
THE INFLUENCE OF DOMESTIC VIOLENCE ON CHILD EDUCATION.

A CASE STUDY OF SECONDARY SCHOOLS IN MAKINDYE DIVISION, KAMPALA DISTRICT

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ABSTRACT

There are many various types of domestic violence, such as physically, sexual, emotional, and financial abuse. Any action that purposely transfers force to another man's blood and increases the possibility of physical harm, brain damage, or discomfort, such as pressing, crashing, lifting large objects, hitting, or startling, has an impact on children's education. The primary objective of this study is to determine how domestic violence impacts high school students' academic performance in the Makindye Division of the Kampala District. Considering the numerous examples of domestic abuse that have occurred in schools in Kampala and other parts of Uganda, evaluating and analyzing the challenges associated with putting into practice strategies to address the issue. Both individual questionnaires and interviews were utilized as data collection methods. The study discovered that a child's academic achievement can be impacted in a variety of ways by domestic violence.

As a consequence of corporal abuse and other constraints that cause a child's body to hurt physically and have a negative effect on their academic development, students face drop - out rates, poor performance, poor focus, and amnesia.

Key words: domestic violence and child education

Background of the study.

As according Ganley, spousal abuse includes physical, psychological, intellectual, behavioral, and financial abuse (1989).

According to him, persons who are abused are likely to perceive experience to this kind of brutality as their life, which can leave them feeling helpless, exposed, and in some circumstances, horrified.

Actual assault, as defined by Dutton (1992), is any act that intentionally uses force on some other person's body with the intent to cause that individual physical pain, real injury, or both.

Use of a weapon, pushing, striking, smacking, strangling, twisting a body part, making someone drink anything they won't ever forget, and using an object to strike are all forbidden. Sexual abuse, according to Dutton (1994), is any forced sexual encounter with a person.

Forced nudity, forced stimulation to sexually explicit material or conduct, or any mixture of these, as well as oral, anal, or gynecological stimulation or invasion.

Reasonable violence, either used or threatened, as well as other kinds of coercion, may be used to strictly comply.

Verbal abuse against another person might take the form of insults or death threats.

Separation, a threat to one's finances, and emotional abuse could also exist.

According to Straus and Gelles, domestic abuse is pervasive and affects people from all economic categories (1990). Among both 53% and 70% of male family violence perpetrators routinely assaulted their children, according to a study of over 6000 American homes.

Domestic violence, which the attorney general has projected to occurring among 960000 and three thousand times yearly in 1998, is one of the crimes that is least frequently described in the United States.

Approximately 92% of instances of domestic abuse in 1994 included female victims, as according figures from the Bureau of Justice Statistics.

Statement of the Problem:

Family violence is a pervasive problem in Uganda that negatively affects the physical, mental, and emotional well-being of victims, especially women and children.

The impact family violence has on children's education is a growing concern, particularly in Makindye Division, Kampala District, where domestic and family violence incidences are frequent. The purpose of this study was to ascertain how family abuse influenced high school students' ability to learn.

The study focused on how family violence affects children's academic performance, punctuality, and participation in school activities.

Objectives of the Study

The objectives of the study are:

- 1. To determine how domestic violence contributes to violence among secondary school students in schools.*
- 2. To establish the relationship between domestic violence and Academic Performance in Secondary Schools and the neighboring community of the school in Makindye division*
- 3. To assess to what extent domestic violence affects concentration among Secondary school students and children of Makindye community.*
- 4. To assess to what extent domestic violence affects student performance among Secondary school students and children of Makindye community.*

Research Questions.

- 1. How does domestic violence influence child performance in Secondary schools in Makindye division?*
- 2. What is the relationship between domestic violence and truancy in Secondary schools and in the community of Makindye division?*

3. *How does domestic violence contribute to lack of concentration among children or students in Secondary schools?*

4. *How does domestic violence contribute to school drop outs among Secondary schools and also young children schooling in Makindye division?*

Methodology

Research Design

The research approaches used by the investigator were both quantitative and qualitative.

Because qualitative approach lacked statistical evidence, the researcher focused on their own experiences while also attempting to gather all the information possible.

As a result, the investigator used interviewing and focus group approaches.

Because data analysis uses numerical data, the researcher also used it.

This is due to the fact that the investigator used a qualitative research design and considered a specific explanation of the issue matter.

