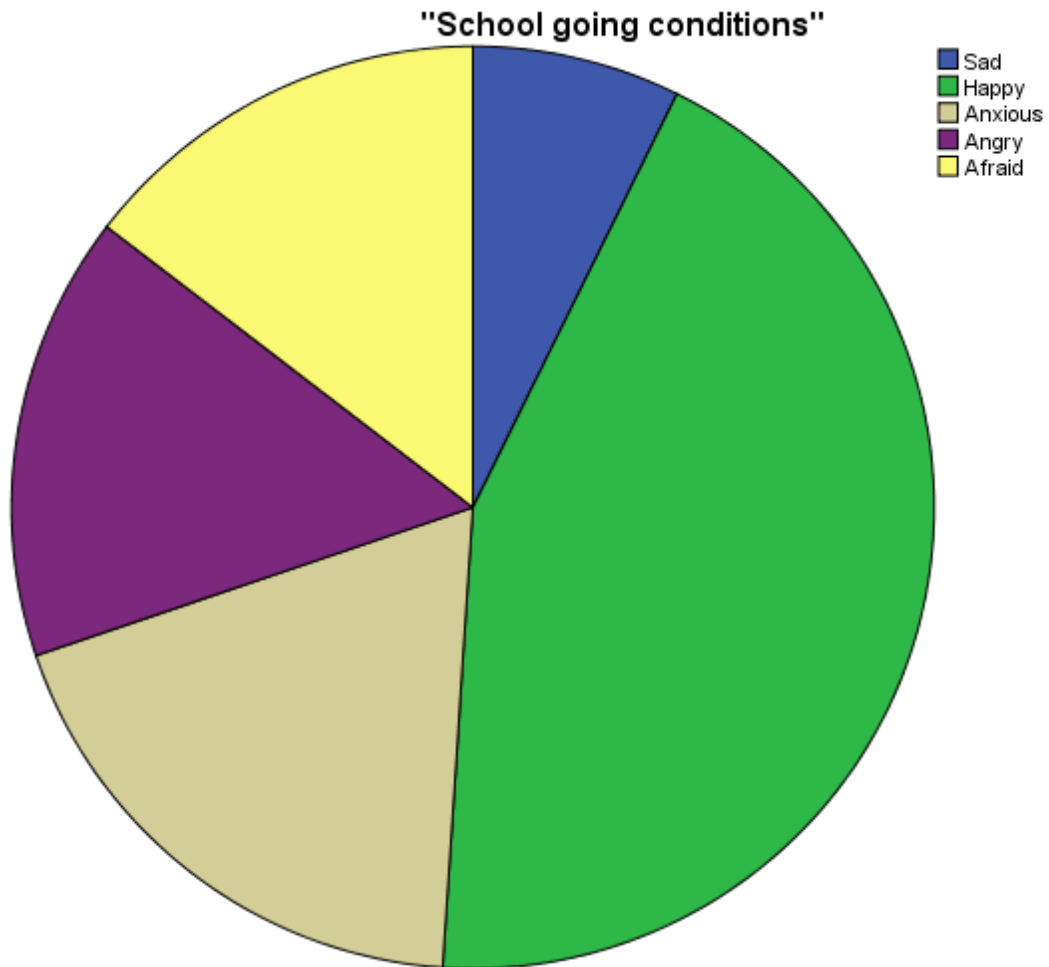


Figure 4.3: Pie Chart Showing Distribution of "School going conditions"

The results in figure 4.3 show that majority of the student respondents were happy when going to school with a relative frequency of 43.8 percent while a minority of the student respondents were sad with a percentage of 7 percent. The other students described their conditions experienced when going to school as being anxious (18.8%), being angry (15.6%) and being afraid (14.6%).

Table 4.8: Distribution of teacher’s responses on the emotional condition of their students when coming to school

| Condition | Frequency | Percent |
|------------------|------------------|----------------|
| Sad | 10 | 20.8 |
| Happy | 18 | 37.5 |
| Anxious | 9 | 18.8 |
| Aggressive | 11 | 23.0 |
| Total | 48 | 100.0 |

The results in table 4.8 slightly differ with those in table 4.6 where majority of the teacher respondents said that most students were happy when going to school with a relative frequency of 37.5 percent while a minority of the teacher respondents said that fewer students were being anxious when going to school with a percentage of 18.8 percent. The other teacher respondents described the student’s experiences when going to school as being aggressive (23.0%) and being sad (20.8%).

To answer the research question on whether emotional abuse has influence on the academic performance of students in Githunguri Sub-county, Kiambu County, the following responses were obtained from the study participants.

Table 4.9: Distribution of responses on whether emotional abuse influences the students’ academic performance

| Forms of abuse | Frequency | Responses on whether the abuse influenced academic performance negatively | | Total |
|-----------------------|------------------|--|---------------|--------------|
| | | Yes (%) | No (%) | |
| Emotional abuse | Number (N) | 288 | 96 | 384 |
| | Percent (%) | 75.0 | 25.0 | 100 |

According to results in table 4.9, most students agreed that emotional abuse influenced their academic performance with a percentage of 75.0 while 25.0 percent said that emotional abuse has no influence on their academic performance.

