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**IMPACT OF DOMESTIC VIOLENCE ON EDUCATION ACCESSIBILITY  
AMONG PRIMARY SCHOOL LEVEL LEARNERS: A CASE OF  
KIOGORO DIVISION, KISII, KENYA**

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**ABSTRACT**

History has it that, the use of force to “discipline” female partners and children was widely considered a male prerogative. Today this same behaviour constitute “domestic violence”. In the recent past, domestic violence had become so common in the society. Domestic violence included physical abuse, sexual abuse, psychological abuse and abuse to property and pets.

This study was based on the global movement to promote the goals of Education For All (EFA). In Kenya an EFA National Action Plan was drawn, which among other key components singled out; devising strategies to reach all children hitherto excluded from school, which was the major concern of this study. The study, therefore, examined the problem of domestic violence in Kiogoro Division which had been highlighted in the Media, raising concern from the stakeholders. The target population was 33 Primary School teachers, 33 parents and 3000 pupils. Out of these schools 31(94%) are day schools. This implied that domestic violence in homes affected pupils’ education. The study used simple random sampling of 30% of the target population. This implied that the sample size consisted of 33 teachers, 33 parents and a District Children’s Officer. Three Hundred pupils were also subjects of the sampled population. The study utilized simple random sampling because it permitted application of inferential statistics to the data. All each subject in the population had a change of being selected and included in the sample. Questionnaires were used for data collection. To establish reliability of instruments questionnaires were piloted in 10% of the schools outside the area of study. To validate the results the instruments were tested by use of face to face validity. The findings of the study will assist the schools, local communities, and the government to stem the domestic vice, giving way

for all to access education. The study has shown that domestic violence impacts negatively on accessibility in education in Kiogoro Division Primary Schools, Kisii County, Kenya.

**Keywords:** Domestic, Violence, Kiogoro, Psychological abuse

## **INTRODUCTION**

Education is widely recognized as a key to national development. An increase in access and quality of education relative to the national population is critical to social economic growth (MOE, 2007). The global movement to promote the goals of Education For All (EFA), which took root during a conference, which was officially called World Summit for children, held in Jomtien Thailand, in June 1990, aimed at promoting access to education for all (KNUT 2006). Despite all efforts to promote a literate society, domestic violence has been noted as a factor that countered Education For All.

Domestic violence denied the child a chance of breaking the vicious cycle of poverty and despair in life and more especially lack of access to education was a violation of human rights (The Children Act, 2001). A child who did not feel anxious and insecure appreciated some degree of sameness, orderliness and continuity. Where there was no structure and orderliness in the immediate environment, the child was unable to predict the consequences (Schultz, 2000).

More than half of school-age children in domestic violence shelters showed clinical levels of anxiety or post-traumatic stress-disorder (Graham Bermann, 1994). These children were at risk for delinquency, substance abuse, school drop-out and difficulties in their own relationships. Worldwide violence was a common cause of disability and death as cancer among women of reproductive age. This study was concerned with reducing the deaths and disabilities in order to achieve EFA goals, by enabling more learners access formal education.

In China, many Chinese people regarded family violence as a private matter. A survey taken by China Women's Federation showed that nearly half of Chinese people still believed that it was not wrong to beat their wives and children. Similarly, according to the report by China Development Brief, two thirds of women and their children were willing to endure family violence which remained the family problem behind closed doors. In August 2008, China's first court order on the protection of personal safety was issued in Wuxi City, Jiangsu Province. The Court order prohibited a husband from beating or intimidating his wife and children and any other person living in his house (Deborah & Nataliel, 2010)

The number of reported cases of domestic violence against children in Japan soared to a record high in 2011- a sign that victims were overcoming cultural taboos that once forced them to stay silent. Police received 16,888 complaints of incidence of abuse, a 17 percent rise on 2005. The

National Police Agency said this included 87 murders and attempted murders an increase of 16 percent. Police have traditionally been reluctant to get involved in disputes between married couples and domestic violence against children was not a criminal offence in Japan until October, 2001 (Roger, 2012).

In Africa and in particular South Africa, individuals cohabited in domestic violence relationship everyday endured with ongoing abuse, in their families. Children do not complain against violence from their parents, relatives or neighbours. In 1998, South Africa legislature sought to eradicate the occurrence of domestic abuse with the promulgation of the Domestic Violence Act, 116 of 1998 (Deborah & Nataliel 2010).

According to a survey conducted in Kenya in 2010 among households covering 1306 females and 1622 males aged between 13 to 24 years, it emerged that physical violence was very common (Otieno, 2010). If this trend continued, Kenya could be faced with a major crisis in learning institutions as more children would be edged out of the school system due to health complications or death. Unfortunately, domestic violence against children was on the rise. Unless critical measures were taken by the society in general and parents in particular, domestic violence was unlikely to decrease in the recent past.

Various efforts have been made by the Kenya government to address the issue of domestic violence. In 2001 the Kenya government adopted the United Nations Convention on The Rights of the Child (Silsil, 2010). One of the major components of the convention was that every child shall be protected from economic exploitation and any work (child labour) that was likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development (Silsil, 2010).

