

**INFLUENCE OF DOMESTIC VIOLENCE ON STUDENTS' CLASSROOM  
BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA**

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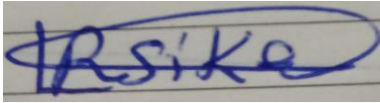
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## DECLARATION

This thesis is my original work and has not been submitted to any other University for examination. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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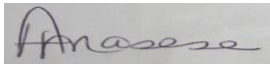
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## **DEDICATION**

This work is dedicated to my beloved mother Loice Masicha, the rest of my family who supported me during the whole period of my studies, and to humanity. My request to you all is never to tolerate domestic violence.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS:	Acquired Immune Deficiency Syndrome
CWA:	Child Welfare Association
HIV:	Human Immuno Deficiency Virus
HAK:	Health Assistance Kenya.
MTF:	Monitoring the Future
STI:	Sexually Transmitted Infections
SGBV:	Sexual and Gender-Based Violence
SPSS:	Statistical Package for Social Sciences
UN:	United Nations
UNHQ:	United Nations Headquarters.
USA:	United States of America
WHO:	World Health Organization
NPC:	National Population Commission

## ABSTRACT

The research aimed to ascertain how domestic violence affects students' classroom behaviour in Bungoma County, Kenya, secondary schools. The study investigated this by looking at the degree to which different types of domestic violence affected students' classroom behaviour, the manifestation of domestic violence in the students' violent behaviour in the classroom, and the causes, perceptions, and responses to acts of domestic violence. Finally, it established practical interventions to address the issue. The foundation of this study's theory was behavioural psychology, which holds that behaviour is learned or acquired through its environment. According to the research analysis, DV was ubiquitous worldwide and harmed kids' behaviour in the classroom. Principals, guidance and counselling staff, secondary school students, and parents from registered social groups made up the target population that the researcher employed in the descriptive survey design. One thousand six hundred respondents made up the target demographic, and 666 were selected at random, stratified, and purposefully from that group. A total of 666 people were sampled: 36 instructors of guidance and counselling, 36 administrators, 576 students, and 18 parents. In addition, the research included focus groups with parents, interviews with administrators and instructors of guidance and counselling, questionnaires for students, and document analyses in the schools where the study was conducted as its other four data gathering methods. A pilot study was conducted for validity, and the test-retest method was used for reliability. Utilizing frequencies and percentages, the data gathered from the surveys was statistically analyzed. The themes of the research goals were used to guide a qualitative analysis of the data from the interviews, focus groups, and document analysis.

The results demonstrate that different types of domestic abuse impact pupils' behaviour in the classroom. First, it negatively affects their intellectual capacity, which has a knock-on effect on their personality. Second, it makes it harder for them to focus in class, severely affecting their academic achievement. Affected pupils either quit school or behave violently in class as a consequence. According to the report, numerous pupils were also found to be victims of domestic violence, including sexual abuse, physical assault, and mental and psychological torment. The results also showed that the kids' classroom interactions and academic performance are significantly impacted by the post-traumatic stress symptoms of domestic abuse. Notably, afflicted kids are antisocial and have diminished abilities to foster positive peer interactions. A document study also showed that their class performance is below average.

Furthermore, it was determined that disciplining those who commit acts of domestic violence calls for a careful approach to punishment. Domestic violence prevention initiatives may unintentionally grow into a more severe problem, particularly for the victims. The research highlights the need to give individuals extraordinary care to salvage and reintegrate into a healthy culture. It urges increased public awareness of how and where to file reports to prevent domestic violence from harming students. Establishing restorative treatments for collegiate victims of domestic abuse will need further study in the future.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1: Introduction and background to the study**

Globally, Domestic Violence (DV) and violence against women and children have become a worldwide nuisance (United Nations World Report, 2016). The description climaxes that at least 35% of the females globally had recounted having experienced some form of DV at one point from intimate partners. Nonetheless, the United Nations (UN) world report additionally stated that scholarly work revealed that a fraction of the females: 70%, had been subjected to various forms of DV from close partners. In addition, World Health Organization (WHO, as cited by UN World Report 2016) established that there were higher rates of abortion, distress, and other health complications among women who had been victims of DV. This was in comparison to those women who had never experienced DV. The above study implied that domestic violence is a worldwide problem affecting many families, and women mostly feel the impact. The UN World Report stated that the rising number of DV reported victims was alarming.

This current study establishes the effect of DV, particularly on the students' classroom behaviour. Furthermore, additional evidence points to the non-reporting of DV due to specific societal objections. Hence the report calls for speedy action in curbing DV, which is believed to derail societal development.

Whilst women are the primary victims of DV, several studies have highlighted that men also face DV. Husain et al. (2015, as cited by Omondi, 2020), a study in India, indicated that 98 per cent of interviewed men had experienced abuse from their spouses. In addition, in the same document, Bagwell et al. (2015, as cited by Omondi, 2020) established that 40 per cent of DV victims in Britain were men. Similarly, the US Department of Justice (as noted by Omondi, 2020) stated that an estimated 4 per cent of men in the state of Florida in the USA were subjected to DV every year. According to the study in Omondi (2020), DV was experienced by both men and women.

However, Watson & Parsons (2005, as cited by the National Crime Council of Ireland (NCCI) by Meier & Ross (2014), exposed that the relative prevalence of DV against men has been highly disputed. This is because of the significant differences in figures in different studies, provoking many debates. Meier & Ross highlighted that the line of discussion on whether men are victims of DV or only women are the primary victims of DV has always fallen between two polemics: feminists and antifeminists. Despite the argument raised by the feminists and antifeminists on patriarchal dominance and other reasons, Meier & Ross explored the reasons for the difference more elaborately without taking sides. Through the lenses of Meier & Ross, the reason why men never reported whenever they were assaulted was that those men shied off being tagged as “battered men,” a title that would tarnish their masculinity. The study analysis pointed out that the silence and tolerance of DV above caused more havoc to the children who witnessed it. The study further argued that some men who made efforts to report their cases were instead put into

custody. An act which Meier & Ross stated psychologically tortured and affected the children. The study additionally exposed that the youth whose both parents engage in DV stand higher chances of repeating the violent behaviour in adulthood. This is espoused by Salamova (2018) in a study entitled “Domestic Violence in Modern Russia: General Characteristics.” The study established that children exposed to DV mature to adulthood with an assumption that being impolite to their peers and using vigour are healthy mechanisms to keep a relationship. The formation of the Domestic Violence Roundtable brought attention to the fact that the regular abuse seen in the community that seeped into educational institutions is a repetition of either student witnesses of DV or student victims of DV. The present research and the point of convergence are similar in that both aim to determine the impact of DV on students' aggressive behaviour in the classroom.

Dutton (2011) observes that in the United States, a study that the National Comorbidity had done in 1990-1992 discovered the male population of about 18.4% and an estimate of around 17.4% of females had been subjected to slight DV. However, another group, the males, which comprise 5.5% and 6.5% of females in the same study, had experienced severe DV. This reflects the severity of domestic violence and the high degree of exposure to the children, who might be influenced to display the same in the classroom. This study endeavours to determine if DV prevalence in Kenya affects the children who experience it.

Similar findings on the prevalence of DV in both genders were established by Watson and Parsons (as cited by NCCI 2014). The results showed that 15 % of women and six% of men had experienced severely abusive physical, sexual, or emotional abuse. According to

the analysis in the study, the figures showed that while the risk to women was higher, DV was something that also affected a certain fraction of men. Indeed, these studies illustrate the prevalence of DV in both genders. Despite the cases of DV being on the rise, many studies show that people are unwilling to report the perpetrators (NCCL, 2014). The investigations uncovered that the non-reporting could stem from the fact that the DV is not severe to warrant alarm or fear of public involvement in private family life. Alternatively, even some victims may not just want to instigate a criminal proceeding against a partner who may be the family's breadwinner. Although both genders experience DV, traditionally, this research focuses on women's suffering because it was more prevalent. While studies in the previous focus on DV projected towards men and women, this study strives to establish the effects of DV, regardless of who is at the receiving end, and the impact it causes on students' classroom behaviour.

Irrespective of who happens to be the victim of DV, its effects are far-reaching and carry no small dose of urgency. A study by Promundo and UN Women (2017) shows severe consequences of experiencing DV in homes. The research was a multi-country study in the Middle East and North Africa. The study results showed that men who witnessed DV in their childhood at the same time happened to fall victims of the DV were more likely to be reported as DV perpetrators in their future social relationships. In the study, the Promundo and UN Women justify the above assumption with evidence from Lebanon. The results from Lebanon show/confirm that DV is three times higher amongst men who had witnessed DV than those who had not encountered it before. Likewise, this study investigates the root cause of violent behaviour among students.

Similarly, the same assertion on DV is espoused by the statistics given by the United Nations Office on Drugs and Crime report (UNODC) (2019) in their research based on a Global study on homicide. They posit that globally in 2017, 87,000 women were killed intentionally. Among these women, 58% were killed by their intimate partners or family members. The same study further narrowed down the statistics to show that roughly 137 women were destroyed daily by a member of their own families. The study outlined that of the women killed in 2017 intentionally, 30,000 were killed by their current or former partners.

The findings of these studies provide several insights into DV. The first is that DV occurs in homes where we have children who look up to these perpetrators and victims as their caregivers. Secondly, we ask this fundamental question of how this DV impacts these women's mother figures and caretakers. And thirdly, the questions concerning the safety of children arise: how safe are they during these scenarios of DV, mentally, emotionally, and psychologically?

Herman-Smith, (2013) posits that one of the essential tasks for infants as they grow is discovering how to self-soothe. This study avers that an infant who experienced continuous trauma was likelier to be extremely sensitive. As a result, they do not get the skills to have self-soothing behaviour as they mature (Herman-Smith, 2013). Similarly, Howell et al. (2016) state that prenatal care can affect the heightened risk of premature birth, low birth weight, growth, and attachment of a new born child. The study further confirms that studies revealed the effect of DV on a child's social, psychological, emotional, and even physical



developments before they were born because of the anguish the mother of the child went through (Howell, Barnes, Miller, & Graham-Bermann, 2016). Howell et al. (2016) argue that the need for reliable caregiving in non-violent surroundings is crucial for the child's development. The study asserts that children repeatedly looked to their caregivers, mostly the parents, for basic model behaviour and needs such as safety.

The study insists that DV could cause an interruption in the bond and relationship between the child and the caregivers. More so, the effects could continue and affect children in their future relationships. Further, the study posits that this has been the case since time immemorial, whereby the caregiver projected love, support, and cherished.

This has made DV widely regarded as a cumbersome problem that touches on the health and well-being of numerous people worldwide. The UN report (2016) further asserts that DV is widespread worldwide, although the exact prevalence rates vary from one study to another. This is also espoused in a survey conducted by World Health Organization in ten countries (WHO, 2014). The report raises the alarm about the massive toll of physical and sexual violence carried out by men on their partners. It states that 15 % to 71 % of the women, who have ever had a relationship, have experienced physical or sexual violence meted against them. The same report further highlighted that these forms of violence negatively impacted the victim's children, especially if they witnessed the violence. A study makes a similar revelation carried out by UNICEF (2014) in Kosovo, which exposed that DV is prevalent in East Asia and the Pacific area. This study highlights that a fraction

(17%) of the girls experienced DV; similarly, a higher portion (35%) of the boys were also subjected to DV.

In the UK, a study by the Office for Standard in Education, Children's Service and Skills (Ofsted) *Care Quality Commission (CQC)* (2017) reported a case of a four-year-old boy who was starved by his mother to death in 2012 because of DV issues with the husband. The study points to a connection between DV and adolescent mistreatment. In the Ofsted CQC study, it was established that almost half of the cases encountered DV aimed directly at the child as the victim. Evidence of widespread DV propelled the UK government to generate several policy documents to safeguard the child: HM Government 2013; HM Government 2015, and HM Government 2018, which contained detailed opinions on a child-centred approach that considered the needs and views of children. The HM Government's policy resulted from in-depth consultations far and wide by the spearheading team, which got opinions on how best the government and other identified organizations could work together to safeguard the interests of children in respect of DV. The revisions reflected the legislative adjustments introduced during the Children and Social Work Act 2017.

Katz (2016) writes that children are affected by non-physical domestic abuse grounded on coercive control: segregation, continual supervision, and financial abuse, verbal and emotional abuse. Katz points out that all these cases of DV are subjected to children. Similar resentments were echoed by Ibrahim (2019), who affirmed that the child experienced other forms of DV apart from the physical assault during DV. Ibrahim (2019)

argues that many children are abandoned, malnourished, neglected, and sexually abused during DV in Nigeria.

Hughes, K., Bellis, M., Hardcastle, K., Sethi, D., Butchart, A., Mikton, C., Dunne, M. (2017) refer to DV co-occurrence in children as adverse childhood experiences which cause long-term anguish and other impacts like resort to drugs and self-harm. Hughes et al. (2017) further highlight that the trauma has long-lasting effects on adulthood. The same concerns were echoed by Ibrahim (2019), who raised the issue of increasing DV scenarios in Nigeria. Ibrahim revealed that DV had become a menace that needed urgent address with all seriousness. According to Ibrahim's study, the people who were majorly injured, disabled, and even killed during the DV were children. Wopadovi (2011, as cited in Ibrahim 2019) noted that DV prevailed in many families irrespective of social class or education. In addition, Ibrahim summed up that DV prevalence was worldwide. Hence it called for national and international attention.

Silverstein et al. (as cited by Howell et al., 2016) outlined some of the effects of exposure to DV at home and in community environments. These scholars espoused that it resulted in disruptive classroom behaviour in school-going children. The researchers also noted that a negative relationship between DV and appropriate classroom behaviour had been established. They further revealed that children exposed to high levels of DV developed poor reading, mathematics, and general classroom knowledge skills. After analyzing the effects of DV on the students' classroom behaviour, Silverstein et al. (as cited by Howell et

al., 2016) recommended that school personnel look into the effects of DV on students' behaviour in the classroom.

It is reported by United Nations (2015) that we have the highest per cent of DV prevalence in Africa. The report stated that considering recent results of DV surveys. Most countries reported having constantly increasing figures on the prevalence of DV. This is sufficient evidence of the persistence of the problem. The report revealed that the Democratic Republic of Congo posted the highest record (65%) in the physical and sexual violence apportioned to victims by their partners, matching that of Equatorial Guinea. Cameroon stood at 55%, Uganda at 50%, Tanzania at 44%, Kenya at 42%, Ghana at 40%, and Malawi at 32%. These are just a few African countries, but they give an overview for the across-board conclusion that Africa is leading in DV globally among the continents. The widespread acts of DV in African countries could be associated with the perception of many cultural assumptions that females are the weaker gender and hence inferior to the males.

DV is further evidenced by a study carried out in Malawi by Kanchiputu and Mwale (2016), which indicates that the highest reported effect of DV on students is loss of interest in education. Kanchiputu and Mwale established that among the various repercussions of DV is a loss of interest in education among the students - which constitutes 41.2%. In addition, the same study revealed that the least reported effect was early marriage, which was 5.9%. This concurs with findings acknowledged by Larsson, H., Viding, E., Rijdsdijk, F. V. and Plomin, R. (2008), which found that DV has a distinctly harmful influence on

student fit in school, inclusive of the ability to undergo the learning process with sharp attention in the classroom, hence disrupting their socialization progression and academic growth.

According to a study by Omondi (2020), the number of incidences of DV in Kenya has dramatically increased. According to the Kenya National Bureau of Statistics, DV was 39 per cent in 2009 but had risen to 74 per cent by 2011 (Omondi, 2020). Reena et al. (as cited by Omondi 2020) state that DV has become rampant in Kenya, with 30 per cent reporting abusive incidences within one year into their marriages. Omondi (2020) revealed that civil society had raised the alarm after establishing the threat enforced by DV on the family, which was a well-known crucial unit of society.

Unfortunately, many studies further confirm the prevalence of DV in Kenyan homes. This is evidenced by the study carried out by Kenya Demographic Health Survey (KDHS) (2014). According to the study's findings, 38 per cent of females aged 15 to 49 had experienced DV, and 45 per cent had been involved in physical assault. The study added that a fraction of 20 per cent had encountered the same physical torment a year before then.

A similar KDHS study exposed that among the male-targeted people, 7 per cent of the male in marriages admitted to being bodily assaulted by their partners. Approximately 4 per cent of the males had experienced sexual abuse from their wives. KDHS study results resolved that the study judgments clearly showed that DV had established deep roots in the African communities.

Oriale (2015) provided more evidence of the frequency of DV in Kenya. According to Oriale's research, 3,596 instances of defilement were reported to the Kenya Police Service. In 2013, there were 124 incidents of sodomy and 242 problems of incest. Oriale said that the state requested quick action because 1% of girls and 3% of women had physical disabilities. Oriale found in the research that females under the age of eleven made up 24 per cent of the DV survivors, which is more insult to injury. According to Oriale's investigation, a ten-year-old girl was the most heinous victim. A Cesarean was required when the minor gave birth to her kid in Kericho County. Sadly, the girl's descent into sorrow was brought on by her public exposure. The worst-affected counties by DV in Kenya, according to Oriale, were western (51.6%) and Nyanza counties (49.5 per cent). Additionally, according to the report, the majority of the offenders were family members or close friends of the victims.

The above studies justify the allegation of DV prevalence in Kenya, majorly Bungoma County, which is located in the Western region. There have been a lot of DV episodes in Kenyan families, which engineered the then-president Uhuru Kenyatta 2015 into signing a bill into law to curb gender-based violence. The law emphasized that DV was unacceptable in whichever form. This was to ensure DV victims had a place to report to in the police station and were rehabilitated and empowered. A report by the United Nations Children Fund (UNICEF, 2016) affirmed the prevalence of DV. It argues that the rates of violence (the sexual one specifically) touching on minors had gone so high. Sexual abuse, gender-based violence, and violence against children are severe and persistent issues in Kenya that need urgent attention. All this sexual violence and abuse are happening in these children's

homes, yet this is a place that needs to inculcate good moral values. This is illustrated in a study by Kahigi (2015), which reveals that the family is crucial in nurturing children. Kahigi argues that the family is usually the first school a child gets exposed to in all matters related to societal life. Most importantly, as Kahigi puts it, the sexual aspect of the child is best understood, expressed, and appreciated in the family. It implies that the child should be taught self-control and moral values related to sexuality at the family level as opined by UNICEF (2016).

Kigotho (2017) claims that it may be difficult to eradicate different school-based violence offshoots such as physical punishment, vandalism, bullying, and harassment as long as Kenyan communities believe that violence is essential to imparting moral values and educating them. He refers to the possibility that excessive bullying, vandalism, and militancy that are so common in secondary schools throughout the nation may have been brought on by the maltreatment of young children. He goes on to say that violent patterns in schools often mirror levels and patterns of violence in the respective nations and at the domestic level. Therefore, parents need to be careful how they nurture their children because, as stated in a study carried out by Ngesu, Khanani, and Wachira (2016), the mode of raising the children determined the kind of character they would display in the classroom and later on in their life.

A study reinforces the point on bullying carried out by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2019). UNESCO found out that a third of students within the age bracket of 11-15 have experienced bullying from their peers during

the learning process, irrespective of gender. However, the UNESCO study explains the differences in the bullying style, whereby the boys are subjected to physical bullying whereas the girls are tortured psychologically. UNESCO'S most profound point is that school-related violence creates a barrier to the attainment of universal schooling and the right to education for all.

Additionally, it was discovered in research on student violence in Kenyan high schools by Ngesu, Gunga, Wachira, Kahigi, and Mutilu (2013) that violence in schools predominated there regardless of the location, classification, or status of the institution. Both male and female students participated in strikes and other types of noncompliance in high schools, according to Ngesu et al. According to the study, the pupils used forcefulness to accomplish their goals. Thus, Ngesu et al. concluded that such a character of pushing their way through to achieve their goals was characteristic of young people who were reared in hostile environments and violent family setups. According to the research, such pupils' behaviour had a detrimental impact on the learning environment in the classroom.

In research conducted in Kenya, Kithonga and Mbogo (2018) further established the incidence of DV. According to Kithonga and Mbogo, the revelation of DV among high school students is such a severe issue that it has to be addressed with great care. The academic literature argues how the dynamics shown during DV affected pupils' educational processes, ranging from subpar academic achievement to behavioural issues. According to the researchers, DV persisted in Kenya despite the Constitution of Kenya explicitly protecting women and children against violence. The terrible thing is that, as Kithonga and



Mbogo (2018) highlight, many individuals haven't noticed the damage caused to these youngsters who engage in DV until the youths have experienced physical violence.

Research conducted in Kenya's Migwani Sub County shows the aforementioned. In that research, Kithoga and Mbogo (2018) claim a deterioration in secondary school student performance in Migwani Sub County from 2000 to 2015 compared to other sub-counties in Kitui County. Over 40% of the female students survived DV and other difficulties, including poverty, leading the researchers to conclude that DV was a primary reason for the fall.

Domestic violence concerns have increased in Bungoma County. Cultural traditions were identified by Okanda (2006) as the main obstacle to the region's battle against DV. The same study states that the need to punish the perpetrators was always met with resistance from the village kangaroo courts, "village courts chaired by elders" that prefer solving DV issues at home. Several years later, a study by Wafula (2013) terms DV "a curse" in the area. He noted that DV is rampant in Bungoma County, where he witnessed it from childhood. Wafula further reveals how they were taught that women and girls were less valued than the goats and cows with which their bride price was paid. He affirms that this has had a lot of impact on the behaviour of school-going children who believe that violence is the best tool to resolve conflicts.

Bungoma and Wajir were among the Counties on which the National Gender and Equality Commission's (NGEC) 2017 report on gender equality and freedom from discrimination was based. Developing plans to stop sexual and gender-based violence was one of the

NGEC's key agenda items. The widespread problems with DV brought this on. The gender technical working groups' active engagement in creating the guidelines on how to move ahead and stop DV was facilitated by the continuation of DV prevalence in Bungoma County. After dialogue and scenario analysis, the report's consensus was established.

Every child has the right to be safeguarded against abuse and physical or psychological punishment, as stated in section 36 (1) of the Basic Education Act (2013). Therefore, maintaining discipline in Bungoma County is a significant challenge for educators, especially in light of Article 53 (1) (d) of the Constitution. According to Pingley, children who grow up in DV-affected households are more prone to harm others in their intimate relationships (2017). Pingley adds that interactions in the classroom are also affected by misuse. Despite the continuation of student misbehaviour in the school, Lochan (as reported in Kagoiya and Kagemu, 2018) notes that several academics have proposed potential solutions to curtail misbehaviour. It's interesting how much worse the situation has become. In reality, a study must be conducted to determine the consequences and influence of DV on students' classroom behaviour in Kenyan secondary schools. This study has been undertaken to establish the result of domestic violence on students' classroom behaviour in Kenyan secondary schools, specifically those in Bungoma County, to develop concrete intervention measures needed to bring sobriety to the community and the wider society. Concerning the above studies, the question remains: is DV a threat to the educational process? This study, therefore, investigates the influence of DV on the students' classroom behaviour and how it may affect the educational process.

## **1.2: Statement of the problem**

DV is a significant problem around the globe and is a major cause of anxiety for teachers and other actors in education. This is especially so where school-going children are the victims. Additionally, DV has been the subject of much discussion in local, national, and international contexts, with civil societies emphasizing DV as a danger to humanity and social cohesion. Even though the Kenyan government has put rules in place to safeguard school-age children, family conflict, sometimes accompanied by violence, has continued to be reported daily on the national news and other social media platforms, some of which have caused irreparable harm. Many kids have died as a result of DV. Even though various research has been conducted to identify answers to the DV issue, incidences of violence, bullying, and truancy have persisted in schools. Therefore, research is required to determine how DV affects kids' classroom behaviour. To close this gap, this research was conducted to assess the impact of DV on the pupils' classroom behaviour in Bungoma County, Kenya.

## **1.3: Purpose of the study**

The study aimed to examine domestic violence's influence on students' classroom behaviour in public secondary schools in Bungoma County, Kenya. This may assist in setting strategies to curb DV and eventually solve the students' negative classroom behaviour like low esteem, violent behaviour, rebelliousness, and poor performance.

#### **1.4: Objectives of the study**

The study was guided by the following objectives. To:

- i) examine the prevalence of the various forms of domestic violence (sexual abuse, physical assault, psychological torture, and emotional torture) in Bungoma County.
- ii) Determine how domestic violence has affected kids' behaviour in the classroom.
- iii) Find out the causes, perceptions, and responses to acts of domestic violence and
- iv) establish the pragmatic interventions that can be applied to minimize the problem of domestic violence.

#### **1.5: Research questions**

The study was led by the following research questions.

- i) To what extent is the prevalence of the various forms of domestic violence (sexual abuse, physical assault, psychological torture and emotional torture) in Bungoma County?
- ii) How does student behaviour in the classroom reflect domestic violence?
- iii) What are the causes, perceptions, and responses to acts of domestic violence?
- iv) What are the pragmatic interventions for domestic violence?

#### **1.6: Significance of the study**

This study hopes to assist policymakers in understanding the root cause of classroom misbehaviour among secondary school students in Bungoma County, Kenya. This may

help formulate policies that safeguard society from DV during the policy formulation. In addition, the study may act as an eye-opener to the school principals and their guiding and counselling teachers because it may shed more light on how to identify and handle their students who may be affected by DV. Likewise, school management may use the study findings to formulate strategies to enhance a more cordial parent-school rapport and promote communication. By so doing, information may reach the school in good time in case of issues to do with DV so that necessary action is taken. Also, to the schools, the study findings may provide an opportunity for school management to necessitate the perusal and revision of various home-based and school-based factors that consistently affect students' discipline and negatively impact their classroom behaviour. Finally, the Ministry of Education may use the study's findings to propose programs and action plans to engage professional counsellors to visit schools and have open forums with students.

This information may help to reinforce the sanctions against the perpetrators of this heinous act of DV by ensuring the enacted policies are appropriately implemented and adhered to. The government, through the judiciary, may assist in implementing the sanctions by punishing the perpetrators and their accomplices, which will serve as an example to others hence minimizing DV. It may also help the institutions that offer guidance and counselling services with information on strategizing their approach when dealing with their clients. The study might also contribute to an existing pool of expert knowledge concerning the root causes of DV and the workable matrix to be incorporated into the healing process of the victims.

### **1.7: Limitations to the study**

The study focused on the principals, guiding and counselling teachers, students, and parents, though other persons could have more information on DV. Therefore, this study identified some limitations. The time to carry out the study was limited to the period when students were in session and not during holiday time. The researcher needed to get the school students to identify them with a particular school category. More so, during the term session, the researcher could guide and counsel teachers and their principals. Such a step would improve their classroom behaviour and public school participation. Secondly, this being an academic research, its findings may not be acted upon immediately – that is- the purpose may not be actionable soon after the results. Therefore, no follow-up may be made to counsel or make referrals of the affected students to the appropriate social facilities for further management and to prevent additional exposure to DV. This is a sensitive study, and the respondents may not divulge all information to facilitate the process of overcoming this vice.

### **1.8: Delimitations of the study**

Public secondary schools in Bungoma County, Kenya, were the only ones included in the research. Not every school in the nation could host the researcher. Additionally, only students enrolled in school and not dropouts answered the surveys. Further, the researcher examined how domestic violence affects kids' classroom behaviour.

## **1.9: Operational definition of terms**

**Classroom:** refers to a place in a school where instruction and learning take occur.

**Classroom behaviour;** relates to stimulus-driven actions that happen primarily in classrooms, including how pupils react to their immediate environment.

**Domestic Violence:** It describes a pattern of physical, sexual, and psychological assaults and other forms of coercive behaviour. It may happen inside the family or between ex-partners who were formerly intimate.

**Forms of violence:** This refers to the different types of brutality individuals face during domestic violence.

**Forms:** This refers to stages in the level of education in Kenya.

**Impact:** refers to the ability to influence behaviour, growth, or character.

**Indiscipline:** describes a mind set and a lack of motivation to make the necessary effort to accomplish the desired goals.

**Perpetrator:** It refers to someone who inflicts pain on the other during the interaction process.

**Physical violence:** describes the deliberate use of physical force or strength against another individual.

**Public secondary schools:** This refers to schools maintained at public expense to educate a community's children.

**Victim:** It informs about the one experiencing the suffering, the person who has been wounded, hurt, or died due to a crime, an accident, or other occurrences or behaviours.

### **1.10: Organization of the study**

Five chapters make up the study's structure. The study's introduction, presented in the first chapter, comprises its history, issue statement, aims, research questions, importance, limitations, delimitations, operational definitions of words, and methodological structure. The associated literature has been evaluated in Chapter 2 under the following subthemes: forms of DV on students' classroom behaviour, manifestations of DV in students' classroom behaviour, causes, perceptions, and reactions to acts of DV, and investigation of measures to reduce DV in Kenya. The chapter also included theoretical and conceptual frameworks and, as a final presentation, a summary of the literature study. In Chapter 3, we discussed the study's methodology, which was broken down into the research design, study location, target population, sample population, sampling procedure, data collection tools, reliability, validity, data collection procedure, and data analysis techniques ethical considerations. In chapter four, the data gathered during the fieldwork were examined, evaluated, and analyzed. The preliminary results, suggestions, and inferences from the findings have all been summarized in Chapter 5.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1: Introduction**

This chapter discusses the literature review under the following themes: assessment of forms of DV and their prevalence level, the manifestation of DV on the students' classroom behaviour in Kenyan secondary schools, and strategies to curb DV in Kenya.

#### **2.2: The concept of domestic violence**

According to Child Welfare Information Gateway (CWIG) (2014), domestic violence is a combination of aggressive and persistent patterns of behaviour that affect a person. This may be done by the spouse, a family member, or anybody else connected to the person. The DV could be physical assaults, sexual abuse, psychological torment, or even economic compulsion. According to CWIG, the definition of DV changes depending on the situation. Regardless of the type of DV, the perpetrator's goal is always to obtain and keep control over the victim by entirely controlling their social, psychological, and financial lives. According to the United Nations Declaration on the Elimination of Violence Against Women, General Assembly Resolution, cultural and historical factors contributed to the prevalence of DV in the communities (2015). According to the statement, males dominated women due to the style of life in the villages. They disclosed that the dominance made the women prone to DV by subjecting them to discrimination in all facets of life. The investigation also revealed that DV expanded and spread globally due to the quietness and

tolerance around it. DV occurs in every state, regardless of culture, education degree, income, developmental stage, or society. The inquiry is how the prevalence of DV in the households where the children are raised affects their behaviour in class.