Table 4.10: Distribution of teacher’s responses on whether emotional abuse influenced the students’ academic performance

| Domestic violence | Frequency | Responses | | | | | Total |
|--|-----------|-----------|----------|-----------|------------|------------|-----------|
| | | SD | D | U | A | SA | |
| Emotional abuse leads to anxiety, aggression and other effects that influence performance among students | N % | 2 4.2 | 4 8.3 | 6 12.5 | 26 54.2 | 10 20.8 | 48 100 |

Results in Table 4.10 show that most of the teacher respondents either agreed or strongly agreed that emotional abuse leads to anxiety, aggression and other effects that influence performance among students with a relative frequencies of 54.2 percent and 20.8 percent respectively. These results concur with those in table 4.9 where most students agreed that emotional abuse affected their academic performance with a percentage of 75.0.

Table 4.11: Cross tabulation on the influence of emotional abuse on the students’ academic performance

| | | Academic Performance | | | Total (%) |
|--|-----|----------------------|-------------|----------|-----------|
| | | Good (%) | Average (%) | Weak (%) | |
| Whether Emotional abuse influences performance | Yes | 16.7 | 35.4 | 22.9 | 75.0 |
| | NO | 9.4 | 8.3 | 7.3 | 25.0 |
| Total | | 26.1 | 43.7 | 30.2 | 100 |

The results in table 4.11 above show that of those who agreed that emotional abuse influenced performance, 22.9 percent of them performed poorly in the academics while 16.7 percent of them had a good performance. This indicates that emotional abuse influenced academic performance.

4.5 The influence of Physical Violence on the academic performance of students

The research also sought for information on whether physical violence influences the academic performance of students in Githunguri Sub-County, Kiambu County. The study first inquired from students whether they experienced physical violence at homes. The responses are shown in table 4.12 below.

Table 4.3: Frequency distribution of physical abuses experience at home

| Forms of Physical abuse | Frequency | Responses | | Total |
|-------------------------|-------------|-----------|------|-------|
| | | Yes | No | |
| Beating | Number (N) | 220 | 164 | 384 |
| | Percent (%) | 57.3 | 42.7 | 100 |
| Sexual molestation | Number (N) | 32 | 352 | 384 |
| | Percent (%) | 8.3 | 91.7 | 100 |
| Slapping | Number (N) | 296 | 88 | 384 |
| | Percent (%) | 77.1 | 22.9 | 100 |
| Punching | Number (N) | 184 | 200 | 384 |
| | Percent (%) | 47.9 | 52.1 | 100 |

According to results in table 4.12, majority of the student respondents agreed that they experienced beating at home with a relative frequency of 57.3 percent. On sexual molestation, most of the student respondents said that they were not sexually molested at homes with a frequency of 91.7 percent. Concerning slapping as a physical abuse,

77.1 percent respondents agreed that they experienced slapping at homes. Finally, regarding punching, majority of learners (52.1%) said that they do not experience punching at homes.

To answer the research question on how physical violence influences the academic performance of students in Githunguri Sub-County, Kiambu County, the study participants were asked to rate the influence using the Likert scale. The responses are shown in the tables 4.13 and 4.14 below.

Table 4.4: Distribution of responses on whether physical abuse influences the students' academic performance

| Forms of abuse | Frequency | Responses on whether the abuse influenced academic performance negatively | | Total |
|----------------|-------------|---|------------|-------|
| | | Yes (%) | No (%) | |
| | | Physical abuse | Number (N) | |
| | Percent (%) | 58.3 | 41.7 | 100 |

The results in table 4.13 show that majority of students agreed that physical abuse influenced their academic performance with a percentage of 58.3 followed unlike 41.7 percent who disagreed that physical abuse affected their academic performance.

Table 4.5: Distribution of teacher’s responses on whether physical abuse influences the students’ academic performance

| Domestic violence | Frequency | Responses | | | | | Total |
|---|-----------|-----------|-----|-----|------|------|-------|
| | | SD | D | U | A | SA | |
| Physical abuse among parents leads to abnormal fears among students, also inculcates a culture of bullying amongst other negative effects | N | 0 | 2 | 3 | 35 | 8 | 48 |
| | % | 0 | 4.2 | 6.3 | 72.9 | 16.7 | 100 |

Regarding whether physical abuse among parents leads to abnormal fears among students and inculcation of a culture of bullying amongst other negative effects, 72.9 percent of teacher respondents and 16.7 percent of teacher respondents either agreed or strongly agreed that physical abuse among parents leads students to abnormal phobia that influences them in their studies. These results are in agreement with those in table 4.14 where 58.3 percent of student respondents agreed that physical abuse influenced their academic performance.

Table 4.6: Cross tabulation on the influence of physical abuse on the students’ academic performance

| | | Academic Performance | | | Total (%) |
|---|-----|----------------------|-------------|----------|-----------|
| | | Good (%) | Average (%) | Weak (%) | |
| Whether Physical abuse influences performance | Yes | 8.3 | 35.4 | 20.8 | 64.6 |
| | NO | 12.5 | 8.3 | 14.7 | 35.4 |
| Total | | 20.8 | 43.7 | 35.5 | 100 |

The results in table 4.15 show that of those who agreed that physical abuse influenced performance, 20.8 percent of them performed poorly in the academics while 8.3 percent of them had a good performance. This indicates that physical abuse influenced academic performance.

