## AN EXAMINATION OF THE EFFECTS OF INTER-PARENTAL VIOLENCE ON PUPILS’ LEARNING: A CASE OF PRIMARY SCHOOL PUPILS IN CHANG’OMBE WARD IN DODOMA CITY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF**

**SOCIAL WORK (MSW)**

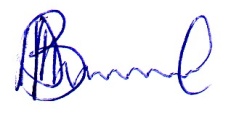
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**THE OPEN UNIVERSITY OF TANZANIA**

**2021**

**CERTIFICATION**

The undersigned certifies that she read and here by recommends for acceptance by the Open University of Tanzania a research entitled, **“An Examination of the Effects of Inter-Parental Violence on Pupils’ Learning: A Case of Primary Schools Pupils in Chang’ombe Ward in Dodoma City,”** in partial fulfillments of the requirements for the award of Degree of Master of Social Work (MSW) of the Open University of Tanzania.



………………………………

Dr. Betty Mntambo

(Supervisor)

06/ 08/2021

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……………………………………..

Signature

06/08/2021

………………………………….

Date

# DEDICATION

I dedicate this work to my mother, Justina Kabula. Thank you so much for your prayers; my wife, Khadija Swai, for her moral and financial supports during the whole period of my studies, my daughters Catherine Kulwa Michael, Justina Kabula Michael and Glory Nkwimba Michael and my son Kelvin Doto Michael for their tolerance during my studies.

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# ABSTRACT

This study examined the effects of Inter-Parental Violence (IPV) on primary school pupils’ learning in Dodoma City. Specifically, it explored the types and causes of IPV, the relationship between occupations of parents and causes and types of IPV which pupils experience and lastly how IPV affects pupils’ learning at school and home. The study used the cross-sectional research design to generate data from a sample of 88 participants, which included 70 primary school pupils of Standard 5 and 6 in Chang’ombe Ward, 6 teachers, 10 parents and 2 officers of Gender and Children’s Desk. The study combined qualitative and quantitative approach, data were collected from pupils, teachers, parents and officers of Gender and Children’s Desk through questionnaire and interviews. The quantitative data were analysed with the Statistical Package for Social Sciences (SPSS) and content analysis was used for the qualitative information. The analysis revealed that pupils at Chang’ombe Ward experience different types of IPV, namely physical abuse, child neglect, sexual abuse, and psychological abuse. The main causes of IPV are low income, alcoholism, and family responsibilities which all together affected the pupils’ learning. It was revealed that IPV has a bearing on pupils’ learning because pupils fail to attend school regularly lack of necessary school requirements and psychological disturbances. The study recommends the government and different stakeholders to educate parents on the effects of IPV to their children. Furthermore, teachers should identify children who experience IPV to support them both psychologically and academically. Moreover, parents ought to make effort to increase their income and reduce alcoholic consumptions, which are the major sources of IPV.

**Keywords:** *Examination of the effects, Inter-Parental Violence, Pupils’ Learning*

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# LIST OF ABBREVIATIONS

|  |  |
| --- | --- |
| **ACPF** | Africa Child Policy Forum |
| **ACRWC** | African Charter on the Rights and Welfare of Children |
| **CRC** | Convention on the Rights of Child |
| **IPV**  **LHRC** | Inter-Parental Violence  Legal and Human Rights Centre |
| **NBS** | National Bureau of Statistics |
| **OUT** | Open University of Tanzania |
| **STD**  **UK** | Standard (a class in primary school)  United Kingdom |
| **UNICEF** | United Nations International Children’s Emergency Fund |
| **URT** | United Republic of Tanzania |
| **USA** | United States of America |
| **VICOBA** | Village Community Banking |
| **WHO** | World Health organization |

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Inter-Parental Violence (IPV) has been a long-standing social problem in the world. It cuts across all socio-economic and cultural boundaries. According to Sullivan *et al*. (2004), it is estimated that more than 275 million children in the world witness IPV. Children from the homes where violence occur are physically or sexually abused and seriously neglected (Mackay, 1994). Agarwal and Panda (2007) had the same view with the argument because of the prevalent nature; domestic violence is recognized as a problem that international development institutions and developing country governments have to tackle. A study done in Colombia to compare 10 countries estimated that between 15% and 71% of children have been physically and/or sexually abused at some point in their lives (Moreno, 2006). The impact of domestic violence on children who witness violence can be devastating and puts these children at a greater risk of being abused (Chamberlain, 2001).

The crime survey in England found out that domestic violence affects mostly children, where the survey discovered an estimate of 12.9 million incidences of domestic violence against children in England between 2001 and 2003 (Walby& Allen, 2004). It is observed that around 60% of the children globally left their parent’s homes due to domestic violence in England (Humphreys &Thiara, 2002). Furthermore, the India Survey Research in the same line of an argument reported that more than 45% of women suffer domestic violence, which in turn leave children psychologically disturbed which ultimately affects their pupils’ learning (India Survey Report, 2000).

In Sub-Saharan African Countries, about 40 million children are victims of violence (Save the Children Fund, 2012). Generally, the causes of domestic violence cuts across economic, social, cultural and religious boundaries (Thiara, 2002). Children in Sub-Saharan Africa face many forms of domestic violence including physical, sexual and psychological abuse; they are caught up in many situations that expose them to different forms of violence.

In Tanzania, it is argued that the situation is not different from other countries, the cases of domestic violence against children has increased. For example, about 6376 cases were reported in 2018 as compared to 4728 in 2017, moreover 3 in 4 children had experienced physical violence before the age of 18 years, and adults had subjected 25% of them to emotional abuse during childhood (LHRC, 2018).

Domestic violence against children has cascading negative effects on the economic wellbeing, physical health and mental health of individual victims. It is highly predictive of poor child’s intellectual emotional, behavioral and social development as well as on their learning (Renzetti, 2009). For example, Hague (2012) points out that those children who are exposed to IPV in their homes have ineffective interaction with their parents and their level of social competence is lower than those children who are not exposed to IPV.

Buzawa*et al*. (2012) state that health development of children below the age of ten are affected by domestic violence, where these children build in tendency of crying frequently and later develop eating problems hence significant weight loss. Furthermore, in line of an argument, Cafrey (2009) in his research reported other domestic violence incidences where children develop habit of wetting their beds with others experiencing chronic stomachaches and headaches because of domestic violence (Cafrey, 2009). As a result, these authors concur with their arguments that these problems affect classroom concentration of these children and hence leading to poor learning performance.

Moreover, Kenney (2012) argued that children exposed to IPV have their behavior intolerable because of low discipline level; they always try to imitate the behavior portrayed at homes hence leading to disciplinary issues. He further pinpointed out that these types of children are psychologically traumatized by domestic violence acts. Consequently, their concentration in classrooms is poor; hence, their learning performance declines gradually (Kenney, 2012). Therefore, this study seeks to examine the effects of IPV towards pupils’ learning of primary school children, taking the case of Dodoma City Council.

## 1.2 Statement of the Problem

Inter-Parental Violence against children is a serious social problem that cuts across all levels of the society. It is reported that children in Tanzania experience severe difficulties, hardships and violence in their everyday life (Kopoka, 2000; Kibassa &Lugalla, 2003). Although Tanzania passed the law of the Child Act in 2009 with the intention of safeguarding children’s rights, such as freedom from violence, IPV is still alarming. For example, nearly 3 in 10 girls and approximately 1 in 7 boys in Tanzania have experienced violence, such as child rape, child marriages, teenage pregnancy and physical abuse prior to the age of 18 (UNICEF, 2011).

Kisanga (2012) in his study on domestic violence in Bahi revealed that 46% and 38% of girls and boys respectively had experienced violence in their homes. The study also revealed that violence at homes was significantly associated with poor self-rated health consequence such as trauma and mental illness to children. George (2008) in his study at Mpwapwa Dodoma observed that incidents of IPV are increasing and this make some of the victims to drop in school learning.

While IPV is cited to be at an increase in the country, and particularly at Dodoma Region, studies on the causes and effects of IPV on children learning are limited. If research is not conducted to inform the appropriate intervention required, children’s education would be affected to an alarming situation. In this case, the current study aims at examining the effects of IPV on primary school pupils’ learning in Dodoma City.

## 1.3 Research Objectives

### 1.3.1 General Objective

To examine the effects of Inter-Parental Violence on pupils’ learningat Chang’ombe Ward in Dodoma City

**1.3.2 Specific Objectives**

1. To explore the types and causes of Inter-Parental Violence that pupils experience
2. To investigate the relationship between occupations of parents and causes and types of Inter-Parental Violence which pupils have experienced
3. To explore how Inter-Parental Violence affect pupils’ learning at school and home

## 1.4. Research Questions

1. What are the types and causes of Inter-Parental Violence that pupils experience?
2. What are the relationship between occupations of parents and causes and types of Inter-Parental Violence which pupils experience?
3. How Inter-Parental Violence affect pupils’ learning at school and home?

## 1.5 Relevance of the Research

Tanzania is a signatory to various conventions with regard to ensuring the safety of children’s human rights such as the Convention on the Rights of Child (CRC) which was ratified on 10th July 1991, and the African Charter on the Rights and Welfare of Children (ACRWC) which was ratified on 9th May 2003 and the Millennium Development Goal of 2000, which clearly addresses the need to protect children from all forms of violence.

In addition, the Tanzania Child Development Policy of 2008 and Education and Training Policy, of 1995 highlight the need to protect children living in difficult circumstances and right to education. The policies recognize the need to re-examine issues of access and equity; and education for all as the basic human right. However, one of the greatest challenges for Tanzania has been the implementation of these policies (UNICEF, 2011).

Therefore, this study adds in the knowledge on the effects of IPV on pupils’ learning in primary school. The current study suggests possible solution to improve pupils’ learning among pupils who face IPV.

## 1.6. Organization of the Dissertation

Chapter one presented background to the study which basically organized in historical nature of the problem under study. It also presented the statement of the problem which presented the problem and its unveiling potential. The objectives and research questions are presented in this chapter to provide direction of the study. Next chapter two, which presents literature reviews focusing on definition of key concepts, critical theoretical review of other similar studies as well as some theories, developed explaining the phenomenon. Empirical analysis of relevant studies, the research gap was identified; conceptual framework of the study as well as theoretical framework, and the summary also was covered in chapter two. Chapter three presents the research methodology of this study. Chapter four presents data presentation and discussion, finally, the conclusion is presented in line of the findings.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter discusses the theoretical and empirical literature related to effect of IPV on primary school pupils’ learning in Dodoma City**.** It covers empirical studies from global and Tanzanian context then establishing the knowledge gap that was filled in this study.

## 2.2 Theoretical Literature Review

This study was guided by Transaction theory of child development by Sameroff and Chandler (1975). The model highlights that everything in the world is affecting something else or is being affected by something else. The model proposes that child development is highly subjective to caregivers and their environment. In this manner, child development is a complex process involving vibrant interactions.

The model emphasizes that transactional process in cognitive and social-emotional domains where agents in the family, school and cultural contexts may alter the way of children’s development in both positive and negative directions (Patterson, 2003).

More recently, transactions have been documented in IPV–children’s relationships where the effects of the violence on the child will change the reaction of the child especially in school and its education achievement (Morrison & Connor, 2009). For example, parents may not be aware that their children can have significant effects on their learning due to their violence acts and those children are not just passive recipients of their parenting behaviors and values.

The parents sometimes involve in violence and the effect of violence is not limited to the victims alone, but rather it affects all family members including the children. When a school-aged child is affected by his parents’ way of IPV incidences, a child may be unable to go to school many times, depending on the incidences, brutality and the time that it occurs. Others may want to stay home to protect their mother or father. The way these children behave in school affects their learning Bornstein, 2009)

Therefore, based on this theory, the study examines the effects of IPV on primary school pupil’s learning. It is the best-suited theory since it shows how nature and nurture interact in explaining the development of positive and negative outcome for the child development.

## 2.3 Empirical Literature Review

### 2.3.1 Inter-Parental Violence in General

There has been increasing recognition of the incidence of IPV in society. Moreover, women and children are at greater risk than other groups given that the latter are more susceptible to be abused and neglected. The abuse may affect them emotionally and behaviorally; hence, their learning in school could be affected.

According to Stephens (2009), violence against children in United States of America (U.S.A) occurs between 1 up to 4 children for every 6 hours and is the leading cause of injury to many children. Moreover, it is reported that in U.S.A between 3.3 million to 10 million children witness IPV annually (Stephens, 2009). The impact of witnessing these events of IPV on children can be worrying and subject these children at a greater danger of being abused themselves (Chamberlain, 2001).