### **2.3: Forms of DV and their prevalence level**

Sexual harassment and assault, female genital mutilation, the trafficking of men, women, and children, emotionally abusive behaviours, and psychological torture are all examples of domestic violence, according to the UN (2015). Katz (2016) and Ibrahim (2019) also mentioned DV types, including coercion, social isolation, economic control, sexual abuse, neglect, and deprivation. According to the Abuse Project (used by Pingley in 2017), other types of DV include emotional and psychological assault, physical and sexual abuse, and financial abuse. The point of convergence between the above research and the present study is that it sought to determine if secondary school students in Kenya experienced any kind of domestic violence.

Pingley further added that the impact of DV ripples through a family, causing havoc not just on the victim but also on the children who witness. Similarly, this study was set to establish the effect of the forms of DV on the students' classroom behaviour. However, bearing in mind the traditional inherent masculinity and feministic characteristics, discussion of forms of DV becomes contentious at one point. The UN (2015) explanation of forms of DV would have passed without controversy would it not have been for the antifeminists who raised questions like: What counts as DV? At what point are family conflicts called DV? Through which ideological architecture is DV determined? At this

junction, it is essential to understand the full range of uniqueness of different cultural groups as per their measure of gender. Conflicts of interpretation of forms of DV emerge when some cultures bring out the picture of certain forms of DV as a sign of love from a husband to his wife. Although the UN (2015) explanation from a global perspective concerning DV is relatively straightforward and suitable, when we descend to the cultural level where gender is a category measured by certain traits, conflict of interpretation of DV appears. Therefore, it is essential to understand that as much as DV is perceived as a global problem, some cultural performance of gender roles makes DV less of a crime. Listening to the background argument and context can only understand such a culture. This is because cultural ideologies some time back used to provide legitimacy for DV in certain circumstances in various countries. The beliefs were deeply engrained in the women's minds during the socialization process. It was taught in them, making the women anticipate the beating. It is no wonder many DV victims declined to report the DV cases because they viewed it as usual. Likewise, this study set to establish if first there existed any student victims of DV, secondly if the students agreed and perceived DV as a private cultural affair that needed not to be discussed, and thirdly if the student victims of DV kept it to themselves or reported the Perpetrators to any authority.

This is espoused by the International Environmental Law Research Centre (IELRC) working paper 2000-1, which stated that DV is part of a historical progression. It is not natural or born of biological determinism. The paper associates male supremacy over women with historical origin. The paper 2000-1 emphasized that the initial purpose of DV served society so well. However, it was argued that the manner of projection of the DV

changed with time. The IELRC paper further opined that some of the historical power relations which contributed to DV were the economic and social forces. The paper argued that these forces exploited female labour, which resulted in women missing out on economic empowerment and independence. These conditions subjected the women to prolonged vulnerability and dependence on their male counterparts. The discussion in the IELRC paper stated that it is in the family setup that this condition of disempowering women took place. The paper emphasized that the family was the environment where the female sexual identity was created, instilling a negative self-image that blocked them from realizing their potential. This makes women victims of DV and part of a discourse that legitimizes violence against women. The similarity between the above study and the current study is that this study set to find out the students' parents' income to check the correlation between the economic aspect and DV prevalence in the families. In addition, this present study establishes if DV only affected female or male students by including boys' secondary schools in the target population.

A similar study in Nepal by United Nations Fund for Population Activities (UNFPA) (2008) (as cited by Health Policy and Planning (HPP), Volume 31,2016) established that Socio-cultural, financial and spiritual issues related to customarily well-defined duties and tasks practised among the Nepali male and females was the root cause of the institutional system that treated women inequitably. The HPP argued that these factors, plus other gender norms facilitated the prevalence of DV in the country of Nepal. Therefore, it is imperative to remember that cultural disparity affects how families identify, understand, and react to DV. There are communities, for example, in Africa, specifically Kenya, where

they must perform 'A beating ritual' before the burial of a woman who may have died before the husband set his hand on her. Their argument was beating a wife was a sign of 'love'. Hence, if a man did not abuse his wife, he never loved her. Therefore, according to these African communities that tolerate DV, the girls were nurtured to appreciate the violence from their men. The point of convergence with the current study is that this particular study also set out to establish the root cause of DV in the Kenyan communities.

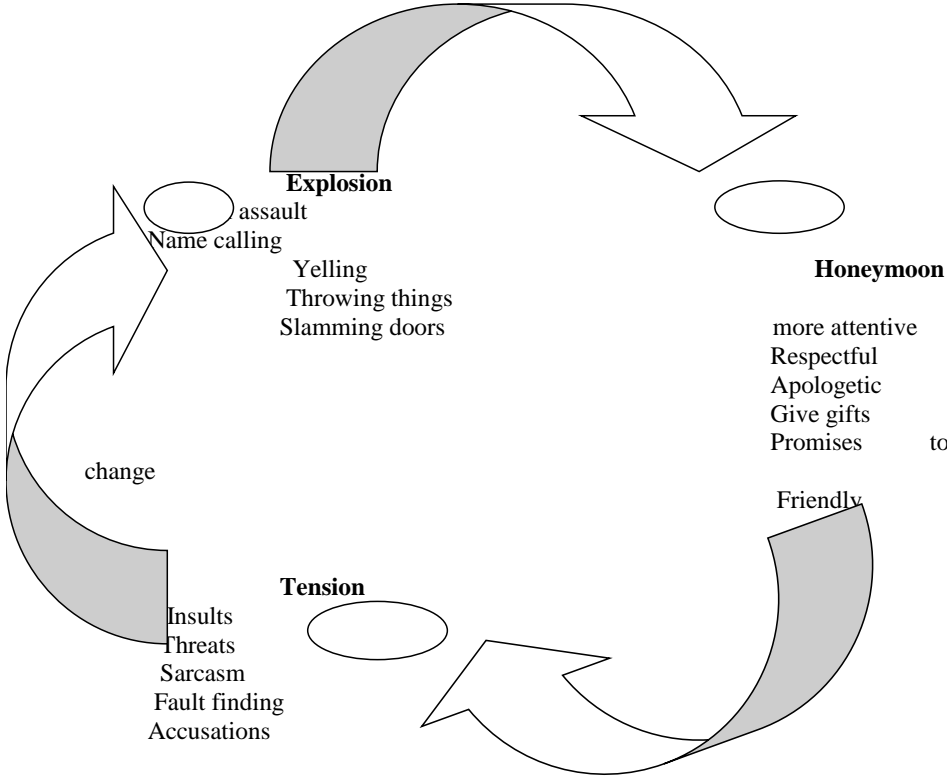
Another study that exposed the perception of women on DV as a culturally acceptable practice was by Muhoroni Aids Awareness and Counselling Services (MAACS) (2012). The MAACS (2012) established that the Luo women were conditioned to believe that a man who never beat his wife never loved her through cultural code. The logical truth about it is something yet to be researched. Considering the modernity of the families, the intensity it has taken, and the impact it causes, any form of violence remains DV irrespective of severity, proximity, or intention. The point of convergence with this particular study was that it also established the perception of DV in the community through the focus group discussion.

According to the WHO (2017), a third of women globally experience physical, sexual, or other forms of DV by an intimate partner or non-partner. A study by the Minnesota Coalition for Battered Women (2018) 2017 established that at least 19 women succumbed to death at the hands of either a current or previous intimate partner. The study further demonstrated that in the many altercations in the families, at least 12 minor children were left motherless due to murder by an intimate partner (Minnesota Coalition for Battered

Women, 2018). These few studies reflect what is happening globally concerning DV and the severe impact it causes on children in such an environment. This study also wanted to determine if the students had ever witnessed DV in their families and community.

According to data from the National Domestic Violence Hotline (2018), children who had experienced domestic violence directly or as bystanders made up 22% of the reported instances. The research also supported the idea that these children were more susceptible to the same physical and sexual abuse as adults. According to the findings, these children acquired a mindset that accepted using domestic violence (DV) to resolve problems at home. Accordingly, Callaghan, Alexander, Sixsmith, and Fellin (2018) argued against children's perspectives in the same way that those who remained in DV-affected families only experienced its effects. According to Callaghan et al., the youngsters were the real DV victims. The findings showed that these kids directly encountered and lived DV. This was proven when the researchers spoke with 21 kids (12 girls and nine boys). Therefore, Callaghan et al. claimed that for professionals to recognize the need for their rescue, it was necessary to refer to the kids as DV victims. Similarly, this research aimed to determine if secondary school students in Kenya observed or experienced domestic violence.

The Women's Web (2008) exposes that the forms of DV vary depending on the perpetrator's intention, as shown in Figure 2.1 below.



**Figure 2.1: Circle of abuse: The behaviour of perpetrators**

(Source: Women's web 2008)

The Women's Web explains that the mood of the perpetrator could sway quickly from good and outwardly kind to angry and hurtful. It is further stated that the gifts and kind-heartedness had hidden motives. One is irritated promptly if you decline the "gifts." It further noted that the oppressor jumped between three phases: honeymoon, tension, and explosion. One may stay on "honeymoon" for a few minutes or a few weeks before the "tension" or "explosion" hits. The perpetrator displayed enough "honeymoon" virtues to keep the oppressed hopeful in the relationship, as illustrated in Figure 2.1. The study argued that the regularity and severity of the forms of DV could diverge. The study exposed one consistent component in all the states of DV used by the perpetrators. The persistent commonality in all forms of DV mentioned is the perpetrators' efforts to initiate and uphold the power and manipulation of the victim. Similarly, this present research set out to investigate if there were any or similar forms of DV that the students experienced and if the perpetrators behaved like the ones established by the Women Web (2008). Whereby the perpetrators would sway from good to outwardly angry and hurtful.

Similarly, a study by Kithonga and Mbogo (2018) in Kenya established a similar scenario. The study stated that DV always goes along with emotionally abusive behaviour whereby the perpetrator uses harsh language and threatens the victim. However, the perpetrator apologizes profusely to persuade the victim to believe he did the offensive act out of love. Kithonga and Mbogo exposed that what started as simple name-calling, with time, the emotional abuse intensifies, causing a lot of harm to the victim. The researchers emphasized that the absence of physical assault does not mean the victim is in a lesser DV environment. The impact of the pain is the same. The point of convergence with the above



study is that this current study attempted to establish if the secondary school students in Bungoma County also experienced such emotional abuse.

Ibrahim (2019) conducted a research that provided more evidence favouring the continuity theory. Similar to the previous study, this one sought to determine if there was any connection between the students' aggressive behaviour in the classroom and the domestic violence they faced at home. Ibrahim said that despite the painful nature of the DV situations, the children who saw them developed both short- and long-term emotional imbalances. The research showed that these children's emotional imbalances had a detrimental influence on their behaviour and academic achievement. Additionally, the DV harmed their social and interpersonal interactions, which led to those kids becoming abusers themselves. According to the research, children who observed domestic violence were more likely to have the same behavioural and psychological issues as the actual victims of the DV (Ibrahim 2019).

According to Lavallette and Barnett's (2014) research, out of the 3.5 million violent crimes committed during domestic violence, 49 per cent were crimes against partners, according to a study published by Lavalletter (2014). According to the report, at least one child was physically present during the murder in 67 per cent of the incidents. At least one additional victim was slain in 26% of the occurrences. Forty-four per cent of murder instances, more specifically, included children. The same research also points out that adult antisocial personality disorders are more likely to develop in those who were abused as children. While Lavalletter's (2014) research found that childhood maltreatment increased the

likelihood that an adult would develop an antisocial personality disorder, the present study aimed to find evidence of domestic violence in students' classroom behaviour.

A recent study by Katz (2016) reported that children could be affected by non-physical domestic abuse, founded on coercive control: segregation, continual supervision, financial abuse, and verbal and emotional abuse. In his study, Katz sought to establish the effect of DV and abuse on children, which zeroed down to exploring coercive control in the DV context. This research attempted to equally demonstrate the impact of DV on secondary school students' classroom behaviour.

In addition, another study by Hughes et al. (2017) also found that DV co-occurrence in children had adverse childhood experiences, which caused long-term anguish and other impacts like resorting to drugs and self-harm. The same study further stated that this trauma had long-lasting effects on adulthood. The point of convergence between this study and the one mentioned is that it also wished to explore DV's long and short-term effects on students' classroom behaviour and how it impacted students' violent classroom behaviour.

Despite the severity of the forms of DV directed at the victims, most of them were never willing to disclose the mistreatment to the legal authorities who would end the DV and the relationship. Instead, most of them reported to the people they thought would probably salvage their relationships. This is evidenced by the National Population Commission (NPC, 2009) study in Nigeria, as shown in Table 2.1 below.

Table 2.1: Percentage of those willing to report and to whom

Willing to report	Frequency	Percentage
Yes	377	46.0
No	443	54.0
Disclosure preference		
Husbands family	93	28.7
Woman's own family	46	14.2
Both families	63	19.4
Pastor/Imam	86	26.5
Husband's friends	19	5.9
Police	3	0.9
Other(specify)	14	4.3
Families and close friends	221	68.2
Institutions	103	31.7

Source: National Population Commission (NPC, Nigeria Health Survey, 2009).

The National Population Commission survey (2009) states that the highest number of the women studied (54%) were not ready to reveal their DV. However, the ones who accepted to report such incidences were few. Hardly 1% showed the willingness to inform the police compared to over 28% who admitted to sharing with in-laws and 26% with spiritual leaders. This was espoused by the World Health Organization (2013), which established that most DV cases were never reported to the police. The WHO report further stated that, with such abusive forms of DV, it was evident that many people's health was at risk.

The WHO (2013) report state that the victims feared the repercussions of their reporting and preferred to suffer in silence. Similarly, the same observations were echoed by UN

Women (2015), who expressed their disappointment in the victims of DV's silence. The report stated that it was disheartening bearing the efforts being put together to save the DV victims. Yet, the victims were unwilling to disclose the information for better prosecution of the perpetrators. The study exposed that DV was escalating in numbers because of the victims' minimal disclosure of the incidences. The UN Women (2015) found that less than 40% of DV victims agreed to seek help. Furthermore, those who resorted to getting support preferred family and friends rather than reporting to the police.

The report stated that many women's refusal to report DV to the proper authority encouraged the prevalence and tolerance of DV in society (UN Women, 2015). The UN argues that even though many men and women had been experiencing DV, many countries had not taken stern measures against the perpetrators; instead, they had just normalized DV with cultural arguments.

This is further supported by a study by Kanchiputu & Mwale (2016), which stated many reasons young people do not report DV. They mention fear of reprisals by the perpetrators as one of them. The researchers noted that in other incidences, the youth dreaded the intervention of the systems in the custody of child rights, which worsened their overall situation. This happens especially when the perpetrators are their primary protectors: their parents or other influential community members. Worse repercussions of either reporting or leaving the relationship were espoused by Cook & Nash (2017). Cook & Nash exposed that up to 75% of the DV occurrence occurred after a woman walked away from her abuser. The study further stated that the victims who sought help or reported to the police were most likely to experience aggravated assaults or even murder when trying to get an alternative resort (Cook & Nash, 2017). These are just a few examples, as stated by the

researchers, which made the victims decide to remain silent in the pain of DV. The point of convergence between this study and the one mentioned is that it also explored the reaction of student victims of DV if they reported the abuses or not. It also converges on the point of establishing the effects of the forms of DV on the students' classroom behaviour to see if they are the same. In addition, this study intended to confirm if the victims in class fear reporting the cases of violent behaviour subjected to them.

#### **2.4: Manifestation of domestic violence in the student's classroom behaviour**

Various studies have shown that DV posttraumatic stress manifests from one child to the next. According to the study by Pingley (2017), several factors determine how the child would react to the DV. Pingley states that it can be a social-economic aspect of the parents, the age of the child, or the severity and frequency of the episodes in which they either witnessed or were victims. For example, a child in an empowered socio-economic family would never want to leave because of fear of losing financial support. UN Women (2015) found out that women globally are subjected to physical, sexual, psychological, and economic violence despite their income, age, or education. The UN 2015 study further opined that such violence could result in long-term physical, mental, and emotional health problems. The same assertions were made in the UN World Report (2016), which exposed that DV was a problem affecting all nations. The UN 2016 report called on all stakeholders to come together and chat on the way forward to bring DV to a stop. This was after several studies indicated the effects of DV on the children who witnessed it. Pingley (2017) exposed how pre-school children who saw DV become introverts with heightened anxiety and developed fear. However, the same study revealed that DV impacted their educational

abilities as the children matured to school-going age (Pingley 2017). While the study of Pingley established the general effect of DV on the children who witnessed it, this ongoing research found the consequence of DV on the students' classroom behaviour.

In addition, social learning theory dictates that children who witness DV learn to use the same violence during their interactions. This is espoused by a study by Singer, Miller, Guo, Slovak, and Frierson (as cited by Kithogo and Mbogo 2018). The study, which targeted a population of 2,245 children and teenagers, established that the children and the teenagers could replay the recent violence they had witnessed. Therefore, the newest DV episode predicted the next child's violent behaviour. Kithogo and Mbogo emphasize that the violent Behaviour could result from the children's attitude in that they thought being aggressive was the best way to solve any dispute. By witnessing the DV, they matured with assertiveness, which justifies their use of violence in their relationships. Indeed, as Kithonga and Mbogo sum, the manifestation of DV in the children who witnessed that boys were exposed to weapon usage in their environments by the adults exhibited poor peer relationships and self-control. The study of Kithonga and Mbogo established the effect of DV on the learning process of high school students in Migwani sub-County, Kitui County. This study sought to establish the influence of DV on the students' classroom behaviour in Bungoma County.

However, the same study by Kithonga and Mbogo (2018) revealed that children's family environment and the resources accessible might affect how they manifest DV posttraumatic stress. Every youngster has a changeable number of risks and protective factors. Therefore,

how a child responds to the abuse is dictated by the cruelty of the actual state and the additional dangers existing at home. Kithonga and Mbogo pinpointed that youths who interacted freely in the community and were exposed to DV may withstand DV's trauma if their household was more stable and well connected socially. The point of convergence of the above and current studies is that this study established if the differences in home environments and resources determined a victim's reaction to DV. And also, if the situation decided the Kenyan secondary school students' manifestation of DV posttraumatic stress in the classroom.

Similarly, a study by Mariri (2009) established that the impact of DV trauma on an individual depends on many factors. Mariri states that the aptitude for dealing with DV's problems, disasters, and tragedies is complicated, especially for adolescents bearing in mind their tender age. More so, it is not just that "wicked" scenarios befall the youngsters, but what these youngsters reflect themselves and express to others as a result of having been maltreated is serious. Mariri explains why some student victims become violent and others extreme introverts. The above studies align with the current study, which also unveiled the various manifestations of DV effects on students' classroom Behaviour.

Another study by Westby (2018) exposed that life can never miss some form of stressful experience; however, the situation of a child possessing the ability to cope with the hardship was more critical because that ability was part of the child's healthy development. Westby argued that when one has threatened blood pressure, the heart rate and the hormones dealing with stress are increased, but the effects entirely depend on the

supportive environmental factors. Westby adds that when the response systems are activated within a supportive relationship, the better for the child. That will mean the physiological effects caused by DV on the child are buffered by the supportive environment and the child's self-defence system. However, the same study clarifies that if the stress is extreme and there are no buffers to the child, it will cause damage to the neurological system hence affecting the child's development and health (Westby 2018). Although every child may be affected differently, there are common trends of manifestation in all. The point of divergence between the Westby study and the current one is that while the former cantered on the DV effects on the child's development and health, the latter study assessed the impact of DV on the students and its manifestation on their classroom behaviour.

A further manifestation of DV in children was espoused by Peek-Asa et al. (as cited by Pingley, 2017). Pingley revealed that Peek-Asa et al. established that children whose parents had records of having DV performed on average of 12.2% lower than those whose parents never had any issues with DV. Pingley stated that children from DV homes were slow in understanding. This is confirmed by a study carried out by Kanchiputu et al. (2016) in Malawi, which reported that the highest effect of DV on students was a loss of interest in education. The study exposed that the slowness in understanding was associated with the posttraumatic stress the students were undergoing through. Kanchiputu et al. established that 41.2% of the students, due to the effects of DV, lost interest in education and hence dropped out of school. Similarly, this study wanted to determine if DV had the same posttraumatic effects on the Kenyan secondary students' classroom behaviour.



A study by Lloyd M. (2018) states that DV affects the students' ability to achieve because DV makes the child develop emotional trauma and psychological barriers to learning. According to Lloyd, schools need to be proactive to safeguard the children victims of DV by following up the proper process to punish the perpetrators. In the study, Lloyd suggests training for professional teachers on how to develop the confidence that would make teachers handle DV cases effectively.

A study by Ngesu et al. (2013) in Kenya established that youth violence was common in many secondary schools irrespective of school or gender. The study exposed that the students' disruptive Behaviour manifested in the classroom, affecting the quality of the classroom learning environment. While Ngesu et al. set to establish the prevalence, manifestations, and prevention of violent youth Behaviour in Kenyan secondary schools, this current study set to show the influence of DV on the violent Behaviour of Kenyan secondary school students. The point of conjunction is where both the studies tried to establish strategies to end the violence. However, Ngesu et al. suggested strategies to end violence in schools, while this current study embarked on plans to end violence both in school and at home.

The same insight was cited by a study done by Shalom Information Task Centre (SITC, 2010), highlighting the long-term costs of DV on the community and exposing that those who experienced DV were vulnerable to mental health disorders and physical disability in their lifetime. Similarly, this current study establishes DV's short- and long-term effects on secondary school students' classroom behaviour.

In addition, the Virginia Office of the Chief Medical Examiner (VOCME, 2014) mentioned that recent trends revealed that men, women, and children were all victims of DV. This was further evidenced by an article in (the Daily Nation (2019, October 14th), 2021) which stated how men suffered in silence as their women battered them. The few who came out to reveal were ridiculed by society. The point of convergence with this particular study is that the current study also wanted to establish if the secondary students were DV victims.

A study by Ofsted et al. (2017) concurred with VOCME. Ofsted established a reported case of a four-year-old boy who was starved to death by his mother in 2012 because of DV issues with his husband. Similarly, this current study wanted to establish how the DV spills over to encompass the students who witness the DV and its impact on their classroom Behaviour.

Similarly, Ibrahim (2019) exposed various repercussions of DV, especially to the children who resided in the slums. The study revealed that the aftermath of DV like anxiety, depression, poor performance in school, low self-esteem, defiance, nightmares, and poor physical health negatively impacted the children's school participation. Ibrahim (2019) stressed that DV had far-reaching repercussions on children, yet the researchers could not establish the DV prevalence magnitude because some families were secretive about DV issues. Therefore, based on the suggestion given by these studies, the current study is set to assess and establish if DV has the same effect on the students' classroom behaviour in

Kenyan secondary schools also if the students can openly talk about DV or are also secretive about the abuses experienced during DV.

Larson et al. (2008) found that DV has a distinct damaging impact on students' coping skills in school, making their participation in the learning process minimal. The study further opines that the posttraumatic stress of DV makes the learner develop anti-social characteristics and lose interest in school activities. Later another study by Ross (2010) established that children who witness DV might become traumatized and experience a host of negative symptoms, which include increased risk for mental disorders, aggressive Behaviour, drug use, physical problems, school difficulties, relationship problems with peers, and adults and engaging in criminal Behaviour (violent and non-violent) during adolescence and adulthood. This is concord with Meyer (2011), who found out that more than 50% of children exposed to domestic abuse in the home develop anxiety and posttraumatic stress disorder. Similar findings were acknowledged in a study carried out in Malawi by Kanchiputu et al. (2016). It indicated that the highest reported effect of DV on students is loss of interest in education which was 41.2%, and the slightest stated consequence is joining married life at a tender age, constituting 5.9%. The point of convergence between the reviewed studies and the current is that both are interested in establishing the symptoms displayed by children experiencing various forms of DV. While the previous studies concentrated on the general environment, the current was interested in the school environment.

Ngesu, Khanani, & Wachira (2016) emphasized that the mode of raising children determines the kind of character they will display in the classroom and in life. This is espoused by Kigotho (2017), who stated that the maltreatment of minors at a stage in life when they are still very young could be the root cause behind the dominant life-threatening intimidation, destruction, and aggressiveness in higher institutions of learning in the country. He further argued that patterns of violence in schools often reflected levels and patterns of violence in respective countries and at domestic levels. Similarly, Baldry (2007) exposed a correlation between violent Behaviour in the students' classroom behaviour and what they experienced during the DV at home. Whereby this study set to find out how the DV participated by the students is manifested in their classroom behaviour in Kenya. The point of convergence between the above studies with this study is that this current study set out to establish any correlation between the violence experienced or witnessed by the students during the DV and the students' violent Behaviour in the classroom.

## **2.5: Causes, perception, and response to domestic violence**

Globally, DV has been perceived and responded to differ from one community to another, and its causes vary across the different regions. According to Katz (2015), DV is not necessarily a physical attack. Katz states that DV is any coercive controlling behaviour subjected to an individual. Similarly, the responsiveness varies. As opined by UNICEF (2016), some victims talk it out. Others prefer to keep quiet. To address these challenges, governments globally differ from one state to another because of the variation of certain factors surrounding DV. The difference comes in because of the demographic characteristics of the victims, social, economic, cultural aspects, and other factors as stated by Health Policy and Planning, Volume 31, Issue 4,

May 2011, in a study carried out in Nepal. The study revealed that in the past and even in some countries currently, some historical traditions sanction chastising and beating wives by their husbands. The study in Nepal highlighted how different stakeholders participated so much in the postponement in including welfare in the policy program concerning DV.

The struggles by women groups and less powerful ministries earned no fruit. The Nepal study emphasized that it was only until when, with the help of a new constitution. The extra robust human rights frame took up the task that the people managed to achieve the legislation on gender-based violence, and the domestic violence bill was accepted, which prompted a National Plan of Action. Kenya was one of those countries that sanctioned wife-beating because Kenyan culture did not view DV as a crime. Despite Kenya giving in to external pressure and signing the act on protection against DV of women in May 2015, DV continued behind closed doors, as was later revealed by UN 2016. The UN exposed more than 35% of women globally who experienced DV. So then the UN pronounced DV a global problem. The point of the union of the above studies and this particular study is that it also intended to establish the possible barriers to the struggles to end DV in Kenyan communities. And also, the present study was designed to develop the measures the government had put in place and the efforts put into ensuring that the policies enacted to curb DV were implemented.

In addition, Novisky & Peralta (2014) in their research named "When Women Tell," which was conducted in the USA, explored the same problem of the differences in the techniques to limit DV very effectively. The research identified several responses to using the law to step in during DV instances. Novisky and Peralta found that as victims' support for obligatory arrest grew, so did awareness of the frequency. The survey identified people

who disagreed with the policy of law enforcement support for DV. As a result, the research found that individuals chose to remain silent about DV incidents when a mandatory arrest policy was adopted. The goal of Novisky and Peralta's research was to determine what occurred when women disclosed their experiences of abuse to DV. This specific research aimed to determine the most effective ways to reduce the incidence of DV in society.

The scenario of DV is very ironic as Ibrahim (2019) stated that an individual is supposed to experience a lot of intimacy and emotional support in a family, yet that has become the centre of DV. Ibrahim further stated that DV experiences had dominated the supportive social unit. Ibrahim stressed the need to strategize the basis of curbing DV to begin in the families where it pinches most and where it sprouts, spreading to those who witness it, specifically the children. The researcher emphasized that the most crucial starting point for action to curb DV is the realization that it is neither exceptional nor suitable in whatever context. Ibrahim added that the similarities in women's encounters with DV worldwide revealed that women, irrespective of education, income, skin colour, and country, were subjected to DV.

Consequently, Ibrahim opined that the central risk aspect was being female. Therefore, according to Ibrahim, culture or community should not be an obstacle when discussing action against DV. Ibrahim clarified that there was a need to understand that cultural diversity cannot be the deciding factor in when and where to use violence on women. Neither can it be used to justify non-intervention nor intervention. For that reason, Ibrahim called upon a significant change in thoughts that needed to be implored so that no form of

DV would be tolerated. His study of Ibrahim sought to examine the effects of DV on Nigerian secondary school students to establish how to curb it. That is on the students' school attendance, class performance, and behavioural patterns. This study also attempted to show the influence of DV on Kenyan secondary school students' classroom behaviour to get the best suggestions on how to curb it.

## **2.6: The pragmatic interventions to domestic violence**

Globally, many organizations invented several different ways of curbing DV. For instance, the United States Preventative Services Task Force (USPSTF, 2016) formulated a standard of care for universal screening for DV amongst women of childbearing age. The USPSTF argued that there was a need for evidence-based care. They expounded that the screening exercise could identify and intervene to protect women who turned positive for DV. They further explained that the significance of their systematic review was to discover the available confirmation in search of efficient interventions to pick up the health, safety, and general welfare of women exposed to DV. Ibrahim (2019), the point of convergence with this current study is it also attempted to establish from the stalk holders the best remedy to student victims of DV and how best they could be rescued.

Given the above screening services, which could help to detect the women in DV homes, it would equally assist in availing early treatment to the children to reduce the DV impact. This is echoed in a study done by Campbell, Roberts, Synder, Papp, Strambler, & Crusto (2016), who suggested that early identification and distribution of services for the youth would lower the risk of traumatic exposure and would help them to develop resilience to

negative internal and external behaviours. This current study is set to examine if what was suggested in the above studies could also work for Kenyan secondary students.

Kanchiputu and Mwale (2016) pointed out various precautions that had been taken to protect children. They cited organizations that had been at the forefront, like United Nations. The two researchers explained that a charter was signed in 1989 meant to protect children, known as the United Nations Convention on the Rights of the Child (UNCRC). Many other countries have set laws, but apparently, they are not adhered to, as confirmed by a study by Iqbal (2018). In the researcher's work entitled 'Women, Business, and the Law 2018,' it was stated that there were 144 countries that had enacted laws on DV, and 154 had laws specifically dealing with sexual mistreatment. However, she argued that the existence of the rules did not mean the concerned adhered to international standards or implementation. Iqbal added that not much had been done to reach gender equality. According to her, more research is needed to ascertain the effects of law and regulation on women's entrepreneurship. The researcher explained that this would facilitate the policymakers to understand which policies to promote for the betterment of equality to end DV. This is because it calls for collective responsibility to end DV, as stated by Holt (2014), who opines that for the children to be well protected, it requires collaborative understanding duties on an individual level and teamwork. The point of conjunction with this particular study is that it is also set to establish any laws or policies that would assist in curbing DV.