4.6 The influence of Verbal Abuse on academic performance of students

The study also sought to find the extent to which verbal abuse influences academic performance of students in Githunguri Sub-County, Kiambu County. The study inquired from students on the forms of verbal abuse that they experience. The following distribution table shows the students' responses.

Table 4.7: Frequency distribution of verbal abuses at homes

| Forms of verbal abuse | Frequency | Responses | | Total |
|------------------------------|------------------|------------------|-----------|--------------|
| | | Yes | No | |
| Shouted at | Number (N) | 332 | 52 | 384 |
| | Percent (%) | 86.5 | 13.5 | 100 |
| Scolds | Number (N) | 288 | 96 | 384 |
| | Percent (%) | 75.0 | 25.0 | 100 |
| Insults | Number (N) | 208 | 176 | 384 |
| | Percent (%) | 54.2 | 45.8 | 100 |

Results in table 4.16 show that majority of the students were shouted at in their homes with a frequency of 86.5 percent while a minority of 13.5 percent were not shouted at in their homes. The results also indicate that 75.0 percent of students were scolded at homes while 25.0 percent were not scolded at homes. Regarding being insulted, there

was slightly higher proportion of students who were insulted at homes (54.2%) as compared to those who were not insulted at homes (45.8%).

To answer the research question on the extent to which verbal violence influences the academic performance of students in Githunguri Sub-County, Kiambu County, the study participants were asked to rate the influence using the Likert scale. The responses are shown in the tables 4.17 and 4.18 below.

Table 4.8: Distribution of responses on whether verbal abuse influences the students' academic performance

| Forms of abuse | Frequency | Responses on whether the abuse influenced academic performance negatively | | Total |
|----------------|-------------|---|--------|-------|
| | | Yes (%) | No (%) | |
| Verbal abuse | Number (N) | 108 | 276 | 384 |
| | Percent (%) | 28.1 | 71.9 | 100 |

The results in table 4.17 show that minority of students agreed that verbal abuse influenced their academic performance with a percentage of 28.1 unlike 71.9 percent who disagreed that verbal abuse influenced their academic performance.

Table 4.9: Distribution of teacher's responses on whether verbal abuse influences the students' academic performance

| Domestic violence | Frequency | Responses | | | | | Total |
|---|-----------|-----------|-----|------|------|------|-------|
| | | SD | D | U | A | SA | |
| Verbal abuse among parents contributes to unstable minds aggression among students thus limiting academic performance | N | 0 | 1 | 23 | 18 | 6 | 48 |
| | % | 0 | 2.1 | 47.9 | 37.5 | 12.5 | 100 |

According to the results in table 4.18, most teacher respondents were undecided whether verbal abuse among parents contributes to unstable minds aggression among students which will limit them from good academic performance with a relative frequency of 47.9 percent. However 37.5 percent of teacher respondents agreed that verbal abuse among parents would contribute to unstable and aggressive minds among students.

Table 4.10: Cross tabulation on the influence of verbal abuse on the students' academic performance

| | | Academic Performance | | | Total (%) |
|---|-----|----------------------|-------------|----------|-----------|
| | | Good (%) | Average (%) | Weak (%) | |
| Whether verbal abuse influences performance | Yes | 9.4 | 15.6 | 3.1 | 28.1 |
| | NO | 20.8 | 28.1 | 22.9 | 71.9 |
| Total | | 30.2 | 43.8 | 26.0 | 100 |

The results in table 4.19 show that of those who agreed that verbal abuse influenced performance, 3.1 percent of them performed poorly in the academics while 9.4 percent of them had a good performance. This indicates that verbal abuse did not have an adverse influence on academic performance.

4.7 The influence of Sexual Abuse on the Performance of Students in KCSE

The study objectively sought for information regarding whether sexual abuse influenced the student's school performance negatively. The responses from student are tabulated in table 4.20 below.

Table 4.20: Distribution of responses on whether sexual abuse influences the students' academic performance

| Forms of abuse | Frequency | Responses on whether the abuse influenced academic performance negatively | | Total |
|----------------|-------------|---|--------|-------|
| | | | | |
| | | Yes (%) | No (%) | |
| Sexual abuse | Number (N) | 324 | 60 | 384 |
| | Percent (%) | 84.4 | 15.6 | 100 |

According to results in table 4.20, most students agreed that emotional abuse influenced their academic performance with a percentage of 84.4 unlike 15.6 percent who disagreed.

Table 4.21: Frequency distribution on the influence of sexual abuse on academic performance

| Domestic violence | Frequency | Responses | | | | | Total |
|--|-----------|-----------|-----|------|------|------|-------|
| | | SD | D | U | A | SA | |
| Sexual abuse influences students' personality in academic performance. | N | 0 | 2 | 5 | 30 | 11 | 48 |
| | % | 0 | 4.2 | 10.4 | 62.5 | 22.9 | 100 |

Concerning whether sexual abuse influences students' personality in academic performance, 62.5 percent and 22.9 percent of teacher respondents agreed and strongly agreed respectively that child abuse influenced the students' social personality and hence negatively influenced their academic performance.