As a result, questionnaires were used by the researcher to collect information from the target demographic.

Targeted Population

The target demographic would be the 180 students and 60 teachers that attend secondary schools in the Makindye Division of the Kampala District.

Since upper secondary pupils are thought to have been harmed by domestic violence either or through indirect means, the researcher focused on them for the research questions.

The investigators were also very attentive to teachers while evaluating students' performance in terms of social, educational, economic, and emotional components.

She spent a lot of time with both the children, so they will be able to give detailed instructions.

Sampling Procedure.

The researcher first used stratified random sampling where she was divide her population of Secondary school students, teachers, and parents residing nearer Secondary schools and also leaders in Makindye division. The researcher used random sampling from the list of students varying from classes to narrow down on the sample size.

Data Collection Procedure

The personally approached the sample areas physically and requested permission from the school management before returning on the planned date to collect the data.

She won't have any problems because authorization has been given.

Because the questions are straightforward and brief, the researcher distributed surveys one at a time and took her time to let participants complete them.

By avoiding a second trip back to pick up the question, the investigator was able to save time.

Methods for Data Analysis

The researcher sorted, modified, coded, entered, and cleaned the data using proportions and the frequencies approach.

Coding of Data

Kerlinger (1973) classified the data as "closed" in regard to the research objective.

Type 'open' type recoded and 'pre-coded' type.

Thus, according young, open type was read to gain a sense of the data (1992).

To make statistical data visualization easier, distinct categories were quantified by assigning numbers to them.

Data aggregation.

Having higher scales compared to other ones were easier to weigh and compare after computing the results and spotting trends in the data types.

RESULTS

Student Respondents' response rate

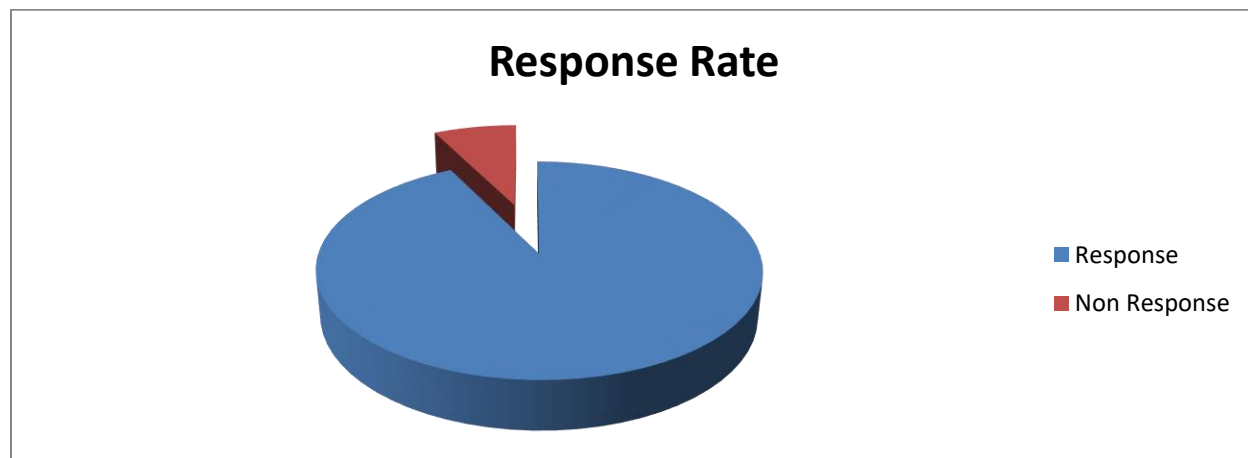
Table 1 shows the respondents' response rate

RATE		Frequency	Percent	Valid Percent	Cumulative Percent
Response		100	92.6	93.0	92.6
Valid	Non-Response	8	7.4	7.0	100.0
Total		108	100.0	100.0	

Source: (Primary data, 2022)

Findings in the table 1.1 above indicated that an investigation that targeted the 100 students' sample had a 93% response and 7% none response to the questionnaires.