Kenya's government demonstrated its commitment to eradicating domestic violence by enacting the Protection Against Domestic Violence Act (PADV May 2015). DV persisted in households, nevertheless. This was shown by the UN (2016), which stated that DV in Kenya needed to be labelled a national calamity since the legal structures to deal with it were ineffective. The current study aims to determine the best methods for reducing DV in Kenya.

One organization created to help fight DV is the Kenya Gender-Based Violence Partnership (KGBVP). This institution has taken the lead in facilitating behaviour change to establish equality as it relates to gender, both in the design of policy and the delivery of services at all levels, in collaboration with other organizations. The goal of the KGBVP is to decrease instances of gender-based violence (GBV). As stated in their policy, this is accomplished by all-encompassing DV avoidance and victim assistance techniques. To adequately address the risk, the organization requires much more information on the prevalence of DV. As a first step in tackling the DV issue, KGBVP underlined the significance of raising knowledge of the various kinds of DV and sensitizing the general public to open up and report DV situations. The area of agreement with the present research is that it aimed to support the tactic of students being open to reporting instances of DV. Additionally, identify the organization's difficulties so they may be resolved in the next strategic plan to reduce DV.

In addition, Health Assistance Kenya (HAK) launched Tel-Counselling services for Kenyan women and girls in 2007. It developed the country's first round-the-clock GBV

response contact centre in the same year. Then, in 2008, they started working with several sectors to provide survivors of GBV free GBV services. Later, HAK obtained a license from the Communications Commission of Kenya (CCK), now known as the Communications Authority of Kenya, to use the short code 1195. (CAK). The hotline is now available 24/7 as of 2012. This research aimed to determine if students in Kenya were aware of any organizations they may contact in the event of DV abuse.

Despite the boost in the quality and varsity of creating awareness of DV, significant challenges have lingered. UN (2015) highlighted the unwillingness to discuss DV experiences due to cultural taboos as one of the main obstacles. They revealed that refusal to disclose resulted in underestimating DV prevalence levels. The UN (2015) study was supported by the information established according to the web: (<https://www.standardmedia.co.ke/article/2000210702/stop-domestic-violence-in-kenya>) (accessed 4th June 2019)

This website revealed that over 4000 DV cases had been reported to FIDA concerning DV between January to June 2016. According to the web, that clearly showed that DV persists in societies. Many organizations have been created to deal with DV, as stated by Omondi (2020); however, cultural factors, social stereotype tagging, and structural barriers have not allowed civil societies to eradicate DV. Hence Omondi, (2020) urged the community to end the silence and allow people to debate and establish the root causes of DV. The researcher further opined that maybe it was necessary to initiate a stand-alone ministry that would look into the family issues. The researcher's argument was under family matters.

DV being under more extensive ministries was the primary reason why suggestions of DV eradication have not been given much attention. Therefore, this current study intended to assess the impact of the persistence of DV in society on the students' classroom behaviour and attempt to establish strategies to minimize the prevalence in society.

Another challenge was cited by the Gender-Based Violence Recovery Centre (GBVRC) at the Provincial general hospital in Mombasa. This is where the survivors of sexual violence are taken care of. Despite the high number of survivors, the records at the GBVRC reflected a shallow return rate for second counselling visits. Secondly, the report mentioned an external rate of legal resolutions concerning sexual abuse. According to the GBVRC report, another strategy needed to be established for referral cases near the local facilities for the survivors' visits. In addition, the report suggested more education to the public on the kind of evidence required by the courts for the procedural prosecution of the perpetrators. The point of convergence of the above study and the current one is that this study also attempted to establish the remedy to the prevalence of DV.

Similarly, a study by Kithonga and Mbogo (2018) in Kenya exposed that in most cases, the chapter of DV does not end after the victim finds their way out of the perpetrator's life. This poses another challenge in the struggle to curb DV. Kithonga and Mbogo stated that the termination of the relationship or seeking help intensified the aggression of the abuser, who felt defeated, having lost control over the victim. As the study of Kithonga and Mbogo revealed, the perpetrator stalked the victim after separation and even threatened the victim. The study established that a fifth of the homicide victims was murdered two days after

accessing an order restraining the perpetrator from the abuses. Kithonga and Mbogo stated that the most critical aspect in curbing DV was not about the victim leaving the abusive environment. It was about the victim's safety after leaving the abuser. More importantly, about the perpetrator deciding to stop the abusive Behaviour or being held accountable. The point of convergence with this current study is it also tried to establish the strategies to be put in place to ensure zero prevalence of DV.

On the same note, a study by UNICEF (2014) in Kosovo on finding solutions to end DV established that it is impossible to prescribe a similar remedy for DV victims. The survey by UNICEF clarified that the most significant aspect of DV was the civil societies getting to understand the different solution options. By so doing, the personnel would be able to suggest alternatives to the victims. The study report opined that after being given the solution suggestions, the victims would choose the best that was suitable in their circumstances, depending on individual cases. The UNICEF report further stated that it was not wise to prescribe the same remedy to all DV victims. The study of UNICEF (2014) wanted to establish the best solution to curb DV. Similarly, this study attempted to find the best workable strategies to end DV.

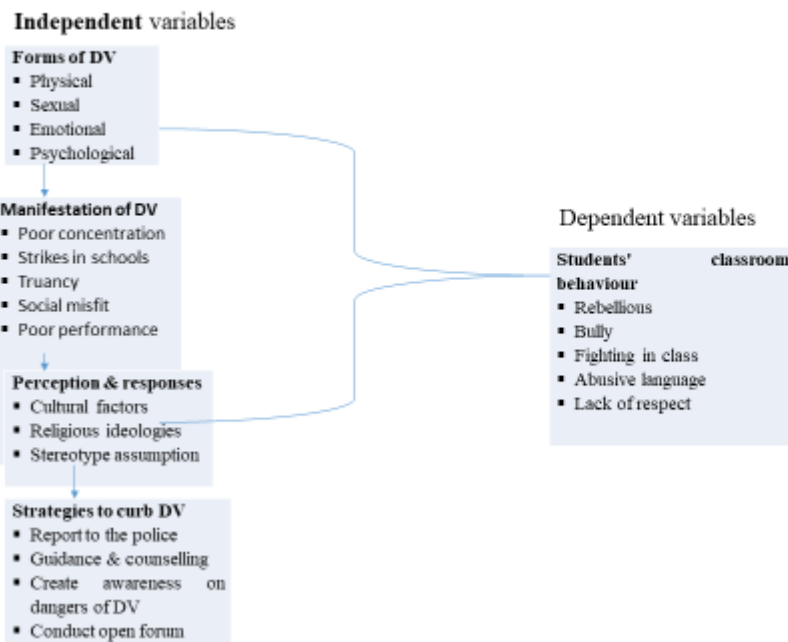
## **2.7: Theoretical framework**

This study was guided by the theory of Behaviourism, also known as behavioural psychology, as stated by Weibell (2011) (whose original proponent was Watson 1913). This learning theory is based on the idea that all behaviours are acquired or learned through conditioning. Conditioning occurs through contact with the surroundings. Behaviourists assume that individuals' actions are a reaction to the surrounding stimuli. This is espoused

by Johnson (2002). The study states that the fundamental concept in behavioural theory is that individuals are likely to adopt and alter Behaviour based on the stimuli in their surroundings. In this theory, people get acclimatized and comfortable in a given situation, even if it is unpleasant. As a result, they are unlikely to try to change their life situations, which further contributes to their depression. This results from a feeling of futility grounded on a belief that one has nothing or has no power over events in one's life. Hence one stops trying and surrenders to the torture of DV in a depressed state. The justification for using this theory was that it sheds light on how children who witness DV carry the Behaviour to the classroom and influence others. This state of helplessness makes the children rebellious and aggressive. This translates further into less interest in schoolwork, absenteeism, and all other aspects of the children's life. This affects their classroom behaviour, and some children may drop out of school to sell their labour or stay away from their homes where the atmosphere is not conducive.

## **2.8: Conceptual framework**

The conceptual framework showing the interrelation between domestic violence and students' classroom behaviour is shown in Figure 2.2.



**Figure 2.2: Conceptual framework**

(Source: Researcher's conceptualization).

Figure 2.2 shows a close correlation between domestic violence and classroom behaviour of school-going children. The forms of domestic violence are physical, psychological, sexual, and emotional. In this context, one can be the victim, witness, neighbour, perpetrator, or family member. Whichever capacity a student holds during the violence; one is affected to a certain degree. This implies that the structure of violence determines the trauma's degree. There are high chances that the kind of manifestation that an individual will display will entirely depend on the position one held during the domestic violence and the form of domestic violence that was directed at them and may lead to poor concentration in class, truancy, poor performance, and continuous cycle of abuse both in and outside the classroom despite the pragmatic inventions by the government and other stakeholders.

## **2.9: Gap in the literature**

In Kenyan secondary schools, there have been cases of unrest, bullying, and truancy that have continued to dominate. Students have destroyed property worth millions, and many students have lost their lives during the episodes. Simatwa (2012) exposed how the schools had become centres of violence, with students killing their colleagues, others burning school property, and others indulging in antisocial behaviour. The scenario has been recurring. For instance, in 2016, by July 25th, more than 100 secondary schools had been torched. It was established that the students were responsible for the arson incidents. The big question is, what triggers such violence in the students? There have been game-blaming serials for these students' misbehaviour among the stalk holders and the management of schools. On their web <https://www.acesdv.org/domestic-violence-graphics/>, Arizona Coalition highlighted an insightful aspect of DV that needed to be digested and further researched. They stated that as much as people claim to have other causes of domestic violence like drugs and alcohol, abuse is a learned behaviour. So then, with such an aspect in mind and the concept of behavioural psychology, which equally emphasizes that children learn from the environment. These assumptions called for research to establish the root cause of the student's classroom behaviour. Despite Scholarly attempts to develop specific strategies to curb the students' violence, the menace has remained high. It is no wonder many studies continued to recommend further research, for example, the study of Ngesu, Gunga, Wachira, Kahigi, & Mutilu (2013). In this study, Ngesu et al. (2013) suggested their study on establishing the causes of youth violence in Kenya among secondary school students. The researchers' reflection on the prevalence, manifestation and prevention of violence recommended further investigation into the causes of youth

violence. The study of Ngesu et al. (2013) suggested other researchers use a broader perspective to establish the root cause of youth violence. The diversity of the root causes remains a mystery. Therefore, there was a need for a study to establish the correlation between DV in society and the impacts it has on the students' classroom behaviour. To address this gap, this study was carried out to establish the influence of domestic violence on the students' classroom behaviour.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1: Introduction**

This chapter consists of the research design, study location, target population, sample population, sampling procedure, data collection tools, reliability, validity, data collection procedure, data analysis techniques, and ethical concerns.

#### **3.2: Research design**

A descriptive survey gathers information by interviewing or administering a questionnaire to a population sample (Orodho 2003). In the study, the researcher used a descriptive survey research design. The design is justified because it entails more than just data collection. It also involves measurement of the intensity of the problem, classification of the data collected, analysis of the facts gathered, comparisons, and interpretation of the data contained in line with the research problem. Therefore, the researcher collected quantitative and qualitative data using questionnaires and interviews. Both qualitative and quantitative approaches were used in data analysis. Thus there is a mixed model research design approach to data analysis. As a survey design, this has facilitated the description of students' attitudes, opinions, and behaviour in the study.

### **3.3: Location of study**

The research was carried out in Bungoma County, Kenya. The selection of the study location was motivated by the following factors: the county has had so many cases of DV as exposed by the National Gender and Equality Commission (NGEC) (2017). The study that NGEC did revealed that Bungoma and Wajir were the worst-hit counties in DV prevalence because the communities had normalized DV. In 2014 according to the report, for example, there were 140 cases of early pregnancies in Bungoma county. In 2016, there were 20 cases of pregnancies in one school (Chelebei school). In both cases, victims were between 14-18 years. Secondly, the study by Okanda (2006) & Wafula (2013) confirmed that DV is a traditionally acceptable practice in Bungoma County. This resulted in terrible repercussions on the student's classroom behaviour, hence the study location's justification.

### **3.4: Target Population.**

Kombo and Tromp (2006) state that a target population is a group of persons, objects, and items from which samples are taken for measurement. The target population of Bungoma County was 1,670,570, of which 812,146 were males and 858,389 females as per the Kenya Census 2009 (Retrieved 17th November 2018). Similarly, in the Bungoma County population, records revealed that there are one hundred and sixty thousand Forms 1 to 4 students, four hundred head teachers, and four hundred guidance and counselling teachers (County Education Office 2017). The study also targeted one thousand one hundred and twenty-five parents registered as social groups within the Ministry of Social Services in Bungoma County. Students were involved in the study because DV directly or indirectly affected some students studying in public secondary schools. The head teachers were

involved in the study because they are directly involved in school management and aware of DV's challenges at school. In contrast, guidance and counselling teachers are the ones who counsel students on issues affecting their education and general welfare. The parents were involved in the study because some of them are victims and others are perpetrators and therefore had helpful information concerning the nature and extent of DV.

### **3.5: Sample and sampling techniques**

A sample is a smaller group drawn from the general population. It is a representative group that will allow the researcher to learn more about a population (Mugenda & Mugenda, 2003). Sampling is also defined as selecting a few cases involving people or things to be studied to provide information that can be used to make judgments from a much larger number of points (Kombo & Tromp, 2006). The study used three sampling techniques: purposive, stratified, and random. A County was sampled in Kenya, specifically Bungoma County, which has nine sub-counties. The study was conducted among sampled secondary school principals, their students, and Guiding and Counselling teachers in the same schools. There was a Focus Group Discussion, too, comprising two parents from each Sub-County.

Firstly, the researcher went to the Bungoma Educational County director's office. According to the list from the County director's records, the researcher established that there are 400 secondary schools in Bungoma County in the nine Sub-Counties. The researcher generated lists of the schools according to the following categories: National, Extra County, County, and sub-County. Using stratification sampling, the researcher

picked four schools from every sub-county of Bungoma County. Therefore, the researcher ensured in the sampling procedure that there was a balance in gender. In each of the nine Sub-Counties of Bungoma County, the researcher picked four schools: two boys' schools and two girls' schools. In four sub-counties, the researcher opted for mixed schools cautiously to ensure gender balance was observed.

Subsequently, from the nine sub Counties, four principals per each sub-County were purposively sampled according to the category of schools' schedule (National, Extra County, County, and sub County schools) to participate in the study giving a total of 36 principals. The purposive sampling was the appropriate method because the people selected were deemed to have the correct information needed in the research. To take care of gender balance, two males and two female principals from each sub-County were sampled to participate in the study.

After that, the researcher assumed that students at different levels of education are at different developmental stages, and therefore, their expression of their life experiential is different. So then, the researcher purposefully set to have students from all the classes fill the questionnaires.

To get the sample size of students, the researcher contacted the registers of all the students from the schools of the sampled principals and used sequences of numbers from a random number table. The researcher selected those to fill in the questionnaire. With the help of the class teachers, the researcher randomly picked four students in every class: forms one, two, three, and four. Hence 16 students per each selected school were sampled randomly to

participate in the study. The class teachers availed the class register, making it easy for the researcher to identify four respondents. Whereby using the class register, the researcher randomly picked four students from each class (form one to form four), giving a total sample size of 576 students.

However, for the Guidance and Counselling teachers, the researcher used non-probability design, the method of purposive sampling. The participation of the guiding and counselling teachers was essential under their office of service in schools: dealing with guidance and counselling. These teachers are directly involved with the students' social affairs. This made it possible for the researcher to get the specific teacher in charge. The researcher did so with the help of the principals from the sampled schools. One guidance and counselling teacher from each sampled school participated in the study giving a total of 36 participants. To ensure gender equality, 18 male and female counsellors participated in the study.

To get the total sample of parents, the researcher purposively sampled two respondents registered in the social groups from each sub- County. The parents from the registered social groups were in the study because these are the social groups that identify themselves with various categories of individuals in society. The individual groups are categorized according to needs and interests, whereby the multiple groups exhibit reciprocal societal roles. Therefore, the researcher felt two of the twenty-five members per sub-county was an appropriate number to represent the sub-county. To ensure gender equity, one male and one female parent were purposively sampled to participate in the study. Eighteen parents selected from the nine sub-counties of Bungoma County were sampled. The sample size

comprised of 36 principals, 36 Guidance and Counselling teachers, 18 parents, and 576 students.

### **3.6: Data collection instruments**

The researcher used questionnaires, interview schedules, document analysis, and Focus Group Discussion (FGDS) to collect data. The four instruments mentioned were necessary to facilitate cross-triangulation and verify the data collected from various targeted groups.

#### **3.6.1: Questionnaire**

Questionnaires were drafted in a manner convenient for the target group of this research. The questionnaires were brief, simple, and clear to inspire free and confident responses within the research time frame. The questionnaires consisted of both open and closed-ended questions. The researcher administered the questionnaires to the students through two research assistants trained before the field administration of the questionnaire. The questionnaires were beneficial because they guaranteed the privacy of the respondents, and they were cheap in terms of time saved as they take less time to administer than interviewing.

#### **3.6.2: Interview schedule**

The researcher visited the principals, and guiding and counselling teachers envisaged having the information deemed relevant and reliable for this research. The researcher had insightful interviews conducted with the targeted key informants. The researcher interviewed two respondents in every selected school (Sub County): the principal and Guidance & Counselling teacher. This was so because these respondents were the key

informants who had information concerning the students' classroom behaviour as it had been reported to them in their respective schools. The researcher used a structured interview schedule which provides the reliability of the information. It is also systematic and saves time. Moreover, the data to be collected can easily be quantified.

The researcher organized with the respondents' eve to the day of the interview concerning the venue and time of the interview. The researcher interviewed each principal separately on different days as per the agreed date with each principal. On the interview day, the researcher used the interview schedule to guide the discussion with the interviewee. The researcher had a list of questions suggested by the research objectives.

Using this research instrument, the researcher strived not to sound too rigid, making the respondents feel they were under investigation. Such inflexibility could have made some respondents hostile or give answers to impress the researcher. Mugenda and Mugenda (2003) observed that a researcher needs maximum cooperation from the respondents to obtain accurate data. It's the researcher's prerogative thus to establish a rapport with the respondent and to create a favourable atmosphere that can enable the respondent to give correct information. In addition, during the interview, the collected data were tape-recorded for further content analysis.

### **3.6.3: Document analysis**

Document analysis depends on the documents as the bases of data collection (Peil, 1995). The researcher analyzed records from the sampled schools and County offices in Bungoma, particularly on truancy, and other forms of indiscipline (behaviour), in contemplation of

corroborating the study findings. In particular, the researcher analyzed the classroom discipline register, guidance and counselling register, and class attendance. The use of documents was advantageous because the data was readily available, accessible, and possible for the researcher to interpret accordingly. However, the use of these documents is likely limiting because some pertinent information may be unavailable, scanty, and inadequate, especially on issues touching on DV. To overcome this limitation, the missing data were complemented by other instruments used in the study.

#### **3.6.4: Focus Group Discussion**

Focus Group Discussion was used to collect qualitative data for this study. A focus group was preferred for collecting qualitative data because it can give more information, especially if participants have gone through similar experiences Patton (2002). Moreover, FGD allows interviewing more people in a sitting and more interaction among the respondents, contributing to the generation of more information. In addition, Ngesu et al. (2013) stated that FGDs have the potential to cause new ideas to crop up during the discussion. Furthermore, Ngesu et al. clarified that having more people and information is more advantageous because that makes the finding more credible. Two focus group discussions constituted eighteen parents: nine males and nine females. Each focus group discussion took between one and three hours per session. This was held at an agreed time and venue between the respondents and the researcher. The FGD provided a wealth of information that mainly contributed to the spine of the study. The researcher compiled data and manually recorded all the information for further content analysis.



### 3.7: Reliability of the study

When a research tool produces consistent findings, generally after several trials, it is said to be reliable (Mugenda & Mugenda, 1999). Therefore, reliability describes the degree to which a study method or tool is consistent. To determine dependability, the researcher first built the research instruments and compared them to the stated goals to make sure the predetermined questions satisfied the goals and purpose of the study. To correct any logical and procedural concerns with the study, a pre-test interview was conducted with five guidance and counselling instructors to address any confusing issues that came up during the pre-test. Thirdly, supervisors exposed the timetable for document analysis to expert feedback to carefully examine the relevance of the instrument's elements according to the predetermined goals. The dependability of the questionnaires was further tested using the test-retest methodology.

In the pilot study, the researcher administered the instruments to the participants, who were manually assessed. The same respondents were given the devices again and manually scored two weeks later. The reliability of the tools was evaluated by comparing the first and second scores using the Pearson product, moment correlation coefficient. The formula for the Pearson moment product was then used. It was found reasonable to use a reliability coefficient of 0.8 and above.

Where  $r$  = the Pearson's coefficient

$\sum y$  = sum of  $y$  scores

$\sum x$  = sum of x scores

$\sum xy$  = sum of the products of paired scores

$\sum x^2$  = sum of squared x scores.

$\sum y^2$  = sum of squared y scores

N = number of pairs of scores.

The computation yielded a correlation coefficient.

Field (2009) recommended a reliability coefficient of 0.8 or higher, which was used as this study's threshold.

### **3.8: Validity of the study**

The validity of a research instrument refers to the degree to which the device measures what it is intended to measure (Mugenda & Mugenda, 1999; Kombo & Tromp, 2006). In this regard, a research instrument should be valid to gather the desired data accurately. First, the tools were validated during the pilot study, carried out in three public secondary schools selected through random sampling, and after that, improved to generate the desired responses. This was done by use of simple words with clear meaning to avoid ambiguity and using questions that measure only what they are supposed to measure.

Secondly, the Department of Educational Foundations, Arts and Social Sciences lecturers subjected the questionnaire, interview schedule, and document analysis schedule to expert input. Their comments were incorporated into the study. Those questions that were found redundant or misleading or simply attracting irrelevant answers were corrected or reviewed before proceeding to the main study. Thirdly, the instruments were given to supervisors to comment on the items' suitability, including any corrections that could improve the apparatus. Suggestions from experts were cooperated before carrying out the study.

### **3.9: Data analysis techniques**

Data analysis is carefully analyzing coded data and drawing conclusions (Kombo & Tromp, 2006). As a result, the arrangement of the data that had been gathered, coding, summarizing, and presenting the results were all part of the data analysis process. The Statistical Package for the Social Sciences software program version 22 was used to conduct appropriate computerized analyses of the information gathered from the student surveys (SPSS). Both the quantitative and the qualitative data that were collected for this study were analyzed. This study critically evaluated the differences and similarities from the replies provided in the thematically gathered data. Quantitatively, this study assessed the justification for the newly discovered results and critically analyzed the numerical data. The study matched the developing patterns to the predetermined goals to establish an argument that flows logically to its conclusion. The contrast between these two analytical pillars also contributed significantly to establishing the broad thrust of the argument-driven by the study's goals.

### **3.10: Ethical concerns**

The researcher applied for permission from the National Commission for Science, Technology, and Innovation (NACOSTI) to collect data. After being granted a research permit, the researcher visited the offices of the County Education Director and the County Commissioner to notify them of the research. After that, the researcher sent a letter to the sampled group making an appointment with them.

The study is a non-invasive one, and as such, the researcher did not cause any physical harm. The researcher assured them of strict confidentiality concerning the data they obtained. Lastly, the researcher carried out the actual research.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION, AND PRESENTATION**

#### **4.1: Introduction**

This chapter interprets and analyzes the research data concerning how they satisfactorily answer the study's primary objective, which is the influence of DV on the students' classroom behaviour. The presentation is even more specific and more explicit in the three goals targeted in the research: the prevalence of the various forms of domestic violence in Bungoma County, the manifestation of DV in the students' classroom behaviour, and to find out causes, perceptions, and response, to acts of domestic violence and pragmatic interventions to address the problem.

Tables have been used in this chapter to present the findings from the questionnaires, followed by the discussions from the interviews, FGDs, and document analysis. Quantitative data has been shown in table representation and graphs, capturing statistical detail and significance. These are organized thematically, guided by the research questions, and presented in tabular and textual form. Both types of data have been analysed in a complementary manner.

#### **4.2: Presentation of data**

##### **4.2.1: Return rate**

The researcher used different data collection instruments: questionnaires, interviews, document analysis, and focus group discussion. The respondents gave their responses as

requested by the research instruments. The statistics as per the return rate are shown in Table 4.1.

**Table 4.1: Return rate**

Category	Sample size	Actual respondents	Percentage respondents rate
Students	576	480	83%
Total		480	83%

The analysis in Table 4.1 shows that the questionnaires were distributed to a sample population of 576 students, of which 480 questionnaires were returned, giving a response rate of 83%. The researcher requested to interview 36 G&C teachers, but only 30 availed themselves for the interview, which represented 83%. Out of the 36 targeted principals, only 28 accepted, giving the researcher audience representing 78%. The focus groups earmarked were able to avail themselves at 100%. Generally, there was a positive response which could have been due to the importance and sensitivity of the topic as well as the confidentiality the researcher assured the respondents. This return rate per cent was deemed very good for data analysis, as stated by Fincham (2008). They say that 80% is the appropriate return rate for any study to facilitate suitable generalization of the results.

#### **4.2.2: Demographic and personal data**

The study sought demographic information and students' data in the event to establish the influence of DV on the students' classroom behaviour. This analysis of gender was crucial to the study to ensure a balance in gender to avoid bias in the discussion. In light of this,

the researcher balanced the gender during the sampling procedure, but variations cropped up in respondents during the study. The analysis in Table 4.2 shows the gender of all the respondents in the study. Then next, there is a brief description of the student respondent's details and the family type that one comes from. The key characteristics, namely: age, category of school, religion, marital status, and parents' source of income.

#### **4.2.2.1. Gender of respondents**

Respondents' gender was captured in terms of male and female. Table 4.2 shows the gender of the student respondent group.

**Table 4.2: Gender of respondents**

Gender	Frequency	Per cent	Cumulative per cent
Male students (288)	233	40.5	48.5
Female Students(288)	247	43	100
<b>Total</b>	<b>480</b>	<b>83.5</b>	

The analysis in Table 4.2 shows that 233 out of 288 male students participated in the study, that is 81%. On the other hand, female students responded were 247, representing 86% of the girls' targeted. The analyses in Table 4.2 shows that out of the 480 students who participated in the study, 48.5% were males while 51.5% were females. This was a fair balance of the gender aspect in the research and implies that the responses reflect the reality of gender violence and its impact on the students' classroom behaviour in society. In

addition, this was a reasonably good percentage that would give information that could facilitate informed conclusions, as stated by Kombo & Tromp (2006).

Interviews were conducted with selected G & C teachers and principals. Out of the 36 G & C teachers sampled, only 30 availed themselves for the interview, comprising 47% males and 53% females. Similarly, the targeted population of the principals was 36, but only 28 were accessed. The male constituted 61% while females comprised 39%. As for the Focus Group Discussions, the turn-up was 100%, with each gender well represented.

However, it is essential to note that the percentage of the female principals' respondent return rate was not so good because 11 out of 18, compared to the male principals who were 17 out of the 18, raise eyebrows. This justifies what NPC (2009) stated: many people do not want to discuss DV. This may have been why some female principals were unwilling to discuss DV.

The findings in this study affirm the results of an earlier study by Wafula (2013), which state that DV in Bungoma County has been persistent for a long time, and not many people want to talk about it. This implies that DV is deeply ingrained in some communities. When those who witness and experience DV refuse to open up and talk about this hazard, it leaves government agencies powerless because there is no accuser. It has been a task for the legal officers to prosecute the perpetrators in many cases of DV because of lack of evidence. Often, the victims have declined to bear witness to their claims for fear of stigmatization by the members of their particular societies.



This concurs with what is highlighted in the Domestic Violence Roundtable discussion (2018). The DVR (2018) states that children nurtured in DV homes are coerced to be secretive. The secretive virtue is imposed on them by the perpetrators who manipulate and threaten them. The fear developed in them by the perpetrators makes them develop low self-esteem and mental torture which affects their classroom behaviour.

#### ***4.2.2.2. Age of respondents***

The study sought to determine the age bracket of the student respondents. This was done to ascertain the age at which the students get to understand the language of DV. The age analysis of the student respondents is shown in Table 4.3

**Table 4.3: Age of student respondents**

Age	Frequency	Per cent	Cumulative per cent
Below 15 years	200	41.7	41.7
16-18 years	170	35.4	77.1
Over 19 years	110	22.9	100.0
Total	480	100.	

The analysis in Table 4.3 shows that among the respondents, 41.7% were below 15 years, 35.4% were between 16-18 years, and 22.9% were over 19 years. According to the analysis, the majority were below 15 years which was 41.7%. The findings in this study reveal that most of the students were below 19 years and could understand the language of

DV either as a witness or a victim. These findings concur with Kigotho's (2017) school of thought: some children are exposed to child abuse early to instil moral values. As per Kigotho (2017), extreme bullying, vandalism, and militancy in secondary schools are a result of what those students went through when young. The study reveals that when children are exposed to violent environments at a very tender age it makes them to become bitter in life. Therefore, Kigotho alludes that the patterns of violence in the schools' project what happens behind closed doors in terms of DV (Kigotho 2017). The same was espoused by Simatwa (2012), who revealed that children commonly experience DV when still very young. However, the trauma of the posttraumatic stress of these youths projects itself in strikes when they join secondary schools (Simatwa 2012).

#### ***4.2.2.3. Number of students from the selected category of schools***

In the study, the researcher supposed the type of school attended by the student revealed the background one came from. In the study, the researcher believed it was essential to have on board the contribution of all these students from the four categories of schools: National, Extra County, County, and Sub-County. Table 4.4 reveals the percentage of the different school categories sampled for the study and the number of students sampled per each category of school.