Table 4.22: Cross tabulation on the influence of sexual abuse on the students' academic performance

| | | Academic Performance | | | Total (%) |
|---|-----|----------------------|-------------|----------|-----------|
| | | Good (%) | Average (%) | Weak (%) | |
| Whether verbal abuse influences performance | Yes | 12.5 | 39.6 | 21.9 | 74.0 |
| | NO | 17.6 | 4.2 | 4.2 | 26.0 |
| Total | | 30.2 | 43.8 | 26.0 | 100 |

The results in table 4.22 show that of those who agreed that sexual abuse influenced performance, 21.9 percent of them performed poorly in the academics while 12.5 percent of them had a good performance. This indicates that sexual abuse had an influence on academic performance.

Table 4.11: Frequency distribution of other forms of abuses at homes

| Other forms of abuse | Frequency | Responses | | Total |
|----------------------|-------------|-----------|------|-------|
| | | Yes | No | |
| Neglect | Number (N) | 180 | 204 | 384 |
| | Percent (%) | 46.9 | 53.1 | 100 |
| Ill treatment | Number (N) | 240 | 144 | 384 |
| | Percent (%) | 60.4 | 39.6 | 100 |
| Biting | Number (N) | 44 | 340 | 384 |
| | Percent (%) | 11.5 | 88.5 | 100 |

Concerning other forms of abuses at homes, results in table 4.23 show that majority of students disagreed that they were being neglected at their homes (53.1%) while a minority of 46.9 percent agreed that they were being neglected at their homes. Results

also show that, 60.4 percent of student respondents agreed that they were ill-treated at their homes while 39.6 percent disagreed. Finally, on biting as a form of other abuses experienced at homes, most of the students (88.5%) disagreed that they experienced biting as form of abuse at home while 11.5 percent agreed that they had experienced biting at home.

Table 4.12: Teachers response on whether child abuse influences the students’ academic performance

| Response | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 37 | 77.1 |
| No | 11 | 22.9 |
| Total | 48 | 100.0 |

Regarding whether child abuse influences the students’ academic performance, results in table 4.24 show that majority of the teachers (77.1%) accepted that students who had been affected by parental domestic violence were affected in their academic performance.

The research also sought the information regarding the influence of domestic violence on the academic performance of students from teachers. The teacher respondents were to rate the influences using the Liker’s scale with five choices: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA). The table below shows their responses.

Concerning whether teacher respondents agreed that the listed forms of domestic violence contribute to poor performance of their learners, a Likers scale measure with five choices was again used. Their responses are shown in table 4.25 below.

Table 4.13: The ratings by Teachers on influences of Various Abuses on Student's academic Performance

| Forms of domestic abuse | Frequency | Response | | | | | Total |
|-------------------------|-----------|----------|------|------|------|------|-------|
| | | SD | D | U | A | SA | |
| Emotional abuse | N | 2 | 2 | 6 | 19 | 19 | 48 |
| | % | 4.2 | 4.2 | 12.5 | 39.6 | 39.6 | 100 |
| Physical abuse | N | 2 | 5 | 11 | 13 | 17 | 48 |
| | % | 4.2 | 10.4 | 22.9 | 27.1 | 35.4 | 100 |
| Verbal abuse | N | 2 | 7 | 17 | 13 | 9 | 48 |
| | % | 4.2 | 14.6 | 35.3 | 27.1 | 18.8 | 100 |
| Sexual abuse | N | 3 | 5 | 9 | 12 | 19 | 48 |
| | % | 6.3 | 10.4 | 18.8 | 25.0 | 39.6 | 100 |

The study also sought for information from teacher respondents on whether they agree that the listed forms of domestic violence contributed to poor performance of their students. The results in table 4.25 indicate that 39.6 percent of teacher respondents strongly agreed as well as a similar proportion of teachers agreed that emotional abuse negatively impacted the performance of their students. The results in table 4.25 also indicated that physical abuse contributed to poor performance of their students with 35.4 percent strongly agreeing while 27 percent agreeing.

The results also indicates that 35.3 percent of teacher respondents were not sure that verbal abuse among parents lead to unstable and aggression minds among their children that would negatively influence their academic performance. However, 27.1 percent of teacher respondents agreed that verbal abuse would lead to unstable and aggression minds that would influence the student's performance. Concerning

whether sexual abuse negatively impacted the education performance of their students, 39.6 percent and 25.0 percent of teacher respondents either strongly agreed or agreed that sexual abuse negatively impacted the education performance of their students.

These assertions of influences of abuses on the student's school performance can be further investigated using a student's t-tests of significance. The table below shows the significances of the effects of abuses on the student's performance.