Figure 1 shows the respondents' response rate



Source: (Primary data, 2022)

Students' demographic analysis

Gender of the student

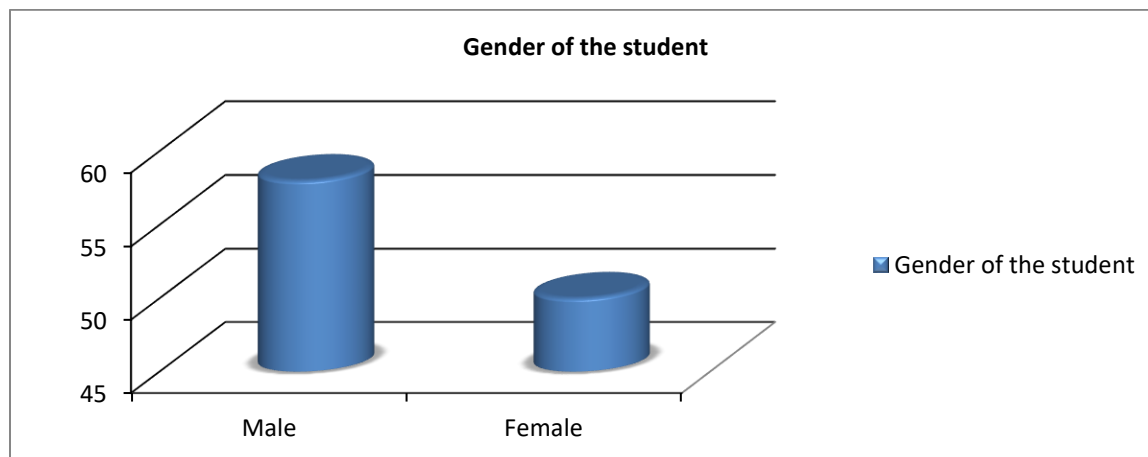
Table 2 shows the Gender of the student

<i>GENDER</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>Male</i>	58	54
<i>Female</i>	50	46
<i>TOTAL</i>	100	100

Source: (Primary data, 2022)

Findings in table 1.2 indicated that majority of the students respondents were male 54% and female were 46%.

Figure 2 shows the Gender of the student



Source: (Primary data, 2022)

Age of the student

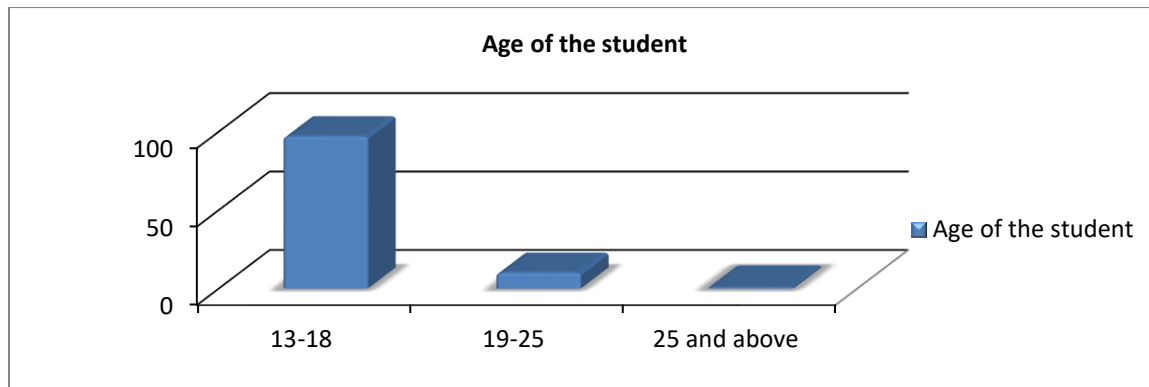
Table 3 shows the Age of the student

AGE	FREQUENCY	PERCENT
13-18	97	90
19-25	10	9
25 and above	1	1
TOTAL	100	100

Source: (Primary data, 2022)

Findings in the table above indicated that majority of the respondents were aged 13-18 (90%), 9% were aged 19-25 and the least number of students were 1% aged 25 and above. The majority of the students under the bracket of 13-18 justify the fact of the age group of students between form 1 to Form 3.