A study done by Moreno (2006), comparing 10 countries, such as Colombia, México and Venezuela estimated that between 15% and 71% of children have been physically and/or sexually abused at some point in their lives. A report by World Health Organization (WHO, 2013), on preventing IPV in European countries, shows high incidences of domestic violence, its causes and effects as well as cost of prevention programs. Similarly, the report shows that ill-treated children are at higher risk of becoming victims or perpetrators of violence in later life and possibly will have poor academic achievement.

Ranford (2011) study on the prevalence of IPV and child abuse among 4,036 children in United Kingdom (UN); revealed that 12% of children below 11 years and 18% of teenagers aged 11 –17 years had witnessed one or more episodes of IPV during childhood. He later concluded that nearly 4.5% of children and teenagers in the UN have undergone cruel IPV, which is evidently seeing one parent beat up, choke or kick the other partner in their existence.

Prevalence estimates for children who eyewitness IPV was alike for both girls and boys reporting that they have witnessed the incident at home (WHO, 2013). Where families’ experiences IPV, child abuses are frequently present; majority of children are abandoned and physically abused at a rate of 15 times higher than the national average (Sterne &Poole, 2010). Young children experience violence in many ways. According to Raphaela (2015), children may hear one parent intimidate another, see one parent assault the other and/or witness a parent who may be furious with anger. Thus, majority of children may live with the consequences of the IPV and are affected by the dangers exposed to the safety of their beloved caregiver.

Save the Children Fund (2012) estimates that, about 40 million children in Sub-Saharan countries are victims of domestic violence. It is stated that, every single year, nearly 64% of children in African countries are faced with some form of violence. For instance, 92% of pupils surveyed in Togo, 86% in Sierra Leone, 73% in Egypt, 71% in Ghana and 60% in Kenya reported having experienced physical violence in their life time (ACPF, 2011). The study conducted in Swaziland and Botswana 40% and over 67% of children respectively have experienced violence once in their life time (Lalor, 2014).

Incidences of IPV has been reported comprehensively especially through the media. Tanzania, had been acknowledging the incidences of IPV in majority of its communities which had undesirable effects on children’s well-being (Devaney, 2015). Report by UNICEF (2014), in Tanzania, indicated 47% level of IPV and that many children are vulnerable to its negative outcome. The report reveals that 3.4 million children between the ages of 3-17 years are at risk of exposure to IPV each year in the country. Over 6376 cases of domestic violence country-wide were reported only in 6 months between January and June 2018 (LHRC, 2018). It is in this facet that this research will study the effects of IPV on primary school pupils’ learning in Dodoma.

## 2.4 Forms and Causes of Inter-Parental Violence

## 2.4.1 Forms of Inter-Parental Violence

There are different types of IPV ranging from physical, neglect and psychological torture, verbal and sexual abuse, among others.

### 2.4.1.1 Physical Abuse

It is the act of using force against the victim, which may cause severe injuries. This may involve beating, biting, throwing, hitting, shaking, pinching, punching, kicking, poisoning, burning, slapping, or any other type of contact that may result in bodily harm to the victim (Osthoff, 2002). In this study, physical violence is any cruelty action against children or person made to hurt him/her.

LHRC (2012) in East Africa countries showed that many incidences of physical harm among the Samia of Kenya while in Tanzania the 2012 LHRC report indicated that there were number of cruelty activities in the country that were done against children (LHRC, 2012). For instance, in Mpwapwa Dodoma, one mother caused body injury to her child using razor blade blaming her for stealing five hundred shillings.

### 2.4.1.2 Child Neglect

Child neglect happens when children are deprived of their basic needs and other essential needs. Usually it happens when a care-giver ignores the child and does not care about the existence and well-being of the child. This forces them to run away into the streets (International Labour Organization, 2010). A study done on the cities of Alexandria and Cairo by Falaye (2013) revealed that about 1 million children who were living on those cities, 57% of the children pointing violence in homes, whereas Materu (2009) study in Dar es Salaam City found that children have been neglected and forced to street due to IPV. About 50% of children who were interviewed complained that their parents were frequent quarrels, forced them to run away and live in the Streets.

### 2.4.1.3 Sexual Abuse

This occurs when someone is being required to have sexual intercourse against his or her wish. It involves behaviors such as rape, incest, oral sex, touching a child’s sexual organs, showing pornography to a child, child trafficking and all forms of sexual activities done by someone with authority or than the victim such as siblings, parents, teachers and members of the family, maids, among others (Herrenkohl 2005).

A report by WHO (2007), estimated the prevalence of sexual abuse to be 19.7% for females and 7.9% for males globally. Moreover, the children were the mostly sexually abused group and were abused by close persons who are familiar to them, with 30% being relatives of the child, 60% being friends and only 10% of sexual offenders being strangers. Snyder (2000), study in Swaziland revealed that 8.1% of the children were sexually abused in their life time, on that occasion 74% of the victims were able to identify their abusers; on the other hand, only 32.5% of the victims were the children’s friend.

Mdungi and Mhagama (2000) in Tanzania reveal that the acts of sexual abuse predominantly occur in the society and dealt within the family. The main abusers are fathers or other close-male relatives. For instance, 1 in 3 girls and 1 in 7 boys have experienced sexual violence. The most common reported type of sexual violence being unwanted touching which was reported by 16% of girls and 8.7% of boys; and unwanted intercourse reported by 14.6% of girls and 6.3% of boys (URT, 2011). Thus, this study investigated whether sexual abuse is a cause of IPV.

### 2.4.1.4 Psychological Abuse

This happens when there is tampering of child’s emotions, self-esteem and confidence; usually by being yelled or bullied. This type of abuse occurs in schools even in society by teachers, seniors or adults (Hammer, 2001).

Children who have been abused emotionally exhibit the following signs such as being unhappy, distress, aggressive and acting anti-social or acting maturely than their age. Moreover, children tend to bump into difficulties with academic success and school attendance, find it complicated to make friend and, show signs of physical neglect (Muema, 2012).

Most studies done generally focused on domestic violence forms, effects on children development in UK and USA (Sterne & Poole, 2010). Carlson (2012) shows that leaving little or insufficient information regarding the effects of IPV on pupils’ learning of young children in the primary school, which will be the focus of this study.

## 2.4.2 Causes of Violence

### 2.4.2.1 Alcohol and Drug Abuse

Buddy (2009) asserts that nearly half of the domestic violence cases were connected with excessive alcohol consumption. Additionally, Gilchrist (2003) indicates that alcohol contributed to 62% of all the offenses, with 40% of the perpetrators being alcohol dependent.

In Tanzania, studies by Olsson (2016) highlighted that the use of drugs and consumptions of local alcohols in most homes is the major contributor of many cases of domestic violence in Kagera Region.

### 2.4.2.2 Income Level (Poverty)

Muthoni (2012), in his study, cited poverty among families as the major factor that prompts domestic violence. The study showed that where there is high level of poverty and, as well, the level of domestic violence against children are high. In Tanzania, poverty among families dwelling in rural areas and in slums in urban areas was among the causes of domestic violence among families (Olsson 2016).

### 2.4.2.3 Family Responsibilities

Family responsibilities is the one of causes of IPV among households, it occurs when individual failure to fulfill family function needs. Family responsibilities may lead to child neglect when the parents did not function their responsibilities. Family responsibilities are the recurrent patterns of behavior by which individuals fulfill family functions and needs (Epstein, Bishop, Ryan, Miller, &Keitner, 1993). Individual members of families occupy certain responsibilities such as child, sibling, and grandchild. Along with responsibilities come certain social and family expectations for how those responsibilities should be fulfilled.

A study by African Policy Forum (2014) in Zambia found that marital conflict, which is impacts of family responsibilities in the households, was among of the top reason given on why there was increase in the levels of domestic violence against children in the country. In Tanzania, the reports on violence against children show that marital conflict is one of the causes of violence against children especially child neglect (Lalor, 2014).

# 2.5 Parents’ Occupations and Types and Causes of Inter-Parental Violence

Occupation is a type of work performed by an individual in a given job irrespective of branch of economic activity status (Mirowsky, 2017). In this study, it was illustrated that parents had different ways of earning income for their families. Such as public servants, business actors, drivers, fishers and farmers. The purchasing power is among the issues which contribute to decision making and may also contribute to IPV in the failure to meet the demands of the family (Wildavsky, 2017). The study indicated the relationship between occupations of parents and IPV and show the relationship of parents’ occupation versus types and causes of IPV which pupils experience.

## 2.6 Effects of Inter-Parental Violence against Children

The study is done by Perry (2012), in Nigeria, shows that children who are physically abused are more highly violent than those who are not abused. Moreover, these children are prone to fighting and criminal behavior and may end up being injurious.

Those subjected to violence in their homes are emotionally frightened and distressed (Kenney, 2012). In addition, exposure to domestic violence has a negative impact on neurocognitive development. This, therefore, affect brainpower in children (Moffit &Aspi, 2003) children subjected to violence have unsteadied minds as a result they lack concentration in class and in due course very low performance.

Participation in class is extremely related to pupils’ learning (Ladd, Bush &Seid, 2000; Finn, 1999; Finn, 1993). It was observed that, pupils exposed to IPV fail to participate in class activities, lack of concentration in classes or present unusual learning problems which later affects their learning (Moffit &Aspi, 2003).

Studies show that children exposed to IPV have their behavior unbearable because of low discipline level. These children are psychologically distressed by violence acts as a result their learning declines steadily (Kenney, 2012).

The study conducted by Goddard and Bedi (2010) in Australia on “Child Abuse and Intimate Partner Violence”. The study aimed to present a critical, child centered perspective on the intersection between intimate partner violence and child abuse. The findings show that quarter of the behavioral difficulties are caused by violence such as school problems, mental disorders, anxiety and fears, stuttering, sleep disturbance and unnecessary crying. These problems are considered in the three central issues such as child centered perspective, language use to describe children forced to live with intimate partner violence and the respective importance of hearing children’s who experience such violence.

According to Sambo and Isa (2016), they focused on the effect of child abuse on pupils’ learning in Nigeria. Findings showed that there are three major types of child abuse, which are physical, sexual and emotional or psychological abuse. The findings discovered that because of child abuse children perform poorly in school.

## 2.7 Research Gap

Inter-Parental Violence is clearly substantially drawn attention among all abuses in which children are affected because of parents’ violence. The literature indicated the increase of violence in Tanzania. Thus, the literature has posed a great risk of children. This, however, resulted in many learning discourses in various parts of the world and Tanzania in particular. The concern of IPV has raised discussion on the effects especially to pupils’ learning. There is a clear link between IPV and pupils’ learning in primary schools which requires investigation of IPV. Therefore, the need to fill the gap must be properly addressed in this study.

## 2.8 Conceptual Framework

This study examined the effects of IPV on pupils’ learning. A broader framework used in this study is based on getting organized set of information that is connected with the effects of IPV and the strategies, which are designed to improve pupils’ learning after violence has taken place.

Independent variable was identified as IPV and intervening variable as forms of IPV which are physical abuse, child neglect, sexual abuse, and psychological abuse occurring at home; its prevalence as well as causes such as alcohol, drug and substance abuse, family responsibility, occupations of the parents, and low income. The dependent variable on the other hand was concerning pupils’ learning in primary school.

There is a clear sort of relationship in this study between the independent variable and intervening variable on how influenced dependent variable, because during parent violence children who are pupils have less attendance at school,unconducive learning environment at home, pupils’ engagement in bad relationships, psychological disturbances, lack of learning materials or fare to pay for their transport and meals at school and poor concentration at school this has affected pupils’ learning

Figure 2 1: Conceptual Framework

**Source: Researcher, (2018)**

**Inter-Parental Violence**

**Socio-economic factors:**

* Occupation of the parent
* Family responsibility
* Alcohol consumption

**Forms of Inter-Parental Violence:**

* Physical abuse
* Child Neglect
* Sexual abuse
* Psychological abuse

**Pupils’ learning:**

* Participation in class
* Attendance in school

**Pupils’ learning**

**Independent Variables Intervening Variables Dependent Variables**

# CHAPTER THREE

# RESEARCH METHODOLOGY

**3.1 Introduction**

This chapter explains the research design and approach, study area, targeted population, sample and sampling procedures. The data collection techniques that were used in this study to obtain information from respondents, validation of the instruments as well as ethical considerations were observed. Lastly, the procedures for data analysis were presented.