Table 4.14: Student's t-tests on the Influences of domestic violence on student's academic performance

| Form of Domestic Violence | Mean Effect | Test Value = 2.5 | | | |
|---------------------------|-------------|------------------|----|---------------|-----------------|
| | | t | df | Sig (p-value) | Mean Difference |
| Emotional abuse | 3.917 | 15.275 | 47 | .000 | 1.417 |
| Physical abuse | 3.481 | 12.278 | 47 | .000 | .981 |
| Verbal abuse | 2.622 | 2.919 | 47 | .062 | .122 |
| Sexual abuse | 3.720 | 13.183 | 47 | .000 | 1.220 |

The student's t-test results in table 4.26 show that emotional abuse had a mean influence of 3.917 on a scale of 5. This mean is above an average of 2.5. The results also indicate that the mean influence of 3.917 had a t-value of 15.275 and significance value of 0.000. These results imply that there is significant influence of emotional abuse on the academic performance of students in Githunguri Sub-county, Kiambu County.

The results in table 4.26 also indicate that Physical abuse had a mean influence of 3.481 on a scale of 5 which is above an average of 2.5. The results also indicate that the mean influence of 3.481 had a t-value of 12.278 and significance value of 0.000. Therefore, the study deduces that physical violence influence the academic performance of students in Githunguri Sub-County, Kiambu County.

The results in table 4.26 also indicate that verbal abuse had a mean influence of 2.622 on a scale of 5 which is slightly above an average of 2.5. The results also indicate that the mean influence of 2.622 had a lesser t-value of 2.919 and significance value of 0.062. With a significance value higher than a threshold of 0.05, the study infers that verbal abuse has no significant influence on the academic performance of students in Githunguri Sub-County, Kiambu County.

Concerning sexual abuse, results in table 4.26 indicate that sexual abuse had a mean influence of 3.720 on a scale of 5 which is more than the average of 2.5. The study also realized that with the mean influence of 3.720, the results showed a t-value of 13.183 and significance value of 0.000. Therefore, the study found that sexual abuse had an influence on the student's academic performance in Githunguri Sub-County, Kiambu County.

In conclusion, the study generally found that emotional abuse had the highest effect on the student's academic performance with a mean effect of 3.917 on a scale of 5 followed by sexual abuse which had a mean effect of 3.720 then physical abuse is third with a mean effect of 3.481. Verbal abuse had the least effect on the student's academic performance with a mean effect of 2.622 on a scale of 5.

4.8 Consequences of Domestic Violence

The teacher respondents were also asked to rank the consequences of domestic violence on students' performance in order of priority. The table 4.27 shows their responses.

Table 4.15: Ratings of the Consequences of Domestic Violence

| consequences of domestic violence | Frequency | Rank | | | Total |
|-----------------------------------|-----------|-----------------|-----------------|-----------------|-------|
| | | 1 st | 2 nd | 3 rd | |
| Low marks | N | 28 | 15 | 5 | 48 |
| | % | 58.3 | 31.3 | 10.4 | 100 |
| Low concentration | N | 12 | 30 | 6 | 48 |
| | % | 25.0 | 62.5 | 12.5 | 100 |
| School dropout | N | 8 | 3 | 39 | 48 |
| | % | 16.6 | 6.3 | 81.3 | 100 |

The results in table 4.27 show that 58.3 percent of teacher respondents ranked the low marks as the most prevalent consequences of domestic violence on students' performance. It was closely followed by low concentration (25.0%) and School dropout (16.6%) in order of priority.

The research also sought for information whether the respondents knew any other student or students who had been affected by parental domestic violence. The responses were analyzed using the frequency distribution below.

Table 4.16: Frequency distribution on awareness of other students who have been influenced by parental domestic violence

| Response | Frequency | Percent |
|--------------|------------|--------------|
| Yes | 220 | 57.3 |
| No | 164 | 42.7 |
| Total | 384 | 100.0 |

Results in table 4.28 show that majority of the students accepted that they were aware of other students who had been affected by parental domestic violence with a relative frequency of 57.3 percent while 42.7 percent said that they not aware of any other student who had been affected by parental domestic violence. For those accepted that some students had been affected by parental domestic violence, they suggested that parental domestic violence had negatively impacted the student's academic performance. They further suggested that most students affected by parental domestic violence were absent-minded in schools, they lacked concentration in their studies, were also violent to others in school and were always projective in their actions.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought for socio-demographic characteristics of both students and teachers of Secondary schools in Githunguri Sub-County, Kiambu County to have background information about the study. The sample of the study was normally representative of the target population and therefore, the exploration discoveries and speculations on the impacts of abusive behavior at home on the scholastic execution of understudies in Githunguri Sub-County were factually legitimate, dependable and exact.

5.2 Summary of the Study Results

Most of student respondents rated their education performance as average with relative frequency of 43.8 percent followed those who rated their performance as good with relative frequency of 25.0 percent. The results also revealed that most students agreed that emotional abuse influenced their academic performance with a percentage of 75.0. The t-test results also reveal that emotional abuse had significant influence of emotional abuse on the academic performance.

The study also realized that 58.3 percent agreed that physical abuse affected their academic performance. The t-test results show that physical abuse had a mean influence of 3.481 on a scale of 5 which a t-value of 12.278 and significance value of 0.000. Therefore, the study deduces that physical violence has significant influence the performance.

The results also shows that minority of students agreed that verbal abuse influenced their academic performance with a percentage of 28.1 unlike 71.9 percent who

disagreed. The t-test results show that verbal abuse had a mean influence of 2.622 on a scale of 5. The results also indicate that t-value of 2.919 and significance value of 0.062 which higher than a significance level of 0.05. Therefore, the study infers that verbal abuse has no significant influence on the performance of students.