Figure 3 shows the Age of the student



Source: (Primary data, 2022)

Level of education of the student

Table 4: Showing the Level of education of the student

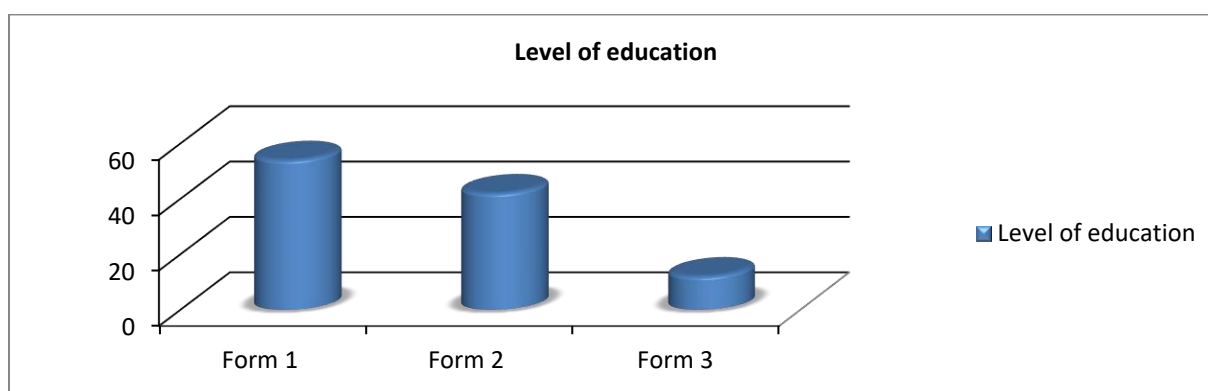
Level of education	FREQUENCY	PERCENT
Form 1	54	50
Form 2	42	39

Form 3	12	11
TOTAL	100	100

Source: (Primary data, 2022)

Findings in the table above investigated the level of education (class) of the students. It was found that respondents in form 1 were majority 50%, form 2 were 39 and form 3 were least 11%.

Figure 4: Showing the Level of education of the student



Source: (Primary data, 2022)

Students response on domestic violence

Whether the student knows what domestic violence is

Table 5: Showing the whether the student knows what domestic violence is

Do you know what is domestic violence	FREQUENCY	PERCENT
YES	84	78
NO	24	22
TOTAL	100	100

Source: (Primary data, 2022)

Findings in the table 1.5 above indicated that majority of the students knew what domestic violence is (78%) and least of them had no idea of what domestic violence is (22%).

Whether the respondent is a victim of domestic violence

Table 6: Showing the whether the respondent is a victim of domestic violence

<i>Are you a victim of domestic violence</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
YES	45	42
NO	63	58
TOTAL	100	100

Source: (Primary data, 2022)

In another investigation findings stated that majority of the respondents were not victims of domestic violence (58%) and 42% respondents were victims of domestic violence.

How often domestic violence occur

Table 7: Showing the how often domestic violence occur

<i>If yes are you directly affected</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
Directly	32	30
Indirectly	76	70
TOTAL	100	100

Source: (Primary data, 2022)

In another investigation, findings on whether the respondent is directly or indirectly affected indicated that majority of the respondents were indirectly affected by domestic violence. On the other hand 30% respondents were directly affected.

The kind of domestic violence encountered

Table 8: Showing the kind of domestic violence encountered

<i>How often does domestic violence occur</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>Daily</i>	15	14
<i>Weekly</i>	16	15
<i>Occasionally</i>	33	31
<i>Rarely</i>	44	41
<i>TOTAL</i>	100	100

Source: (Primary data, 2022)

From an investigation on which kind of domestic violence encountered by the respondents, findings indicated that majority of the respondents encountered the vice occasionally (31%), those who encounter domestic violence on a rare occasion were 41%, weekly were 15% and daily were 14%.

Whether the inflictor usually under the influence of substance abuse

Table 9 Showing the whether the inflictor usually under the influence of substance abuse

<i>Is the inflictor usually under the influence of substance abuse</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>YES</i>	69	64
<i>NO</i>	39	36
<i>TOTAL</i>	100	100

Source: (Primary data, 2022)

Findings on whether the inflictor usually under the influence of substance abuse indicated that majority of the respondents agreed (64%) and 36% disagreed.

The main crimes related to violence

Table 10: Showing the main crimes related to violence

<i>What are the main crimes related to violence</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>Assaults</i>	79	73
<i>Violent robberies</i>	21	19
<i>Murders</i>	8	7
<i>TOTAL</i>	100	100

Source: (Primary data, 2022)

In an investigation on the main crimes related to violence, findings indicated that assaults were the main crimes realized (73%), violent robberies carried (19%) and murders accounted for 7%.