In Kiogoro division, Kisii County where this study was conducted, a man hacked his four children to death, most recently. The children were pupils at Nyanguru Primary School in the division. In Irichero village, Ikolomani constituency, a man who claimed he was HIV positive, killed his three children, injured his wife and later committed suicide (Otieno, 2013). In another horror incident a woman also killed her two daughters before committing suicide at Cheptalai village in Konoin District.

## **METHODOLOGY**

The study was carried out in Kiogoro Division, Kisii County, Kenya. Purposive sampling was used to select Kiogoro Division as the study site since it had the largest number of domestic

violence cases in the County. The study was conducted in all primary schools in Kiogoro Division in Kisii Central District, Kisii County.

Simple random sampling was used to select the sample for the study. It was a procedure in which all the individuals in the defined population had an equal and independent chance of being selected as a subject of the sample (Orodho, 2005). In this study the lottery method was employed. To come up with the population to be interviewed in the study area, the researcher used 33 discs mixed them well and selected 11 subjects to be interviewed, which was 33% of the target population. This method was used to come up with samples for teacher and parents. Purposive sampling was used to select the District Children Officer. The researcher targeted the District Children Officer because he was reliable for the study.

The total population (pupils) in standard seven and eight was 3000. Therefore, the sample size was 300 subjects to be interviewed

In this study questionnaires were used in data collection. Questionnaires are commonly used in social science research. Content validity of the research was to ensure that the instruments gathered the information it purports to collect. A test-retest or coefficient of stability was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments.

The data from questionnaires was analyzed by inferential statistics in the form of frequency counts, means and percentages.

**FINDINGS ON THE IMPACT OF DOMESTIC VIOLENCE ON EDUCATION**

Findings on determining the impact of domestic violence requires an overview of the opinions on severity an one assesses the impact

**Table 1:**

Type of domestic violence	V.F	F	R	N	$\sum f$	$\sum fw$	$\sum fw/\sum fi$
	4	3	2	1			
Beating	8	9	3	10	30	75	2.5
Sexual violence	1	4	15	10	30	56	1.8
Psychological violence	0	1	26	3	30	58	1.9
Economic violence	0	2	24	4	30	58	1.9

Cultural violence	1	1	24	4	30	59	1.9
Physical violence	1	0	2	27	30	35	1.1
Political violence	0	0	1	29	30	31	1.0
Self initiated	1	0	0	29	30	33	1.1
Neglect	2	0	1	27	30	38	112
Child labour	1	4	0	25	30	41	113
Killing	0	1	3	26	30	33	1.1
Social violence	10	15	3	2	30	93	3.1
Injuring	0	0	0	30	30	30	1.0
Food denial		0	1	29	30	33	1.1
Insulting	8	7	10	5	30	68	2.2
Made to feel inferior	12	1	1	16	30	69	21.3

Various types of domestic violence evident in various homes as reported in school by pupils are social violence and beating of pupils is frequently applied which is represented with weighted average of (3.1) and (2.5) respectively.

Psychological violence, sexual violence, cultural violence, physical violence and pupils made to feel inferior one rarely exhibited and is represented by weighted averages of (1.8) (1.9) (1.9) (1.9) (2.3) respectively.

However political violence, self initiated violence, neglect, child labour and insult are rarely practiced. it was also found that children whose parents experience divorce and sub-sequent re-marriage of their residential parents exhibit lower adjustment than those who are in one transition group.

From the response of the pupils, the weighted mean (3.3), (3.2) and (3.5) show that neglect, beating and social violence are the most common types of violence that occur very frequently in the society and affect access to education.

40% and 25% of the parents indicated that beating others and food denial, were the most frequent forms of violence exhibited. It further shows that sex offences, bullying, drug abuse, fighting and strikes with 5%, 10%, 5%, 10% and 5% were rarely witnessed.

**Views of pupils on the impacts of domestic violence on education:**

The study sought to find from the pupils the impact of domestic violence on education. Table 4.9 shows the response rate.