**Table 4.4: Number of students from the category of schools**

Category of school	Frequency	Per cent	Cumulative per cent
National	142	29	29
Extra County	140	29	58
County	118	25	83
Sub County	80	17	100
<b>Total</b>	<b>480</b>	<b>100</b>	

The analysis concerning the category of schools shown in Table 4.4 exposes the return rate target of the different varieties of the schools, whereby it was 144 for every type. The analysis indicates that more respondents were concentrated in the national and extra county schools, each represented by 29%, followed by county schools, which constituted 25%, while 17% were from sub-county schools. This shows that students from national and extra County schools were more open and frank in discussing the issues of DV than those from County and sub-County schools. The federal and additional County schools attract students from the other Counties with high grades at KCPE and varied social-economic backgrounds. Probably this is why most of them could read and interpret the questions comfortably, unlike their counterparts from the County and sub County schools.

Similarly, there is a possibility most of the students from the national and extra County schools are usually assertive, which makes them free to answer any questions. However, we cannot rule out the fact that the majority of the population of students in County and

Sub-County schools come from Bungoma County and may not be keen to share information about DV due to cultural norms. The students have been nurtured to accommodate DV and keep it a secret as a family affair.

This result further endorses what Wafula (2013) exposes: DV is not a topic of discussion in Bungoma County, and the children are taught from childhood that DV is very typical. Therefore, to such children talking about DV, which is acceptable in their society, is a waste of time. This further affirms the report by the National population commission (2009) in Nigeria. The report states that very few victims are willing to discuss DV despite the pain it causes them. This also affirms what was highlighted by a study by Bent-Goodley (2001), which warned teachers when dealing with troubling behaviours in young people caused by DV. The researcher stated that the children are sometimes puzzled about how to react to the perpetrator. In that, they can dislike the abuser but appreciate the 'fun' times enjoyed in companionship with the abusive parent. This means the children and adolescents can feel very angry at that perpetrator's parent during the DV episodes. However, these same children sometimes remain loyal to this same parent when they meet their parental obligations. Therefore, policy makers need to rethink the current ways of DV to address the needs of the learners both at school and at home. Such policy may consider reinforcing the learners learning environment and other support services to mitigate the effects of DV on the learners' classroom behaviour

#### ***4.2.2.4. Religion of the respondents***

Often it is of great significance to understand the cultural and spiritual obligation of the respondent for one to understand the reaction to the contemporary issues of DV. Therefore, the

researcher sort to establish the spiritual state of the student respondents. Table 4.5 shows the religion of the student respondents.

**Table 4.5: Religion of the respondents**

Religion	Frequency	Per cent	Cumulative
Christian	362	75.4	75.4
Muslim	107	22.3	97.7
Hindu	10	2.1	99.8
Other	1	2	100
<b>Total</b>	<b>480</b>	<b>100.0</b>	

Table 4.5 shows that most students (75.4%) are Christians, followed by Muslims (22.3%), then 2.1% are Hindus, while 2% declined to state their religion. This shows that three-quarters of the respondents are Christians. This is probably because Christianity is predominant in the areas where the research was carried out, and most Kenyans are Christians. However, this does not rule out DV in regions dominated by other religions. Religion is supposed to address societal problem issues and minimize DV cases. However, the revelation of the above data clearly shows religion is not doing much to evade the prevalence of DV in society, thus affecting the students' classroom behaviour.

#### ***4.2.2.5. Marital status of parents***

The marital status was well-thought-out as essential to the study for the researcher to establish whether marital status had any significant relationship with DV among families.

Table 4.6 displays the marriage status of the student respondents' parents.

**Table 4.6: Marital status of parents**

Marital status	Frequency	Per cent	Cumulative per cent
Single	78	16.3	16.3
Married	258	53.8	70
Divorced	71	14.8	84.8
Separated	73	15.2	100
Total	480	100	

The students' responses to their parents' marital status are shown in Table 4.6. the analysis indicates that the majority (53.8%) have parents who are still in marriage, followed by those who have single parents 16.3% and about 15.2% had parents who had separated. In comparison, a small fraction (14.8%) were divorced.

The stigma associated with separation and divorce makes many people suffer silently in DV homes. The analysis reveals that despite DV's prevalence, many DV victims, according to the student respondents' responses, still persevere in marriages. The majority (53.8%) still hold on to marriage in comparison with those who have divorced (14.8%) and separated (15.2%). This concurs with women's web (2008), which stated that the perpetrator displayed enough "honeymoon" virtues to keep the oppressed hopeful in the relationship. It states that despite the victim being subjected to torture, the perpetrator employs all tactics to make the victim imagine that the situation would change positively. This further confirms the scenario in our societies whereby unmarried or divorced individuals are looked down upon an aspect which make many victims to suffer in total silence.

#### 4.2.2.6. Source of income

The study sought to determine the sources of income of the students' parents, which the researcher believed significantly influenced the family's life and the student's classroom behaviour. Tables 7 & 8 display the father's and mothers' incomes, respectively.

**Table 4.7: Father's income**

<b>Father's income</b>	<b>Frequency</b>	<b>Per cent</b>	<b>Cumulative per cent</b>
Employed	351	73.1	
Unemployed	73	15.2	88.3
Self-employed	54	11.3	99.6
Other	2	4	100
<b>Total</b>	<b>480</b>	<b>100</b>	

The students' responses concerning their father's income are presented in Table 4.7. According to the analysis shown in Table 4.7, the majority (73.1%) of the students had fathers who were employed, followed by those who were unemployed (15.2%), while about (11.3%) were self-employed and lastly (4%) who did not specify their parents' source of income.

It is assumed somebody employed must be an individual who went to school; therefore, having a majority (73%) of the parents employed means they are educated. Moreover, it is presumed such an educated person cannot miss out on the law concerning marital issues. For that reason, this kind of findings triggers one to over imagine that educational level does not deter DV in Bungoma County. This is so because the very educated and employed

people are the same in DV cases. This finding supports UN Women 2015, which states that DV affects people of all categories globally irrespective of age, gender, and educational level. The UN Women called upon all stakeholders globally to join in the fight against domestic violence.

The student responses concerning their mother’s income are presented in Table 4.8.

**Table 4.8: mother's income**

Mother’s income	Frequency	Per cent	Cumulative Percent
Employed	282	58.8	58.8
Unemployed	126	26.3	85.0
Self-employed	72	15.0	100
<b>Total</b>	<b>480</b>	<b>100</b>	

The data in Table 4.8 indicates that the highest per cent (58.8%) of the students’ mothers were employed, while another fraction of 26.3% had unemployed mothers and about 15% had self-employed mothers.

Similarly, the analysis in Table 4.8 shows that most (58.8%) of the student respondents’ mothers are employed, yet this does not bar them from experiencing DV. One would expect people experiencing DV to be women who are not economically empowered. These findings differ from a study by Mariri (2009), which suggested that the first step in solving DV cases was empowering the victims. Another solution must be sorted in a situation like Bungoma County, where the victims and their perpetrators are empowered economically. This study confirms a study by Ndong Akumu (2013) conducted in Eldoret town, Uasin-



Gishu County: Kenya, which targeted 120 women. According to the survey, the majority (84%) reported having been economically empowered yet still abused. Akumu (2013) states that 84% of women exposed how their perpetrators controlled all their monies and access to the victim's bank accounts. In addition, the researcher found out that the perpetrators even locked food in cupboards making the women and their children go hungry. In the study, only 19% reported not having been abused economically (Akumu, 2013). The above research and many others reveal that irrespective of one's social and economic background, one was still vulnerable and could be caught up in DV.

Similarly, the same point was echoed by the UN Women (2015), which stated that women all over the world at one time in their relationships experienced DV despite their educational level. The UN report (2015) further found out that DV was non-discriminatory. This is in the sense that DV affects people of all social standing, cultures, backgrounds, and genders, even the gay, lesbian, and transgender included. This means that DV is prevalent in Bungoma County irrespective of the social-economic positions of the people.

#### **4.3: Analysis in line with the objectives of the study**

This part presents the results following the study's principal goals. It is important to remember that the present research examined how domestic violence affected kids' classroom conduct in Bungoma County, Kenya. Four goals were established: one, to identify the different types of domestic violence and how they affect students' behaviour in the classroom; two, to highlight how domestic violence manifests itself in students' behaviour in the school; three, to identify the causes, perceptions, and reactions to instances of domestic violence and finally to find out practical solutions to the issue in order to foster peaceful coexistence in family homes. The

following sections, 4.3.1, 4.3.2, 4.3.3, and 4.3.4 show a discussion of each objective and the results of the analysis from the respondents in line with the purposes of this study.

#### 4.3.1: Objective one: Forms and prevalence of DV

The initial goal was to determine the frequency of the different types of domestic abuse and how they affected students' conduct in the classroom. The study included focus groups, questionnaires, interviews, and documentary analysis to gather information from the kids, principals, guiding and counselling teachers, and parents. The resulting report revealed four ways that DV presents itself. These encompass mental and psychological torment as well as physical and sexual abuse. According to responses from the students, Table 4.9 below shows the frequency of each of the four types of violence.

**Table 4.9: The Prevalence of the forms of Domestic Violence**

<i>Forms of Violence</i>	<i>Low %</i>		<i>Moderate %</i>		<i>High %</i>		<i>Very high %</i>		<i>Don't know %</i>		<i>Total</i>
Sexual abuse	29	6	100	20	142	30	180	38	29	6	480
Psychological torture	54	11	57	12	126	26	139	29	104	22	480
Physical Assault	39	8	118	25	145	30	104	22	74	15	480
Emotional Torture	73	15	84	18	133	38	96	20	94	19	480
<b>TOTAL</b>	<b>195</b>	<b>359</b>		<b>546</b>		<b>519</b>		<b>301</b>			<b>1920</b>

*Source: Research data, 2019.*

According to the responses from the students, Table 4.9 displays the students' ratings on the prevalence of various forms of DV. It shows that those who said they did not know anything about sexual abuse were 29 out of 480 students, psychological torture was 104, a physical assault was 74, and emotional suffering was 94. Those who said low were 29 for sexual abuse out of 480

students, psychological torture was 54, physical assault was 39, and emotional torture was 73. Those who supported the prevalence of the forms of DV were the majority in all the categories of the conditions of DV. Based on the analysis of the positive indices of moderate, high, and very high sexual abuse scored 422, which represents 87%, psychological torture, 322, which represented 67%, a physical assault was 367, which takes 76%, and lastly emotional torture 313 which carries 65%. However, it is essential to note the 15% who said they are unaware of any form of DV prevalence. This indicates that there are families experiencing peace to the extent that the children in those homes do not understand the language of DV.

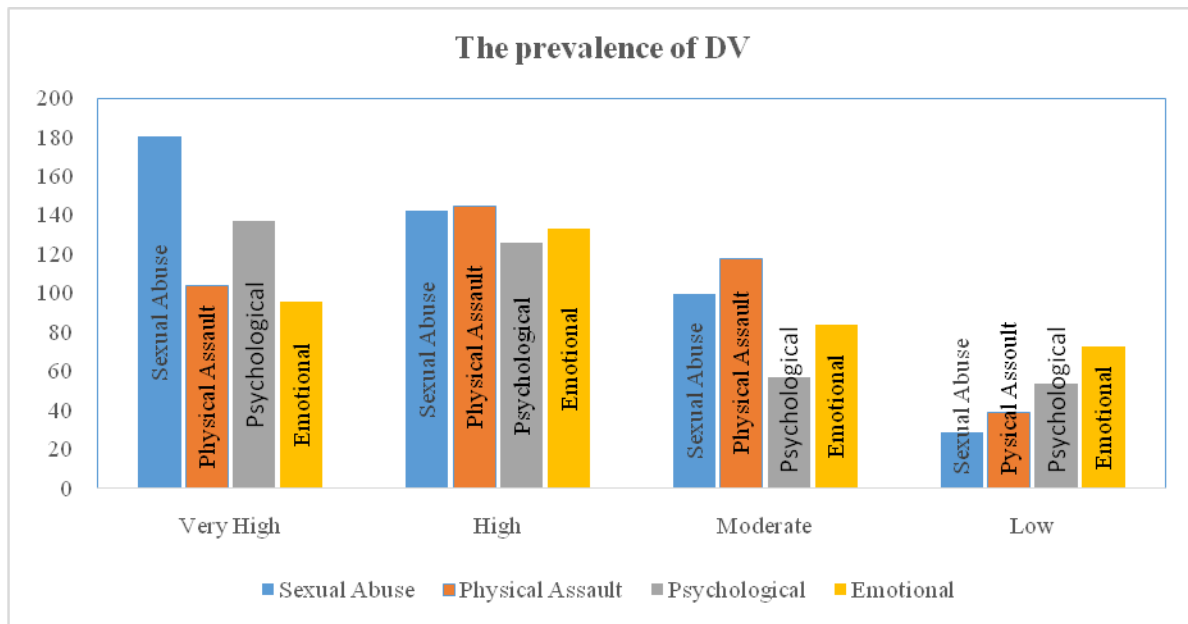
The four types of domestic violence as shown in Table 4.9 above, expose how the prevalence seems to change depending on the various situations that families encounter. Most students said that the most common kind of DV was sexual abuse, with a prevalence rate of 38%. With a 29 per cent frequency, psychological torture is the third most common kind of DV on this list. Physical abuse comes in third with a frequency of 28.5 per cent, while emotional torture is thought to be the least common, with a prevalence of 20 per cent.

This list prioritizes the students' comments that cite domestic violence's "high frequency" as a cause for worry. This is best seen in the side-by-side comparison perspective shown in Figure 4.1 below. When evaluated against various prevalence objectives, the other DV subtypes received multiple scores. These are also thought to explain the different situations in which the various families find themselves.

However, irrespective of those differences, critical analyses of each category of respondents clearly show that those who agreed that the forms of DV mentioned were

prevalent were the majority: 272 represented 57%, in comparison to those who disagreed with 190, which takes 39% while 18 that represented 4% did not know about DV. Moreover, the statistics from the students reveal that despite the disagreement of a few who cited other forms of DV, physical assault, sexual abuse, psychological torture, and emotional torture are the effective forms of DV inflicted on the victims during DV.

Figure 4.1 further displays the response from the students.



**Figure 4.1: Students' response to the prevalence of DV**

*Source:* Research data, 2019

#### 4.3.1.1: Sexual abuse

A three-fold pattern that merits attention developed from the data the students submitted.

First and foremost, among all types of violence, sexual violence caught the attention of all

students the most (37 per cent). It received higher scores in the three categories of positive prevalence: 20% in the "moderate," 29% in the "High," and 37% in the "Very High." Contrarily, it received the lowest score (6%) in the "Low" prevalence goal. As a result, at least in the study area, sexual abuse was seen as the most common kind of domestic violence in family structures by student responders.

The researcher spoke with 28 principals of the targeted schools on the same topic of the incidence of DV. The mentioned DV types as the significant ones by 71% of respondents. 90% of respondents believed that the most common kind of domestic violence (DV) in households is sexual abuse. Interestingly, the principals thought that every family had a different DV shape. Fifty percent of the principals stated that this trend was brought on by the fact that attackers altered their tactics in response to their victims' actions after the first domestic violence incident. By coincidence, this viewpoint mainly explains the irregular distribution of the other three prevalence objectives in the student-provided data. According to Figure 4.1, the "High" and "Moderate" categories give physical assault a higher priority with 30 percent and 25 percent, respectively. Comparatively, the "Low" group prioritizes emotional torture as the most prevalent type of violence (73 percent). However, the remaining 50% of the principals saw that some offenders continue to be nasty and arrogant and never care to modify their method of attack despite the consequences. Despite the situation, sexual assault consistently ranks as the worst kind of domestic violence.

*One principal respondent # said, “the perpetrators are always tactful they know their victims can take action against them. Therefore, they start off slowly with non-physical attacks and eventually subject their victims to severe pains depending on what actions is taken.” (participant 12019).*

Out of the 30 G&C teachers questioned, 24 (or 80%) agreed with the claim that the forms of DV presented were mostly those encountered in many households regarding their opinions on the most common types of DV mentioned. Most respondents (75%) felt that compared to the other kinds of DV outlined, sexual abuse is more common.

*One respondent Guiding and Counselling teacher said, “sexual abuse has been one of the major topic of disciplinary cases in our monthly meetings. Always there is a case to be solved either of students who jumped over the fence to go to disco or just visit boyfriends” (participant # 1 2019).*

In addition, evidence of the high prevalence of sexual abuse was seen in the documentary analysis. The documents that were subjected to perusal comprised of class registers, the black book/disciplinary record book and daily disciplinary record books Documentary analysis in the 30 schools where the G&C teachers were interviewed revealed that most suspension cases resulted from sexual issues. Just to mention a few: gay cases, lesbianism, student-teacher relationships, and pregnancy cases. During the document perusal, 80% of it exposed that the most hit were girls. However, there were three exceptional cases of student boys in different schools who got married to student teachers during practice. Each subject went into hiding, but the respective schools made an effort, as per the report in the

black book, and brought the boys back. Evidently, after indulging in the sexual relationship, the student victims lost interest in their classwork. Therefore, it was clear from the document analysis that sexual violence affects students' classroom behaviour. Introduction to sexual abuse contributed to students' diversion from class activities to other issues in life. It is apparent from this analysis that; sexual violence is one of the effective forms of DV that affects the students' classroom behaviour.

Thus, from the point of view of students, sexual abuse is featured as the most prevalent form of DV. Similarly, the other three categories of respondents opined that sexual abuse is more prevalent. However, the four categories differed in the causality of sexual abuse in the families. Though the sexual abuse commonplace among the students' respondents was not clear on causality, the cause is more apparent in the principals' category.

The principals introduced an exciting variation concerning what determines the form of DV employed by the perpetrators. The analysis in line with objective one on the most prevalent form of DV indicates that a perpetrator can operate more than one form of DV. According to the principal's comment, the findings expose that the perpetrators change their state of attack from time to time. The form of attack, in most cases, owes to the steps taken by the victim immediately after the DV. Thus whichever action the victim took, especially the place one reported, determined the kind of DV the perpetrator would subject the victim to. Hence the reporting process of the cases of DV can be cited as responsible for the irregular pattern of experience of the four forms of DV.

This insight builds two concepts of knowledge about the forms of DV. Firstly, the perpetrators sometimes subject their victims to more than one form of DV. Secondly, the victims' reaction to the abuse determines the perpetrators' next step of action in the DV life. Thus we could say DV in conflict is a despicable tactic of war and repression that destroys lives, terrorizes children, and fractures families. Therefore, we must listen to the victim-survivors and replace impunity with justice and indifference with action.

The present research agrees with the WHO (2014) findings. According to the survey, 15% and 71% of the women reported being victims of physical or sexual abuse in one of their romantic relationships. The WHO report highlighted the grave consequences of males abusing their female partners physically and sexually. The results also concur with a study from UNICEF (2016). The report was based on a survey conducted in Kenya in 2010 with the working title "Violence against Children Study" (VACs). The action was required concerning DV, according to UNICEF. In response to the alarming increase in incidents of child sexual abuse in Kenya, the UNICEF report from 2016 urged action.

The present research results also support another study by UNICEF in 2017 in Kenya and the Indian Ocean region. The investigation detailed the shocking instances of child maltreatment. It noted that although many children were sexually abused, no one wanted to discuss it. The research also highlighted that households are where children are initially exposed to violence in society. According to statistics, one in four children under the age of five live with moms who have experienced domestic violence, and close to 300 million children worldwide between the ages of 2 and 4 are exposed to aggressive punishment. To



provide them with information on how to receive assistance, UNICEF pleaded with the victims to end their silence. This supports the body of research showing that one of the most common types of DV suffered by many students is sexual abuse.

Additionally, this outcome supports the findings of studies by Pingley (2017) in St. Paul, Minnesota, and Ibrahim (2019), in Nigeria. The results of the two research also proved that one of the main types of DV is sexual violence. According to them, sexual abuse hurts the sufferer and the children who see it. Therefore, the study's findings indicate that DV comes in various forms, including sexual abuse, physical assault, psychological torment, and emotional torture. Certain results demonstrate that these types of DV impact pupils' classroom conduct.

However, this conclusion does not agree with Katz's (2015) study in England. The survey by Katz established that apart from the physical incident model, the children experienced a lot of coercive controlling behaviour such as DV. The study found that the perpetrators employed more non-physical forms of DV that harmed the students than physical harm. These include psychological and emotional tortures. According to Katz, non-violent coercive controlling: isolation or financial abuse is the standard form of DV subjected to many during the DV. According to Katz, the non-violent tactics employed by the perpetrators disempowered the children, impacting their development and resulting in many emotional and behavioural issues. Therefore, on this basis and the principals' responses, it is also established that many perpetrators only resort to violent DV forms after

they get resistance from their victims. Hence, a perpetrator may use more than one form of DV on a victim.

#### *4.3.1.2: Psychological torture*

Katz (2015) asserts that a person may be subjected to psychological torture without overt hostility, which is evident to others around the individual. According to Katz (2015), this psychological torture method makes it a covert abuse that causes the victim psychological suffering but is invisible to others. According to Katz, the offender exerts coercive control over the victim, which may be seen via a gaze or glare.

Table 4.9 shows the students' responses on the degree level of prevalence of psychological torture in the second column. The analysis in Table 4.9 on psychological torture shows that those who said they don't know were 104, 21.9%, then low was 54, representing 11.3%. Moderate 57, which represented 11.9%, high 126 that carried 26.3%, and lastly very high was 137, which accounted for 28.6%.

According to the analysis, the majority (28.6%) said psychological torture is very high. It is also established that 26.3% agreed that it is just high. However, 11.9% agreed it is moderate, while 11.9% said it is low. It is important to note that about 21.9% said they do not know.

According to the student replies, psychological torture is the second most common kind of interpersonal abuse. It received a score of 29 percent in the "Very High" prevalence category while still scoring higher in the "High" category (26 percent) after the 30 percent

mark sharing between sexual abuse and physical assault. Three things stick out and need deeper examination. The first is the simple truth that it is becoming closer to sexual and physical assault. According to this approach, the relationship between psychological torture, sexual abuse, and physical assault is significant. The victim of the latter two DV types always endures severe psychological agony. No instance of physical or sexual assault goes by without leaving a victim with lasting psychological damage.

Second, this group had a disproportionately high percentage of respondents who admitted that the frequency of the different kinds of DV was "Low" or "Unknown." This research believes this trend is the consequence of either misunderstanding the concept of psychological torture or confusion caused by a potential connection between psychological and emotional torment. Despite the frequent contact between these two, this finding calls for explanation. To this end, psychological torture in this theory refers to any covert response to painful stimuli resulting from a person being subjected to violence. Psychological and emotional abuse may be elusive and deceptive since they are unseen. The term "psychological torture" refers to various invisible responses to violence, including the inability to speak, pouting, melancholy, and tension.

Conversely, emotional torment is shown by outward behaviours like excessive, sometimes never-ending sobbing, shaking when furious, or ranting loudly at someone or something judged undesirable. Thirdly, it is now more evident from the presentations in Table 4.9 and Figure 4.1 above that psychological and emotional torture are more closely related. These two were rated well by the student survey respondents overall but in the unfavourable

categories of "Low" and "not known." Beyond the potential for confusion, our data support the difficulty in estimating DV using these two categories.

The analysis of the principals' responses on the degree level of prevalence of psychological torture revealed that the majority, 21 (75%) of the principals, were in solid agreement that many students experienced psychological torture. Principals in different zones cited cases of students whom they had to refer to approved schools. The principals said these were cases of students who had faced the disciplinary board on many occasions, the students had been punished severally, but their classroom behaviour could not change. According to the statistics given by these principals, 70% of those students were either chain smokers or drug addicts. Moreover, their class performance was inferior. After several counselling sessions, they realized during the home visits that the students were influenced by their home environments. There were those (20%) whose parents were addicts too, others (50%) whose parents were involved in frequent DV, and (30%) whose parents were sexually abusive. The sexual abuse was on both boys and girls. The boys were abused mostly by their step-mothers; for the girls, it was their biological fathers, step-fathers, and Pantanal uncles. Based on this premise, in most cases, the counsellors advised removing such students from the home environment to stop the abuse and from other students to protect them from ridicule from their peers. The counsellors argued that the students had been affected psychologically. As such, they needed to address the significant primary challenge as the starting point in the healing process of those students. Therefore, the psychological torture had to be taken care of first because of addressing cases of sexual abuse.

*One principal respondent said, " we have had several cases of students with complicated health problems which have made the school to spend a lot of time and money treating and attaching them to medical specialists. Later on the medics have discovered the students were suffering from psychological torture and posttraumatic stress emanating from the domestic violence environment at home" (participant 1# 2019).*

Similarly, there was also a general agreement among most G&C teachers (80%) that it was straightforward to notice a student suffering from psychological torture caused by living in a DV environment. They stated that such students displayed certain characters out rightly that betrayed them. Some of the aspects the teachers pointed out were: the dress code, how they reacted to discussions in class, the way those students responded to questions in class, and their peer interaction during extra-curricular activities. They said because of the psychological effects of DV. Affected students bore a lot of pain in their hearts. As such, anything small would drive them to explore, which may explain why the class registers revealed that student victims of DV were never absent from school. The G&C teachers explained that the moment they started being absent from school meant they had gotten an alternative to home and school. If they were girls, one would find that they had gotten married, but boys would resort to cheap labour and live independently. As such, if follow-up measures are not timely taken, it leads to that particular student dropping out of school.

*One Guiding and Counselling respondent said. "most of the student victims of domestic violence rarely miss reporting in school. However, the moment they start absenting themselves be sure they have gotten an alternative place to the harsh home environment. In*

*such cases if action is not taken immediately to rehabilitated them they end up dropping out of school.” (participant 1# 2019).*

The document analysis showed that the majority (75%) of the students whose class performance was wanting were among the students in special counselling programs in the schools. According to the records, the schools had established students who were emotionally or psychologically affected by their DV environments.

The respective schools where they schooled attached the victims to expert counsellors depending on the individual challenges. Hence according to all the respondents, the majority (90%) agreed that psychological torture is among the primary forms of DV that affect the students’ classroom behaviour differently. Similarly, the documentary analysis supported the statement by exposing the students whose classroom behaviour had been affected by psychological torture.

The analysis from the narrations given by the three groups clearly shows that it is true psychological torture exists and is one of the effective forms of DV. Even though the respondents gave their side of the stories, which reflected how different family members suffered. Still, the majority opined that the students were the ones who were affected more by psychological torture. At the end of the discussion, 80% agreed that the children felt it more. It did not matter who the perpetrator was, whether a man or a woman. The children remained at the centre of everything, so helpless to make any decision of their own. Eventually, the children were pulled or pushed to the side that the parents dictated.

Similarly, the FDGs were in agreement that kids bore more pain in domestic violence homes. One parent participant said,

*‘Children in domestic violence homes develop personality problems. Some end up not adjusting to live the normal societal life of man and a woman because of the trauma they went through in the hands of the perpetrator.’* (participant 1# 2019).

Therefore, there is evidence that psychological abuse affects students’ classroom behaviour making them not fulfil the normal societal socialization procedures. This outcome concurs with Hughes et al. (2007), a study done in Wales, UK, and Howell et al. (2016) in Washington DC: US. Hughes et al. stated that having Adverse Childhood Experiences (ACE) makes children develop long-lasting repercussions in adulthood. Hughes also established that many children experience psychological torture when they witness DV. The study further argued that this occurrence could cause long-term psychological agony and physical harm to one’s health.

Similarly, the current study agrees with Howell et al. (2016), which exposed how children develop emotional and psychological challenges from DV. Howell et al. (2016) state that such children have problems socializing even in their future lives. Besides, Howell et al. (2016) explained that such affected children believe that DV is the best way to solve conflicts.

Therefore, it is evident that what happens in the families psychologically affects the students. It can either be positive or negative. So then, parents must take precautions on how they conduct themselves before their children.

#### *4.3.1.3: Physical assault*

According to the analysis in Table 4.9 concerning the prevalence of physical violence, it is exposed that the students who ticked 'don't know' were 74: 15.4% than low were 39 which represented 8%, moderate was 118 which represented 24.6%, then high 145 which represented 30% and Lastly very high 104 which accounted for 22%. The analysis shows that those who said high were the majority (145), which took 30%, then moderate 118, which is 24.6%, followed by very high 104, which is 22%. Those who did not know were 74, which represented 15.4%, and lastly, 39, which represented 8%.

Physical assault was regarded as the third kind of DV by the student respondents. Twenty-two per cent of the students who answered the question "Very High" believed that physical abuse comes after sexual and psychological types of DV. Physical assault is scored highest in the categories of "High" and "Moderate" prevalence, with rates of 30% and 25%, respectively. Physical assault now outnumbers all other types of violence in families regarding frequency and severity. This position serves as additional evidence of the form's physical visibility. Physical assault demands prominent exposure, although sexual abuse and psychological torment often go unnoticed by the public. However, its third grade affirms its inescapable ubiquity and the seriousness of the previous two kinds.



The remark was supported by an analysis of the principals' ratings of the frequency of physical assault based on their replies. The majority (64 percent) of the 28 principals agreed that physical assault is one of society's most prevalent DV types.

*One respondent principal said, “our students have learnt the art of fighting from their harsh home environments. one time during the co-curriculum activities (ball games) when a disagreement arose between two teams from neighboring schools we had to call for police intervention. The fight between the students lasted several hours” (participant I# 2019)*

The majority, 64% (18) of the principals, said most of their students were victims of punishment because of physical fighting in class. In addition, according to the disciplinary records, the principals claimed physical fighting is another primary form of violence causing many students' indiscipline. Out of the 28 principals interviewed, 15 alleged that DV caused most student boys to be rough and bully their peers.

Most (46%) of the G&C teachers associated some students' rebelliousness and bullish classroom behaviour with witnessing the physical assault. However, another fraction of 30% associated physical assault with many students' attitudes; individuals must fight to show that they are strong and not weak.