Kinds of domestic violence according to their extremities in Makindye division.

Table 11: Showing the kinds of domestic violence according to their extremities in Makindye division.

Note: 5=Strongly Agree, 4=Agree, 3=Undecided, 2= Disagree, and 1= Strongly Disagree

<i>STATEMENT</i>	<i>5%</i>	<i>4%</i>	<i>3%</i>	<i>2%</i>	<i>1%</i>	<i>Mean</i>	<i>STDV</i>
<i>Physical abuse</i>	38	36	2	17	15	2.89	0.50
<i>Sexual abuse</i>	40	35	5	19	15	2.86	0.47
<i>Psychological abuse</i>	30	30	1	16	15	2.84	0.47
<i>Abuse to property and pets</i>	33	33	4	17	12	2.92	0.49
<i>AVERAGE MEAN</i>							3.275

Source: (Primary data, 2022)

According to the results of the first inquiry, the majority of the participants agreed strongly (38%) and 36% accepted that physical abuse is a frequent type of domestic violence. 2% were unsure, 17% disapproved, and 15% disapproved strongly.

In the study, a mean answer of 2.89 and SDV of 0.50 were recorded.

Second, results showed that the majority of respondents strongly agreed (40%) and that 35% of respondents believed that sexual assault is an obvious kind of family abuse that is experienced.

15% of respondents strongly disagreed, 19% disagreed, and 5% were unsure.

In the study, a mean reaction of 2.86 and SDV of 0.47 were recorded.

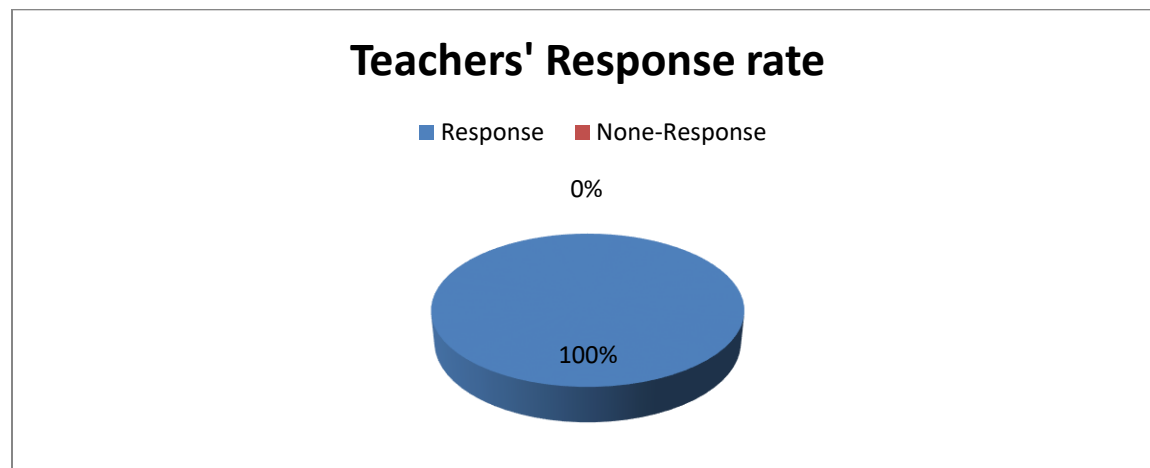
Teachers Response on response rate

Table 12: Showing the teachers' response on response rate

Response rate	Frequency	Percentage
Response	52	52
Valid None-Response	0	0
Total	52	100

Source: (Primary data, 2022)

Figure 1.7 Showing the teachers' response on response rate



Source: (Primary data, 2022)

It was established that in a total of 52 questionnaires submitted to the teacher respondents, 100% response was attained.