Regarding the emotional abuse, 84.4 percent of the respondents agreed that emotional abuse has an influence on academic performance. The results also show that sexual abuse had a mean influence of 3.720 on a scale of 5 which is more than the average of 2.5. The study also realized a t-value of 13.183 and significance value of 0.000. Therefore, the study found that sexual abuse had a significance influence on the student's academic performance.

5.3 Summary of the Major Study Findings

The study categorized forms of domestic violence experienced by students at homes as; emotional abuse, physical violence, verbal abuse and other forms of child abuses like sexual abuse.

5.3.1 Emotional Abuse Experienced by Students at Homes

The study found that majority of the students had either loving homes or peaceful homes. However, about a fifth of students described their home atmospheres as being violent while another fifth described their homes as being quarrelsome. According to teachers, the research realized similar findings that most students in secondary schools in Githunguri Sub-County came from either loving homes or peaceful homes. The study also found that about 18.8 percent of teacher respondents described the student's home atmospheres as being quarrelsome while 14.6 percent described the learner's homes as being violent. Chastain (2004) through his study found that

children exposed to domestic abuses usually exhibited aggression by infighting with other students, opposing the authority, portraying negative attitudes, being depressed and anxious which was in agreement with this study's findings.

Concerning whether the conditions in which learners were when going to school, the research realized that majority of the students were happy when going to school while minority of the student respondents were sad. About a fifth of students described their conditions when going to school as being anxious while a third of them described their experiences as being angry and being afraid of their homes when going back to school. These findings were slightly different with those of the teacher respondents who said that most students were happy when going to school.

The research also found that two thirds of students agreed that they were ill-treated at their homes while 39.6% disagreed. According to the teachers, the study also realized that a minority of the students were being anxious when going to school with a percentage of 18.8 percent. The other students were described as being aggressive and being sad when going to school.

5.3.2 Physical Violence Experienced by Students at Homes

The study found that majority of the students agreed that they experienced physical violence at their homes. For instance, the research realized that more than half of students said that they had experienced caning and beating at their homes. However, the study realized that almost all of the student respondents said that they were not sexually molested at homes. Concerning slapping as a physical abuse, the study found that more than three quarters of students agreed that they experienced slapping at homes.

The research found that biting was another form of abuse experienced at homes. However, the research realized that most of the students disagreed that they experienced biting as form of abuse at home while about a tenth agreed that they had experienced biting at their homes. Finally, regarding punching as a form of physical violence at homes, the study found that majority of learners does not experience punching at homes. These findings are in contrary to both the Ministry of Education Act on children's rights and UNICEF (2014) declaration on the rights of children that stipulates both male and female learners should not be exposed to any violence at homes that would influence their social wellbeing.

5.3.3 Verbal Abuse Experienced by Students at Homes

Regarding whether students experienced verbal abuse at homes, the research found that majority of the students were shouted at in their homes with a frequency of 86.5 percent while a minority of 13.5 percent were not shouted at in their homes. The study also realized that 75.0 percent of students were scolded when at homes while 25.0 percent were not scolded. On whether the students were insulted when at homes, the research found that there was a slightly higher proportion of students who were insulted at homes (54.2%) as compared to those who were not insulted at homes (45.8%). However, the research found that the students did not take seriously the verbal abuses as compared to physical abuses at homes. Some students suggested that they rather undergo verbal abuse than face the physical violence at homes. These assertions were in contrary to Brendgen et al. (2007) who cited that parents' verbal abuse was not only an inculcation of terrible memory yet additionally had a critical impact over understudies' scholarly accomplishment.

5.3.4 Sexual Abuse Experienced by Students at Homes

Concerning sexual abuse experienced by students at homes, the study found that about a tenth of the students in Githunguri Sub-County had experienced sexual molestation either at their homes or at their residential places. Of the students who were sexually molested, majority of them suggested that they willingly but innocently molested while a fewer of them said that they were forcefully sexually molested. These findings support the generalizations by Carlson (2009) who realized that between 10 percent and 20 percent of learners in the United States were exposed to domestic violence annually including parental sexual abuses.

5.4 The Conclusion of the Study

The conclusions of the study were drawn depending on the research objectives. The research was seeking to; examine the influence of emotional abuse, physical violence, verbal abuse and sexual abuse on the performance of students in Kenya Certificate of Secondary Education in Githunguri Sub-county, Kiambu County. The research generally found that majority of the teachers and students agreed that students who had been influenced by parental domestic violence were influenced in their academic performance. This was in agreement with Carter, Weithorn and Behrma (2009) who concluded that children exposed to domestic violence and abuses would have poor problem-solving skills that would influence low academic performance in examinations.

The research found that most students agreed that emotional abuse influenced their academic performance with a percentage of 75.0 followed by physical abuse with a frequency of 58.3 percent. The study also realized that most of the teachers either agreed or strongly agreed that emotional abuse leads to anxiety, aggression and other

influence that influence the student's wellbeing with relative frequencies of 54.2 percent and 20.8 percent respectively. These results concur with those by most students who agreed that emotional abuse influence their academic performance.