## 3.2 Research Design

This study used a cross-sectional design due to limited research resources particularly time and funds (Adam and Kamuzora, 2008). Also, the design is appropriate for this study since it involves collection of data at one point in time. A cross-sectional design was used in this study since the study depended on the data from parents, teachers, children (pupils) and officers from the Gender and Children’s Desk. Furthermore, this study combines quantitative and qualitative approaches to examine the effects of IPV on pupils’ learning. The combinations of the two approaches were helped in obtaining information from different kinds of research methods (Kothari, 2004) which in turn were assisted to examine the relationship between IPV and pupils’ learning.

The approach used in this study is a mixed methods approach in which both qualitative and quantitative methods were used. The quantitative part sought to establish the prevalence of children exposed to IPV and how they affect pupils in learning. The qualitative aspect elaborated the kinds of violence and their effects in learning.

## 3.3 Description of the Study Area

The study was conducted in Chang’ombe ward in Dodoma City Council. Dodoma city was selected due to the following reasons; firstly, it wasone among the area of huge number of IPV issues and high rate of victims or survivors who experienced or witnessed violence (UNICEF, 2011). Secondly, the occurrence of targeted populations (respondents)with different social-economic status and who were experienced, witnessed or affected with IPV.

Chang’ombe ward has approximately a total population of 25,415 people whereas children less than 18 years occupy 10,231 of the whole population, compared to Uhuru ward which has a total population of 2,419 people (NBS, 2012). Crime rates such as theft and rape are high within the ward mainly due to unemployment (URT, 2012).

The ward is mainly occupied by people of low income who rely on small businesses ranging from hawking, charcoal selling, and car washing, to tailoring and retail shops to earn their living, most social amenities are located outside the ward except for 2 primary schools and dispensaries. Chang’ombe ward has 2 primary schools, with a population of 2,024 pupils whereby 1104 are boys and 920 are girls (Chang’ombe Ward Education Office, 2019). The ward is accessible throughout the year by road.

## 3.4 Study Population

The target population for this study was Standard 5 and 6 pupils (10-14 years). These are mentally matured who had witnessed or involved in violence. Thus, they have experienced IPV and they were able was explained the forms and effects of IPV they had experienced.

The key informants involved in this study included parents, teachers and officers of gender and children desk to get their ideas, experience, and perception on IPV against children and its effects on their learning.

## 3.5 Sampling Design and Procedures

This study employed both convenient and purposive sampling to obtain the sample for the study. Convenient sampling was used to sample the pupils from the two schools to fill the questionnaire while purposive sampling was employed to select class teachers, officers of Gender and Children’s Desk, parents, and the antiviolence club teachers to participate the study. Each of the procedures is explained below.

### Sampling Techniques

This study was employed non-probability sampling. The non-probability sampling the study was employed both convenient sampling and purposive sampling technique.

### 3.5.1.1 Convenient Sampling

The study used convenient sampling in that the pupils to participate in the study must necessarily be Standard 5 and Standard 6 and must be those who were members of antiviolence clubs in each school. In so doing, the study sampled only those pupils who attended school on the day of data collection in the schools. Thus, 39 pupils were obtained from Chang’ombe ‘A’ primary school while 31 pupils were obtained from Chang’ombe ‘B’ primary school in the order presented in the following table. The two school sampled in this study had existing antiviolence clubs. Standard 5 and standard 6 were picked because they are at the age where they can explain about violence issues and how they affect them in learning. Standard 7 were excluded for they were busy preparing for final national examinations. Thus, any intervention would affect their preparation. According to Etikan (2016) Convenience Sampling is the method, which involved getting obtainable respondents who were close to the researcher including; friends, neighbors, or community members who demonstrated significance and readiness to cooperate to research questions were integrated and composed the study population

1Table3. 1: Distribution of Pupils Respondents

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender** | |  | | | **Total** |
| Class | School A | School B |
| Male |  | STD 5 | 09 | 07 | 16 |
|  | STD 6 | 13 | 11 | 24 |
| Female | | STD 5  STD 6 | 05  12 | 06  07 | 11  19 |
| **Total** | |  | **39** | **31** | **70** |

**Source: Field Data, (2019)**

After filling the questionnaire, 12 pupils who were drawn from the schools, *i.e.* 6 pupils from each school to participate in interviews. These were the same pupils who filled the questionnaire who were picked for the interrogation that helped to elaborate the problems they face and also get to know their feelings about IPV and how they got affected. With the help of teachers, the researcher picked 3 girls and 3 boys from each Chang’ombe A and Chang’ombe B who participated in filling the questionnaire. However, two pupils were dropped from the analysis because they became too emotional and started crying as the interviews were continuing; thus, they could not finish the interview.

### 3.5.1.2 Purposive Sampling

Purposive sampling was used to sample 6 teachers to participate in the study. The criteria for inclusion were that the teachers must be antiviolence club teachers of the school and Standard 5 and 6 teachers, 10 parents and 2 officers of Gender and Children’s Desk. These were sampled because they are close to the pupils and were aware of the violence that most of the pupils encounter along with their encounters in learning. Teddlie and Yu (2007) assert that purposive sampling is used because more appropriate when a researcher deliberately and subjectively selects certain individuals based on knowledge of the population and the objectives of the research (Teddlie & Yu, 2007).

The selection of parents followed from the interviews with pupils whereby the pupils who were interviewed were asked the whereabouts of their homes and later on contacts were sought from the antiviolence club teachers to ask for consultations with the parents.

### 3.5.2 Sample Size

A sample in research refers to any group in which information is obtained (Frankel and Wallen, 2000). Also, Creswell said (2008) a sample entails the number of entities in a subset of a population selected for the study and data analysis. Kothari (2004) defines a sample as optimum which fulfils the requirements of efficiency, representativeness, reliability and flexibility.

The violence is very sensitive things which sometimes the cooperation from the respondents became very poor. Convenient sampling was used to select 70 pupils aged ranged from 10-14 years from standard 5 and 6. The selection was conducted from two primary schools, 39 pupils were selected from Chang’ombe A and 31 selected from Chang’ombeB. According to criteria of study the pupils to participate in the study must be those who were members of antiviolence clubs in each school. In so doing, the study sampled only those pupils who attended school on the day of data collection in the schools.

## 3.6 Data Collection Methods

### 3.6.1. Primary Data Collection Method

### 3.6.1.1 Questionnaire

Closed and open-ended questionnaires were used to collect data from pupils (Appendix 3a). Basically, the use of questionnaires provide advantage of providing the respondents adequate time to reflect on the questions asked and allows the researcher to collect quantitative data from individual persons as basis of analysis (Kasomo, 2006).

The questionnaire was used to collect information on the IPV and its effects on pupils’ learning. It is appropriate for the current study because it was saved time, ensures collection of adequate information in short duration, prevents bias and guarantee confidentiality of respondents (Borg & Gall, 2003).

### 3.6.1.2. Interview

The study administered interview to 6 teachers from selected schools, 2 officers of gender and children desk, 10 parents of the interviewed pupils and 12 pupils these were selected from the group of 70 pupils who responded to the questionnaire. With the help of teachers, the researcher picked 3 girls and 3 boys from each Chang’ombe A and Chang’ombe B who participated in filling the questionnaire. However, two pupils were dropped from the analysis because they became too emotional and started crying as the interviews were continuing; thus, they could not finish the interview. Any parent sufficed to inform the study since they come in the society and observe what happen in the community and how they affect children. Similarly, these selected pupils were provided in-depth information on the experience of how being affected by IPV. The main purpose of the interview within the research plan was to disclose informants’ understandings, expectations and perspectives concerning issues of IPV (Mugenda and Mugenda, 2003).

### 3.6.2 Secondary Data Collection

Documents were reviewed to obtain secondary data. This was involved the thoroughly examination of past research reports, articles and journals related to IPV. Moreover, the study was used data from the related offices the department of Community development and Social Welfare and Police Desk of Gender and Children office.

## 3.7 Data Analysis

Quantitative data were sorted, cleaned and compiled ready for processing and running data outputs to produce information for presentation. Quantitative data were processed and analyzed using SPSS (Statistical Package for Social Sciences) by using descriptive analysis to produce frequencies and percentage which was used to decide the majority opinions.

Moreover, qualitative data collected from interviews were analyzed using thematic coding with respect to study objectives.

# 3.8 Validity and Reliability Issues

### 3.8.1 Validity

In this study, validity of data was ensured by a peer review of a research tools and a close supervision of supervisor. The researcher ensured that the preparation of research tools reflect the demand of research objectives

### 3.8.2 Reliability

The researcher ensured reality of the study by using the appropriate respondents from the study area. Also, Kiswahili which is the common language to the respondents was used to make respondents respond in the language they understand. Also, a considerable large sample size was drawn from the field to ensure reliability of the responses. Moreover, the analysis data and report writing depended on the data which were collected from the field. Reliability reflects the consistency of the same findings with the same interpretation over times when done on different times even if done by someone else. To ensure reliability in this study all interviews was scheduled and the researcher to explore its applicability, collection of relevant information and selecting a proper tool for analysis, familiarizations of questions was done.

## 3.9 Ethical Considerations

The researcher was obtained research approval from the Directorate of Postgraduate Studies at the Open University of Tanzania. Before data collection, the objective of the study was explained to the respondents and they were told to feel free to participate or not to participate in the study. Furthermore, participants were free to withdrawal from the study at any time during the study.

Participants were assured of confidentiality of the information obtained from them throughout the study, and no name was used, just code numbers. A written or verbal informed consent was obtained from the participants before the study is conducted.

# CHAPTER FOUR

# DATA PRESENTATIONAND DISCUSSIONS

## 4.1 Introduction

This chapter presents the findings of the study as they were obtained from the analysis of the data generated from the field. The presentation is followed by the discussions of the findings which are done in accordance with the research objectives. The first section presents socio-demographic of the respondent followed by presentation of data which were obtained. The rest part deals with presentation of findings, analysis and discussions according to the objectives of the study. The analysis is arranged according to the sequence of objectives.

## 4.2 Demographic Characteristics of Respondents

The socio-demographic characteristics are important in determining the understanding of the opinion of the respondents towards the subject under study. This is because they help to justify the representativeness of the sample (Laurie, 2017; Rwegoshora, 2016). Data were collected from two schools, which are here termed as school A and school B for anonymity purposes. The key participants in the study included pupils who responded through questionnaire and interviews, class teachers, antiviolence club teachers, officers of Gender and Children’s Desk, and parents. The pupils were consulted through questionnaire, face-to-face interviews, while parents, teachers, antiviolence club teachers, and the officers of Gender and Children’s Desk were consulted through interviews.

### 4.2. 1 Sex of the Pupils

The analysis of pupils’ distribution by gender shows that a large proportion of pupils are males (57.1%), compared to (42.9%) females. There were more male pupils in the study than girls because 9 girls out of 40 who were sampled for the study either did not complete filling the questionnaire while one girl became too emotional and cried a lot; thus, the researcher could not continue interrogating her. These were dropped during the data analysis.

2Table 4. 1: Distribution of Pupils by Sex

|  |  |  |  |
| --- | --- | --- | --- |
| **Sex** | | **Frequency** | **Percent (%)** |
|  | Male | 40 | 57.1 |
| Female | 30 | 42.9 |
| Total | 70 | 100.0 |

Source: Field Data (2019)

### 4.2.2 Distribution of Pupils by Age

Pupils’ distributions by age group are presented in Table 4.2. The analysis revealed that 51.4% of pupils aged between 13 and 14 years are majority compared to 48.6% of pupils were at the age between 10 and 12 years. These findings imply that majority of pupils appeared in this study belong to teenager age group who invariably are standard 5 and 6. Thus, a minority of the pupils in this study were between 10 and 12 years while significant minorities were teenagers. This is to say, on the other hand, that most children who experience and are affected by IPV are those aged between 13 and 14 years albeit their difference between them and pupils aged between 10 and 12 years is not significant.

3Table 4.2: Age of the pupils

|  |  |  |  |
| --- | --- | --- | --- |
| **Age** | | **Frequency** | **Percent (%)** |
|  | 10- 12 years | 34 | 48.6 |
| 13- 14 years | 36 | 51.4 |
| Total | 70 | 100.0 |

**Source: Field data (2019)**

This is, however, a very slight difference in the percentage of respondents (pupils) along age of lines. Age of respondents is an important demographic characteristic in research because it gives a picture of the reliability of the information provided and presented for public consumption (Golden, 2017). As an important demographic feature, age of the respondents is important in informing the different types of violence that children get depending on their age and the effects that they get in their education in accordance with their different ages.