Analysis of Teachers demographic information

Gender of the teacher

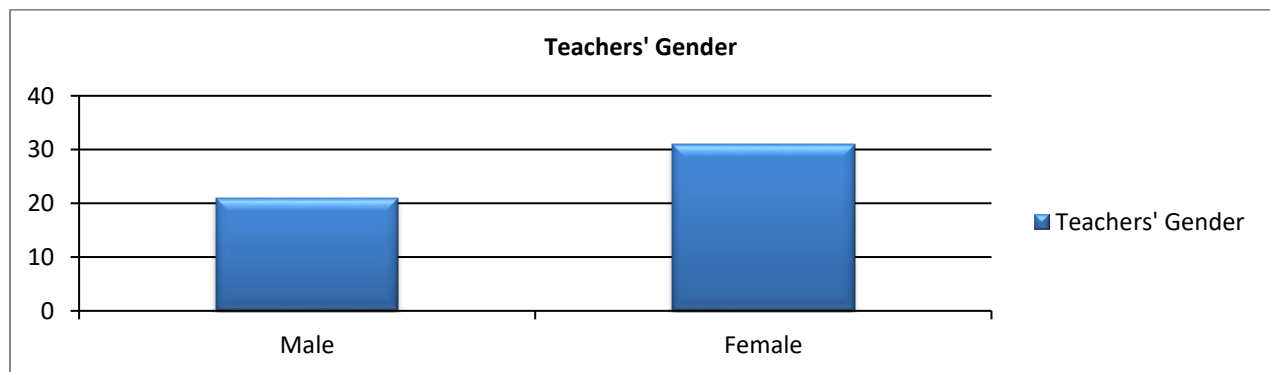
Table 13: Showing the Gender of the teacher

<i>GENDER</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>Male</i>	21	40
<i>Female</i>	31	60
<i>TOTAL</i>	52	100

Source: (Primary data, 2022)

Findings in the table 1.13 indicated that majority of the respondents were female (31%) and male teachers were 21%.

Figure 6: Showing the Gender of the teacher



Source: (Primary data, 2022)

Age of the teacher

Table 14: Showing the Age of the teacher

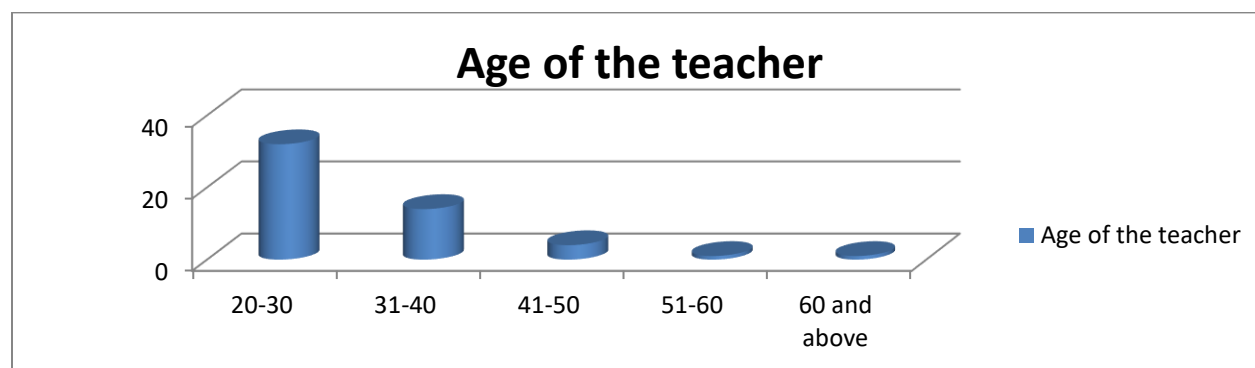
<i>AGE</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
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20-30	32	62
31-40	14	27
41-50	4	8
51-60	1	2
60 and above	1	2
TOTAL	52	100

Source: (Primary data, 2022)

In table 1.14 findings indicated that teachers aged 20-30 were majority (62%), 27% were 31-40 years, 8% respondents were 41-50 years, 2% respondents were 51-60 and respondents aged 60 and above were 2%.