The analysis in the documents on the prevalence of physical assault revealed that physical assault was one of the significant problems frequently handled in the school almost daily. Records in the “black book” told that 70% of the punishments given to the students in the

classroom were because of having fought in class. Similarly, the identical records showed that the students who had been involved in the fights had issues of DV back at home. In addition, the same students were the ones known for bullying others and had poor peer relationships in the classroom with their peers. The analyses reveal that DV is still rampant in the community. The reoccurring physical assault cases in the schools portrayed a deep-rooted tradition of fighting in the students, which must have been nurtured at one stage in their growth. This fighting attitude must have been worsened by witnessing DV cases where perpetrators were never punished. Perhaps that made the students imagine they could bully and kick those they hated without the law getting on to them. According to the G&C teachers in the custody of the documents, the policy needs to be reviewed, which deals with punishing the perpetrators who physically assault their victims. They probably said that if the penalty could be severe, the perpetrators would never engage in physical assault again.

Similarly, among the FGDs, the majority (85%) supported the statement that physical assault is among the primary forms of DV visible in many families. The FGDs were in agreement that occasionally, the physical assault between parents has always split over to the children who witness, making them aggressive to their peers during socialization, even in the classroom.

*One parent respondent #1 said, "fighting is a virtue instilled in the children as a personal protection measure. The young children are taught to fight back whoever attacks them and not to get used to the habit of running to report to the parents. They were nurtured to*

*believe that reporting to the parents was a sign of cowardice. Therefore, children grow up knowing it is in order to fight back whoever attacks you” (participant 1# 2019).*

This confirms the wrong assumptions instilled in the children at a very tender age. This is the attitude that misled them to keep fighting one another.

This finding agrees with the report given by the National Domestic Violence Hotline (2018), a study done across the US, WHO (2017), a survey carried out globally, and another study done by Minnesota Coalition for Battered Women (2018) also in the USA. According to the NDVH (2018), 22% of the DV cases reported concerned children who had been victims of DV either directly or as witnesses. The same report further explained that children who had witnessed DV were more vulnerable to the same physical and sexual violence in later life. The report argued that such children had been nurtured to tolerate DV and perceived it as a standard way of solving issues in a home. Similarly, WHO (2017) states that a third of women globally experience physical and sexual violence. Likewise, the Minnesota Coalition for Battered Women exposed that at least 19 women succumbed to death during the DV, leaving at least 12 minors motherless. This implies it was a ruthless physical assault the children were subjected to in their home environment. The study states that the children remain with the pain of losing a mother and caretaker.

In addition, the point on physical assault and bullying is supported by a study done by UNESCO (United Nations Educational, Scientific and Cultural Organization) (2019). The study exposed a high percentage of learners who experienced bullying from their peers during the learning process irrespective of gender. The UNESCO report warned that

bullying undermined education for all objectives. The report called upon the early intervention of all the stalk holders. Therefore, according to the respondents, physical assault is among the prevalent forms of DV.

#### *4.3.1.4: Emotional torture*

According to Table 4.9 on emotional torture, the ones who said they don't know were 94, which took 19.6%, those who rated it as low were 73, which was 15.2%, moderate was 84, which represented 17.5%, and those who ordered it as high were 133 which constituted 27.7%, very high were 96 which took 20%.

The analysis shows that the majority (313), 65% agreed that emotional torture was prevalent. Only 73 (15.2%) disagreed that it was low. Therefore, from the students' responses, it is clear that emotional suffering is majorly experienced by many during DV.

Overall, emotional abuse was ranked fourth in terms of prevalence, getting 20% in the "Very High" category and 28% in the "High" sort. The striking picture is that it ranks lowest in prevalence compared to other kinds of DV. This remark then highlights its fascinating position concerning the psychological form of violence. In other words, since they are invisible, the two scores highly in both the "Low" and "Don't know" categories. This study explains its viewpoint, regardless of whether the pupils' misunderstanding of what genuinely constituted emotional aggression was the reason. Specific disproportionate obtuse responses, often aimed toward an innocent victim, are how emotional torture emerges. Emotional suffering is often associated with physical abuse, including sexual abuse and psychological torture. However, the information is shown in Table 4.9, and Figure 4.1 demonstrates that emotional violence independently produces its effects. However, this incidence is far less often than the other types of DV.

The administrators and G&C instructors who participated in the interview with the experts stated that most (90 percent) of the student DV victims experienced emotional suffering. The experts agreed that this might be inferred from pupils' responses to class activities and interactions with peers.

*One respondent Guiding and Counselling teacher said, “many of our students who display extreme introvert or extreme hyper characteristics suffer from emotional stress. These category of students erupt at the slightest trigger of activities. Some resort to drugs and chain smoking” (participant 1# 2019).*

According to the document analysis on the prevalence of emotional torture, it was exposed that several students, about 30% in every sub-county, had developed health complications because of persistent experience of emotional suffering. Most were attending counselling sessions, and a few severe cases were on medication. In addition, records revealed about 2% of students in every school were on a special diet due to some health complications. The majority of the 2% had diseases related to posttraumatic stress like ulcers and high blood pressure. In the day schools, such students' attendance too was wanting. Most of them did not manage to attend school for a whole week without missing a day or two. These victim students' classroom concentration was highly affected. Hence the performance curve for the majority (75%) of them was not good.

The verdict in this current study on emotional torture prevalence agrees with an investigation by Kanchiputu (2016). According to the study finding, the researcher established that most children experienced emotional torture. The children respondents sighted issues like frequent criticism, insults, threats, and even denial of attention from the perpetrators who tortured them. The study

exposed that the words and actions directed at the children by their perpetrators to suppress them under their command made them feel useless. Hence slowly drifting them into emotional torture.

The study's result is consistent with research undertaken by the Violence Against Children (VACs) in 2010, which was the first national survey to document both male and female child abuse in Kenya, according to a 2016 UNICEF report. Between 13 and 24, 1,306 girls and 1,622 males were included in the evaluation. The poll was designed to identify children subjected to physical, emotional, and sexual abuse. In that investigation, UNICEF found a lot of violence against children in Kenya. According to the UNICEF survey, 26% of female and 23% of male children reported being exposed to all types of DV as youngsters. Then, 32% of females and 18% of males reported having experienced sexual violence. Sixty-six percent of female and 73 percent of male respondents said having been the victims of physical abuse. The survey also discovered that acquaintances, neighbours, and the victim's parents were the most frequent offenders (UNICEF 2016).

This finding also agrees with a study that was done by National Domestic Hotline (NDH) (2018) across the US and Howell et al. (2016) in Washington DC: US. NDH established that the majority (86%) reported cases of DV were undergoing emotional torture. They exposed how the perpetrator exacted power over the victim in the case of emotional abuse, limiting an individual to social and financial accessibility. The study of NDH revealed that the perpetrator subjected the victim to fear and shame, which made the individual lose self-esteem.

Similarly, the findings support Howell et al. (2016), who said emotional torture is an effective form of DV affecting many children. Howell et al. established that emotional torture acted on a

child before birth. They told one suffered in the womb emotionally because of what the mother was going through.

According to the study results, DV does exist in families today, and the primary forms of this violence are sexual abuse, physical assault, psychological torture, and emotional torture. In addition, sexual abuse is the most prevalent form that many victims of DV experience. Therefore, it is clear all the respondents in this study, 100% of students and adults, approved that DV against children negatively affected the victim's (child) education in one way or the other. This finding partly explains the decline in the moral values in society, the breakdown in the value systems, and the nurturing structures that are supposed to ensure the uprightness of an individual in society. This finding implies there is reluctance in the social networks that are supposed to reinforce the ethical values in society. More so, the persistence of the various forms of DV in the community suggests a weakness in the stalks holders who work to reinforce law and order.

According to the literature discussed, DV has existed for some time, yet despite the repercussions, it has continued to escalate to very high levels. The existence of these forms of DV warrants speedy action to resolve the root cause to save the children who, apart from witnessing the violence, are direct victims of the DV. This opinion is in line with a study by Callaghan et al. (2018), which disputed the general referral of children as witnesses of DV. The study states that the children should instead be referred to as the victims of DV to make the professionals see the need to rescue them because that is precisely what they are. Callaghan et al. expose the scenario where children learn to exercise the same form of DV inflicted on them during their interactions. The study emphasizes the need to clarify the vulnerability of the

children as victims of DV and not just as witnesses. So the point this current study is bringing is that children must be considered the significant victims of DV.

Essentially, the analysis in Table 4.9 indicates that forms of DV exist in the students' lives. Moreover, the prevalence of these forms of DV played a specific key role in determining the students' classroom behaviour. Consequently, this will allow stakeholders to pay more attention to DV and make an effort to curb it in society, ending the circle of abuse in the community.

#### **4.3.2: Objective two: manifestations of DV on the students' classroom behaviour**

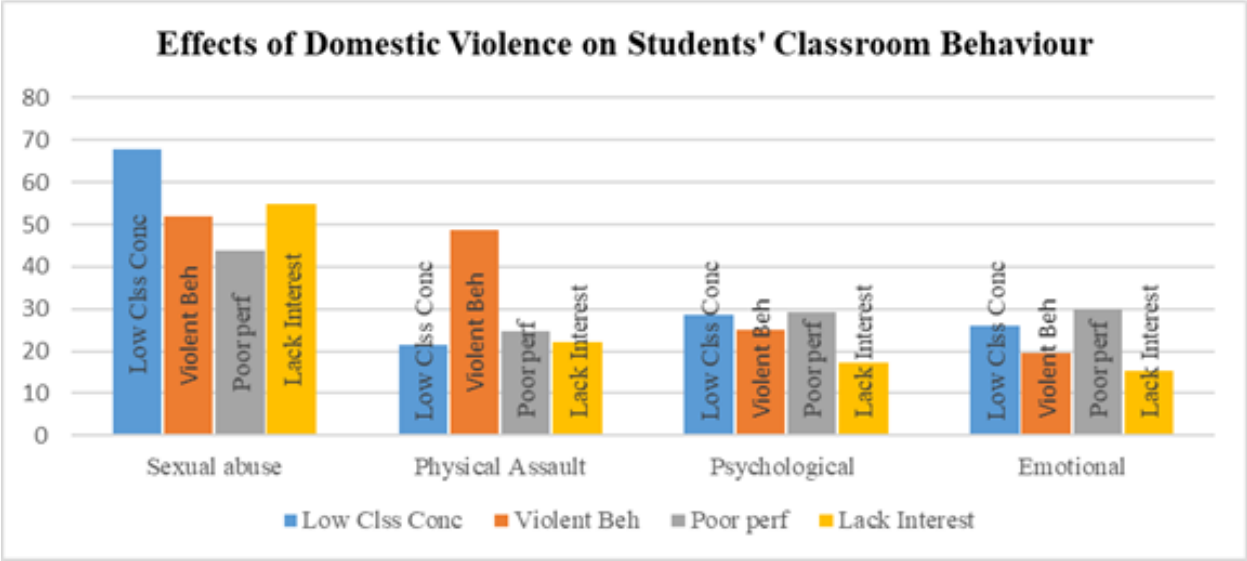
The second objective of this study was to determine the manifestation of Domestic Violence on students' classroom behaviour. DV always has various effects on the victims, the witness, and the perpetrators themselves. For example, the victim may get physical damages or health and psychological problems, the witnesses due to terror may develop paralysis or sink into depression, and similarly, the abuse may suffer the consequences of the behaviour projected as stated by the UN (2004). However, for this study, the alternatives available for the respondents included a low concentration in class, violent behaviour, poor performance, and loss of interest in classwork. The data presented and analyzed here reflects the answers of students, the principals, and G & C teachers and the focus group discussions. Other helpful information was obtained from documentary analysis and the relevant literature. Table 4.10 captures the choice frequency of the respondents in every form of DV. This is further articulated in Figure 4.2.



Table 4.10: Manifestation of forms of Domestic Violence

<i>Forms of Low Violence concentration, Violent behaviour, poor performance, Lack of interest</i>				
Sexual abuse	67.7	52	43.8	55
Physical assault	21.6	48.6	24.6	22
Psychological torture	28.5	25	29.2	17.3
Emotional torture	26	19.6	30	15.2
Total	143.8	145.2	127.6	109.5

*Source: Research Data, 2019*



**Figure 4.2: Manifestation of DV in the students' classroom behaviour**

*Source: Research Data, 2019*

According to Table 4.10, roughly 67.7% of students believed that sexual abuse significantly impacts students' ability to concentrate in class. In comparison, 52% agreed that sexual abuse causes students to exhibit aggressive conduct in the classroom. A little over 44.8% of respondents agreed that it impacted students' academic performance, and another 55.8% said that sexual abuse causes pupils to lose interest in learning. The investigation found that physical assault had the second-highest influence on pupils' classroom conduct (67.7%), and sexual abuse was third (52 %).

This outcome agrees with the National Domestic Violence Hotline (2018), which found that children victims of DV are more vulnerable to similar physical and sexual abuse in their adult life. The report argued that nurturing children in such an environment that has

normalized DV makes them assume DV is the best way to solve any related dispute. The adverse effects of sexual abuse are further discussed by Ibrahim (2019). Ibrahim exposes the dangers sexual abuse causes to the future relationships of the victim's children into adulthood. He stated that sexual violence is very dangerous to children, not only as victims but even just as a witness.

According to data in Table 4.10, 21.6 percent of students believed that physical assault impairs students' ability to concentrate in class, and 48.6 percent agreed that it leads to students acting violently in front of their classmates. Furthermore, 24.6 percent of respondents agreed that physical abuse affects pupils' academic performance. Twenty-two percent, on the other hand, decided that it causes kids to be uninterested in-class activities. Table 4.10 data analysis shows that the majority of respondents (48.6%) believed that DV causes pupils to act more violently in the classroom, followed by the subpar performance (24%) and a lack of enthusiasm in learning (22%) before poor class concentration (21.6%).

This finding is consistent with a study by Cinquegrana, Baldry, and Pagliaro (2018) conducted in Italy, which suggested a correlation between present-day student behaviour and abuse experienced or seen. According to Cinquegrana et al., pupils respond to any act of violence by engaging in the kind of violence they have previously observed or experienced.

Similarly, the finding supports a study by Promundo and UN Women (2017), which established that the male children who witnessed and experienced DV in their childhood were more likely to be reported as DV perpetrators in their future social relationships. The

study affirmed that DV was three times higher amongst men who had witnessed DV in their childhood than those who had not encountered it before.

Likewise, this finding agrees with a study by Mariri (2009) in South Africa and Kigotho (2017) in Kenya. Mariri argued that the impact of DV trauma on an individual depends on many factors. Mariri argued that the tender age of the children made them vulnerable to lesser ability to deal with posttraumatic stress. Mariri stated that the variation in reaction to DV depended on how a child dealt with the pain of DV. Mariri adds that as such, that explains the difference in the classroom behaviour of student victims of DV: some student victims become violent, and others close up in the classroom.

In addition, the study results support what was echoed in a study carried out by Kigotho (2017), who stated that it may be impossible to curb school-based violence as long as we still tolerate child abuse at a very tender age during DV in our communities. Kigotho exposed that the kind of violence displayed in the schools was just a reflection of what was happening in the societies. Therefore, according to the studies, the students demonstrate the same violent behaviour they experienced during the DV.

The majority of respondents, 29.2 percent and 28.5 percent, respectively, in Table 4.10 data, agreed that psychological torture negatively impacted students' academic performance and focused in class. Then another 25% agreed that psychological abuse leads to kids acting violently in class. However, 17,3% of respondents felt it decreases pupils' interest in the subject matter.

This finding agrees with the study by Ibrahim (2019) in Nigeria, which established a correlation between the pupils' school involvement and their performance and psychological and physical states. Unfortunately, the study states that DV almost always goes along with psychological and, in other cases, sexual abuse. DV influences the children's appropriate mental and physical states, affecting their classroom behaviour. That is why children who witnessed DV always started schooling with lower cognitive skills compared to their peers who never had issues with DV in their environments. The study further states that the family is vital to children's general development, especially their psychological state.

Regarding emotional abuse, Table 4.10 shows that the highest percentage (30%) on rating effects of emotional torture agreed that it affects the students' class performance. About 26% agreed that it affects the students' class concentration. Another 19.6% agreed that it makes the students violent in class, and finally, 15.2% agreed that it makes them lack interest in the course.

The outcome in this current study concurs with a study carried out by Kanchiputu et al. (2016) in Malawi and Pingley (2017) in a study done at St Catherine University in St. Paul, Minnesota, in the US. Kanchiputu reported that the highest effect of DV on students was the loss of interest in education. Kanchiputu et al. established that 41.2 percent of the students who dropped out of school due to DV repercussions claimed to have lost interest in education. According to Kanchiputu, DV did affect the students' concentration in class. The severe effect made them perform poorly, and some even dropped out of the system.

The rate of dropouts was at (60%) every year as per the research statistics, which is quite alarming. Having such a high percentage of dropouts is a lousy indication for a country because it shows that the county is preparing for crimes in the future. People who miss out on education which is the key to good morals and development in a society are the people who cause trouble.

Similarly, the manifestation of DV in children was espoused by Pingley (2017). Pingley revealed that children whose parents had records of having DV performed on average of 12.2% lower than those whose parents never had any issues with DV. Pingley exposed that such children had mental developmental problems, therefore, were slow in understanding which confirms the problem of poor concentration.

The degrees of conduct concerning the types of violence are described in Figure 4.2 above. Two key patterns stand out: the relative aggregate amount of impact that various DV forms have and the particular consequences that various DV forms produce. The capacity of influence for sexual assault is again most vital in the first pattern, with high frequencies of 67.7, 52, 43.8, and 55. Comparatively speaking, emotional torture had the most negligible impact on classroom conduct, as seen by the low frequencies of 26, 19.6, 30, and 15.2 for the four different behaviour categories discovered. In this instance, sexual abuse seems to be the root cause of all the negative classroom behaviours noted, including lack of interest, violence, poor performance overall, and lack of focus. Torture on the mind and physical assault are ranked second and third, respectively.

Regarding the second pattern, it is evident that each kind of domestic violence has an extraordinary impact on how pupils behave in the classroom. For instance, the effect of sexual abuse seems to be worse on students' lack of academic focus. More physical abuse impacts victims' aggressive conduct in the classroom. Two distinct patterns of behaviour, notably low-class grade highlighted by the subpar overall performance of the afflicted pupils in the class, result from psychological and emotional types of DV. In the end, the most frequent effects of DV on kids' classroom conduct are poor performance overall, aggressive behaviour, and soft focus. According to the cause-and-effect hierarchy, it is possible to conclude that DV, with its direct impact on the direction and aggressive conduct in the classroom, is, in fact, the instrumental cause of dissatisfactory academic performance in schools.

This discovery agrees with Silverstein et al. (as cited by Howell et al., 2016). The study exposed various disruptive classroom behaviour that developed in school-going children because of either witnessing or experiencing DV. They cited things like developing poor skills in reading, mathematics, and general classroom knowledge. This further coincides with Danili & Reid's (2006) study in the UK. Danili & Reid stated that DV affected the students' ability to achieve because it weighed down their maximum involvement in school activities and socialization with peers and teachers. Hence according to this analysis, there is some similarity between the forms of DV and the students' violence in the classroom. This is revealed in the analysis in Table 4.10, whereby violent behaviour at the school scored the highest (48.6%).

Therefore, it is true that DV affects students' classroom behaviour. This is manifested in the students' classroom behaviour mentally and socially. This implies that students who witness DV and those who are victims of DV display in the classroom behaviour related to the abuse they either saw or experienced during the DV.

Beyond the students' response analysis above, it is also important to note that still important data was obtained from the principals and the guiding and counselling teachers of the schools under reference. The exciting part of this data is the qualitative content it adds to this analysis. For instance, according to the responses, the principal had the following in common:

During the interview with the secondary principal targeted, they had this to say,

*“If you make a keen follow-up on students who bully others in the classroom, you will establish that the student comes from a hostile home environment. This are students who have been tortured in domestic violence homes and they carry the pain to the innocent peers during their interaction in the classroom.” (Participant 1# 2019).*

“The principals' level of agreement on whether the students displayed violent behaviour in the classroom due to effects of DV was 100% in agreement. The principals unanimously perceived the aspect from the same perspective as the students. The principals claimed that the parents were the role models to their children. They argued that from their experience, even most students just dressed and appeared in class like their parents. In that, if you saw a student who always used to be smart and presentable in the classroom, wait for parents' day, and you will see the parent equally brilliant. One who liked being causal and shaggy is exactly how the guardian would appear. Therefore, according to the principals, the students just replayed the violence they witnessed in their home environments”.



In addition, 90% of the 28 principals interviewed in this research agreed that sexual abuse either experienced or witnessed by the students at home is causing a lot of indiscipline in the students' classroom behaviour. Their evidence was adduced from the records of expelled students. The records further exposed that most students expelled from school due to early pregnancy, homosexuality, or lesbianism were victims of sexual abuse during the DV. About 20% of the principals confessed that most of them had been victims of forced transfers due to handling sexual abuse cases involving very close relatives of the student victims. Further, 25% of the principals confessed that up to 100% of the students engaged in sexual abuse scandals posted poor class performance. In addition, the principals alleged that sexual abuse instils in the students an attitude of being rough to their peers, especially of the opposite sex, which results in violent behaviour in class. In addition, about 30% agreed that sexual abuse affects the students' classroom relationships creating a lot of indiscipline among those who comply. However, it creates a lot of hostility between the student perpetrators and those who refuse to comply with the advances.

During the interviews, one principal respondent participant #1 said, *“Students victims of DV intelligence level is below their age. So in most cases, they find themselves in classes with students far below their age; therefore, socializing becomes a problem. To counterbalance their low intelligence level, they become bullies to the other students in class. The victims would go to extremes to intimidate the other students into having more power and control than the chosen school prefect councils. Those in mixed schools will force love relationships in class, affecting their concentration, so they perform poorly (Participant 1, September 2019).”*

Discipline records adduced by 75% of the principals showed that up to 90% of the students who display violent behaviour have a background of family DV. Through the identical records, the

principals showed that students who exhibit violent behaviour in fighting and bullying their peers in the classroom are often victims of physical assault with a DV background. About 50% of the principals agreed that half of the disciplinary cases involved in violent classroom behaviour have resulted in students experiencing DV issues at home. Concerning psychological and emotional torture, 70% of the principals agreed that these forms affect the students' ability to concentrate in class. 70% of the principals agreed that the student victims of psychological and emotional torture become extremes of either introverts or extroverts in the classroom. 20% of the principals decided that some students' quietness (introverts) work extremely hard in class and perform well. The narration by the principals implies that DV is a significant problem in society and, if not well addressed, may lead to indiscipline in secondary schools

The responses of the G&C teachers in an interview schedule showed a causal relationship between their student counselees' behavior and the violent incidents in their homes. In the study, 80 % of the G&C teachers agreed that during the free consultation sessions, most (70%) students in their schools approach them with cases concerning mistreatment in their families. Out of the 70% of complaints, slightly over 50% concerning sexual abuse. The interesting finding in their records suggested up to 45% of the cases of sexual abuse involved incest. Here the abuse involved very close relatives to the victims: stepfather, stepmother, some (10%) birth fathers, and paternal or maternal uncles.

The G&C teacher unanimously agreed that student victims of sexual abuse lose interest in classroom activities hence poor concentration and performance. This is traced back from the students' entry behaviour to the time of the disciplinary case involving either

relationships or reporting of the sexual harassment. Also, about 40% of the G&C teachers agreed that students in class relationships typically display sexual abuse. They decided this is clearer in mixed schools. During the interview, one G& C respondent in a county mixed-day school explained an episode that occurred some four months back in their school. The respondent narrated how one teacher had been attacked and roughed up by student boys on the way home. When the case was investigated, the teacher punished their supposed “girlfriends” in class. It was revealed that the students had intimate relations in the class, which affected their concentration and performance in classwork.

*One respondent Guiding and Counselling teacher said, “domestic violence manifests in the students classroom behaviour in so many ways: class interactions/ activities, class performance of the individuals and even their relationship with their teachers. It is very easy to identify a student victim of domestic violence from the dress code to the interaction with the peers in class.” (participant 1# 2019).*

Therefore from the responses it is clear that domestic violence impacts on the whole life of the students’ classroom behaviour from peer interaction to the final performance.

This judgment concurs with Simatwa (2012), who states how the Secondary schoolboys at St. Kizito entered a girls’ dormitory and went on a rape rampage, causing the death of 19 girls. The finding indicates the students are introduced to sexual abuse during the DV; hence they take up the abuse and inflict it on others in the classroom. This affects their focus on education, and they start indulging in love relationships in the classrooms.

In addition, 80% of the G&C teachers agreed with the principals that most (70%) of the student victims of physical assault display the same violence in the classroom. They track down the student victims of the mentioned forms of DV through document analysis which often establishes that their classroom behaviour is very much affected by the DV posttraumatic stress. The record of the same documents shows that 80% of the student victims of especially sexual abuse and physical assault develop poor concentration and poor peer relationships. In other students, it cultivates a lack of interest in classwork and culminates in some dropping out of school. According to the G&C teachers, unlike the student victims of psychological and emotional torture who in most cases resort to being introverts' student victims of sexual and physical assault are rough and bullied. These teachers agreed that students who witnessed physical assault during DV had developed an attitude that violence is the best option to solve issues.

*Participant #1 said, "a student who was a notorious fighter in class confessed to having learned the fighting skills from the stepmother. The student girl said the stepmother used to fight with their father daily. The fights always started during supper time." (Participant 1, September 2019)."*

The analysis from the in-depth interview showed a direct correlation between the violence witnessed in the classroom and the violence that prevails during DV. This implies that the violence the students' project in school reflects what goes on at home.

Even though 80% of the G&C teachers agreed that 95% of the students are victims of psychological and emotional torture, classroom behaviour is negatively affected. Similarly,

60% of the G&C teachers agreed that psychological and emotional torture highly affects the students' concentration in class. The teachers decided that such students become closed up in class and losses interest in-class activities. However, 30% agreed that whether the students' classroom performance is affected negatively or positively depends on an individual student and other factors.

The prevalence of physical assault was the most exposed by the evidence from the document analysis. The analysis in the documents on most physical assault ratings revealed that physical assault was one of the significant problems in the school's cases that were handled almost daily. Records in the "black book" indicate that 70% of the punishments given to the students are because of fighting in class. Similarly, the identical records show that the students involved in the fights have issues of DV back at home. In addition, the same students are the ones known for bullying others. According to the document analysis, the root cause of the reoccurring physical assault cases in the classroom needed to be established.

In addition, the class registers revealed frequent absentees from student victims of DV. Most (60%) of the absentees had diseases related to posttraumatic stress like ulcers and high blood pressure. This makes the students miss classes or be in class but with low concentration because of being sick. Hence the performance curve for the majority (75%) of them was not good. This result is in line with Beeks' (2018) findings, which showed that certain traumatic events might cause health issues for a person and lead to drug misuse in some people later in life. Beek went on to say that experts in health care found that Adverse

Childhood Experiences (ACE), particularly recurrent trauma and stress that overtaxed the stress response system, caused chronic health problems that affected the immune system, making one's body susceptible to many diseases and hastening the aging process in the victim. According to Beek (2018), some of the issues brought on by DV include poor physical health, mental stability, academic difficulties, and professional limitations. According to Beek, a kid has a higher chance of developing more significant health issues from childhood into adulthood the more terrifying incidents they endured as a youngster. According to the study, the pupils' behaviour in the classroom is impacted by their health issues.

However, it is vital at this juncture to note that there are schools where some teachers are not passionate about their job. A teacher who cannot keep track of a student's behaviour in their custody reveals a lot in the professionalism of that teacher. For example, there was a school where the researcher visited whose document analysis, in general, could not clearly distinguish the similarity between the student's violent behaviour and the one experienced during DV. Only 20% clearly showed the relationship of there being a correlation between the two. However, 80% of the documents had records that indicated that the students experienced DV but did not draw the relationship with the violent behaviour of the same student in the class. When asked by the researcher why the records were inadequate, the G&C argued that the students displayed the behaviour at different times, making it hard for them to relate the current with a behaviour three or four months ago. This unfortunately exposed the reluctance of some teachers who fail to take responsibility and maintain close supervision of students under their custody.

Fortunately, there are schools where the teachers monitored their students from the entry behaviour in form one, enabling them to track any slightest change in their students' classroom behaviour. This allowed the early establishment of the root cause and hence early intervention.

Therefore, from the discussions, it is exposed that the various forms of DV mentioned affected the students' classroom behaviour. Whereby some students' class concentration is affected by posttraumatic stress making their class performance drop compared to their entry behaviour (mark). Furthermore, the analysis shows that the forms of DV in the families impact how the students relate to one another in the classroom. Some display a lot of violent behaviour, and others lose interest in the class activities altogether.

The research also analyzed response data obtained from the Focus Group Discussions. Quantitatively, this data, by and large, agreed with the findings of other respondents. For example, 74% of the 18 FGD respondents agreed that most of their children had become rebellious because of DV issues. There was also a general agreement among the respondents (100%) that various forms of DV negatively impacted their children. Interestingly, this data introduced a variant in which the focus of DV extended beyond the school children to highlight effects on marital partners. They underscored the argument that as much as 60% of the violence was often directed at one of the parents. The aggressor would almost always be the same party. Nevertheless, the finding pointed out that the children feel the pain and the repercussions equally.

The FGD confirmed that the repercussions of the effects of DV are always witnessed in the students' class performance and peer interactions. The FGD underscored the observation that it did not a matter of who the perpetrator was in the family setup. The negative impact on the children who witnessed the DV was the same. The FGDs strongly (100%) agreed that the forms of DV affect the students' classroom behaviour so much. The FGDs decided that this is always revealed in the poor performance of many Bungoma County school posts.

The FGDs strongly (100%) agreed that sexual abuse was rising in Bungoma County. Some members of the FGD blamed the increase on cultural practices like circumcision. The FGD respondent members alleged that the kind of songs sung during circumcision ceremonies sounded like the community legalized free sexual activities irrespective of age. The respondents blamed the traditions for the moral decay resulting in many incest cases. The majority, 65% of the respondents, said that circumcision warranted people to indulge in sexual activities freely. One of the respondents, an older man, grumbled that AIDS destroyed their merrymaking during the circumcision period. The respondent claimed sometime back circumcision period was the time for them to reconnect with former girlfriends and catch up. The respondent termed the circumcision period as the renewal period of sexual activities. Hence about 60% of the FGD blamed the cultural practices in the area concerning the rise of DV in homes and the violence in the schools.