### 4.2.3 Pupils’ Class

Findings in Table 4.3 shows that around three third (61.4%) of pupils involved in this study are class 6 compared to (38.6%) who were in class 5. These pupils are matured sufficient to provide information about IPV. Similarly, Devaney (2015) argued that primary school pupils are mostly affected by IPV because of being parental dependent. According to Lalor (2014), argued IPV affected children especially those are in primary schools, the reality of the effect is measured by the pupils learning decline. These findings justified the existence of IPV which mostly affects pupils’ learning in primary school in Dodoma City.

4

Table 4.3: Class of the pupils

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | | **Frequency** | **Percent (%)** |
|  | |  |  |
|  | Standard V | 27 | 38.6 |
| Standard VI | 43 | 61.4 |
| Total | 70 | 100.0 |

**Source: Field data (2019)**

The class level was an independent variable included to find out if there is a difference between the class level and the type of violence that pupils faced as well as the effects they get from the violence.

### 4.2.4 Parents’ Occupations

Occupation is a type of work performed by an individual in a given job irrespective of branch of economic activity status (Mirowsky, 2017). In the analysis, it was revealed that parents had different ways of earning in income for their families. The purchasing power is among the issues which contribute to decision making and may also contribute to IPV in the failure to meet the demands of the family (Wildavsky, 2017)

Thus, this study made an analysis of the occupations of the parents of the pupils to determine how the differences in economic contribute to IPV which children experience and its impact to the pupils’ learning. Thus, analysis was made to get both fathers’ occupations and mothers’ occupations separately. Pupils were asked to indicate the occupations of their parents in the questionnaire distributed.

5

Table 4.4 Father's Occupation

|  |  |  |  |
| --- | --- | --- | --- |
| **Occupation** | | **Frequency** | **Percent %** |
|  | Public servant | 11 | 15.7 |
| Business actor | 25 | 35.7 |
| Driver | 5 | 7.1 |
| Fisher | 1 | 1.4 |
| Farmer | 23 | 32.9 |
| Fundi | 5 | 7.1 |
| Total | 70 | 100.0 |

**Source: Field data (2019)**

The findings in table 4.4 show that the large proportion of father’s occupation are business actors (35.7%) compared to (32.9%) farmers and followed by (15.7%) of public servants and least of (7.1%) of both drivers and fundi then (1.4%) of fishers.

Table 4.5: Mother's occupation

|  |  |  |  |
| --- | --- | --- | --- |
| **Occupation** | | **Frequency** | **Percent** |
|  | |  |  |
|  | Public servant | 21 | 30.0 |
| Business actor | 23 | 32.9 |
| Farmer | 19 | 27.1 |
| Fundi | 07 | 10.0 |
| Total | 70 | 100.0 |

**Source: Field data (2019)**

The analysis of table 4.5 of mother’s occupation revealed that the leading occupation is business actors, with (32.9%) of responses. The second mother’s occupation is public servants which had (30%) of responses and followed by farmers with (27.1%) and then the least is fundi with (10%) of responses.

In general, the analysis revealed that the main economic activities that most parents were distributed were three; namely, businesses (entrepreneurship), farmers, and public servants. The rest were occupied in a very small percentage. There are *fundi*[[1]](#footnote-2)(to mean physical any art work), fishers, and drivers.

## 4.3 Types and Causes of Inter-Parental Violence against Children

This research attempted to know the types and causes of the IPV those pupils from Chang’ombe ward experience at home. This was the very basic step towards understanding how pupils’ learning is affected by IPV. In so, doing, pupils were first asked to say the frequency of experienced IPV at home before they say the type and causes of IPV they experienced.

### 4.3.1 Frequency of Pupils Experienced Inter-Parental Violence

This sub section presents respondents’ responses who were asked about the frequency of pupils experienced IPV at home. Having said that they had experienced IPV at how were asked to say the frequency with which had experienced the violence.

6Table 4.6: Frequency of Pupils Experienced Inter-Parental Violence

| **Category** | **Frequency** | **Percent** |
| --- | --- | --- |
| Once | 19 | 27.1 |
| More than once | 39 | 55.7 |
| Often | 12 | 17.1 |
| **Total** | **70** | **100.0** |

**Source: Field data (2019)**

Findings in Table 4.6 present the number of times violence occurred at home. A majority of the pupils (55.7%) reported to experience violence more than once compared to (27.1%) who reported to experience violence only once, and small proportion (17.1%) experienced violence often. These findings indicate that pupils had experienced IPV at home, which is detrimental to the pupil’s learning. When pupils were asked to explain their experience with IPV, a majority of them explained to be unhappy with conflict relations among their parents, the feelings that affected their learning and concentration at school.

The following is a quote from one of the female pupils of a standard 6 who were interviewed in this study:

*“My father frequently fights my mother. This makes my mom cry a lot and she sometimes fail to talk. I do not like this, I want us to live happily like others but we have not been so because of violence which exists in our family. When my parents fight, the tamper of my father was shifted to us”.*

The interviews with the parent of male pupil with a Standard 6 sampled in this study explained a similar situation as that of pupils.

*“I have mostly experienced IPV which is really challenging. I am unhappy when I’m at home. This really affected learning of my children. Also our home place became a battle field because there is no peace and harmony”.*

These quotes above give an implication that IPV have been experienced frequently in the study area and affects both parents and their pupils. The IPV revealed that was the source of pupil’s difficult and poor learning because of the home environment was not encouraging for study.

A male pupil who is a standard 5 in an interview explained:

“*I have frequently witnessed IPV at home. I observed my parents arguing and insulting each other. My mother has been very abusive to the father, especially when she is drunk. When they start insulting each other, younger brother and I go to our room to watch them while hiding ourselves”.*

While these are only a few cases and quotes to justify the existence of IPV in the families of Chang’ombe wards and even other areas which, in turn, have a bearing on children’s progress at school. Similarly, Falaye (2013) who found that violence always occurs at home as the biggest social ill.

### 4.3.2 The Types of Inter-Parental Violence against Children

This subsection indicates the types of IPV. Respondents were asked in the few minutes to kindly respond by choosing one of the agreement levels about the types of IPV against children.

Further analysis was made to explore the types of IPV that pupils experience at Chang’ombe ward. Thus, through questionnaire, pupils were asked to indicate the type of violence that pupils experience at home. The analysis revealed that the most frequently faced violence is physical abuse among parents, child neglect, then followed psychological abuse, and sexual abuse. Figure 4.1 below is set to summarize the findings of the study.

1Figure 4.1: Types of Inter-Parental Violence



Source: Field data (2019)

The descriptive analysis of the data obtained from the field revealed that physical abuse is the most experienced type of IPV experienced by pupils at Chang’ombe ward (42.9%) followed by child neglect (27.1%), psychological abuse (24.4%) and the sexual abuse is the least (5.6%).

One of the parents (mother) of male pupil of a standard 5 interviewed about physical abuse in this study had the following to explain with regard to the IPV she experienced:

*“I have been in marriage for about 11 years but I enjoyed my marriage only in the first three years. After that my marriage began to be painful every now and then due to daily conflicts. I have become the object of opposition from my husband every day when he is drunk. You see this scar on the face… one day my husband came back from drinking at midnight. I opened the door for him, and when he entered, he hit me with a bottle of alcohol on my face … I was very hurt but I had nothing to do because I have nowhere to go. Due to my husband's excessive alcohol consumption, we get into frequent conflicts and he also fails to meet the basic needs of the family and school for his children. This causes our children fail to regularly attend to school and other may tempt to repeat classes”.*

According to the above scenario, the members of family experienced physical violence which is one of IPV types that cause the survival of violence to lose happiness and comfort because of frequent extremely of IPV which they faced from the perpetrator. The resulting effects to the children are failure in classes and even some of them may tempt to repeat classes.

There is a concern of increased physical violence which is common among family as a result of IPV. The majority of responses have been agreed with its existence. Moreover, there is no contradictory suggested statement in the interview.

The interview with one of a Standard 6, male pupil had this to say:

*“Do you see these scars? My father used razor blade to cut me one day when I was trying to defend my mother from being hit...For sure, I felt pain and I cannot forgive my father for what he did to me and my mother*”.

The reality pupils were able to explain how were injured and sometimes to indicate the scars which already visible in their body, also found to express internal pain, in which these pupils experiencing such a situation may even have tempted to have unforgiving hearts. Also pupils had deeply explanation about how they were experienced and witnesses when their parents practice IPV.

A standard 5 class teacher had this story to say when telling about the problems which pupils encounter:

*“Nearly every day, before I start classroom sessions, I get stories from my pupils. One of them told me, my mother was beaten by my drunkard father and managed to drag him down and our mother ran away. This is lower for academic achievement and affects learning well-being for this child”.*

The analysis of the interview’s responses, and discussions between teachers and pupils showed that pupils’ learning is decline because of IPV. Reality, there is a decrease in academic achievement especially for those pupils experienced such IPV. The existence of IPV at home affected pupils’ learning. Similarly, Moreno (2006), who argued that children experience violence originated by poor academic grade score. The parents quarrel is the major source, in which children at the household failed to escape its prevailing circumstances. Similarly, Devaney (2015) who argued that children well-being is affected by IPV, once the wellbeing is affected; there is likely high decline of academic achievement.

The following are testimonies from the interviews conducted in this study to explain about the experience of child neglectin families and its causes.

A Standard 6 male pupil who was interviewed said the following:

*“We experienced child neglect which leads to fighting and abuse from our parents.My father has been the cause of IPV.Mother has been asking father to give some money for family needs when he leaves. Unfortunately, it has been different from father because every time he is asked for home needs, he insults and fights my mother*. *Also, my father has not been giving us even some money to pay for our exams which we do every Saturday. This makes us to miss a lot of classroom exercises in the subjects”.*

The interview with class teacher, i.e. a Standard 6 class teacher, added the following:

*“Inter-Parental Violence may lead to child neglect. This really tends to affect worse especially if a child is still at school. The ability to obtain school requirements is reduced”.*

From an interview with officer of Gender and Children’s Desk, the responses revealed that they handle cases of child neglect which is type of IPV on daily basis, receiving more than 5 cases per day, when asked on his thought if IPV have effects in children learning, this is what he said.

*“It is very true, this affects pupils’ learning…violence at homes cause children lack of school needs or requirements, they lack good care, they receive poor home services which led to child neglect, they lack motivation and love from both parents…. With all these, I don’t expect them to do well in class”.*

The child after being neglected because of IPV may experience a hard time from both home and school environment. The situation faced children caused to be inferiority in class and also the difficult to attain school requirement may become their school’s life difficult.

The respondents who interviewed had explained about psychological violence in this study and what cause IPV in households. During interview with one of the antiviolence club teachers explained that,

*“Most often, pupils report on IPV acts during the period of antiviolence club session. I received different pupils with different complication from those are complained about their household and how they engaged in IPV. For example, some of pupils have scars left in their body after being hit with their parents and other complains how they have been received insultment and vulgar language. Some of children experienced physical violence from their mother who were tortured with their spouse and sometimes those children had been injured with their parents they have been affected physically and psychologically and remain the marked of pain in their mentally which cause to undergo anxiety and depression even the times of class during their life and affect their study".*

An Interview with male class teacher of standard 5

*“Psychological violence at home has been affecting pupils in their schools including classroom attendance, study achievement and class participation*. *Also, they have been afraid playing together with their colleagues inside and outside the class*. *Several pupils who are suffering from violence has been increasing every day, pupils have been explaining that they have been witnessing a great violence that their parents are doing to each other something that has psychological affect them*. *Also, these pupils have been called different bad names and receive all kinds of abuses”*.

The violence effects demonstrated to affect pupils in terms of school activity, homework, and ability to study and learn. This eventually affected the academic grade at school.