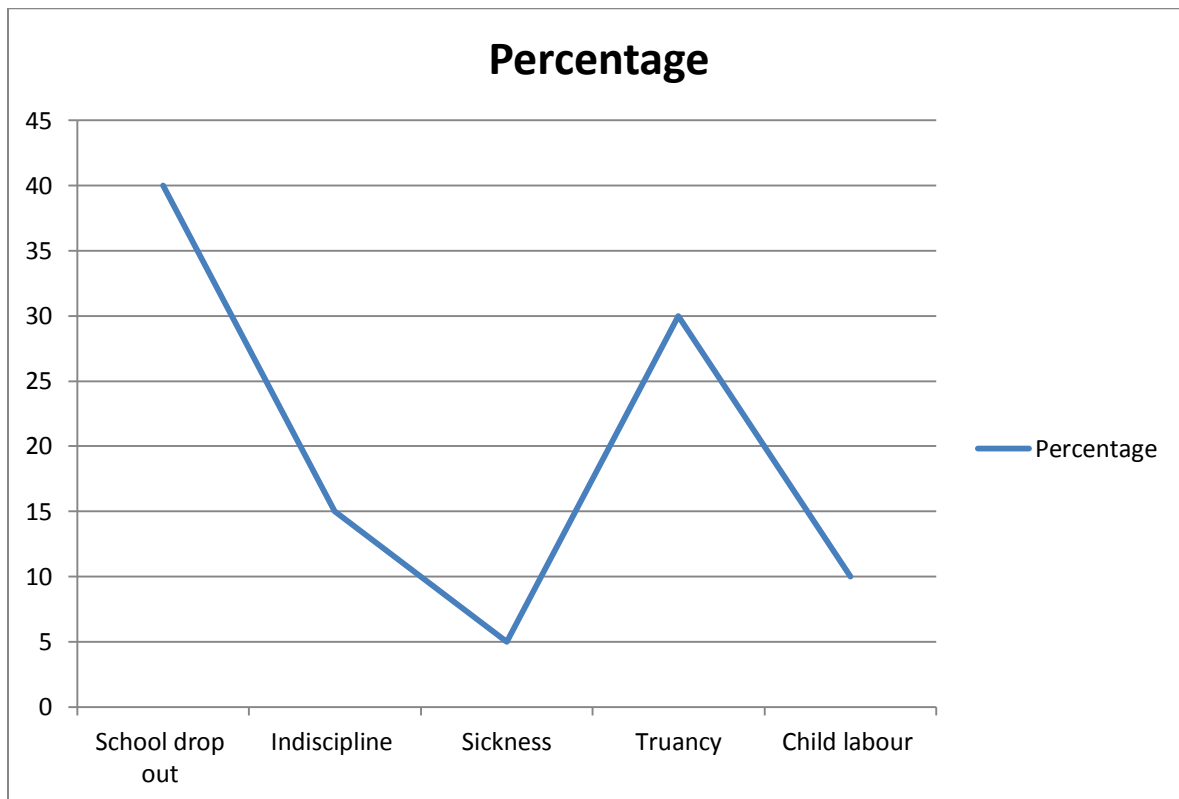
**Views of pupils on the impact of domestic violence on education:**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
School drop out	124	49.7
Indiscipline	26	10.4
Sickness	11	4.4
Truancy	75	30.1
Child labour	13	5.2
<b>Total</b>	<b>249</b>	<b>100</b>

**Table 2: indicated that 49.7% and 30.1 % of the pupils attributed school dropout and truancy as major impacts of domestic violence. 10.4 % 5.2 % and 4.4 % of the pupils indicated that indiscipline, child labor and sickness to a very great extent affect accessibility on education.**

**Views of parents on the impact of domestic violence on education:**

The study sought to find out the views of parents regarding the impacts of domestic violence. The responses are recorded in figure 2



**Source:** field data (2013).

**Figure2: Response Rate on the Impact of Domestic Violence on Education**

In figure above 40 % of the parents indicated that school drop out to a greater extent is the major impact of domestic violence on education. 30% of parents show that truancy to a moderate extent affects accessibility to education .15%, 10% and 5% of the parents noted that indiscipline, children labour and sickness affect accessibility to education.

**Table3: Relationship between views of teachers and those of parents Regarding impact of Domestic violence.**

<b>violence</b>	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
School dropout	14	8	112	156	64
Indiscipline	3	3	9	9	9
Sickness	1	1	1	1	1
Truancy	11	6	66	121	36
Child labour	1	2	2	1	4
<b>Total</b>	<b>30</b>	<b>20</b>	<b>190</b>	<b>288</b>	<b>114</b>

**Source:** Field Data (2013)

X-Teachers response

Y-Parents response

XY-Correction coefficient

The formula for the calculation of person correlation coefficient.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

$$r = +0.86$$

The correlation coefficient lies between -1 and +1. From the result above there was a very close correlation between the views given by teachers and those of parents regarding the impact of domestic violence on education.

### **SUMMARY**

The study found that 49.7% of the respondents maintained that domestic violence led to school dropout among the pupils. This is because fighting parents exhibit less concern for their children denying them basic necessities like soap, uniforms, sanitary towels and food. Also, it leads to absenteeism due to lack of school levies and uniform.

The study also found that of the homes prone to violence, fewer parents were available to watch, guide and mentor their children. Domestic violence for instance beating of pupils, social violence, sexual violence and cultural violence is evident in many societies in Kenya.



From the study, 49.7% of the respondents (table 2) exhibited that domestic violence led to school dropout among the pupils. Various reasons were attributed to absenteeism which include lack of school levies and uniform. The study findings showed that fewer parents were available to watch, guide and take keen interest in their children. This study is in agreement with the findings of (Amatoo, 2000; Kienan , 2001) who said that domestic violence made children achieve low academically.

### **RECOMMENDATIONS**

The parents should provide the basic needs to pupils necessary for education to avoid school dropout. Professionals should be hired to talk to both parents and pupils on domestic violence. Researchers should look at how domestic violence in homes and how it impacts on economic empowerment of women. Research should be conducted on the impact of domestic violence on access to higher education by women.

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