Figure 7: Showing the Age of the teacher



Education level of the teacher

Table 15: Showing the Education level of the teacher

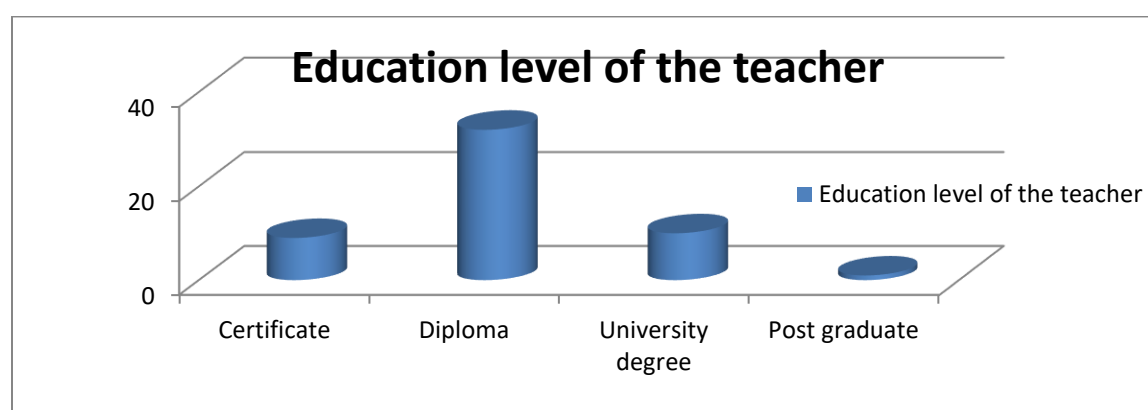
Education level of the teacher	FREQUENCY	PERCENT
Certificate	9	17
Diploma	32	62
University degree	10	19

Post graduate	1	2
TOTAL	52	100

Source: (Primary data, 2022)

Findings in table 1.15 indicated that certificate level teachers were 17%, diploma teachers were 62% majority, 19% respondents were degree graduates and postgraduate teachers were 2%.

Figure 8: Showing the Education level of the teacher



Source: (Primary data, 2022)

Teaching experience in years.

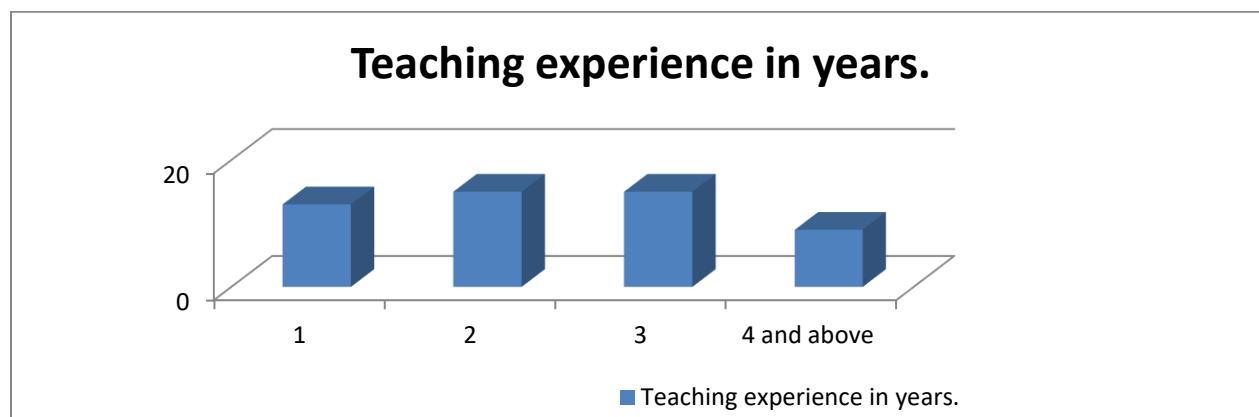
Table 16: Showing the teaching experience in years.

Teaching experience in years.	FREQUENCY	PERCENT
1	13	25
2	15	29
3	15	29
4 and above	9	17
TOTAL	52	100

Source: (Primary data, 2022)

An investigation into the teachers' teaching experience indicated that majority had an experience of 2 and 3 years (29% respectively, those with one year experience were 25% and respondents with 4 and above years' experience were 17%.

Figure 9 Showing the Teaching experience in years.



Source: (Primary data, 2022)

Analysis of Teachers response on domestic violence

Whether the teacher knows what domestic violence is

Table 17: Showing whether the teacher knows what domestic violence is

Do you know what domestic violence is	FREQUENCY	PERCENT
YES	52	100
NO	0	0
TOTAL	52	100

Source: (Primary data, 2022)

The first investigation was on whether teacher knows what domestic violence is. Findings indicated that all teachers knew what domestic violence (100%). Therefore, it can be concluded that the findings were obtained from respondents with full knowledge about the problem under investigation.