Inter-parental violence caused health problems, which is the results of psychological harm of pupils, the low ability of pupils to persist hence decline in terms of academic grade. This study finding related to that of Stephens, (2009) who argued that IPV is increasingly recognized as the source of children injuries, in many instances, pupils began to experience health problem as a result of IPV. Similarly, Agarwal, and Panda (2007) argued that IPV had affect pupils’ learning and lowed academic score of pupils because of being affected healthy and psychologically. One of a standard 6 class teachers during interview responded that

*“In my view, as teacher, IPV cannot be tolerated because it caused psychological problems to children that experienced and led to poor pupils’ learning. In this society, pupil tend to be unhappy, isolated, and reduce class concentration which created poor learning and performance and initiate absenteeism behavior and even repeat class because of IPV, it is true that pupil at home need parent love and patient just to encourage and even teach, once parents are in conflict such role could not be well performed, guess what, academic grade began gradually to decline”.*

This concept above, indicated that pupils’ participation in class has been lowered because of psychological violence which is one of IPV, this decreased the morally of learning and even responding to questions while in class.

Violence at home between parents make home bad place for studying and preparation of pupils. The worse learning performance of pupils it contributes, in this society pupils tend to reduce class attendance which created lower grade and even repeat class because of IPV. Low class participation as a result pupil lacks confidence to deal with classes matters. Perry (2012) argued that low class participation mostly is created by the existence of IPV incidence.

One of the antiviolence club teachers said that:

*“There are pupils who experienced psychological violence from home. Those pupils were frequently experienced their parents insulted and called evil name. Myself as a teacher, psychological violence between parents is not good, its effects may not be observed at home setting, may go further at academic grades and score of pupils at school, this is because of the worse home environment which reduced the frequency of classes attendance. It is true that violence between parents make home place bad place for studying and preparation of pupils, for that situation the parents may not be in the position to inspect pupil academic grades, this is enough to deteriorate pupil academically”.*

The effects of psychological violence may be observed further to affect pupils, learning because of worse home environment which cause the children to become unhappy, isolated, difficult to interact with other, difficult in learning and rise inferiority complex. These affect the ability to attend and perform in the classes to both pupils that were experienced and witnessed psychological violence.

An interview with the father of Standard 6 malepupil, the findings imply that sexual abuse in the household perpetuate IPV.

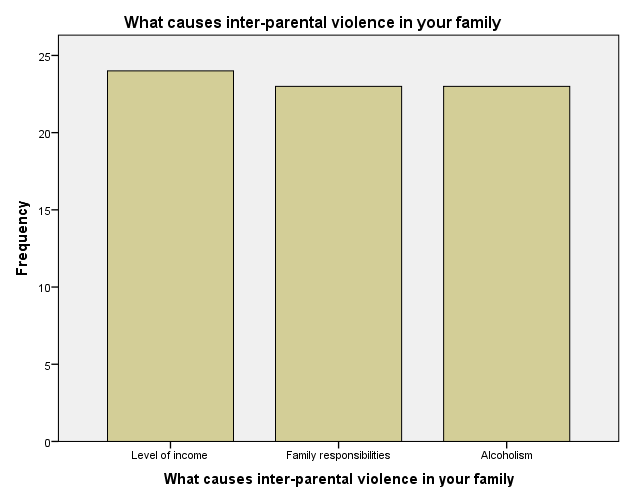
*“The conflicts with my wife have been a part of our lives because my wife has failed to respect me and obey me as her husband. She has been deprived of my rights of marriage. When I touched her, she complains that she is tired. When I tell her, she begins to criticize me? Since I am boy, I am not ready to be attacked by my wife hence we start arguing*. *Sometimes when she hurts me even in front of the children, I cannot take it up hence we start arguing. Sometimes when we are conflicting in front of the children, you will find the children who were studying themselves took their exercise books and went to sleep. When they certainly suspended their study schedules, we disrupt their schedule of the study and we also affect them in their studies”.*

Literature from different contexts concludes that, parental violence produces negative outcome for children across multiple domains of wellbeing, and these disadvantages continue over their life course (Amato, 2010).

### 4.3.3 The Causes of Inter-Parental Violence against Pupils

This sub section presents the causes of IPV among pupils. The question was asked what the causes of IPV against children were, the respondents were asked through questionnaire.

As for the causes of IPV in the families, the analysis revealed that the main cause of IPV is low-income, followed by alcoholism, and finally is family responsibilities. Figure 4.2 below summarizes the findings of the study.

2Figure 4.2: Causes of Inter-Parental Violence

Source: field data (2019)

The analysis of the factors that lead to IPV revealed that the leading cause of the conflicts is low income, with 34.28% of responses. The second cause of the conflicts is family responsibilities, which had 32.86 of responses and alcoholism, which had the same responses (32.86%). Thus, the household with low income are likely to encounter IPV. Pupils confirmed that they become sad and unhappy most of the times because their parents are in conflicts, which also makes them had been affected in learning and fail to concentrate to their studies.

The following quote was taken to illustrate how low income in the family causes IPV. Aninterview with the father of a male of Standard 6 pupil, the findings imply that low income in the household perpetuate IPV.

*“I have been conflicting with my wife because I have a little income and I work hard to help the mason. Because I get money in difficulty situations, I try to give to my wife a little I have for family uses, still my wife is not satisfied with amount I am leaving her. Although I get my small income in a difficult situation, my wife has not been doing what I tell her to do. When I leave money at home, I usually found that she has not bought family uses on time. Some days, my children do not go to school because they have not given a bus fare while I left at home. My wife is a member of every* VICOBA *in the world that you know. Having a membership in many* VICOBA, *this has caused her to have debts in such away she is unable to repay and cause some co-members to come to carry home equipment’s*. *When I advise my wife to leave these community-groups, it results to conflict”.*

The interview with one of the parents of male pupil of a Standard 5, the following quote was taken to illustrate how low income in the families.

*“The most source of IPV in our household was low income, it happened when my husband did not provide basic needs to his family such as food, clothes, school needs and other requirements to our family members and children… when I request the family consumption my husband was began insulting. Low income could be a reason to engage in IPV, especially when my spouse fails to meet family needs and he not ready to accept my advice on how to work hard and increase our income”*.

This finding indicated that low-income lead household to misunderstanding which leads them to engage in IPV. The IPV emerged after one of the parents (male) failed to provide family requirements. Sometime a man insults his wife without consider the presence of their children. Having low income create the problems of failure to satisfy the basic needs of life, which could be a reason for IPV.

The interview with one of the parents of a female pupil of Standard 6, the following quote was taken to illustrate how low income in the families causes IPV.

*“Low income could be a reason to engage in IPV, especially when my spouse fails to meet family needs, and then we began to quarrel. Also, my spouse did not take even the responsibility of food or to provide the school needs of our children”.*

The family responsibilities among parents as already found in this study, still this view can be related to the responses of one of the parents of a female pupil of a standard 6 said that,

*“Family responsibilities with my spouse I mean my husband, may fail to understand me as a wife, especially when it come the issue of development and we supposed to settle together and discus. My husband did not listen and understood me even the serious issue which concern family matter such as our children life then he creates quarrel, in reality, this affected my children especially in terms of academics performance which began to decline”.*

An interview with the mother of a Standard 6 male pupil.

*“My husband escapes his family responsibilities; he does not want to work. Every morning he goes to rotary club. When he comes back, he needs delicious food and if it is not available, he starts to beat me. Due to having little income, I have been unable to support my husband and children, when he goes out in the morning my husband need some money*. *Also, my children need money for school expenditure to buy cassava and bus fare*. *So, I have been unable to fulfill all those at the end of the day I just receive a heavy beat. Due to little income, I have been unable to give my children the bus fare hence they have to walk a long way to school something which causes arriving late and tired. This leads to lose subject concentration in the class”.*

The family responsibilities in this aspect believed to be a source of IPV in most instances, between husband and wife at the family level. The conflicts emerge when a husband escapes from his responsibilities and he did not understand what supposed to responds as a father of family. So, where misunderstanding is created, sometimes the husband may fail to respond the matter on what expected by the wife, and hence misunderstanding which created IPV. The tendency of using alcohol among parents as already found in this study, still this view can be related to the responses of one of the parents of female pupil of standard 6 said that,

*“The reality could be substantiated IPV is created with some consumption of highly alcoholic and tend to reduce the ability of parent to differentiate the cost of IPV violence and the ability to avoid it which cause effects to their children”.*

This is true that ability of parents to sustain negative emotion in the time of IPV especially when already consumed some alcohol, which termed to be alcoholic drinks is reduced. The parents fight without even image what likely to happens for children especially those are schooling.

As already found in this study consumption of alcoholic is the source of violence at the household level. These findings related to the responses during interview with one of the parents of male pupil of a standard 6 respond that

*“Similarly, we as parent usually began to quarrel after have consumed some alcoholic drinks, which tend to reduce the ability to observe critically on the impact of such conflict on the lives of our children”*.

The ability to substantiate on the likely current and future effects of IPV especially when are already consumed some alcoholic drinks tend to be reduced. The violence can start taking among parents and even without imagined the likely adverse impact to children at schooling age.

And when a researcher asked one of the key informant respondents (female officer of Gender and Children’s Desk) on what his thought on factors contributing for IPV problem, he had the following to comment,

*“Nearly by, every day we receive a lot of IPV cases now days …and the analysis of the cases shows that most of them are a result of avoiding of family responsibilities and excessive use of alcohol…the areas around Chang’ombe ward have a lot of local bars …although when you look deep also poverty in one way contribute to IPV in this area...and the rate of unemployment my brother is high within the ward so people always escape their responsibilities then ends in local bars having alcohol only”.*

Inter-Parental Violence found to be originated by the use of excess alcoholic drinks, which was contributed by two major factors, namely unemployment and poverty. The reality is being poor to have, in most instances lack of vision and ability to control time and events are the causative factors. It is true that being poor is closely related to lack of work to create income instead, a little income is created for being able to buy alcoholic drinks.

The interview with one of the parents of female pupil of a standard 5, the following quote was taken to illustrate how alcoholic consumption causes IPV.

*“It’s only alcohol… I swear without taking a sip of alcohol, I cannot touch even a single hair of my lovely wife or children when I get home from a local bar…and when I am drunk, I usually beat my wife and children. This happens only when I am drunk…, it is very true and we are aware with the alarming presence of IPV cases in our area which mostly happens when one or both of parents are drunk”.*

Section 4.3 presented types and causes of IPV against children that revealed in the study, conclusively IPV may take place when one of the parents is already consumed some alcoholic drinks, these parents are truly agreed that found in violence especially after consumption of some alcoholic drink. This reality made us to agree with the assertion that alcoholic drinks create what is known IPV.

As for types and causes of IPV, the study revealed key issues that are worth discussion here. These issues outlined below:

* All pupils experienced violence at home
* Low income
* Family responsibilities
* Alcoholism

Looking at the four key problems outlined above, it is clear that an upfront solution to the problems noted above is education about the effect of taking alcohol and its implications to the violence. Education to parents is required to eliminate fights because they affect children. Inter-Parental Violence in families is repetitive, such as physical abuse followed by child neglect. Some of fights are extended to include children, for example, one of the children claimed that his father cut him with razor blade when he wanted to rescue her mother from fights by father. A study argues that continued conflicts at home make children at home to have unconducive environment for children learning. It was remarked earlier by Devaney (2015) and Sambo and Isa (2016) that spouses’ conflicts contribute to violence against children and thus, affect their education. There is a similar observation also made by Lalor (2014) who argued that IPV in society mostly pupils are worse affected in terms of child neglect. As pointed earlier, the solution to this is to educate parents to create conducive home learning environment. Education to the parents becomes important because it seems that parents are unaware of effects that their children get from the continued conflicts at home. This follows from the facts that the study revealed that the conflicts one repetitive in the families as witnessed by 72.8% of the pupils who saved that they have experienced the IPV more than once and often in their families. The findings of this study partly contribute empirical evidence to the Transaction theory of child development by Sameroff &Chandler (1975) on which this study is build. Specifically, it has been revealed that parents’ occupations and alcoholism remain the cause of IPV. The model highlight that everything in the world is affects something else or is being affected by something else. The model proposes that child development is highly subjective to caregivers and their environment, in this manner, child development is a complex process involving vibrant interactions.

While the education is equally important, the government has a role to play, the study found that one of the leading causes conflicts in the families is low income and alcoholism respectively. Low income seems to be a common source of conflicts among many families. Muthoni (2012) found that low-income influence IPV made a reiterate remark. The findings of this study, together with the following remarks, givean implication that interventions to raise people’s income would reduce the number of conflicts in families, as in the fact that dependence will be reduced. Another advantage of raising people’s income is that the children neglected by one of the parents will be rescued from sufferings since the remaining parent would be able to meet the needs of the children. However, the ways to raise people’s income are beyond the scope of this study.