The study also realized that about 80 percent of teachers either strongly agreed or agreed that emotional abuse negatively impacted the performance of their students. The research through the student's t-test results in table 4.26 realized that emotional abuse had a mean influence of 3.917 on a scale of 5 which was above an average of 2.5. From the student's t-test results, the study found that the mean influence of 3.917 had a t-value of 15.275 and significance value of 0.000. With these findings, the study therefore concluded that there was a significant influence of emotional abuse on the student's performance in Githunguri Sub-county, Kiambu County.

The research realized that 72.9 percent and 16.7 percent of teachers either agreed or strongly agreed respectively that physical abuse among parents lead students to abnormal phobia that affects them in their studies. These realizations were in agreement with those in table 11 where 58.3 percent of student respondents agreed that physical abuse affected their academic performance. The research also through the results in Table 4.26 found that physical abuse had a mean influence of 3.481 on a scale of 5 which is above an average of 2.5. The student's t-test results also indicate that the mean influence of 3.481 had a t-value of 12.278 and significance value of 0.000. Therefore, the study concludes that physical violence significantly influences the academic performance of students in Githunguri Sub-County, Kiambu County.

The study realized that most students were undecided whether verbal abuse from parents would contribute to unstable minds aggression among students which will limit them from good study habits and academic performance.

The research however found that 37.5 percent of students agreed that verbal abuse among parents would contribute to their unstable and aggressive minds which would contribute to their low academic performance. The study also found that 35.3 percent of teacher respondents were not sure whether verbal abuse among parents lead to unstable and aggression minds among their children that would negatively influenced their academic performance. However, 27.1 percent of teacher respondents agreed that verbal abuse would lead to unstable and aggression minds that would affect the student's performance.

The research through results in table 4.24 found that verbal abuse had a mean influence of 2.622 on a scale of 5 which is slightly above an average of 2.5. The research further found that the mean verbal abuse influence of 2.622 on education performance had a lesser t-value of 2.919 and significance value of 0.062. With a significance value higher than a threshold of 0.05, the study concluded that verbal abuse had no significant influence on the performance of students in Kenya Certificate of Secondary Education in Githunguri Sub-County, Kiambu County.

The research found that 62.5 percent and 22.9 percent of teachers either agreed and strongly agreed respectively that overall child abuse with reference to sexual abuse influenced the students' personality and hence negatively influenced their academic performance. Concurrently, 39.6 percent and 25.0 percent of students either strongly agreed or agreed that sexual abuse negatively impacted their education performance. Concerning the student's t-test results, the study found that sexual abuse had a mean influence of 3.720 on a scale of 5 which was more than the average of 2.5. The study also realized that with the mean influence of 3.720, a t-value of 13.183 and significance value of 0.000 were asserted. Therefore, the study concludes that sexual

abuse had a significant influence on the student's performance of in Kenya Certificate of Secondary Education in Githunguri Sub-County, Kiambu County.

The study in conclusion found and concluded that; 58.3 percent of teacher respondents ranked the low marks as the most prevalent consequences of domestic violence on students' performance and closely followed by low concentration (25.0%) and School dropout (16.6%) in order of that priority. The study also concluded that the students knew other students who had been influenced by parental domestic violence and that parental domestic violence really influenced their academic performance.

5.5 Recommendations of the Study

The study recommends that the findings of this study can be of assistance in:

- i. Giving guidelines to policy makers including those of National government and County governments on the influence of domestic violence on academic performance of secondary school students
- ii. The study also recommends that schools and other education sector stakeholders need to empower the guidance and counseling programs that can help in the healing process for the students who have been emotionally abused.
- iii. Concerning influence of physical and sexual abuse on academic performance of secondary school students, the study recommends that the ministry of education and children's rights caucus need to offer awareness campaigns on the children's rights against both physical and sexual abuses that derail them from accessing quality education.

- iv. The study also recommends that media can also be advised to offer awareness campaigns on the learners' rights and privileges.

5.6 Suggestions for Further Research

Finally the study suggests that there is need for other scholars to carry out further research on the following areas:

- i. The causes and consequences of domestic violence on the academic performance of secondary school students in other Counties
- ii. The possible solutions and way forward on how the effects of domestic violence on academic performance can be addressed

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APPENDICES

Appendix I: Questionnaires for Students

I am a student at University of Nairobi, undertaking a Master's degree in Education. I am carrying out a study on the influence of domestic violence on the academic performance of students in Githunguri Sub-County, Kiambu County. I humbly request for your time in filling the questionnaire below. Thanks in advance.

PART. A: DEMOGRAPHIC INFORMATION

1. Gender of the respondents? Female () Male ()
2. What is your age bracket?
Below 13 years () 13 – 15 years ()
16 – 20 years () Above 20 years ()
3. Which type of family do you come from?