*One parent respondent said, "our cultural practices have partly contributed to the rise in domestic violence. During initiation rites the boys are taught to exercise their manhood on*



*the girls by beating them and abusing them sexually in the pretence that they are testing the functionality. Hence fourth the boys mature with an attitude that the society supports them to impose discipline on the females in society.”(participant 1# 2019)*

In addition, according to the FGD respondents, culturally, an individual is not allowed to expose to the public the truth about the physical assault. The respondents stated that an individual is supposed to lie about the cause of damage caused during the DV. The FGD respondents further emphasized that the children who witness the physical assault usually are warned not to reveal what happened to anyone. This confirms what NPC (2009) exposed: very few people were willing to talk about the DV they were experiencing. This affected the students’ classroom behaviour by making them suffer psychologically in silence. This finding agrees with Nyambura (2019) in a study conducted in Nyeri, Kenya. Nyambura established that many students suffered psychological torture from the DV they witnessed and experienced in silence. However, the repercussions of DV are exposed in the poor performance of those students.

The presentation of the primary forms of DV and their effects on the classroom behaviour of the victims not only provides circumstantial evidence of the damage of DV on the identified individual and region. This damage is even alluded to in significant findings of global nature.

This finding concurs with a study by Kanchiputu et al. (2016) in Malawi. The study shows that the highest effect of DV on students is loss of interest in education. Kanchiputu et al. reveal that 41.2% of the students who drop out of school due to DV repercussions claim to

have lost interest in education. According to Kanchiputu, DV does affect the students' concentration in class. According to the study, the effect is so severe that it makes the victims perform poorly, and as a result, some drop out of the system. The dropout rate at the time of the research was (60%) every year, as per the research statistics.

The conclusion of this present study corresponds with a study done by Kithonga and Mbogo (2018) in Kenya in the Migwani Sub-County, where they established that witnessing forms of DV results in the children exhibiting some behavioural issues. In the study of Kithonga and Mbogo, 96.7 percent of the targeted population of students agreed that DV affects their concentration hence poor performance in school. Also, in the same study, 83 percent of the G&C teachers and 90 percent of the principal agreed that DV did affect the students' learning process, negatively impacting their concentration in the classroom. The student's concentration is affected by DV episodes in their environments, which weighs their total performance.

In addition, these finding agrees with a study by Mariri (2009) in South Africa and Kigotho (2017) done in Kenya. Mariri argued that the impact of DV trauma on an individual depends on many factors. Mariri argued that the tender age of the children made them vulnerable to lesser ability to deal with posttraumatic stress. Mariri stated that the variation in reaction to DV depended on how a child dealt with the pain of DV. Mariri adds that as such, that explains the difference in the classroom behaviour of student victims of DV: some student victims become violent, and others close up in the classroom. In addition, the findings support what was echoed in a study carried out by Kigotho (2017), who stated that

it may be impossible to curb school-based violence as long as we still tolerate child abuse at a very tender age during DV in our communities. Kigotho exposed that the kind of violence displayed in the schools was just a reflection of what was happening in the societies.

Consequently, despite a small fraction of the respondents objecting to the assumption of showing violent behaviour. The majority opined that there was a lot of connection between what the students experienced in their families and the violent behaviour they displayed in the classroom. Therefore, at this juncture, it is unavoidable to conclude that the students demonstrate the same violent behavior they experienced during the DV in school.

On the part of psychological torture, the finding in this current study concurs with Hughes et al. (2007), a study done in Wales; UK, Ibrahim (2019) that was done in Nigeria and Howell et al. 2016 that was done in Washington DC: US. Hughes et al. stated that having Adverse Childhood Experiences (ACE) makes children develop long-lasting repercussions in adulthood. Hughes also established that many children experience psychological torture when they witness DV. The study further argued that this occurrence could cause long-term psychological agony and physical harm to one's health.

Similarly, Ibrahim (2019) established a correlation between the pupils' school involvement and their performance with their psychological and physical states. Unfortunately, the study stated that DV is almost always going along with psychological abuse and, in other cases, sexual abuse. DV influences the children's appropriate mental and physical states, affecting their classroom behaviour. That is why children who witnessed DV always

started schooling with lower cognitive skills compared to their peers who never had issues with DV in their environments. The study further states that the family is vital to the children's general development, especially their psychological state.

Barnes, Laura, Miller, Sandra, Graham-Bermann (2016). The study exposes how children develop emotional and psychological challenges because of DV. Howell et al. state that such children have problems socializing even in future life. Howell et al. explained that such victim children believed that DV was the best way to solve conflicts. Similarly, the outcome agrees with a study by Kathryn, Howell, and Sarah.

The results of this research also support those conducted by Lloyd (2018) and Peery (2011). According to Lloyd's (2018) research, DV hinders students' participation in extracurricular activities and interaction with professors and classmates, which impacts their academic performance. This leads to poor performance as a consequence of a lack of focus.

Furthermore, the present research results correlate with those of Peery (2011), an Australian study. According to the study's results, the inability to concentrate is the primary consequence of DV, with fighting coming in second. According to Perry, fighting is one of the main effects of DV exposure in youngsters. The researcher notes that three groups of kids were included in the study, an eight-year-old, a six-year-old, and a six-month-old infant. All three were in DV environments. The study found out that the eight-year-old child would resort to other means of numbing the pain of DV, like walking away to protect himself whenever he realized DV was about to start. The six-year-old girl would blame

herself, imagining she was the cause of the DV. The six-month-old infant who used to appear at the time of the violence was unaffected years later and injured a peer badly in pre-school. That is the time the investigators established the damage caused to the infant's brain development and impulse as a result of the stress response of the DV the infant witnessed. Consequently, Perry (2011) opines that it is not to allow the children to witness the DV because the younger the child, the more severe the repercussions.

Verdicts in this construct suggest that a student's whole life in school is affected by DV. The findings indicate that a student's entire life of socialization is affected. This implies that one cannot concentrate in class and neither interact healthily with peers nor make good personal decisions. Every school's dream is to nurture its students to be valuable members of society. According to the study findings, DV becomes a barrier to achieving school goals. The repercussions of DV affect the formation process of the students. As a result, the students leave schools without good grades that give them a chance in good training institutions. Therefore, they remain with bitterness in their lives, and the circle of abuse continues.

Robertson established that recurring DV caused the underdevelopment of coping mechanisms in children. Robertson pointed out that DV affected the children's brain development to perform exclusive activities like individual character expression and independent personal choice. In addition, Robertson declares that DV stress creates the student victims' uncontrollable, destructive and maladaptive behaviour. This judgement agrees with the scholarly work carried out by Robertson (2019) in Australia, Modi et al.

(2014) (as cited by Women's Health Government Web 2019) done in the US, and Beeks (2018), a study done in Los Angeles.

Similarly, the current study finding agrees with Beeks (2018), which states that tormenting episodes during DV are likely to make children develop complications health-wise, which can spill over to adulthood. Beek highlights that DV causes an imbalance in emotions, chronic diseases, and problems in the schooling process, eventually creating a defence mechanism in the children. The study mentions bullying, shouting at others, and exercising coercive control as some of the coping skills. These findings explain why the episodes of DV keep on recurring in society.

Therefore, strategies must be set to put a stop to DV. As seen in the study, it is evident that there is a significant manifestation of DV on the students' classroom behaviour; poor performance topping the list, followed by rebelliousness.

## **Conclusion**

Data presented above exposed pertinent statistical clarity on the impact of DV on students' classroom behaviour. Among the fronted choices, there was a notable higher percent (67.7%), (52%) of the students citing class concentration and their violent classroom behaviour. Therefore, this study must state that sexual abuse does a lot of damage to the student's classroom behaviour. However, it is essential to note the conspicuous smaller percent (21%), which pointed out class concentration compared to the majority (48%) regarding the effects of physical assault on the student's classroom behaviour. This strongly correlates with physical assault and the students' violent classroom behaviour. In the view of this analysis, this finding concurs with the

study of Kigotho (2017), which states that the violent behaviour witnessed in the schools shows the kind of violence in society. Ultimately among the priorities highlighted as effects, class concentration/ poor performance and violent behaviour were considered to be the repercussions in all four forms of DV.

#### **4.3.3: Objective Three: Causes, perceptions and response to acts of domestic violence**

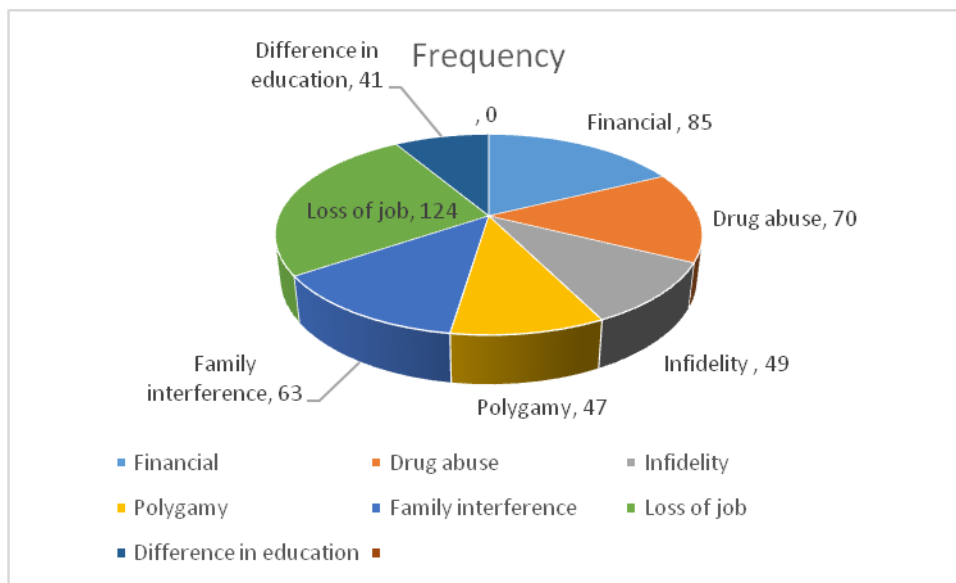
The researcher's third objective was to establish the causes, perceptions and responses to acts of domestic violence. The aim is approached through questionnaire interviews with select students in the area under reference. The questionnaires sought the respondents' opinions in four areas necessary for developing appropriate strategies against DV. These included their opinion on the root causes of DV, the common refuge or place of reprieve for the victims, their target of blame, and their own opinion on remedial approaches. Interpreted in the background of expert literature supportive of this course, these areas guided the researcher in building an idea concerning a lasting strategy against domestic violence.

##### *4.3.3.1. Root cause of DV: Responses from the students*

Seven alternatives were made available to the respondents as the root cause of DV. These included: Financial difficulties, drug abuse in families, infidelity, polygamy, family interference, loss of jobs, and disparities in the education levels within the family set-up. The data captured in Table 4.11 and Figure 4.3 below provides the respondents' opinions based on the weight of their choice of the alternatives proposed to them in the questionnaires. The frequency of the choices made by the 480 students from among the other options provided the general picture assessed here.

**Table 4.11: The root cause of Domestic Violence**

The root cause of DV	Frequency	Percent	Cumulative percent
Financial	85	18	18
Drug abuse	70	15	33
Infidelity	49	10	43
Polygamy	47	10	53
Family interference	63	13	66
Loss of job	124	26	92
Difference in education	41	8	100
<b>Total</b>	<b>480</b>	<b>100</b>	



**Figure 4.3: Frequency response on the root cause of DV**

*Source: Research Data, 2019.*

The analysis in Table 4.11 shows that those who picked on financial strain were 85, represented 18%, drug abuse was 70, which carried 15%, those said infidelities were 49, which represented 10%, polygamy was 47, which took 10%, family interference was 63 that consisted of 13%, loss of job was 124 which was 26%, difference in education were 41 which constituted 8%.



The frequency of the students' selections is represented in Table 4.11, depicted in Figure 4.3 as percentages of the overall frequency. The pattern produced by these instruments indicates that, at 26%, the loss of employment is the main factor contributing to DV. Financial difficulties come in second at 18 percent. Drug abuse is the third factor, receiving 15% of the responses. A 10 per cent correlation exists between polygamy and infidelity, whereas an 8 percent difference in family members' educational levels also leads to domestic violence. A deeper examination of this pattern shows the leading cause of DV to be suspicious money management, moral integrity, and educational balance. While polygamy, adultery, and drug misuse are directly related to financial inability, they also reveal a person's moral character. These two groups drew responders' attention quite haphazardly and offered solid reasons for the causation of DV instances. Even though it was only a little considered, one may argue that the first two categories immediately imply educational balance. This demonstrates how DV may start a poverty-ignorance-immorality vicious spiral, which is often the source of all societal ills.

The finding in this current study agrees with Bhalotra et al. (2020), which was carried out in Kenya. The researcher established based on data that up to 45.5% of our society today attributes DV to financial problems. The study stated that the social-economic status in the family dictated every aspect of the life of its members. The on-set of violence in family setups, therefore, first presupposes a lack of financial ability suggesting the contribution of the socioeconomic factors to the levels of DV. This finding agrees with other studies in this regard, confirming the need for concern on this original position of poverty in stubborn vicious circles that hold society back on every initiative of progress.

In the responses of the 28 principals interviewed, 54% agreed that financial strain is the primary cause of DV. In their response, one respondent said,

*“Tension develops when we call both parents, and none of them is ready to commit himself /themselves to the fee payment of the student. Each of the parties blame the other for the failure of carrying out the parental responsibility. This affects student retention in class, and many drops out of school and resort to child labour.” (participant 1# 2019)*

In their narration, they pointed this out as a force against student continuity and school retention efforts. 10% of the principals agreed that they had to intervene on several occasions when both parents refused to pay school fees.

Interestingly, about 36% of principals introduced culture as another fundamental cause of DV. One respondent said,

*As a result of the communities' socialization of its members to see males as superior to women, they have left the latter feeling demoralized by the former and prone to domestic abuse. The few cases who report the matter to the legal officers are humiliated by the relatives to the perpetrator.” (participant 1# 2019).*

They opined that the culture of the communities socialized the members to perceive men as superior to their women counterparts. On that note, the principals alleged that the majority (70%) of the perpetrators are always defended in courts by their clans' men. Consequently, another 11% suggested that social factors are the root cause of DV. The socialization

process in many communities upholds the superiority of men and leaves women demoralized. This in itself accounts for the vulnerability of women that gradually translates into DV.

The FGD introduced poverty as the root cause of DV. Up to 70% of the 18 members of the FGD supported the position that poverty had led to DV, often resulting in family break-ups. Though women often abandoned men, 30% of the respondents cited the other extreme side of the women who cause chaos because of their husbands losing a job or becoming bankrupt, and they run away. One respondent said,

*“Poverty has been a significant factor in many family dissolutions. When a guy loses his work, he should stay single since most women would not accept a poor man. Similarly, many young people are tying notes of marriage with older women because of monetary gains. Surprisingly domestic violence is only reported in homes where there is total poverty but in rich homes people suffer in silence” (participant 1# 2019).*

Generally, though these insights highlight these new grounds of causes, as reflected in the above narrations, it is clear that financial strain remains the root cause of DV. So then this finding takes us back to the effects of DV on the students’ classroom behaviour. That implies that DV is the root cause of poverty because it damages the student’s ability to excel in school and get a good job hence eradicating poverty. Instead, the repercussions of DV make the students vulnerable to many issues that contribute to poor performance, becoming a failure in life. Most student victims end up jobless and languish in extreme poverty, breeds more DV in their environments. Accenting this opinion of this poverty-

ignorance-immorality vicious circle Soriano (2017) in Los Angeles said that most offenders were raised in DV-affected families and that they too had been victims of DV when they were children. The majority of the abusers claimed to have learnt DV from their diverse families of origin, Soriano noted in the study's findings. Furthermore, Soriano cited one of his responders who said that when someone is exposed to DV, it becomes a license to abuse (DV) another person later in life.

Therefore, the point this study is bringing on board is that when figuring out the approach to fight DV, the strategies should factor in the issue of poverty. This is because the two cannot be separated, and they contribute to the existence of each other. As Bhalotra et al. (2020) stated, Poverty is highlighted as one of the major causes of DV. Similarly, DV makes the student victims a challenge to excel in education, so they end up in poverty.

Similarly, the current study findings differ from Okanda (2006), whose findings indicate that the cultural practices of some communities fuel DV. According to Okanda, the communities emphasized women's subjectivity to their male counterparts. As a result, it made the females vulnerable to abuse in the DV scenarios.

The finding in this study on the root cause of poverty also disagrees with Wafula (2013), which established that DV prevailed because society accepted and endorsed it as the right way for males to discipline females. Wafula states that it was so much normalized to the extent that the young ones were also introduced and initiated into the practice at a very tender age. Kanini (2014) also exposed the high probability that children raised in DV environments become prominent pioneers of DV.

The current study also differs from the IELRC paper 2000 and a study done in Nepal by the UNEPA (2008). The two stamp the cultural practices which have rendered women vulnerable socially and economically. According to the studies, the historical power relations and the perception of women as the weaker gender have made them exploited. It denied them a chance to be empowered in all spheres.

Therefore, the big question remains, what is the major contributor to DV in society? And what leads an individual into drugs and alcohol? Most likely is due to frustrations or lack of the ability to make their lives and that of their families comfortable. For that reason and the majority contribution in the study, one is convinced to believe that among the many other causes of DV, financial stress is also another leading major root cause of DV.

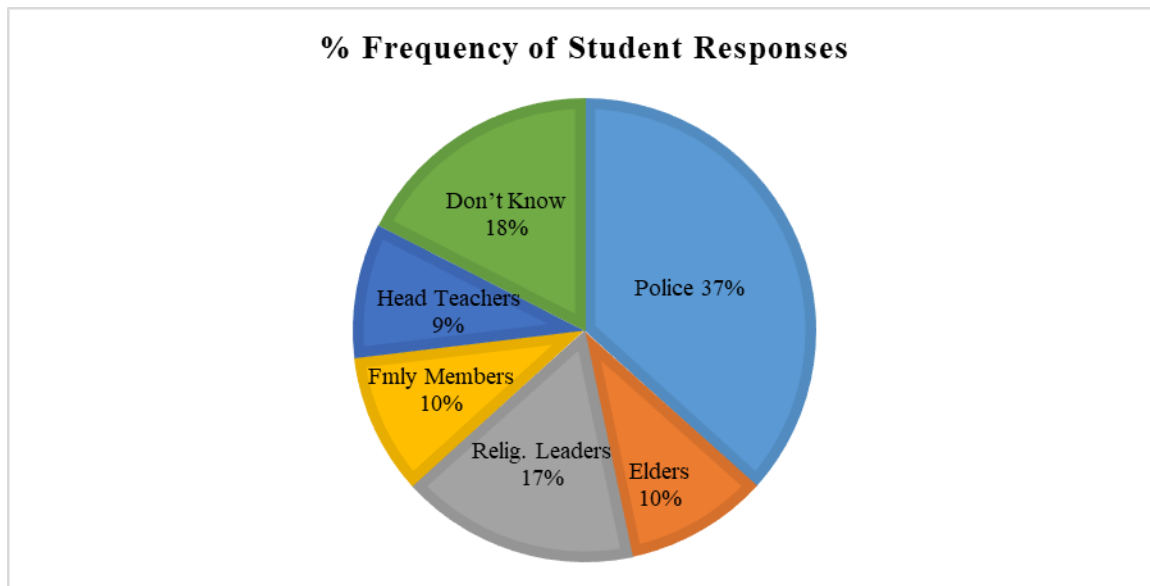
#### *4.3.3.2. Where DV cases are reported*

This subsection presents an exciting test of functional social support systems referred to as reprieve or rescue destinations. The victims voluntarily prefer to report incidents of violence in their homes. They were guided by the scope of objective three, the questionnaires targeted to adduce answers drawn from a cross-section of alternatives that included the police service, traditional Elders, Religious Leaders, family members, school heads, and teachers. Furthermore, the questionnaires also factored in the possibility that some would ‘not know’ where to go to report cases of violence. The responses were obtained from the students by way of the questionnaire. The school principals and the focus group discussions presented their opinions through an interview with the researcher. The quantity data from the student responses are captured in the frequency Table 4.12 below and further analysed in a pie chart Figure 4.4.

**Table 4.12: Where Domestic Violence cases are reported**

<b>Reports of DV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative percent</b>
Police	176	36.7	36.7
Elders	48	10	46.7
Religious leaders	80	16.6	62.7
Family members	47	9.8	73.1
Head teachers	45	9.4	82.5
Don't know	84	17.5	100

*Source: Research Data, 2019.*



**Figure 4.4: Where victims report cases of DV**

*Source: Research Data, 2019.*

Data analysis in Table 4.12 indicate those who used to report to the police were 176, which represented 36.7%, the elders were 48, which took 10%, religious leaders were 80, which constituted 16.6%, and family members were 47, which comprised of 9.8% head teachers 45 that carried 9.4%. Those who did not know were 84, took 17.5%. Those who reported to the police were the majority 36.7 %, followed by those who said to the religious leaders 16.6% then, followed by those who reported to the elders, 48 which represented 10%, almost tying with those who reported to the family members 47 which was 9.8% and lastly those who reported to the head teachers 9,4%.

According to the above mentioned statistics, up to 37% of the student respondents said that the police department was where most DV victims preferred to disclose their incidents. Religious leaders received 17% of the respondents' choice, followed by family members and seniors with 10%. Only 7% of the respondents were interested in the head instructors, who offered the fewest alternatives.

In general, the pattern that emerges in this presentation exposes three important observations deserving particular attention: Firstly, the preference for the police service is disproportionately conspicuous, closely followed by the choice for religious leaders. This pattern articulates the victims' respect towards the law enforcement agencies and their respective religious leaders. It also points to the seriousness with which these two institutions have been perceived to undertake to defend the victims. On the other hand, this pattern indicates the growing distrust the victims have towards the persons or institutions expected, under normal circumstances, to provide the first line of protection to the victims. Secondly, and quite interestingly, it is clear from Figure 4.4 above that the family members, the elders, and the head teachers, often considered to be closest to the victims of Domestic Violence, are not the immediate choice for refuge of the victims. The UNICEF Study (2016), carried out in Kenya, also confirmed that while DV was rampant in Kenya, very few people were willing to talk about it. According to the study, the victims fail to know where to run for help because no one volunteers to guide them. This contrasts sharply with the NPC study (2009), carried out in Nigeria, where barely 1% showed the willingness to inform the police compared to over 28% who accepted to share with in-laws, and 26% with spiritual leaders. As alluded to by the narration report of the principals considered



earlier in this analysis, cases of incest, lesbianism, homosexuality, and paedophilia now compound domestic violence, and their effects have begun to be felt, gradually raising the problem to another level.

The dissolution of significant family networks, which shows elders who have lost the moral authority to defend DV victims, portends a bleak future for Kenya as an African nation. On a worldwide scale, however, this tendency indicates the growing importance of respect for the law and the necessity for appropriate domestic violence laws. The pattern seems to show two distinct trends: first, a kind of conspiracy of silence in the face of shockingly high levels of domestic violence, and second, a sudden increase in public awareness of and reliance on the law. The third finding relates to the respondents' very high degree of ignorance on where to go for assistance. 18% of the students said without hesitation that they had no idea where to report domestic violence situations or where to get help. This finding emphasizes how helpless the problem is for domestic violence victims. According to the data gathered, it is unclear whether to infer that the significant number of respondents who said they were unaware of the locations of DV instances meant they had never personally experienced DV or had only heard about it from a neighbour.

The responses from FGD accentuate the pattern in the primary data above. The emerging scenario is either mistrust of closer relatives, elders, and head teachers or indifference to DV where victims have nowhere to report their plight. Thus, 75% of the FGD respondents acknowledged that many victims of DV report cases to the police. The majority (75%) of the focus group discussion said,

*"Many victims of domestic abuse cases contact the police to report their situations. Nevertheless, it is said that the police are never objective and never investigate cases to the end. Along the way during the interrogation the police get compromised. The complainant gets tired of pursuing the police and gives up."* (participant 1# 2019)

Another respondent said,

*"Sometimes some elders are also dishonest, and they persuade the complainant to withdraw domestic abuse cases from court proceedings stating it would be resolved at home, but after the criminal is let free, no action is done by the clan members. In many of the witnessed cases the perpetrator goes ahead and either kills the victim or does worse abuse to the victim"* (participant 1# 2019).

In their narrations, however, they pointed out the fact of compromise where the elders follow up to withdraw the cases or abet the evil by withholding or destroying the evidence. In most cases, 75% agreed that the clan elders opt for out-of-court settlement even though it remains largely inconsequential. This implies most of the DV cases remain unresolved, and this may lead to inappropriate classroom behaviour, especially where it is clear that there was no justice.

The findings in this study agree with a study by the Department for Education (DFE) (2017) done in England. The statistics from the survey done by the Department for Education (DFE) (2017a) revealed that out of the 646,120 referral cases of "children in need" to children's social care unit based in England in 2016-2017, the police had the

highest referrals: 27.5%. The same report stated that when the assessment was done to establish the cause for their vulnerability of need as per the identified factors, it was discovered that DV was the common factor, at 49.9%. This included DV directed at the children and adults in their environments.

However, the findings disagree with studies done by NPC (2009) in Nigeria and UNICEF (2016) in Kenya and UN 2016 that were also done in Kenya. The studies found that many DV victims never wanted to disclose the incidences. According to an earlier report by NPC (2009), barely 1% showed the willingness to inform the police compared to over 28% who agreed to share with in-laws and 26% with spiritual leaders. These reveal the severity of the effects of DV inflicted on these children, and more so, it shows the elders had lost moral authority over the victims of DV. The change of direction of reporting also indicates the victims' dissatisfaction with the handling of their cases by the clan elders. Therefore, a promising solution can only be thought of from a logical starting point, for it could be possible for cultural aspects to contribute to making the elders protect the perpetrators.

Similarly, the findings in the current study disagree with a study done by UNICEF 2016 in Kenya. The study exposed that the victims did not even know where to run to for help because no one volunteered to guide them. The UNICEF study also established that DV was rampant in Kenya, and very few people were willing to discuss it. The UNICEF called upon the stakeholders to kill the silence and create awareness for the victims to understand where they could seek refuge. Likewise, the UN (2016) exposed that despite Kenya having

signed the act on protection against DV of women in May 2015, DV continued behind closed doors.

Therefore, according to the findings in the current study and the studies reviewed, it is clear that the circle of abuse in society has been fuelled by the renowned personals who need to spearhead the members' protection; instead, they do the contrary. It is how the cases of DV are handled that encourages the occurrence of worse scenarios. Consequently, this current study implies that it is crucial that as strategies are the sort to curb DV, severe penalties are equally reinforced against the people who tolerate DV and even make an effort to cover the evil or are compromised to protect the perpetrators.

#### *4.3.3.3. The person to be blamed for the persistent prevalence of DV*

The scope within which this analysis considers the strategies of curbing DV includes the opinion of the respondents on the person (s) or institutions they thought carried more responsibility for the current levels of DV. The same respondents, however, were given a different target set of alternatives to prefer concerning who people tended to blame for the prevalence of DV. These included civil societies, government agencies, religious institutions, and elders. The frequency with which respondents identified their preference is captured in numbers and representative percentages in Table 4.13 below. The consequent pie-chart, Figure 4.5, highlights the percentage values for analysis.

Table 4.13: The person to be blamed for the persistence of Domestic Violence

Blame person	Frequency	Percent	Cumulative percent
Civil societies	143	29.7	29.7
Government	114	23.8	53.6
Religious institutions	103	21.4	75
Elders	117	25	100
Total	480	100	

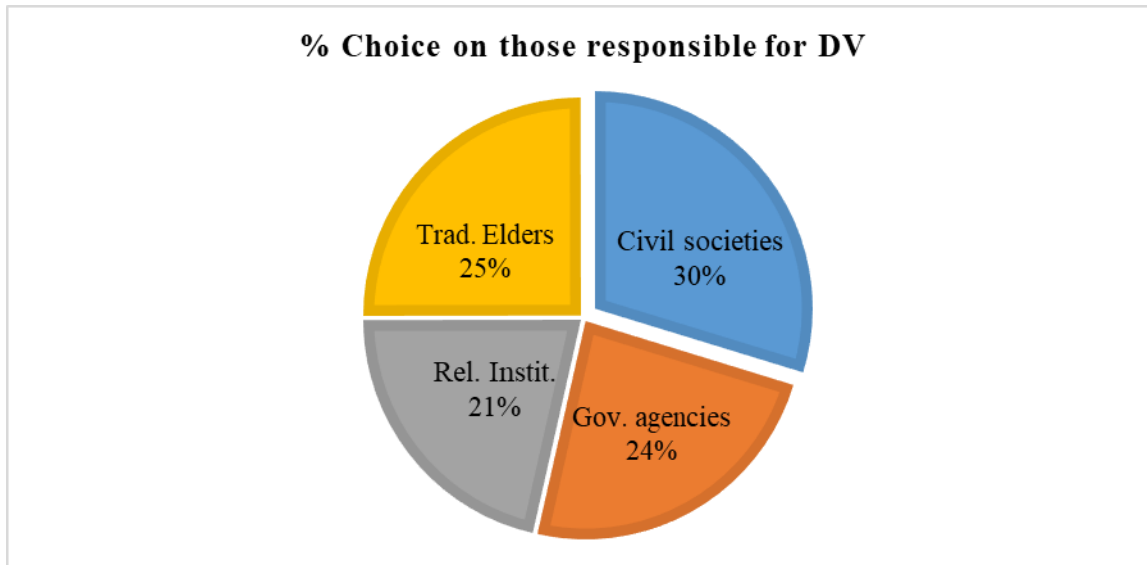


Figure 4.5: Students' choice of those responsible for DV

Source: Research Data, 2019.

The analysis in Table 4.13 reveals that those who pointed at the civil societies were 143, which represented 29.7%, government 114, which took 23.8%, religious institutions 103, which constituted 21.4%, and Elders 117, which comprised 25%.

From the findings, those who said the civil societies were to blame turned out to be the majority, about 29.7%, followed by those who cited the Elders 25%, then the government 23.8%, and lastly, the Religious institutions 21.4%.