Whether the teacher can identify a student affected by domestic violence

Table 18: Showing whether teacher can identify a student affected by domestic violence

<i>Can you identify a student affected by domestic violence</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
YES	42	81
NO	10	19
TOTAL	52	100

Source: (Primary data, 2022)

The second investigation was on whether the teacher can identify a student affected by domestic violence. It was established that majority of the respondents agreed that they can identify a student affected by domestic violence (81%) and 19% couldn't.

Whether domestic violence affect performance in schools

Table 19: Showing whether domestic violence affects performance in schools

<i>Does domestic violence affect performance in schools</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
YES	48	92
NO	4	8
TOTAL	52	100

Source: (Primary data, 2022)

The investigation on whether domestic violence affect performance in schools indicated that majority of the respondents agreed and 8% disagreed.

The common signs of domestically abused students

Table 20: Showing the common signs of domestically abused students

<i>If yes which among this are the common signs of</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
<i>domestically abused students</i>		

Poor concentration	20	38
Violent Behavior	6	12
Truancy	15	29
School dropouts	11	21
TOTAL	52	100

Source: (Primary data, 2022)

Findings in table 1.20 indicated that majority of the respondents chose poor concentration as the most common sign of domestically abused students (38), violent behavior (12%), truancy (29%) and those who chose school dropouts were 21%.

Relationship between variables

Table 20: Showing Bi-variate Pearson Correlation coefficient of the variables

Domestic Violence and Poor Concentration		Domestic Violence	Poor Concentration
Domestic Violence	Pearson Correlation	1	.825
	Sig. (2-tailed)		.085
	N	52	52
Poor Concentration	Pearson Correlation	.825	1
	Sig. (2-tailed)	.085	
	N	52	52
Domestic Violence and Truancy		Domestic Violence	Truancy
Domestic Violence	Pearson Correlation	1	.806
	Sig. (2-tailed)		.100
	N	52	52
Truancy	Pearson Correlation	.806	1
	Sig. (2-tailed)	.100	

N		52	52
Domestic Violence and Violent Behavior		Domestic Violence	Violent Behavior
Domestic Violence	Pearson Correlation	1	.790
	Sig. (2-tailed)		.112
	N	52	52
Violent Behavior	Pearson Correlation	.790	1
	Sig. (2-tailed)	.112	
	N	52	52
Domestic Violence and Poor performance		Domestic Violence	Poor Performance
Domestic Violence	Pearson Correlation	1	.848
	Sig. (2-tailed)		.070
	N	52	52
Poor Performance	Pearson Correlation	.848	1
	Sig. (2-tailed)	.070	
	N	52	52

(Source: SpssV20, 2022)

From an investigation into the relationship between Domestic Violence and Poor Concentration, it was established that there is a very strong positive relationship as presented by $P < 0.005$, $R = 0.825^{**}$).

From an investigation into the relationship between Domestic Violence and Truancy, it was established that there is a very strong positive relationship as presented by $P < 0.005$, $R = 0.806^{**}$).

From an investigation into the relationship between Domestic Violence and Violent Behavior, it was established that there is a very strong positive relationship as presented by $P < 0.005$, $R = 0.790^{**}$).

*Lastly From an investigation into the relationship between Domestic Violence and Poor performance, it was established that there is a very strong positive relationship as presented by $P < 0.005$, $R = 0.848^{**}$).*

Conclusion

According to the most people who responded to the survey conducted, family abuse occurs in the Makindye neighborhood, adolescents experience physical it in their households, and adults think that adolescents are occasionally harassed in various ways by adults.

The expression of specific antagonism towards them as physiological, emotional, sexual, and animal-related. The documented violent offenders' deadly behavior and psychological torture of others were influenced by drug use.

Domestic violence has a number of causes, including deprivation, hostility, drug and alcohol addiction, disobedience by children, and a child's low social standing within the social hierarchies of power.

Recommendations

To spread awareness of sexual assault and teach students how to ask about it, instructors as well as other educational personnel should receive the relevant training.

It must make it possible to explore feelings of anxiety and dread while also providing knowledge and resources on emergency planning and suggestions for regional political and support networks organizations.

Politicians in charge of education, administrators, teachers, local managers, social workers, and nonprofit organizations (NGOs) should develop plans to deal with the problem of domestic abuse and support holistic and integrated different methods in slum regions.

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