Nuclear family with both father and mother ()

Single parent due to death of Mother () Father ()

Single parent due to separation of parents ()

Single parent by choice ()

4. Which is your religious denomination?

Catholic () Protestant () Muslim () None ()

PART B: FORMS OF PARENTAL DOMESTIC VIOLENCE

5. Rate your academic performance by ticking in the appropriate box.

Very good Good Average Weak Very weak

6. Indicate the kind of atmosphere that best describes your home.

Loving home ()

Violent home ()

Quarrelsome home ()

Peaceful home ()

7. The following is the list of conditions I am in when going to school. Tick the one that describes you

Sad () Happy () Anxious () Angry () Afraid ()

8. Below is a list of abuses I experience at home. Tick the one that you experience

| Forms of abuse | Yes | No |
|--------------------|-----|----|
| Beating | | |
| Sexual molestation | | |
| Slapping | | |
| Punching | | |

9. At home I experience the following. Tick the one that describes you:

Shouted at ()

Scolded at ()

Insults ()

10. Do you experience the following at home. Tick the ones you experience.

| Abuse | Yes | No |
|---------------|------------|-----------|
| Neglect | | |
| Ill treatment | | |
| Biting | | |

11. Do you experience any other abuse that has not been listed? _____

If yes specify _____

12. Indicate which among the four choices listed below affects your school performance negatively.

Emotional abuse ()

Physical abuse ()

Verbal abuse ()

Sexual abuse ()

13. Specify any other causes of low performance in your academic study

14. Do you know any other student or students who have been affected by parental domestic violence?

Yes () No ()

b) If yes to above, how did this affect their academic performance?

15. What strategies can be adopted by the society to minimize the cases of domestic violence to improve students' academic performance in Kenya?

Appendix II: Questionnaire for Teachers

I am a student at University of Nairobi, undertaking a Master's degree in Education. I am carrying out a study on the influence of domestic violence on the academic performance of students in Githunguri Sub-County, Kiambu County. I humbly request for your time in filling the below questionnaire. Thanks in advance.

PART. A: DEMOGRAPHIC INFORMATION

1. Gender of the respondents? Female () Male ()

2. What is your level of education?

Diploma () 1st Degree ()

2nd Degree () Above 2nd Degree ()

3. How long have you worked for this institution?

Below 2 years () 3-5 years ()

6-8 years () Above 10 years ()

4. What is your responsibility in school?

Principal ()

Deputy Principal ()

Class Teacher ()

5. Indicate your marital status.

Married () Single ()

Divorced () Separated ()

6. How would you rate the performance of your students? (tick where appropriate)

Very good () Good () Average () Weak ()

PART. B: INFLUENCE OF DOMESTIC VIOLENCE ON THE ACADEMIC PERFORMANCE OF STUDENTS

7. Influence of domestic violence on the academic performance of students (tick where appropriate) KEY: Strongly Agree (5), Agree (4), Undecided (3) Disagree (2), Strongly Disagree (1)

| Domestic violence | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| Emotional abuse leads to anxiety, aggression and other effects that contribute to poor academic performance among students | | | | | |
| Physical abuse among parents leads to abnormal fears among students, also inculcates a culture of bullying amongst other | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| negative effects that decrease their academic performance. | | | | | |
| Verbal abuse among parents contributes to unstable minds aggression among students thus limiting academic performance | | | | | |
| Child abuse affects students' academic performance. | | | | | |

8. What other forms of domestic violence do students in your school report to have experience?

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9. Do you agree that the listed forms of domestic violence contribute to poor performance? Tick the appropriate answer. KEY: Strongly Agree (5), Agree (4), Undecided (3) Disagree (2), Strongly Disagree (1)

| Forms of domestic abuse | 5 | 4 | 3 | 2 | 1 |
|--------------------------------|----------|----------|----------|----------|----------|
| Emotional abuse | | | | | |
| Physical abuse | | | | | |
| Verbal abuse | | | | | |
| Sexual abuse | | | | | |

10. Number the following consequences of domestic violence on students' performance in order of priority.

Low marks ()

Low concentration ()

School dropout ()

11. In your view, what kind of families do the students come from?

Loving home ()

Violent home ()

Quarrelsome home ()

Peaceful home ()

12. How do you describe the emotional condition of your students in your school?

Tick

Sad ()

Happy ()

Anxious ()

Aggressive ()

13. In your view does learner abuse influence the students' academic performance?

Yes () No ()

14. Give suggestions on how the society can address the problem of domestic violence that influence the students' performance in order to improve the academic performance.

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Appendix III: Research Permit


THIS IS TO CERTIFY THAT:
MS. IRENE M. WANGUI WANJAI
of UNIVERSITY OF NAIROBI., 519-232
RUIRU, has been permitted to conduct
research in Kiambu County

Permit No : NACOSTI/P/18/74699/24282
Date Of Issue : 18th August, 2018
Fee Received : Ksh 1000

on the topic: **EFFECTS OF DOMESTIC
VIOLENCE ON PERFORMANCE OF
STUDENTS IN K.C.S.E IN GITHUNGURI
SUB-COUNTY, KIAMBU COUNTY**

for the period ending:
17th August, 2019




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 20147

CONDITIONS: see back page

Appendix IV : Research Authorization

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

Telephone: +254-20-2213471,
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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/74699/24282**

Date: **18th August, 2018**

Irene M. Wangui Wanjai
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of domestic violence on performance of students in K.C.S.E in Githunguri Sub-County, Kiambu County,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **17th August, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.