Inquiries over who should bear responsibility for widespread domestic violence sought the students' opinions. Figure 4.5 above shows percentage numbers that correspond to their replies. Civil societies get a larger share of the blame in the order of this presentation, which reflects the consensus of 30% of respondents. Traditional Elders are next in line for accountability, with worried Government agencies coming in at 25% and 24%, respectively. Religious organizations seem to have once again been cleared. Only 21% of respondents, who made up the smallest percentage, blamed religious organisations.

This result is consistent with research by Igbal (2018), which found that although various laws and regulations had been agreed upon to assist the element of gender equality internationally, no country was adhering to them. Igbal said that the disregard for gender equality contributed to the occurrence of DV and increased the vulnerability of women to their male counterparts.

The principals' comments made corruption and compromise very obvious. The parents and clan elders of the victims were singled out for blame by 93 percent of the 28 principals. One of the participants said,

*“Many of us principals have been threatened by clansmen and politicians when we try to follow up on cases of domestic violence where our students are victims. in fact, some principals have been transferred by force or accused of mismanagement of school funds just to silence them.”*

Another respondent said,

*On many occasions our teachers are left alone with our student victims in courtrooms after the parents go into hiding after taking bribes from the perpetrators. The schools too have been forced to host some student victims after being chased away from home because of reporting the abuse to the teachers.” (participant 1# 2019)*

This data pattern reveals that the societal sense of responsibility is questionable. Once more social structures of government and civil society, including traditional Elders, come under the spotlight, the young people's minds in schools are clearer about the perpetrators of DV. Directing blame to the mentioned persons or institutions implies the knowledge of the respondents about the direct or indirect participation, or indeed, the complicity of these persons in perpetrating DV. Firstly, the effect of this kind of consciousness on the future generation remains a dangerous matter of conjecture. Secondly, it implies the loss of trust or confidence of the public in society's primary institutions. The elders being in the inner circle of family relations, Civil society being at the core of any nation, and government agencies being surer security around any individual carries the cardinal duty of nurturing, protecting, and socializing any individual into an integrated citizen. Under normal circumstances, these are basic structures no society can afford to lose. It is grave when they lose trust or fail to give confidence to any citizen, leaving alone DV victims.

Losing trust is morally wrong. It indicates collusion, graft, favouritism, or plain prejudice based on, among other things, race, gender, religion, and politics. According to the respondents' choice, 30% referred to compromise in the legal system when interested

parties influence law enforcement to disregard the letter and spirit of the law. This way, governmental entities and civil society groups met a similar demise.

This most recent discovery backs up the UN findings (2016). Regarding the same subject, the UN study from 2016 found that Kenya is required to declare DV a national calamity. The systems had been infiltrated, rendering the laws to protect DV victims useless. The results also accord with research conducted in Malawi by Kanchiputu and Mwale (2016). Although specific measures have been taken to safeguard children, the nations in the study shown little interest in upholding the rules, according to the researchers (Kanchiputu and Mwale, 2016). According to the additional research, while international organizations like the UN work to safeguard DV victims and children, many nations continue to disregard the safety measures. However, considering the importance of these individuals and institutions to the integrity of society's fabric, this finding suggests that the moral fabric of society is deteriorating, which supports DV and has to be repaired immediately.

Therefore, it is so that the UN (2016) report blamed the legal systems. The report stated that DV needed to be declared a national disaster in Kenya. The UN made the demand after establishing that the legal procedures to handle DV could not do so. The systems had been compromised; hence DV had been on the rise putting the lives of people, especially children, at risk.

The third observation critically highlights the role of religious leaders in curbing domestic violence. While one cannot exonerate this institution from blame in line with the 21% option, this analysis sees why religious leaders resonate with society's aspiration to curb



DV. In earlier reflection, spiritual leadership was among the preferred destinations for reporting DV. In this section, the respondents may not have wished to find it in the least of those to be blamed. Nevertheless, the question may not very much be on whether or not it is to blame but on what could be done to make it a better instrument in the fight against domestic violence.

Corruption and compromise came out rather clearly from the responses of the Principals. 93% of the 28 principals put squarely on the victims' parents, Clan elders. In their narration, followed by evidence from their files, the principals observed common charges against the named actors being withholding of evidence, issuing threats, and abuses, especially against their efforts to prosecute cases of DV in the courts of law. 30% of the principal found out that most cases were incest. Efforts to pursue cases to court were seen to go beyond the responsibilities of the principals and as an embarrassment to clan elders who joined hands with community leaders and politicians to resist the initiative.

The FGD's responses cited civil societies and clan elders for blame based on their everyday interactions at work in and outside the courtrooms. They pointed out nepotism among the clan elders, who tended to protect their victims more. The civil societies working with cases in court would easily be compromised and conspired with the police to take the victims around endless circles.

However, on the contrary, this blame game differs in some communities. As such, the finding of this study differs from what was reported in 'USA Today', where people blamed

the victims. In their story, former Spice Girl Mel B revealed the abuse from her estranged husband after years of DV. One woman commented,

*“Why is it that everyone saw this coming but her? Then she pops out two kids for him? Let's see what idiot she hooks up with next.”*

In a Huffington Post [article](#) on the same story, another woman commented,

*“Not to disclaim her accusations, but where the paper trail to back up these allegations is? There wasn't any mention of police reports being filed.”*

According to the story above, we live in the 21st century, where people are expected to have been enlightened on matters of DV. One is expected to read the signs early enough and run away. That is why when a woman sticks in an abusive marriage and even goes ahead to give birth to the abusive husband. Therefore, the story of persevering and later blaming others should not be there anymore.

The laws and policies to facilitate speedy eradication of DV were set, and many states signed the agreement, but none was committed to the contract. Similarly, the people bestowed with the responsibility of safeguarding the victims and safeguarding the human rights accept to be compromised. The whole process ends up in a game of victim-blaming, usually shocking and demoralizing, and the circle of abuse continuous.

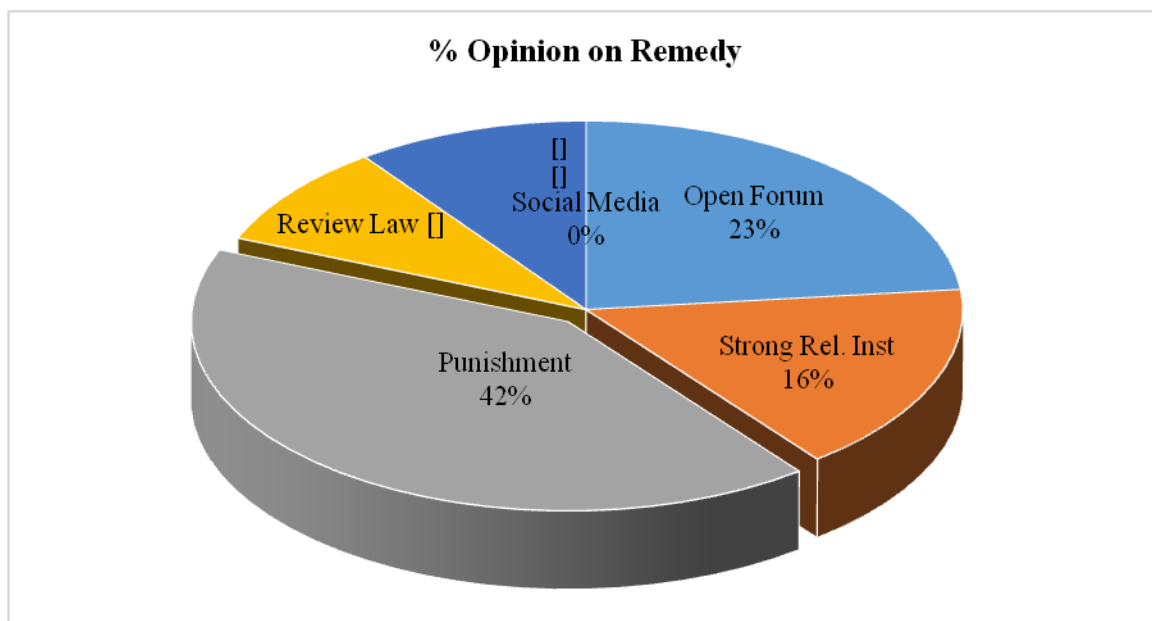
#### 4.3.4: Objective four: Pragmatic intervention to mitigate Domestic Violence

The researcher challenged the respondents to propose a possible remedy for DV. Table 4.14 and Figure 4.6 show captured responses from the students.

**Table 4.14: Pragmatic intervention according to the students**

Remedy	Frequency	Percent	Cumulative percent
Have open forums	112	23.3	23.3
Strengthen religious institutions	78	16.2	39.5
Punish perpetrators	200	41.7	81.2
Review law on divorce	42	8.8	90
Create awareness of DV on social media	48	10	100
Total	480	100	

*Source: Research Data, 2019.*



**Figure 4.6: Pragmatic intervention from the students' respondents**

*Source: Research Data, 2019.*

The analysis in Table 4.14 unveils that the students who suggested having an open forum were 112, which represented 23.3%, strengthened religious institutions were 78, which comprised 16.2%, punished perpetrators were 200, which took 41.7%, and reviewed the law on divorce was only 42 which consisted 8.8%, then create awareness of DV on social media 48 which took 10%.

According to the analysis, those who suggested that the perpetrators be punished were the majority 41.7%, followed by those who opted for open forums 23.3%. Those who opined that religious institutions be strengthened 16.2%, create awareness of DV on social media

were only 10%, and lastly, those who felt the law on divorce ought to be reviewed took the remaining 8.8%.

Many respondents (41.7 %), as seen by the data from Table 4.14 and Figure 4.6 above, wished for the punishment of the offenders to be the first line of defence. The most popular solutions were improving religious institutions (16%) and a public forum (23.3%). Only 10% and 9% of respondents preferred the arrangements for DV awareness and examination of the relevant legislation. The emerging pattern suggests a fascinating connection between the first two possibilities—punishing the offenders and holding an open forum. The two offer an apparent conflict with the pernicious nature of DV. While punishment conveys a concrete intention to exact revenge, an open forum entails exposing the evil and the offenders in all their evilness and identifying or maybe even humiliating the people who have been compromised without fear or deception. Why, therefore, would respondents choose this quite difficult choice by such a large majority (65 percent)?

The final two choices may also be seen as the respondents' expressions of irritation and tiredness with the processes and procedures suggested by the wearying public discourse about so-called awareness or the time-consuming pursuance of ineffectual legislation. The majority of DV researchers from across the globe appear to find this circumstance to be typical. For instance, the Department of Education (2016) in London ascribed DV's persistence to a failure to act in response to early warning indicators, murky records, and inadequate information dissemination—not a failure to perceive the evil. The two visible sides are divided, leaving the third overall inclination for religious institutions to seem

autonomous and appealing. Although the 42 percent preference for punishment is significantly more popular than the spiritual remedy at 16 percent, its selection as the best cure qualifies it for proper consideration among the ways to combat domestic violence. The issue is whether religious organizations prioritize DV in any of their many activities.

The principals' replies emphasized two tactics: Seventy-five percent insisted on the need for positive transformation and the avoidance of DV. About 10% of the principals agreed that re-socializing the community's members would help them live more positively and prevent domestic violence. The focus seems to be on the power in the afflicted persons' hands and society's capacity to improve their situation. These two genuinely include even the issues raised by the responders who were students: How can the community help the network of those impacted by domestic violence regain faith and hope?

According to expert opinion, the use of any suggested techniques should be done with care. The idea that DV offenders should be held accountable and eventually punished offers a fair application of the law and those charged with enforcing it to address this social evil. Apart from the associated expenditures, this option's shortcoming is that it may not accomplish the goals it set out to. The FGD suggested that the DV legislation be reconsidered based on this reasoning. According to the FGD, offenders are only imprisoned for a brief period, allowing them the chance to return to the society and do more damage than good by changing their ways.

One parent respondent said,

*“we have all witnessed cases of mass killings after a perpetrator serving a short term in jail only to come out and kill the victim and all the children. There is need for better alternative to these domestic violence scenarios in our society” (participant 1# 2019).*

This recent conclusion that punishment is the most excellent cure differs from UNICEF's (2014). In Kosovo, Europe, UNICEF (2014) conducted a research report examining how civic societies and other stakeholders may be encouraged to evaluate each case on its own merits to determine the appropriate solution for the DV suffered, including proportional legal punishment. The paper claims that locking up the offenders might be the wisest course of action in certain instances. In a different scenario, the mom and the child would have to live on the streets forever. As a result, the investigation found that providing DV victims with a quick resolution was impossible. Instead, civil organizations should merely help the victim through the different options and allow them the chance to choose the solution that best suits their situation.

According to research by Cook & Nash, the above recommendation by UNICEF (2014) may be the best choice (2017). According to the survey, when victims sought to find other solutions to their issues, 75% of them encountered server issues. According to the report, several victims were killed throughout the procedure. The present research concludes that each instance must require careful technical consideration to reduce DV. Evidence suggests that prescribing a single treatment for all cases of DV would be incorrect.

The second choice for an open forum is preferred in many situations, although it is not without difficulties. The apparent conflict in this decision seems to be its near alternative,

which is promoting awareness of the information required for each victim, the offenders, and the parties involved. London-based expert research on domestic violence (DV) urged social workers, the police, and schools to host forums where individuals may learn about child safety (Ofsted et al., 2017). The organizers of these forums would hand out informational guides like posters and brochures that described the available support services. After the pupils disclose the DV in their settings, the school personnel will be told about the resources and organizations that can look after them. Evidence from six local authorities in England was used in the paper to demonstrate the effectiveness of open forums.

The necessity for everyone to assume the duty was stressed in the Department of Education report completed in London (DFE, 2016). Holt (2014) observed that to safeguard children effectively, it is necessary to grasp joint responsibilities on both a personal and a team level. But Mariri (2009) indicated that the survivor's empowerment was intended to be the primary pillar of healing, suggesting that this focus on particular people or groups was more elaborate. This research asserts that the victims must be the creator and judges of their recovery. The intervention must not usurp the victim's authority. Survivors who share a home with the survivors cannot provide a cure but may support, back, or show care. Compared to the open public forum option, this seems more like an invitation to raise awareness among the persons or organizations in question. The expert judgment appears to be more in favour of the former in this regard.



This current study finding disagrees with Beeks (2018) on the issue of punishment as the best solution to DV. According to the study by Beeks, the best remedy to curb DV was that the country should financially facilitate societal programs which encourage happy family interactions and equip parents with good parental skills. In addition, the study states that the state should avail educative chances early enough through several family-life experts who can help and support the existing victims of DV. Healthy, safe, and contented childhood experiences can be achieved if the adults can regulate their emotional feelings. This will contribute more to the happiness of their children in a better way than all the medications and drugs available today. Beek concludes that issues of DV touch everybody, and within everybody, there is the problem and the answer. This is contrary to the current study has established that punishment is the best remedy.

There is more to be done to curb DV. We wake up every day to more and sadder news of DV. On 1st July 2020 at 9 pm, we heard the case of a father who defiled his own two daughters in Kisumu. It was unclear what pushed the man to do what he did to his biological daughters. Again on 3rd July 2020 on NTV news in the evening. Dan took the audience through several cases of DV in Kiambu, Busia, and Kakamega. All of them were sexual violence involving adults and minors. Some of them are as young as two years. Other cases were highlighted in Wajir, where one interviewed woman said that DV was rampant, but because of cultural interference, no step was taken. Similarly, they are not supposed to reveal to guard the artistic reputation.

## **Conclusion**

The opinion analysis presented in this segment seeks to highlight the independent opinion of the researcher in the background of another independent expert opinion to both critiques and perhaps legitimize the respondents' opinion on the critical issues raised in this debate. The analysis follows the logic in which facts were presented in the discussion above. The segment looks at the common concerns of the entire Chapter that run through the study of the three objectives shown above. Whilst drawing a common link running through the work, the segment highlights conspicuous issues that deserve expanded attention beyond the confines of the respondent opinions. It will then situate these issues within the broader global perspective by carefully introducing the challenging views of other relevant expert opinions. Thus, in as much as this analysis respects the primary line of thought emerging from the respondents' opinion, it subjects the same to the current debate in a manner that either endorses or corrects it for relevance.

This discussion considers mainly four factors that generate interest worthy of critical attention. These include, firstly, the prioritization of sexual abuse as the most prevalent form of DV. Secondly, the choice of the police service as the preferred destination for reporting cases and the corresponding consensus on punishment as the choicest alternative for curbing DV. The third concern looks at the respondents' estimation of the causes of DV as a foundation for their consequent proposals for remedies against this evil. Fourthly, this discussion considers the interpretational value of the considered opinion of respondents as a reason for dialogue with other contemporary views on this crucial subject. In the final analysis, the researcher assesses different credible opinions of other researchers on the topic to facilitate exchange with the respondents' positions in this discussion. Though this discussion may present strongly considered

posts regarding DV, its value will largely depend on its ability to generate and sustain ongoing debate around this touchy subject.

First and foremost, Sexual abuse as a form of DV enjoyed priority from across the spectrum of choices of the participant's contribution to the target set in the objectives. In objective one, it emerged indisputably as the leading form of DV. Its priority position was further underscored in objective two, where it prevailed as a form of DV that bore more influence on the students' classroom behaviour. Its impact on various manifestations of classroom behaviour was rated highest. The preference was more legitimized considering the details revealed by the choices of the School Principals and the Guiding and Counselling team. The School Principals highlighted the constantly changing pattern of DV and the unpredictable character of the offenders. This notwithstanding, their preference for its manifestation in Sexual abuse remained overwhelming. The documented records in the G & C proceedings pointed at a further complexity of sexual abuse seen in aberrations such as lesbianism, un-wanted pregnancies, or abused teacher-student relationships.

In short, this broad base consideration left sexual abuse indisputably the most considered form of D.V in rural Kenya. However, under normal social circumstances, it is rare to imagine that sexual abuse expresses an act of violence more than the alternatives of physical assault or psychological and emotional torture to the victims. It is easy to presume that D.V is more implied or does more physical and emotional suffering than can ever be compared with the often elusive and covert sexual manoeuvres displayed by the abusers. In this normal background, the common occurrence would expect the two to punctuate the damages of Domestic violence rather elaborately. On the contrary, all the respondents spontaneously opted for sexual abuse relegating the latter two to distant considerations of forms of violence. The question is: how will this view

both capture expectations of victims of DV and be eventually received and integrated within the expectation of those affected by the evil of DV?

Given that this research analyses data obtained from the ordinary walk of a simple citizen, the wider question is: How does the Kenyan society feature this blossoming evil?

The answer to this question must begin from the consensus definition of Domestic Violence. According to the UN (2015), Domestic violence or ‘Domestic abuse’ is synonymous with “intimate partner violence,” defined as a pattern of behaviour in any relationship used to gain or maintain power and control over an intimate partner. The abuse is:

Physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone... can happen to anyone of any race, age, sexual orientation, religion, or gender. Domestic violence affects people of all socioeconomic backgrounds and education levels. It can occur within various relationships, including married couples, living together, or dating.

This definition clarifies two important factors in comprehending sexual abuse as a form of Domestic violence: Firstly, the configuration of sexual abuse as a form of violence at home. While the essence of sexual abuse is clearer as a form of violence, the forms in which it manifests and its impact are rather ambiguous. Thus, rape, lesbianism, homosexuality, or incest, among others, are violence. Secondly, the damage inflicted on the victim is a physical injury like bruises, burns, fractures, psychological, emotional stress, depression, or anxiety. Physical

damage or emotional injury can be manifestations of sexual abuse. They can also be substantive forms of violence inflicted on a victim independently of sexual abuse. For example, continuous physical brawls among siblings or excessive abusive language of some family members toward innocent others. These are direct forms of Domestic violence that do not necessarily imply sexual abuse.

Sexual abuse must be understood alongside its concrete manifestations, which, fortunately, sometimes concretize as direct forms of violence in themselves. This distinction is crucial in understanding the priority position of sexual abuse, including its concrete manifestations in physical and emotional injury. This should, however, not obstruct the independent quality of these manifestations as substantive forms of violence.

Distinctive differentiation of sexual abuse as an independent form of violence is common but not without its ramifications. For example, the global data on violence against women identifies intimate partner violence (or sexual abuse) as the most common form of violence against women. This abuse index is readily available in many countries. According to the Kenya Demographic and Health Survey Report 2014, the level was as high as 41% in 2014. On the contrary, physical or sexual Non-partner violence is rare, and its statistics are hardly available in many countries. Though this scenario depicts violence against women as a domestic issue, its concrete impact remains unclear without the specific manifestations. This may not only postpone effective approaches against gender violence, but it can also facilitate denial and cover up the evil of Domestic Violence.

Considering the implications of the same scenario, the UN report on Domestic Violence (2004) published forms of DV where it cited physical injuries ranging from bruising to death, health and

psychological problems, high level of anxiety, depression, and somatic complaints. The victims are also known to appear paralyzed by terror and remain under sustained stress from an ever-present threat of an attack (UN, 2004). Although the report was on sexual abuse as a form of DV, it highlighted the real impact on the manifestation of sexual abuse listed here.

Thus, although the ambiguity of psychological, emotional, or physical forms of domestic violence appears obstructed by the conspicuous dominance of sexual abuse, their impact is better assessed alongside sexual abuse in DV. Likewise, though sexual abuse may, from time to time, be regarded on its merit as an independent form of Domestic violence, it is often important to bear in mind the specific actual manifestations in which it expresses itself. Thus, though relegated to second positions, sexual abuse implies both the physical and the psychological ramifications without priority being implied by their substantive implications.

The second conspicuous observation of the initial analysis regards police service as a priority destination in reporting DV and the punishment of the culprits as a recommendable remedy measure. The police desk is preferred as a confidential DV reporting destination over and above the religious leaders, family members, or even the elders. In their considerations for remedies for curbing DV, the respondents proposed punishment or perhaps even open fora over and above the alternative of strengthening religious institutions. This discussion draws a correlation between these two choices. Even the alternative of reviewing relevant laws envisaged to fight violence was relegated to secondary positions as the last option.

A closer look at these choice configurations reveals an overall preference for possible arbitrary police punishment over and above trust in a moral-ethical institution that normally holds together the moral fabric of society. This raises several questions in the public's view: firstly, how is the

preferred police punishment justified without adherence to reviewed legal prescriptions intended for the security of the victims rather than further exposure to potentially dangerous options? Will this aggravate or minimize the burden of violence in society? Secondly, and perhaps, most importantly, what is the future of an organisation whose moral ethos has lost relevance to haphazard, random, and perhaps unbridled torturous punishment from the hands of the police?

These questions raise fundamental issues that are at the core of this discussion. Under normal circumstances, police intervention or even punishment by law on moral character issues is considered a last option. This comes after exhausting traditional cultural means, the moral or spiritual dimensions of life in the community, and the general societal values. For example, the common expectation on any domestic upheaval in the traditional African family setup is an honest talk among family members. The elders knowledgeable with experience would then justly arbitrate the parties involved according to the taboos and general ethos of the community.

Thus, the alternatives to recourse on family members or traditional elders focused on family security line; The option to resort on Head Teachers or religious leaders focused on moral and social institutions. The alternatives for police service and review of law then reflect the instruments of the national service to citizens providing the ultimate line of security against the plight of citizens. In this manner, the three levels of attention that normally come to play in problem situations are visible. The endeavour to solve problems in the traditional family setup required exhaustive engagement. This was often structured around these various security lines and gradually pursued in steps.

Deliberate decision to avoid the hierarchical security structure, as in the recourse to the police service, indicates serious underlying problems. This discussion identifies two concerns: Firstly,

the apparent serious breakdown of cultural ethos otherwise relied upon for cohesion and peace in society. From the respondent choices, this seems to precipitate withdrawal of trust where the victims of DV today run away from, rather than move towards, family members, elders, or even religious leaders for reprieve. This loss of moral authority, appropriate family ethos, or careless regard for important customs and taboos could lead to indiscriminate acts of violence in the families. Furthermore, this very loss of moral authority is visible in the life examples of elders, closer family members, head teachers in schools, or religious leaders that repel the victims from the otherwise advisable destination for reprieve.

This background can be counted as the motivation behind the overwhelming choice for both police service as a reprieve centre and punishment as the preferred deterrent against DV over and above the morally founded competing alternatives. The immerging picture is that of a purely decadent society taking recourse to a legally unstable police service to address violence in families. But are these alternatives the best in the circumstance?

The respondents' choice for the police service must be gauged against their rejection of the review of the law as a remedy to curb DV. The fate of the traditional support systems relied upon in the normal flow of life can be attributed to either lack of appropriate and relevant teaching or deliberate rejection of what society finds unrealistic. In the former case, humanity faces the immediate challenge of creating a renewed awareness campaign on relevant community ethos and restructuring socialisation patterns respectful of persons' dignity.

Through awareness campaigns on the African community, ethos can employ previously renowned traditional education methods proper to each community. Such an initiative must begin by understanding trends affecting African families in the prevailing world order.



According to Bigombe and Khadiagala, (1990),

African families are embedded in political and socioeconomic circumstances characterized by long-standing domestic dynamics of economic fragility, debilitating poverty, poor governance and civil conflicts.

Furthermore, the scourge of HIV/AIDS and the new demands unleashed by forces of globalization increase the competing strains and pressure on African families and households. Substantial effects of these dynamics reflect changes such as marriage age, single parenthood, modern contraception, urbanization, fosterage patterns, the rise of migration, and demographic aging and retirement. These changes in the structure of African families trigger enduring tensions between traditional and modern values and systems. The transformed environment in which families make decisions profoundly impacts their behaviour, heightening their vulnerability to their circumstances (Bigombe and Bilbert Khadiagala, 1990).

Nevertheless, the hope is that these challenges bring along equal opportunities that can be harnessed for regeneration and future progress. Families can seize the opportunities deliberately to address the evil of violence. The hallmark obligation of society in this regard is to mount aggressive campaigns for public awareness and sensitization on realistic approaches to DV.

Recourse to police service requires a commitment to review the law, strengthen its force and apply it comprehensively to deter acts of violence in families. Experts seem to observe that the awareness of the existing rules on family violence and research on the effectiveness of domestic abuse laws is still low. In his works exploring effective current laws in this regard in the US, for example, Lerman (1981) observed that “Although little research has been conducted exploring

the effectiveness of domestic abuse laws, the collective experience of advocates for battered women suggests that both injunctive relief and expanded law enforcement duties are useful tools in stopping domestic violence.” (L. Lerman, prosecution of spouse abuse: innovations in criminal justice response – 1981) Such observations from experts not only appeal for suggestions for new approaches in resolving domestic violence laws but prioritize the law review option over and above general police intervention without adequate legislation.

The UN Committee on the Elimination of Discrimination Against Women (2011) made significant remarks concerning Kenya as a Member State in its report on the impact and efficacy of its policies and programs. First, the Committee expressed concern that laws that discriminate against women are still in effect. Second, even though laws guarantee women's access to justice, barriers including high legal fees, the continued use of outdated legal systems, illiteracy, and a lack of knowledge about their legal rights prevent women from accessing the courts. Thirdly, and probably most significantly, the Committee expressed disapproval over the low emphasis placed on passing several laws that would outlaw sex discrimination. Additionally, constitutional and legislative loopholes must be filled to bring the nation's legal system into line with the Convention's requirements and establish de jure equality for women. The Family Protection Bill, the Unified Marriage Bill of 2007, the Matrimonial Property Bill of 2007, and the Equal Opportunity Bill of 2007 were among the important gender equality measures mentioned. In light of this, the Committee asked the nation to pass this legislation swiftly. To successfully combat DV against women, it suggested prioritising the creation of new legislation and the evaluation and removal of discriminatory measures. Experts claim that a complete approach is needed to change or eliminate negative behaviours and prejudices damaging to women (UN Women, 2015).

Experts in this caucus acknowledged the lack of knowledge regarding women's rights, the idea of substantive gender equality, and general international recommendations against family violence, in addition to the fundamental question of a comprehensive review of key legal instruments in the fight against domestic violence. They suggested that the Convention and relevant domestic law be an intrinsic element of judges, magistrates, attorneys, and prosecutors' legal education and training. To guarantee their complete execution, this should also include all relevant ministries, the National Assembly, and the legal system. Additionally, the nation has a strong legal culture that supports women's equality with males. Therefore, attempts to educate and increase awareness of this issue should be a primary component of any DV prevention measures, and they should be directed at both women and men at all societal levels, including traditional leaders.

The third conspicuous observation regards the immediate relevance of the causes of DV as cited by the respondents. In their choices regarding the causes of DV, the respondents prioritized loss of jobs and financial strain. The other options included family interference, infidelity, drug abuse, and difference in education in the order of priority. In the everyday lifestyle of a rural village or community life, jobs are rare, unemployment is rampant, and above all, education is low and badly affected by DV. Certainly, employment, jobs, and salary are rarely a factor in the rural common lives of simple Kenyans.

On the contrary, the options relegated to the second position and below, such as family dysfunction, drug abuse, or difference in education, form the concerns of daily living. Their impact would appear rather random and immediately visible in the common eye. In this background alone, pertinent questions arise: The immediate question is, how could what normally seems a rare privilege of a few be the preferred opinion for the cause of a pandemic as rampant as DV? Why did the respondents deliberately relegate the obvious reasons for this evil?

The concern for critical interrogation of this scenario does not end with the preferred priority order of causes cited. It also includes the preferences cited for remedies against DV. As observed above, the priority order of treatments preferred by the respondents not only appears to upset the standard moral-ethical order of community life in the identified area under scrutiny, it conspicuously contradicts or, at least, reverses the priority order of causes of DV cited. For example, the respondents cited loss of jobs and financial difficulties as the first and second leading causes of DV, respectively. Then they suggested punishment and open forum as preferred leading corrective or remedial measures. An honest consideration of these variables in the answer pattern of the respondents does not only reveal the unconscious incongruence and lack of consistent purpose. They show a rather confusing scenario that could not be easily rendered compatible with popular expectations of both the victims and the concerned stakeholders in the struggle against Domestic Violence. How, for example, can the victims of adverse poverty resulting from job loss and financial difficulties again be subjected to torturous punishment? Isn't it precisely because of the possible stressful conditions of poverty that prompted DV in the first place? Would punishment, therefore, aggravate or alleviate the evil of violence? What purpose will the open fora serve to correct the anomaly?