# 4.4 The Relationship between Occupations of Parents and Causes and types of Inter-Parental Violence Which Pupils Experience

This subsection indicates the relationship between occupations of parents and IPV and show the relationship of parents’ occupation versus types and causes of IPV which pupils experience. It reveals how occupations of parents may lead to the IPV. These were the occupations of parents that children mentioned through the questionnaire.

### 4.4.1 Parents’ Occupation versus Types of Inter-Parental Violence

A cross tabulation of occupation against the types of IPV. The parents’ occupations cross-tabulated in this study were business actors, public servants, farmers, fundi, and fishers. These were the occupations of parents that children mentioned through the questionnaire.

### 4.4.1.1 Father's occupation

Occupation is a type of work performed by an individual in a given job irrespective of branch of economic activity status (Mirowsky, 2017). In this study, it was illustrated that male parents had different ways of earning income for their families. Such as public servants, business actors, driver, fisher, farmer and fundi.

7Table 4.7: Father's Occupation Versus Types of Inter-Parental Violence Pupils Experienced Cross Tabulation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Occupation** | | **Type of inter-parental violence experienced pupils** | | | | **Total** |
|  | | Physical abuse | Child neglect | Sexual abuse | Psychological abuse |  |
| Father's occupation | Public servant | 2 | 4 | 0 | 5 | 11 |
| Business actor | 11 | 6 | 3 | 5 | 25 |
| Driver | 3 | 0 | 1 | 1 | 5 |
| Fisher | 0 | 0 | 0 | 1 | 1 |
| Farmer | 11 | 7 | 2 | 3 | 23 |
| Fundi | 3 | 2 | 0 | 0 | 5 |
| Total | | 30 | 19 | 6 | 15 | 70 |

Source: Field data (2019)

When a cross-tabulation was done between father’s occupation and the types of IPV, the results showed that the physical abuse which is a predominant type of IPV which pupils at Chang’ombe ward experience is highly practiced by business actors and farmers. A nearly similar trend is observed in child neglect where farmers are leading practitioners followed by business actors and public servants moderately practiced child neglect. As for the psychological abuse, both the public servants and business actors appeared to have high practices than all other types of occupations. The last type of IPV is sexual abuse, which again business actors had high practices then followed by farmers.

A general conclusion drawn from this analysis in those business actors had high practices of IPV followed by farmers when compared to other types of occupations. Perhaps, the nature of activities they do has a contribution to their frequent engagement into IPV.

## 4.4.1.2 Mother's occupation

In the study, it was demonstrated that female parents had different ways of earning in income for their families. Such as public servant, business actor, farmer and fundi.

8Table 4.8: Mother’s Occupation versus Types of Inter-Parental Violence Pupils Experienced Cross Tabulation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Occupation** | | **Type of inter-parental violence experienced pupils** | | | | **Total** |
|  | | Physical abuse | Child neglect | Sexual abuse | Psychological abuse |  |
| Mother's occupation | Public servant | 6 | 9 | 1 | 5 | 21 |
| Business actor | 9 | 4 | 3 | 7 | 23 |
| Farmer | 9 | 5 | 2 | 3 | 19 |
| Fundi | 6 | 1 | 0 | 0 | 7 |
| Total | | 30 | 19 | 6 | 15 | 70 |

Source: Field data (2019)

A similar analysis was done to cross-tabulate the mother’s occupation against the types of IPV. The analysis revealed that both business actors and farmers had high practices of physical violence, though their differences were not significant from that of public servants and fundi; *i.e.* nine frequencies and six frequencies respectively.

Female public servants were revealed to have high frequencies of child neglect followed by farmers before the business actors. Also, business actors had high frequency of psychological violence followed by public servants and farmers and fundi the least. Both public servants and fundi had the least experiences of sexual abuse compare to public servants and business actors.

Generally, if is difficult to make a clear-cut boundary of the types of IPV that mothers experience when cross-tabulated by the type of their occupation. However, the business actors seemed to have relatively higher frequencies of violence when compared to other types of occupations.

### 4.4.2 Parents’ Occupation versus Causes of Inter-Parental Violence

A cross-tabulation occupation against the cause of IPV. The parents’ occupations cross-tabulated in this study were business actors, public servants, farmers, fundi, and fishers. These were the occupations of parents that children mentioned through the questionnaire.

### 4.4.2.1 Father's occupation

In the study, it was demonstrated that father’s occupation had different ways of earning in income for their families. Such as public servant, business actor, driver, fisher, farmer and fundi.

**9Table 4.9: Father’s Occupation versus Causes of Inter-Parental Violence Pupils Experienced Cross Tabulation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupation** | | **The causes of inter-parental violence in your family** | | | **Total** |
|  | | Income level | Family responsibilities | Alcoholism |  |
| Father's occupation | Public servant | 3 | 4 | 4 | 11 |
| Business actor | 12 | 7 | 6 | 25 |
| Driver | 1 | 1 | 3 | 5 |
| Fisher | 0 | 1 | 0 | 1 |
| Farmer | 6 | 8 | 9 | 23 |
| Fundi | 2 | 2 | 1 | 5 |
| Total | | 24 | 23 | 23 | 70 |

Source: Field data (2019)

The analysis revealed that male business actors had high frequencies of low income as the followed by farmers and public servants ranked the third. Fundi and driver had very low frequency; however, they were few in number as compared to other participants of this study. As for family responsibilities, farmers had high frequency followed by business actors and public servants ranked third. Alcoholism was the leading cause of violence among farmers, followed by business actors and public servants who ranked third.

A conclusive remark from the analysis is that there three key causes of IPV at Chang’ombe wards. These include the level of income, family responsibilities and alcoholism. However, the causes seem to be critical among business actors and then farmers while public servants ranked third.

### 4.4.2.2 Mother's occupation

In this study, it was illustrated that mother’s occupation had different ways of earning in income for their families. Such as public servant, business actor, farmer and fundi.

Table 4.10: Mother’s Occupation versus Causes of Inter-Parental Violence Pupils Experienced Cross Tabulation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupation** | | **The causes of inter-parental violence in your family** | | | **Total** |
|  | | Level of income | Family responsibility | Alcoholism |  |
| Mother's occupation | Public servant | 10 | 7 | 4 | 21 |
| Business actor | 7 | 7 | 9 | 23 |
| Farmer | 5 | 5 | 9 | 19 |
| Fundi | 2 | 4 | 1 | 7 |
| Total | | 24 | 23 | 23 | 70 |

Source: Field data (2019)

The analysis revealed that female public servants had high frequency of low income and families’ responsibilities as the causes of IPV then followed by business actors in the two categories. On the other hand, both business actors and farmers had high frequency of alcoholism as the causes of IPV in family followed by public servants. Put these finding together it becomes clear that pupils of female public servants experienced more IPV because of low income. This observation is reflected in the kinds of IPV where the children of public servants had high frequency of child neglect than other because of the nature of the life they experience.

Section 4.4 presented the relationship between occupations of parents and cause sand types of IPV which pupils experience that revealed in the study.

Looking at the key types obtained from the field revealed that physical abuse is the most type of IPV experienced by pupils at Chang’ombe ward, followed by child neglect, psychological abuse and the sexual abuse is the least. There are similar observations made by Mackay (1994) in his study said that, children from the homes where violence occur are physically or sexually abused and also seriously neglected. The parents’ occupation against the types of IPV revealed that business actors had high frequencies of types of IPV followed by farmers and public servants.

The key causes pointed in this study are low income, alcohol consumptions, and family responsibilities. There are similar observations made by Buddy (2009) who pointed out that nearly half of the cases of domestic violence were connected with excessive alcohol consumption. Additionally, Gilchrist (2003) indicates that alcohol contributed to 62% of all the offenses, with 40% of the perpetrators being alcohol dependent. In Tanzania study by Olsson (2016) in Kagera, highlighted that the use of drugs and consumptions of local alcohols in most homes as the major contributor of many cases of domestic violence in Kagera region. Another cause that needs an intervention is low income since it happened to be one of the causes of IPV among both male and female parents. Muthoni, (2012) in his study-cited poverty among families as the factor that prompts domestic violence, the study showed that where there is high level of poverty also the level of domestic violence against children are high. Furthermore, in Tanzania poverty among families dwelling in rural areas and in slums in urban areas was cited as among the causes of domestic violence among families (Olsson 2016).

## 4.5 Effects of Inter-Parental Violence on Pupils’ learning

The analysis of the interview responses from teachers and pupils on the effects of IPV revealed key themes that are unconducive learning environment at home, pupils’ engagement in bad relationships, continued school absenteeism and dropout and psychological disturbances and poor concentration at school that explain the effects of IPV on the pupils’ learning in Chang’ombe Ward of Dodoma City in Tanzania. The themes are described below along with supportive evidence from the interviews.

One of the female antiviolence club teachers during interview on the effect of IPV on the pupils’ learning said that:

*“Some pupils have not been happy at all; they have been showing to be sad when in and outside the classroom because of the types of the IPV they experience at home. Pupils have been getting very much affected by these conflicts and have contributed to pupils’ absenteeism and loss of concentration in classrooms. Inter-Parental Violence has had serious negative impacts on pupils’ learning at school. So, in order to solve this problem of IPV and to bring peace and hormone in their family it better officers of Gender and Children’s Desk and others to educate community about the effects of IPV”*

A male pupil of a standard 5 responded that,

*“During the IPV which I experienced at home, my class participation began deteriorating, this lowered my learning achievement, for example mathematics I used to score 60 to 85 marks, but after my parents began to quarrel my grade sadly declined to less than 40 marks in the same subject, I wish my parents to reconcile their differences or conflict without affect us”.*

The existence of IPV already contributed to deterioration of education achievement, some pupils before the situation of IPV recorded to participate well in class, but after the violence experience academic declined*.*

A female pupil of a Standard 6 had this to say:

*“It is true, IPV does not only affected my performance at school but the desire for school studying began to fall, because I feel uncomfortable at the home environment even I’m at worse situation witnessed my parents quarrel, it is real my academic achievement have been declined specifically to tough subjects, such as Science, mathematics and even English”.*

Moreover, Sun and Li (2002) denote that, high parental conflict is associated with poor pupils’ learning and cause lower score on Mathematics and reading exams among pupils experienced violence.

The situation of IPV already affected the desire to school is highly detrimental in the life of pupils especially during schooling times; it cause poor learning when the desire of schooling is lost. Some of them reported even to lose the desire to be at home. These are affect physical, psychological and academic life of pupils. UNICEF (2014) argued that IPV is associated to bad outcome in the child life and future of academic achievement.

### 4.5.1 Unconducive Learning Environment at Home

The term unconducive learning environment is used here to mean physical or psychological disturbances that pupils face at home and, thus, get distracted from studying at home. This happens either because of noises or because their minds are not settled. The analysis of the interview responses from pupils, parents and teachers who were involved in this study revealed that, often, pupils stop from continuing to read at home when their parents start hurling insults or fight each other. The following quotes are set to illustrate this situation as it appears in the families around Chang’ombe Ward of Dodoma City: Interview with respondents generated several quotes as follows:

A male pupil of a Standard 6 had this to say

*“There has been not conducive learning environment at home because of frequent fights between my parents. I have not been able to study at home because of the disturbances I get when my parents start to through words or fight against each other. Sometimes I am forced to leave home because the home learning environment becomes unconducive. Honestly, my learning progress is affected because the environment at home is largely unsettled.”*

Interview with female pupils of a study 6 said that

*“I have now come to a point where I lose hope because of the continued conflicts between my parents. My dad and mom fight now and then, which makes our home unfriendly to me and affect my school. I hate our home and my dad because of the frequent conflicts and when, sometimes, my dad sides me with my mom when they start to throw words against each other. So, I wish the government to educate my dad about the effects of IPV”.*

The effects of IPV may be observed further to affect pupils’ learning, as a result of worse home environment. This makes clear to pupils witnessed violence it reduced ability to attend and perform in the classes.

A standard 5 male class teacher during interview responded that,

*“I have already managed to have an opportunity to resolve IPV, the sad things which I have learnt in such violence, pupils are worse affected, couldn’t even manage to attend school during class hours, fail to do homework hence are worse affected both academically in terms of good performance”.*

The experience already proved by the class teachers, in the reality of IPV, which attended this is truly affected pupils in education achievement such as in class attendance, performance in class activities and even failed to meet school responsibilities.