These questions do not simply bring to focus the possible careless considerations not well thought out on the part of the respondents. Still, they underscore the need for relevance of the researcher's findings in this work. The respondents' opinions must be read alongside popular current expert opinions and be allowed to articulate the unique contexts of Domestic Violence without losing its requisite wider objective appeal to those affected. In this regard, reflections of leading contemporary economists like Sonia Bhalotra are not an option.

Bhalotra (2020), among other leading economists in Brazil, considered the potential role of job loss and unemployment benefits in the global surge in Domestic violence since the onset of COVID-19. Interestingly, the scholar observed that “Job loss leads to increases in domestic violence, irrespective of whether it is the perpetrator or victim whose job is lost.” In the scholar’s opinion, “both income stress and an increase in time spent together seem to contribute to this” (Bhalotra, 2020). The literature of outstanding experts on the subject further exposed mechanisms by which job loss of either partner may influence domestic violence. For example, Job loss can alter the balance of the bargaining power of the couple by modifying either individual’s unique preferences, otherwise considered ‘outside options’ (Anderberg et al. 2016, Aizer, 2010). While this practice often goes unnoticed and silently born in the privacy of individual habit in normal circumstances, the imperative ‘lock down’ under COVID-19 conditions forced it into the shared forum equally accessible to the couple in equal measure. Secondly, it can challenge gender stereotypes otherwise often favourable to the male counterparts. Its effects reflect when the challenge degenerates into ‘male backlash’ (Macmillan and Gartner 1999) and generates violence.

Furthermore, in the circumstances of COVID-19, Job loss meant more time together among couples. The resulting ‘exposure’ tended to focus on limited resources and soon generated opportunities for violence. (Dugan et al., 2003). Thus, from expert opinion, “job loss constitutes a significant shock to household income...tightening liquidity constraints, generating uncertainty about future income and creating a sense of failure” (Black et al., 2015, Schaller and Stevens, 2015).

Although this discussion targeted the measures of mitigating the adversity of the COVID-19 pandemic by policies designed to encourage a return to work, it highlighted the context in which

loss of jobs and financial constraints facilitate Domestic Violence. Thus, the loss of employment or financial difficulties become more visible as independent causes of Domestic Violence, deserving rightful priority when considered under specific contexts such as the COVID-19 situation. The prevailing context also clarifies the immediate relevance of the consequent proposal for a priority order of remedies. Thus, punishment as a preferred remedy and all the other proposed remedies bear proper meaning when considered in their specific circumstance and background. For example, it is easier to envisage punishment for male partners who perpetrate violence based on infidelity previously only considered as an ‘outside option’ now accidentally exposed by COVID-19 conditions. This analysis responds fairly to the critical observation raised regarding respondents’ choices for remedies concerning their choices for causes. Thus, DV does not arise from the quantitative count of the increase or decrease in jobs but rather from the qualitative impact generated by the loss of employment. This job loss is more associated with psychological stress than numerical social count on individual victims (Black et al., 2015, Schaller and Stevens, 2015). In this manner, loss of jobs and financial constraints become clearer as independent causes of Domestic Violence and deserve priority position without necessarily comparing their value with other options.

The time duration of this research has not only been lengthy and tedious but also marked by developments that bear a considerable impact on both the content and scope of this work. Several works of literature have been undertaken under different auspices that bear significant relevance; both the nature and manifestations of Domestic violence have also adjusted significantly to reflect new concerns with new emphases, and changes have been effected in both the social and legal structures of the country and society in general. But perhaps the most significant recent

development considered to have a meaningful impact on Domestic Violence is the case of the COVID-19 pandemic.

The analysis of the objective of this research presented above dominantly represented the respondents' opinions. Comparative views of science and other research endeavours were minimal. Consultative ideas drawn from renowned experts, current research findings, or public policy pronouncements may not have been allowed to bear substantial weight upon the basic data obtained from the participants to fulfil all expectations of the author from the beginning of the work. Thus, keen reading of the analysis tends to reveal gaps of input from an area considered necessary for compatible reception of this work. Such considerations include opinions in the science of Counselling and psychology, current statistical data, Economic analyses, and relevant demographic and sociological patterns. In the absence of this input, pertinent questions can arise: What, for example, is this work's unique value in advocacy against Domestic Violence? What is the possible impact of this finding on Kenyan policy on violence against women? Or how relevant and necessary is this work as a reference to guide future research endeavours?

The demand for deeper consideration of each of these areas is beyond this research's scope. While the author submits that this work could not afford space for many factors that may have been important for the undertaking, the imperative of remaining relevant amid the latest developments is unavoidable. In this context, considering the impact of COVID-19 is pertinent and marks to accent and climax the work as a worthwhile endeavour of value in society today.

The anxiety of the COVID-19 pandemic set in December 2019. The research work had been done and concluded. Data analysis was already at an advanced stage, yet the fears of the pandemic obstructed any significant alteration of data to reflect the weight of the pandemic.

However, in the two years of the life of the pandemic in society globally, its effects on Domestic violence are not only clearer but inflict the stigma of a magnitude never experienced before. Disruption of daily routine, massive loss of jobs, especially of the middle and lower class, and near-total economic lockdown under COVID-19 compounded domestic violence unprecedentedly. Our analysis in this segment highlights the grave psychological fears surrounding mental health surge as the latest strain of causes of Domestic Violence.

The pandemic necessitated imperative structural mitigating measures such as quarantine, isolation, curfews, lockdowns, and travel restrictions. Clinical precautions added to the weight: social distancing, isolation, costly hygiene measures, and extraordinary attention to diet. The mitigating factors and clinical conditions triggered various concerns in the social, political, and economic spheres of the life of the public. They resulted in a gross loss of income, disruptions to daily routines, and social isolation that precipitated negative mental health outcomes. Concerns about mental health reported increasing trends in the symptoms of anxiety and/or depressive disorder since the onset of the Pandemic. Under adverse psychological conditions of stress, depression, or even fear, Domestic Violence was reported to rise to even higher levels. Suicide and drug overdose deaths increased, especially among women, children, and essential workers. According to the WHO, these effects first take a toll on people's mental health, and to make matters worse, the mitigating factors around the pandemic created new barriers for those seeking mental health care (WHO, 2020).

Closure of schools, Churches, essential business premises, and imposed curfews. "Stress and worry about contracting the virus, job losses, childcare loss, and the devastating loss of loved ones due to COVID-19. These are just a few ways the pandemic affected mental health" (Nirmita et al., 2021). Above all, the direct experience with COVID-19 as a victim, close relatives of



victims, and medical personnel played a role in the reported mental health impacts of the pandemic. Besides direct experience, the fear of contracting COVID-19 or having a family member get sick from the disease is also a potential contributor to negative mental health impacts. (Nirmita et al. 2021).

During the period of the pandemic globally, the USA reported an average of 30% of adults with the symptom of anxiety and depression. This was compared with 11% of the adults before the pandemic. The double effect facilitated a rise in the number of adults with anxiety or depressive disorder symptoms to 4 out of 10, up from the record of 1 in 10 in the previous year (KFF, 2021). The economic recession and the struggle to contain the pandemic affected peoples' mental health while obstructing due attention to the people already suffering.

The report in the US also captured specific negative impacts on peoples' mental health and well-being. It kept the percentages of those affected higher: difficulty in sleep, 36% for eating, 32% for worsening chronic conditions, and 12% (KFF Health Tracking Poll, 2020).

The psychological effects of the pandemic on peoples' health emerged to be more destructive. The slightest emotional imbalance inflicted a mental burden that destabilized families perhaps more than its concrete effects. The Japanese example stands out conspicuously. Despite the relatively free atmosphere of COVID-19 restrictions, where the government adopted a gentler approach, the pandemic was reported to exert a substantial strain on citizens' mental health, suspected to have triggered a significant rise in domestic violence.

... concentrating on people's mental health before and after the emergency declaration. Results show that although the statement prompted residents to take precautions, it raised some heightened emotions. 2020 (Yamamura)

To this extent, the immense impact of the COVID-19 pandemic on mental health cannot be gainsaid. What remains is a picture of how mental health translates into a factor in Domestic Violence. The experience of the Kenyan Chapter of the Federation of Women Lawyers (FIDA) allows us a glimpse into this situation.

In seven months, between April and December 2020, FIDA received 895 reported sexual and gender-based violence (SGBV) cases, such as rape, widow eviction, incest, sodomy, and wife and widow eviction. This was not only an unusually high number received within such a short period. It comprised 544 or 61% of cases which were directly Domestic Violence cases. This included 428 or 79% of intimate partner violence cases and 116 or 21% cases of defilement as the most common expression of Domestic Violence in the COVID-19 situation (FIDA, 2020). FIDA, the nearest and stable destination for reports on Domestic Violence, regretted the harshest conditions precipitated by the COVID-19 pandemic. Their legal approach subjected them to even further uncertainties of court procedures. The Containment measures in Kenya affected the Judiciary, which ordered partial and sometimes total closure of courts, thus limiting access to courts for urgent matters, only leading to the introduction of virtual court hearings and further scaling down court operations (FIDA, 2020). The stay-at-home directives increased hours spent with abusive partners while imposing curfew and restricted movement, leaving no alternatives for escape. Thus, the numbers were not the only huddle on the way of benevolent approach to victims of Domestic Violence rendered by solidarity neighbours like FIDA. The lockdown of systems played even a bigger huddle.

In conclusion, it is important to note that the circumstance of the COVID-19 pandemic redefines the nature, magnitude, and perspectives of Domestic Violence and the approach taken to curb this evil. The highlight of the pandemic in this segment allows all the people affected by DV to

train attention towards the emerging conditions supportive of Domestic Violence. While such conditions will keep changing with time and new ones emerge, the pattern of engagement that occurs in this work plays an important role in creating awareness and structuring an approach to Domestic Violence.

Respecting the line of thought adopted by the preferred opinion of the respondents in this current study, considering the objections raised regarding the relevance of their choices, and enlightened by the input to review the impact of DV on society carefully, the necessity to examine the effects of DV to the community carefully. In the opinion of this analysis, it is reasonable to suggest the following adjustments to align the respondents' views to the reality of the previous research finding in this area. However, these suggestions will respect the train of thought obtained from the respondents. It will prompt the need for constant dialogue among expert opinions and more frequent research work.

In conclusion, this debate emphasizes the need for prudence when using punishment as a cure. The endeavour to address DV may very well result in a worse issue than was originally planned. It emphasizes the need to pay close attention to each person's rehabilitation and reintegration into a healthy society. Additionally, it suggests attempting to change and create a safe environment for everyone in the community. As a result, it becomes clear that providing ongoing information to the public via open forums in conjunction with a focused awareness campaign that targets the offenders, victims, and groups is the best course of action. To further the fight against DV, the participants in this endeavour may need to take advice from religious authorities or collaborate with them. Therefore, using the law and legal remedies to protect and enshrine the right behaviour might be a long-term solution. Generally speaking, the evil of DV demands a comprehensive but careful approach that gives proper consideration to the wellness of the

individual's political, religious, social, and cultural communities. It suggests societal changes that will substantially reduce the bad. On a global scale, we must develop policies that go beyond national, geographic, and historical boundaries to recognize how certain societies have bound people to outdated ideals. A communication network should be designed such that logistical challenges do not impede efforts to stop driving while intoxicated. Everyone has to understand that DV is an international issue that needs to be tackled together.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **5.1: Introduction**

The results, conclusions, and suggestions that came out of the research are all summarized in this chapter. There are also suggestions for future researchers. The research examined how domestic abuse affected kids' classroom behaviour in Bungoma County, Kenya. The study's primary goals were to determine the prevalence of different types of domestic violence, how it affected students' behaviour in the classroom, what factors led to acts of domestic violence and how people reacted to them, and how to establish practical interventions to address the issue of domestic violence.

#### **5.2: Summary of the study findings**

This research aimed to determine how domestic violence in Bungoma County affected kids' behaviour in the classroom. Three goals directed the research. The initial goal was to determine how common the different types of domestic abuse were in Bungoma County, Kenya. According to the study, there are four main types of domestic abuse. These included physical assault, mental and psychic torment, and sexual abuse. The incidence of domestic violence varied from family to family, however.

Nevertheless, it was established that some perpetrators used all four forms of domestic violence on their victims. Nonetheless, sexual abuse emerged unquestionably as the leading form of domestic violence with a score of 37.5%, psychological torture with 29%, physical assault with 28.5%, and emotional suffering with 20%. The principals emphasized the constantly changing

pattern of domestic violence and the changeable character of the offenders as a reaction to whichever steps the victim took after the abuse. It is essential to note the lack of knowledge among many respondents, especially the students, regarding psychological and emotional torture, which made many prefer the response: "do not know."

The second objective sought to determine the manifestation of domestic violence in the students' classroom behaviour. The study established a joint degree of influence and expression of the various forms of domestic violence in the students' classroom behaviour. For example, sexual abuse took the lead, with 67.7% of the respondents stating that it affected classroom concentration. Another fraction (48.6%) of the respondents opined that physical assault affected the students' classroom behaviour by making them violent in-class interactions. It is essential to note the small difference (29.2 % & 30%) between the psychological torture and emotional torture percentages, respectively. The respondents claimed the two affected the students' class performance. Thus domestic violence repercussions were mainly witnessed in the students' poor class concentration, violent behaviour in the classroom, and poor performance.

The third goal was to find the causes, attitudes, and reactions to domestic violence. This aim was led by three questions: What is the underlying reason for domestic violence in Kenya's Bungoma county? Who is responsible for the continued high rates of domestic violence? Where do domestic abuse victims go to submit their cases?

The respondents gave job loss and financial stress top priority regarding the causes of domestic violence. The second group revealed that police officers were favoured above elders, family members, and religious leaders as a confidential reporting location for domestic abuse. On point three, however, civic societies were criticized for the continued prevalence of domestic abuse

since they lacked strong work ethics. The research determined that police punishment for offenders was favoured and that establishing open forums to educate the public on the hazards of domestic violence brings us to the study's fourth purpose.

### **5.3: Conclusion**

The first goal was to find out how often domestic violence is in Bungoma County. The research found the four most common types of domestic violence in society. These include physical attacks, mental and psychic torment, and sexual abuse. Of the four, sexual abuse is the most frequent. The research finds that domestic violence is widespread around the world.

The second goal was to identify domestic abuse among students in the classroom. This research showed numerous manifestations of domestic violence in the school, including social and mental representations. Additionally, there are some parallels between domestic violence and the violence committed by students in the classroom. Finally, the effects of all four types of domestic violence were studied, including difficulty concentrating in class, subpar performance, aggressive behaviour, and lack of interest in learning. Therefore, the research concludes that domestic violence is recycled since both children who experience it and those who watch it suffer psychological and societal consequences.

The research indicated that financial stress and job loss were the main contributors to domestic violence. The third purpose was to identify the causes, perceptions, and reactions to acts of domestic violence and pragmatic measures to address the issue. Similarly, most victims reported their domestic abuse incidents to the police. Finally, the respondents favoured criminal prosecution of the offenders rather than blaming the state authorities in charge of human rights for the persistence of domestic abuse. The research concludes that the evil of domestic violence

demands a comprehensive but careful response that gives proper consideration to the individual's wellness in terms of their personal, cultural, social, religious, and political spheres. It suggests societal changes that will substantially reduce the bad.

#### **5.4: Recommendations**

The study makes the following recommendations based on the outcome of the research findings.

- i) The study revealed that domestic violence was quite common in Bungoma County. According to the study's recommendations, the county governments should collaborate with other social agencies and groups to create a free, functional hotline number that domestic abuse victims and children may contact if they encounter domestic violence at home. To minimize incidents of DV, the counties should also construct Gender Violence Centers at the government buildings, police stations, and educational institutions.
- ii) The research found that students' behaviour in class showed signs of domestic violence. The study advises creating supportive relationship mechanisms to collaborate with the G&C instructors to support students who exhibit abuse-related symptoms or report experiencing domestic violence at home. This will make it easier to identify and care for domestic abuse victims as soon as possible.
- iii) The study found that laws on perpetrators' punishment were not strictly followed. The study recommends a review of the law regarding perpetrators' punishment considering individual differences.



### **5.5: Suggestions for further research**

The following suggestions for further research were made because they were not adequately covered in the study.

- i) A study should be carried out to establish the best rehabilitation practice for domestic violence victims.
- ii) An investigation should be done to establish the root cause of the disinclination of the policy concerning domestic violence.
- iii) A needs assessment should be carried out to determine the gaps in policies on domestic violence.

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## APPENDICES

### APPENDIX I: INTRODUCTORY LETTER

RUTH LUSIKE NYARANGA  
P0 BOX 2009-50200  
BUNGOMA.

Dear Participant,

You have been selected to participate in this study. The purpose of the study is to investigate the influence of domestic violence on students' classroom behaviour in secondary schools in Bungoma County - Kenya. The study will also analyse the relationship between the forms of domestic violence and the students' classroom behaviour. More so it will try to establish the manifestation of domestic violence in secondary schools. Lastly to provide strategies that can minimize domestic violence in Kenya. To accomplish the above objectives, you are requested to fill the questionnaire as honestly as possible to assist collect the necessary data.

Your contribution is highly appreciated.



Ruth Lusike Nyaranga

E84/53147/2018

## APPENDIX 2: QUESTIONNAIRE FOR THE STUDENTS

I am a Doctoral Student in the Department of Educational Foundations at Nairobi University in Kenya. The purpose of this questionnaire is to gain insight on the impact of domestic violence on the students' classroom behaviour. Your responses will be treated with the highest degree of confidentiality. Do not write your name on this questionnaire.

### SECTION A: Demographic and Personal Data

Kindly respond to each question by making a tick (✓) or by providing the requested information

1. Gender: Male () Female ()
  
2. Age : Below 15 years () 16-18 years () Over 19 years ()
  
3. Category of school: National () Extra County () County () Sub County ()
  
4. Religion: Christian () Muslim () Hindu () Any other please state.....
  
5. What is the marital status of your parent?  
  
() Single () Married () Divorced () Separated  
  
Any other please state.....
  
6. Father's source of income: Employed () Unemployed () Self-employed ()  
  
Mother: Employed () Unemployed () Self-employed ()

### SECTION B

7. Using the scale indicated, kindly rate the extent to which you agree with the following statements.

**Strongly agree (5) Agree (4) Disagree (3) strongly disagree (2) I don't know (1)**

Statement	5	4	3	2	1
i). Most of the students have been victims of domestic violence					
ii). Domestic violence contributes to low concentration in class					
iii). Violent behaviour in the classroom is an effect of domestic violence					
iv). Therefore the forms of violence in your classroom are a reflection of the forms of domestic violence in the families					
v). The most experienced forms of domestic violence are physical, sexual and psychological.					
vi). Most of the students due to effects of domestic violence become rebellious, introverts or develop revengeful feelings					

8. Please state the effect and long term impact of domestic violence on classroom behaviour (Consider alternatives below)

- Poor performance ( )  
 Low self-esteem ( )  
 Lack of concentration in class ( )  
 Wasted teaching and learning hours ( )  
 Other(s) please state.....

9. Which of the following kinds of domestic violence are commonly experienced at home when rated by their extremists? Kindly indicate by ticking your answer using the scale described below:

Very high (5) High (4) Moderate (3) Low (2) I don't know (1)

Types of assault	5	4	3	2	1
Sexual abuse					
Physical assault					
Emotional torture					
Psychological torture					

10. Indicate by tick (√) some of the acts or behaviours by students in your classroom that may be associated with domestic violence at home

- Fighting in the class ( )
- Boycotting classes ( )
- Stealing of school property ( )
- i. Lack of concentration in class ( )
- ii. Being shabby ( )
- iii. Playing with objects when lessons are in progress ( )
- iv. Refusing to do homework ( )
- v. Absenteeism and dropout ( )
- vi. Other (state) .....

11. Where do your parents report the cases of domestic violence? ( ) Police ( ) Elders ( ) Religious leaders ( ) Family members ( ) Head teacher ( ) I do not know

12. The following are some of the causes of domestic violence in Kenyan communities. Which among the following applies to your community? ( ) Financial constrains ( ) Drug abuse ( ) Infidelity/unfaithfulness ( ) polygamous aspect ( ) Family interference ( ) Lack of children ( ) Political differences ( ) Loss of job ( ) Dowry payment ( ) Difference in educational level . Any other please state.....

13. Whom do you think should be blamed for domestic violence? ( ) Civil Societies ( ) Government ( ) Religious institutions ( ) Elders. Any other please state.....

14. Please explain your answer in question twelve above.....

15. What would you propose as the best ways of minimizing domestic violence in Kenyan society today? (Tick whichever applies and suggest others)

- (i) Establishing parents counselling and guidance services/centres at every community ( )
- (ii) Having open forums for all parents to discuss marital issues ( )
- (iii) Strengthening religious institutions to help young and maturing families ( )
- v) Punishment of perpetrators of domestic violence ( )
- vi) Laws on divorce to be reviewed to make it easy for one who is in an abusive marriage to divorce

vii) Creation of awareness through social and mass media ( )

viii) Any other please. State.....

Thank you for your co-operation.



### APPENDIX 3: INTERVIEW SCHEDULE FOR THE PRINCIPALS

My name is Ruth Lusike Nyarangd, a PhD student at the University of Nairobi. I kindly request you to respond to the following issues concerning my study. The information provided will be treated with confidentiality

1. Do you think there is a close relationship between the forms of domestic violence and the forms of violence that students manifest during their behaviour in the classroom?
2. The following are some of the causes of domestic violence in Kenyan communities. Which among the following applies to your community? ( ) Financial constrains ( ) Drug abuse ( ) Infidelity/unfaithfulness ( ) polygamous aspect ( ) Family interference ( ) Lack of children ( ) Political differences ( ) Loss of job ( ) Dowry payment ( ) Difference in educational level. Any other please state.....
3. Do you think the form of domestic violence administered highly contributes to the student's classroom behaviour?
4. Are girls more affected by domestic violence than boys as far as classroom behaviour is concerned? If yes, in what manner?
5. Would you relate the school strikes with the posttraumatic stress that students undergo due to domestic violence?
6. What is your suggestion on how to solve the cases of indiscipline among students that arise as a result of domestic violence among students?
7. (i) Are there anti-violence policies, rules and regulations in Kenyan secondary schools?  
(ii) Explain your answer in 7 above.
8. What remedies can be taken to end the effects of domestic violence on the students?
9. What are your suggestions on how we can minimize domestic violence in the families?

10. Whom do you think should be blamed for domestic violence?  Civil Societies

Government  Religious institutions  Elders. Any other please state.....

11. Please explain your answer in question nine above.....

12. What would you propose as the best ways of minimising domestic violence in Kenyan society today? (Tick whichever applies and suggest others)

- (i) Establishing parents counselling and guidance services/centres at every community
- (ii) Having open forums for all parents to discuss marital issues
- (iv) Strengthening religious institutions to help young and maturing families
- ix) Punishment of perpetrators of domestic violence
- x) Laws on divorce to be reviewed to make it easy for one who is in an abusive marriage to divorce
- xi) Creation of awareness through social and mass media

13. Any other please state

.....  
.....

## **APPENDIX 4: INTERVIEW SCHEDULE FOR THE GUIDANCE AND COUNSELLING TEACHERS**

My name is Ruth Lusike Nyaranga, a PhD student at the University of Nairobi. I kindly request you to respond to the following issues concerning my study. The information provided will be treated with confidentiality

1. Can you identify a student affected by domestic violence? How?
2. Do you agree that domestic violence affects the students' concentration in the classroom?
3. How do students who have been affected by domestic violence perform?
4. Does the behaviour projected in the classroom reflect any connection with the forms of domestic violence they encountered?
5. Do you support the idea that the form of domestic violence dictates the student's classroom behaviour?
6. How have the effects of domestic violence been manifested in your school?
7. What strategies do you think we can put in place to minimize domestic violence in Kenya?
8. As a school what strategies have you put in place to reduce the effects of domestic violence on the students?
9. How are you prepared in rehabilitating those students who have already been affected by domestic violence in your school? And how do you ensure they are not re-affected?
10. Do you make any home visit follow-ups?
11. If yes. How do the parents react when you do so?

## **APPENDIX 5: DOCUMENT ANALYSIS**

The following documents will be analysed:

1. Class register
2. G &C file
3. Discipline register

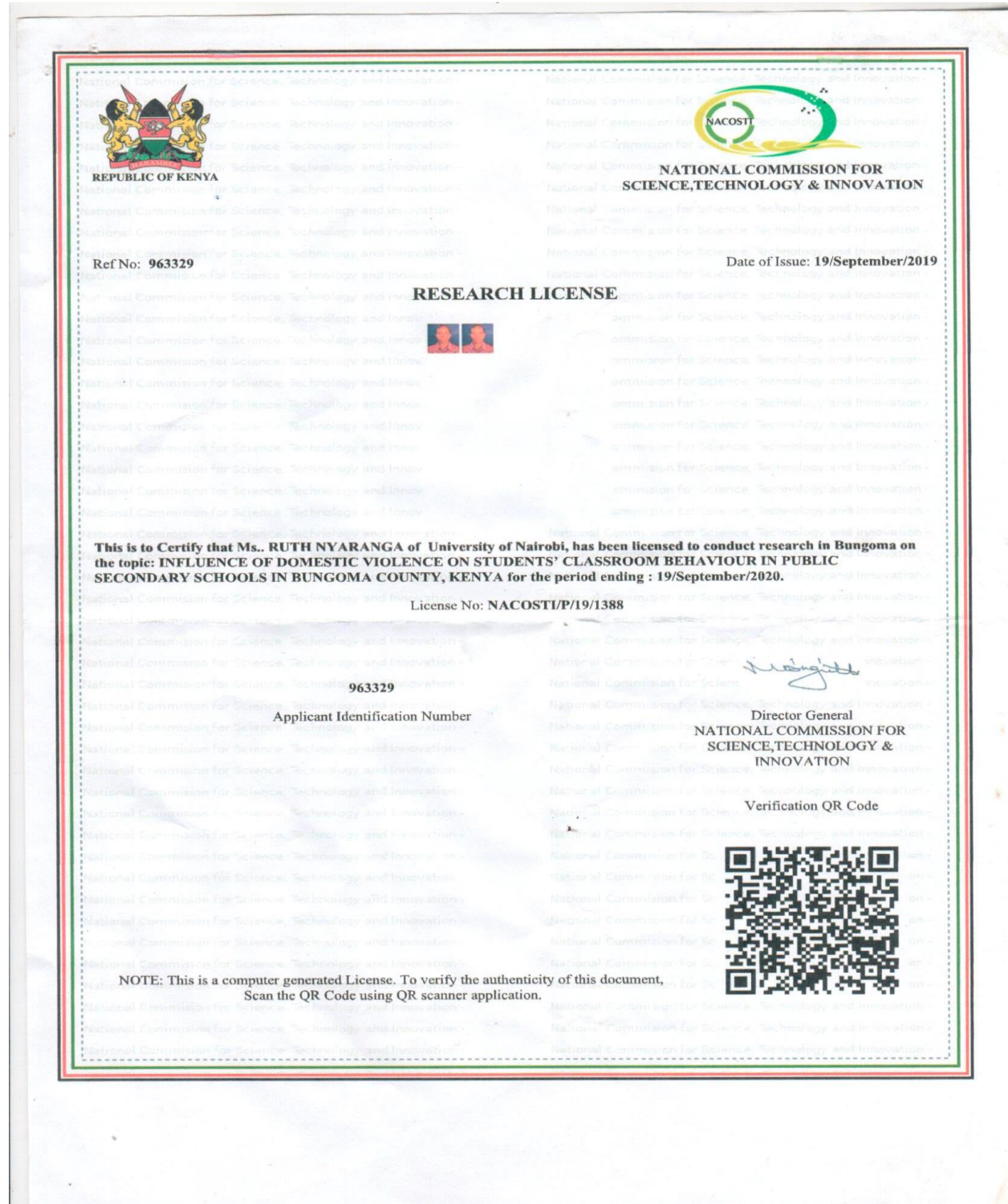
## **APPENDIX 6: FOCUS GROUP DISCUSSION GUIDE**

I am a Doctoral Student in the Department of Educational Foundations at Nairobi University in Kenya. The purpose of this questionnaire is to gain insight on the influence of domestic violence on the students' classroom behaviour. Your responses will be treated with the highest degree of confidentiality.

1. What would you say is the cause of domestic violence in your relationship?
2. Do you think children learn to be violent from their parents? Explain your answer.
3. How does domestic violence affect classroom behaviour?
4. How does your child react when your partner initiates a fight?
5. How does domestic violence affect your children at home, school, and classroom and in the wider community?
6. How do your partner's family members react to the domestic violence?
7. Have you ever made an effort to report the domestic violence? And to who?
8. What steps were taken concerning the domestic violence?
9. How best do you think can be done to minimize domestic violence in families?

Thank you for your cooperation.

APPENDIX 7: RESEARCH LICENCE FROM NACOSTI



APPENDIX 8: AUTHORITY LETTER FROM BUNGOMA TSC COUNTY DIRECTOR

TEACHERS SERVICE COMMISSION

Email:  
[cdirbungoma@tsc.go.ke](mailto:cdirbungoma@tsc.go.ke)

Web: [www.tsc.go.ke](http://www.tsc.go.ke)  
When replying please  
quote  
TSC/BGM/VOL.1/25



TSC COUNTY OFFICE  
BUNGOMA  
P.O. BOX 1285-50200  
BUNGOMA ,  
KENYA

Date: 23/09/2019

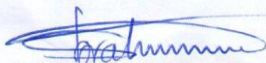
ALL PRINCIPALS  
PUBLIC SECONDARY SCHOOLS  
BUNGOMA COUNTY

**RE: AUTHORITY TO CONDUCT RESEARCH**  
**RUTH NYARANGA ID/NO.10430131 LICENSE NO. NACOSTI/P/19/1388**

The above named is a student of University of Nairobi pursuing PhD in education.

To fulfil her course she is hereby allowed to carry out research on **INFLUENCE OF DOMESTIC VIOLENCE ON STUDENTS, CLASSROOM BEHAVIOUR** in public secondary schools in Bungoma County.

Any assistance accorded to her shall be highly appreciated

  
**IBRAHIM M. INGATI**  
**FOR: TSC COUNTY DIRECTOR**  
**BUNGOMA**