One of the antiviolence club teachers (female) of one of the schools said:

*“It is sad to participate in this interview, really children learn on the experience proved by their parents, developing quarrels will bring low class participation as a result pupil lack confidence to deal with classes matters. This tend to low grade and even failure at school, because of poor environment at home and home is where pupil expect to learn several experiences which develop their mental experience, failure to learn such experience may even degrade academically”.*

There is unconducive learning environment at home which caused by IPV, pupils lack confidence to participant in class matters. This notion contributed to low pupils’ learning.

It reduced the ability to participate in class hence create low attention with academic issue. Similarly, Kenney (2012) who argued that existence of IPV created the social ill in the society among children hence academic decline as a result of limited class participation since pupil may lack ample time home to study.

Interviews with parent (mother) of the female pupil of standard 5 said

*“My husband’s inhumane practices have made the home environment difficult for me to stay because of excessive alcohol drunk of my husband. Such conflicts create a difficult learning environment for our children who, in turn, affect our children’s learning, I wish my husband to reduce the alcohol consumptions”.*

Inter-Parental Violence reduced the pupils’ ability to utilize effectively the home environment and even ability to participate in school from the experience of learning. The violence that already pupils witnessed reduced the ability to study and even to deals with academic issues.

### 4.5.2 Pupils’ Engagement in Bad Relationships

The term bad relationship is used here to mean any kind of relationship that is not good for physical, psychological, and social development of a child. This section relies on teacher’s perception of effect of IPV on pupils’ learning and interview responses of pupils. The analysis of the interview responses with teachers and pupils revealed three kinds of bad relationships that some pupils at Chang’ombe ward develop because of IPV. These are girls engaging into sexual relationships, particularly with *bodaboda* riders (motorcycle rider) and boys engaging into bad peer groups that practice weed smoking and petty thieving. Pupils and parents explained that these happen when parents don’t provide for the needs required for school and, thus, pupils are forced by the circumstance to look for alternative sources. The second reason for this is when parents don’t get close to their children to learn about the newly developed behavior, identify the friends they get close, or even inspect their school books, bags and the rooms their children sleep. The following quotes explain this finding:

One of the standard 6 male class teachers perceived the following

*“A threat created by IPV could be well validated in terms of pupils’ learning and performance at school, a child who witnessed several IPV may even reduce time to attend at classes deals with academic issues and sometimes run away from home place and start to engage in other activities and bad relationship such bodaboda and weed smoking in street for boys and girls engaging into sexual relationships”.*

The interview with the female pupil of a standard 6 during interview on the effect of IPV on the academic learning of pupils said that:

*“My father has been very abusive and it has led my brother to run away from home then dropout from school and engaged with evil group, because our father is abuser and very cruel. Our father is often violent when he drinks alcohol. As a result of these conflicts, we lack time to study at home and I decide to engage in bad relationship”.*

According to above scenario the existences of pupils less attention with academic issues, then engage in bad relationship such weed smoking for boys and sexual relationship for girls, this retarded the pupils’ learning. It is already the harm to pupils’ future life in academic settings.

Inter-Parental Violence is related to reduction of number of hours pupils could attend at schools. There is really reduced class attendance in many instances limited the score and grade of pupils. Similarly, Kenney, (2012) argued that IPV created the steady decline in learning process at schools, especially of pupils already experienced such a phenomenon. A threat created by IPV could be well validated in terms of pupils’ learning at school. Sambo and Isa, (2016) it reduced the capability to study and ability to positively handle class atmosphere.

### 4.5.3 Continued School Absenteeism and Dropout

The analysis of the interview responses from parents, teachers and pupils about the effects of IPV revealed that some pupils fail to attend school following the lack of learning materials or fare to pay for their transport and meals at school. This happens when parents are in conflicts and, thus, do not pay attention to their children. When this situation is protracted, some pupils end up dropping school. Child neglect by one of the parents was also said by some parents – especially mothers - to contribute to school dropout because of incapacity to provide for family and school. Therefore, they end up engaging their children in child labour for them to be able to run the families.

A parent of a Standard 5 female pupil had this to say:

*“Several times I had been called at schools because my children are not attending at class, sometimes I called at school to respond at low grade my children are scoring at schools, probably I guessed this really are the results of my quarrel with my wife, it is detrimentally harmed the future of children in terms of pupils’ learning”.*

The interview with the female pupil of a standard 6 during interview on the effect of IPV on pupils’ learning said that:

*“In some days, I do not attend school, sometimes I go to school without books because they are full and I cannot ask my parents when they are in conflicts”.*

The above response shows the IPV led to absenteeism and low performance of pupils experienced violence and cause the parents had been called at school. This has severally witnessed over the decrease of poor participation in class, poor class attendance and subject score.

One of the antiviolence club teachers during interview on the effect of IPV on the attending school said that:

*“It is true sometimes parents make mistakes by quarreling in front of their children, what do they learn? We must have to ask such a question. The persistent of parent’s conflict affect pupils learning from school and home environment, which cause come late in the class and sometimes did not attend to school. So, that is true household which experience several parents quarrel pupils witnessed such quarrel tend to motivation to school and slowly start dropping school”.*

The above statement explains the reality is true that all mistake is done by parents, especially to practice violence in front of children. That situation affects pupils’ learning and the behavior of children as changed because of the result of violence witnessed from to their parents. The desires for school tend to be reduced because of IPV experience which reality created the missing of class session among the pupils.

### 4.5.4 Psychological Disturbances and Poor Concentration at School

The term psychological disturbance is used here to mean, abnormal thoughts, behavior, and feelings (as defined by Weiser, 2014) that develop from experiencing IPV at home. There are many instances of these which were witnessed by pupils of were interviewed during this study. In their responses, pupils become unhappy with the situations at their home as they want their parents to live without conflicts, they get occupied by thoughts which, unfortunately, they carry at school and affect their concentrations in classroom. Further analysis revealed that pupils end up developing hatred towards one of their parents, most often their fathers, who misbehave and mistreat mothers most often because of alcoholism. The following quotes serve to illustrate the situations.

The interview with the female pupil of a standard 6 during interview on the effect of IPV and how cause psychological disturbances and poor concentration at class

*“It has been a part of my life to witness my father every time when he is drunk, beating my mother and sometimes he kicks us out of the house when he quarrels with my mother that situation affect us on learning and psychologically”.*

One of the standard 6 class teachers during interview responded that

*“As a teacher, IPV cannot be tolerated because it caused psychological abuse among the children who experienced and cause difficulties to pupils’ learning, in this society pupil tend to be unhappy, isolated and reduce class concentration which created poor learning and performance and score lower grade and even repeat class because of IPV. It is true that pupil at home need parent love and patient just to encourage and even teach, once parents are in conflict such role could not be well performed, guess what, academic grade began gradually to decline”.*

The above respondent indicated the pupils who experience the problem of IPV attend low class, less class participation, this further decline the academic achievement. Also psychological violence leads to unhappy, depression, and difficult in learning to children those experienced that form of violence.

An Interview with parent (father) of male pupil of a standard 5

*“I have despair living with her…My wife is a problematic and she insults me*. *There is no insult that I have not heard from my wife and there is no bad name which I have not been called by my wife*. *So, my wife has insolent me psychologically. As the insults increased, I get tired and sometimes I decided to fight her*. *I don't want to fight her but she forces me because of her abusive language since the effects of her abusive language not only affect me but also children had been affected psychologically* .*Also, educationally, these conflicts have affected our children because they have lost mental strength and cause low participation in class”.*

During interview with one of a Standard 6 class teacher, it was remarked that:

*“Inter-Parental Violence is the results to psychological disturbance to pupils, and the ability of pupils to persist in learning. IPV has slowed the learning achievement of my child”.*

Existence of IPV lead to psychological disturbance among the pupils, which already affected the ability in pupils’ learning and to score grade required in class and examination. In reality pupils who already have experienced IPV are really affected academically and psychologically.

One of the antiviolence club teachers had the following to say:

*“First, you have to understand that IPV causes psychological disturbances when violence at home increases. We know this through reports we receive daily from our pupils. We have children with this problem in their homes and they lack concentration in class and do perform poorly in their exams”.*

The increase of IPV already reported to be evident especially at the community under study. This is comprehended with the report of IPV to the schools and community at large. This is closely related to pupils’ learning and even the parents exactly know this.

Similarly, Kisanga, (2012) argued that domestic violence affects pupils while are in their homes and school. The violence at homes was significantly associated with poor self-rated health consequence such as trauma and mental illness to children. This has clearly hindered the academic achievement of pupils. Many chances are existing which show its association, consistent and connection with the related academic achievement in the school.

There is a clear sort of relationship between the IPV and pupils’ learning, because during parent violence children who are pupils have less attendance at school, class and subject concentration, this has slowed the learning achievement of pupils. Moffit and Aspi (2003) who argued that IPV increased children risk of failure and decline in the academic achievement.

A close interpretation of the effect of IPV on pupils’ learning reveals that children learning is limited by several factors that are within the home environment which caused by IPV among parents. The analysis revealed that pupils are psychologically affected on that limits their school attendance and sometimes get disturbances at home because of the parent’s violence. The fact that, most of pupils involved in this study argued to have experienced violence at home. However, 27.1% experienced it once, 55.7% experienced it more than once and 17.1% experienced it often, it is safe to conclude that the home environment for most pupils at Chang’ombe ward is not safe for studying.

While the government of Tanzania has the entire endeavor to improve learning through deployment of teachers, infrastructure, teaching and learning materials (URT, 2012), there is often forgotten hindrance that need to be addressed for pupils to success. The forgotten factor is IPV which as well required on intervention. It is elaborated in the Transaction theory of child development by Same off and Chandler (1975) that everything in the world affects something else or is affected by something else. It is, therefore, safe to argue that there are many effects that pupils get from IPV and, thus, requires the intervention informed by this research. These results point to the need for schools to establish guidance and counseling services to overcome IPV. What may be promising is that the two sampled schools in this study had observed this problem and thus established antiviolence clubs. Other schools in the country need to establish the same to help pupils deal their psychological problem.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1 Summary of the Study

This chapter presents a summary of the study and draws some recommendations for policy drawing from the key findings of the study. The first section presents socio-demographic of the respondent followed by presentation of data. The rest part deals with presentation of findings and discussions according to the objectives of the study.

The study was conducted in Chang’ombe ward in Dodoma City Council. Chang’ombe ward has approximately a total population of 25,415 people whereas children less than 18 years occupy 10,231 of the whole population, compared to Uhuru ward which has a total population of 2,419 people (NBS, 2012). Crime rates such as theft and rape are high within the ward mainly due to unemployment (URT, 2012).

The ward is mainly occupied by people of low income who rely on small businesses ranging from hawking, charcoal selling, and car washing, to tailoring and retail shops to earn their living, most social amenities are located outside the ward except for 2 primary schools and dispensaries. Chang’ombe ward has 2 primary schools, with a population of 2,024 pupils whereby 1104 are boys and 920 are girls (Chang’ombe Ward Education Office, 2019). The ward is accessible throughout the year by road.

The study used the cross-sectional research design to generate data from a sample of 88 participants, which included 70 primary school pupils of Standard 5 and 6 in Chang’ombe ward, 6 teachers, 10 parents and 2 officers of gender and children’s desk. The study combined qualitative and quantitative approach, data were collected from pupils, teachers, parents, and officers of Gender and Children’s Desk through questionnaire and interviews. The quantitative data were analysed with Statistical Package for Social Sciences (SPSS) and content analysis was used for the qualitative information.

## 5.2. Summary of the Findings

* The analysis revealed that pupils at Chang’ombe ward experience different types of IPV, namely physical abuse, child neglect, sexual abuse, and psychological abuse which caused by low income, drinking alcohol and family responsibilities hence affected the pupils’ learning.
* The main causes of IPV are low-income, alcoholism, and family responsibilities. It was revealed that IPV has a bearing on pupils’ learning because pupils fail to attend school regularly and fail to concentrate in learning, lack of necessary school requirements as well as psychological disturbances.

## 5.3. Conclusions

It is noted that, a close interpretation of the effect of IPV on pupils’ learning reveals that children learning is limited by several factors that are within the home environment which caused by IPV among parents. The analysis revealed that pupils are psychologically affected on that limits their school attendance and sometimes get disturbances at home because of the parent’s violence. The fact that, most of pupils involved in this study argued to have experienced violence at home. However, 27.1% experienced it once, 55.7% experienced it more than once and 17.1% experienced it often, it is safe to conclude that the home environment for most pupils at Chang’ombe ward is not safe for studying, the study concludes that:

* Themajority of pupils at Chang’ombe Ward of Dodoma City experience different IPV which are physical violence, child neglect, psychological violence and sexual abuse.
* Moreover, low-income, alcoholism and family responsibilities are major causes of violence in the family.
* Pupils’ learning at Chang’ombe Ward are affected by IPV because children fail to attend school regularly, they do not get basic needs for their education, fail to concentrate in classroom, as well as psychological disturbances.

## 5.4. Recommendations

### 5.4.1. Recommendations to the Policy Makers

* The Government and different stakeholders should educate parents on the effects of IPV to their children.
* Furthermore, teachers must identify children who experience IPV to support them both psychologically and academically.
* Lastly, parents should make effort to increase their income and reduce alcoholic consumptions, which were observed as the major sources of IPV.

## 5.5. Areas for Further Studies

The study points out the following areas which further research could be conducted:

* This study had a focus on the effects of IPV on pupils’ learning but drawing reference from Chang’ombe Ward only. Thus, a similar study can be conducted in different areas for appropriate interventions to save children from the possible effects.
* This study could not measure the effects on IPV on pupils’ academic performance since it would require a longitudinal approach with quasi-experiments, which would require a lengthened time. Instead, this research has had focus on the effects that children get on learning. A quasi-experimental study ought to be conducted to measure the effects that pupils get on academic performance.

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# APPENDENCES

1Appendix 1: Work Plan

The following is the work plan illustration from preparation of the proposal up to completion of the study (From JAN 2019 to Oct 2019)

10Table 6.1: Work planTable

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ACTIVITIES | MONTHS | | | | | | | |  | |
| J | F | M | A | M | J | J | A | S | 0 |
| **1** | **Proposal Development** |  |  |  |  |  |  |  |  |  |  |
| **2** | **Proposal presentation** |  |  |  |  |  |  |  |  |  |  |
| **3** | **Review of Research Proposal and comments incorporation** |  |  |  |  |  |  |  |  |  |  |
| **4** | **Submission of research proposal for standard check-up and Approval by research committee** |  |  |  |  |  |  |  |  |  |  |
| **5** | **Testing of tools for data collection** |  |  |  |  |  |  |  |  |
| **6** | **Actual Data collection, processing and analysis** |  |  |  |  |  |  |  |  |  |  |
| **7** | **Dissertation/Research report writing** |  |  |  |  |  |  |  |  |  |  |
| **8** | **Research results/Findings presentation** |  |  |  |  |  |  |  |  |  |  |
| **9** | **Dissertation submission to Research committee for check-up** |  |  |  |  |  |  |  |  |  |  |
| **10** | **Dissertation submission for marking** |  |  |  |  |  |  |  |  |  |  |

2Appendix 2: Financial Budget of the Research

11Table 6.2: Financial Budget of the Research Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AMOUNT  (TSH) | UNIT | PRICE  (TSH) | ACTIVITY | S/N |
|  |  |  | **Proposal Development** | 1 |
| 24000 | 80 pages | @300 | Printing |  |
| 16000 | 160 pages | @100 | Photocopying |  |
| 15000 | 3 books | @5000 | Binding |  |
| **55000** |  |  | **Sub-total** |  |
|  |  |  | **Data Collection** | 2 |
| 4500 | 15 pages | @300 | Printing of questionnaires |  |
| 11200 | 112 copies | @100 | Photocopying of questionnaires |  |
| 140000 | 14 days | 10000 | Meals |  |
| 100000 | 20 trips | @5000 | Transport cost |  |
| **255700** |  |  | **Sub-total** |  |
|  |  |  | **Reporting Writing** | 3 |
| 30000 | 100 pages | @300 | Printing |  |
| 80000 | 4 books | @20000 | Binding |  |
| **110000** |  |  | **Sub-total** |  |
|  |  |  | **Dissertation submission** | 4 |
| 70000 | 2 Trips | 35000 | Transport |  |
| 200000 | 5 days | @40,000 | Accommodation and meals |  |
| **270000** |  |  | **Sub-total** |  |
| **690700** |  |  | **GRAND TOTAL** |  |

3Appendix 3 (a): Questionnaire for Pupils (English Version)

My name is Michael Nkinda a postgraduate pupil at Open University of Tanzania undertaking a Master’s degree in Social Work. I am carrying out a study on “*Inter-Parental Violence and its effects on Pupils’ learning”* in Dodoma city. I kindly request your participation and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions.

**Section A:** Background Information [Tick (√) the appropriate option (bracket]

1. Gender: (a) Male [ ] (b) Female [ ]

2. Age: (a) 10-12yrs { } (b) 13-14yrs { }

3. Class (a) Five [ ] (b) Six [ ]

4. Are you witnessed or experienced violence at home (a) Yes { } (b) No { }

5. Are you living with both parents (a) Yes { } (b) No { }

6. What is your Father’s occupation? ……………………………..

7. What is your Mother’s Occupation? …………………………….

**SECTION B:** Experiences of the violence

8. Have you ever witnessed or experienced your parents’ violence?

1. YES { }

2. NO { }

If Yes please answer the following questions (9&10)

9. How many times have you witnessed or experienced your parent’s violence?

1. One time { }

2. More than one time { }

3. Often { }

10. What type of violence has you witnessed or experienced most of the time?

1. Physical violence { }

2. Sexual violence { }

3. Child neglect { }

4. Psychological violence { }

11. What causes of violence have you experienced or witnessed most of the time?

(a) Income level ( )

(b) Family responsibilities ( )

(c) Alcoholic ( )

***Thank you!***

4Appendix 3 (a): Dodoso kwaWanafunzi (Swahili Version)

Naitwa Michael Nkindani mwanachuo wa Chuo KikuuHuria cha Tanzania nachukuwa shahada ya udhamili wa Ustawi wa Jamii/ Master degree in Social Work. Nafanya utafiti wa kuangalia*“madhara ya vitendo vya ukatili miongoni mwa wazazi dhidi ya kujifunza kwa wanafunzi”* katika jiji la Dodoma. Kwa unyenyekevu mkubwa naomba ushiriki wako, na mchango wako utakuwa siri. Tafadhari, naomba utayari wako katika kufanikisha zoezi hili kwa kujibu maswali yote.

**Kipengele A:**Taarifa za mjazaji [jaza nafasi iliyo wazi au weka (√) panapositahili ndani ya mabano]

1. Jinsia

(a) me [ ]

(b) ke[ ]

1. Umri

(a) miaka 10-12 [ ]

(b) miaka 13-14 [ ]

1. Darasa

(a) Tano [ ]

(b) Sita [ ]

1. Ulishawahi kushuhudia au kuona ukatili unafanyika nyumbani?

(a) Ndiyo[ ]

(b) Hapana[ ]

1. Unaishi na wazazi wote?
2. Ndiyo [ ] (b) Hapana[ ]
3. Baba yako anafanya kazi gani?........................................................................
4. Mama yako anafanya kazi gani?........................................................................ **Kipengele B:**Uzoefu wa ukatili
5. Je, ukatili unafanyika mara kwa mara baina ya wazazi wako?

(a) Ndiyo [ ](b) Hapana [ ]

Kama ndiyo, tafadhali jibu maswali yafuatayo ( swali 9&10)

1. Mara ngapi umeona au kushuhudia ukatili ukifanyika dhidi ya wazazi?
2. Mara moja ( )
3. Zaidi ya mara moja ( )
4. Mara kwa mara ( )
5. Ukatili wa aina gani unaofanyika mara kwa mara nyumbani?
6. Ukatili wa kimwili ( )
7. Ukatili wa kingono ( )
8. Ukatili wa kupuuzwa au kutelekezwa ( )
9. Ukatili wa kihisia/kisaikolojia ( )
10. Je, sababu ipi inayopelekea kutokea kwa ukatili wa mara kwa mara nyumbani?

(a) Uchumi mdogo (umasikini) ( )

(b) Unywajiwa pombe (ulevi) ( )

(c) Majukumu ya familia ( )

***Asante***

5

Appendix 3(b): Interview for Pupils (English Version)

My name is Michael Nkinda a postgraduate pupil at Open University of Tanzania undertaking a Master degree in Social Work. I am carrying out a study on “*Inter-Parental Violence and its effects on Pupils’ learning”* in Dodoma city. I kindly request your participation and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions

**Section A:** Background Information [Tick (√) the appropriate option (bracket]

1. Gender

(a) Male [ ]

(b) Female [ ]

2. Age

(a) 10-12yrs { }

(b) 13-14yrs { }

3. Class

(a) Five [ ]

(b) Six [ ]

4. Are you witnessed or experienced violence at home?

(a) Yes { }

(b) No { }

5. Are you living with both parents?

(a) Yes { }

(b) No { }

6. What is your Father’s occupation? ……………………………..

7. What is your Mother’s occupation? …………………………….

SECTION B: Experience of the violence

8. Have you ever witnessed your parents’ violence? If yes, how was that happened? (Probe for causes of Inter-Parental Violence)

9. Have you ever witnessed your parents’ violence? If yes, how was that happened? (Probe for types of Inter-Parental Violence)

10. Do you think witnessing your parent’s violence have affected your environment at home and school for learning? If yes, how?

11. Do you think witnessing your parent’s violence has affected you on learning? If yes, how?

12. What was your learning before your parents started to quarrel?

13. How does Inter-Parental Violence affects your psychologically and learning?

14. What is your opinion on the strategies to avoid Inter-Parental Violence?

***Thank you!***

6

Appendix 3 (b): Mahojiano ya maswali kwa Wanafunzi (Swahili Version)

Naitwa Michael Nkindani mwanachuo wa Chuo Kikuu Huria cha Tanzania nachukuwa shahada ya udhamili wa Ustawi wa Jamii/ Master degree in Social Work. Nafanya utafiti wa kuangalia*“madhara ya vitendo vya ukatili miongoni mwa wazazi dhidi ya kujifunza kwa wanafunzi”*katika jiji la Dodoma. Kwa unyenyekevu mkubwa naomba ushiriki wako, na mchango wako utaku wasiri. Tafadhari, naomba utayari wako katika kufanikisha zoezi hili kwa kujibu maswali yote.

**KipengeleA:** Taarifa za mjazaji [jaza nafasi iliyo wazi au weka (√) panapositahili ndani ya mabano]

1. Jinsia

(a) me [ ]

(b) ke [ ]

1. Umri

(a) miaka 10-12 [ ]

(b) miaka 13-14 [ ]

1. Darasa

(a) Tano [ ]

(b) Sita [ ]

1. Ulishawahi kushuhudia ukatili unafanyika nyumbani?

(a) Ndiyo[ ]

(b) Hapana[ ]

1. Unaishi na wazazi wote?
2. Ndiyo [ ]
3. Hapana[ ]
4. Baba yako anafanya kazi gani?..........................................................................
5. Mama yako anafanya kazi gani?........................................................................

**Kipengele B:Uzoefu wa Ukatili**

1. Je,umeshuhudia ukatiliwa mara kwa mara unafanyika dhidi ya wazazi wako? Kama ndiyo, chanzo chake ni nini? (Elezea zaidi sababu za ukatili miongoni mwa wazazi).
2. Je, umeshuhudia ukatiliwa mara kwa mara unafanyika dhidi ya wazazi wako? Kama ndiyo, ni kwa namna gani hutokea au hufanyika? (Elezea zaidi aina za ukatili miongoni mwa wazazi)
3. Unadhani kushuhudia kwako ukatili ukifanyika miongoni mwa wazazi wako umeathiri mazingira yako katika kusoma na kuijifunza nyumbani na shuleni? Kama ndiyo kwa namna gani?
4. Unadhani kushuhudia ukatili ukifanyika miongoni mwa wazazi umekuathiri katika masomo na kujifunza kwako? Kama ndiyo kwa namna gani?
5. Je, hali ya masomo na kujifunza kwako shuleni ilikuwaje kabla ya wazazi kuanza migogoro na kuishuhudia?
6. Kwa namnaganiukatilimiongonimwawazaziumekuathirikisaikolojianakatika masomo yako?
7. Mtazamo wako ni upi kuhusiana na mikakati ya kuzuia au kupambana na ukatili miongoni mwa wazazi?

***Asante!!!***

7Appendix 4: Interview for parents (English Version)

My name is Michael Nkinda a postgraduate pupil at Open University of Tanzania undertaking a Master degree in Social Work. I am carrying out a study on “*Inter-Parental Violence and its effects on Pupils’ learning”* in Dodoma city council. I kindly request your participation and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions.

Section A: Personal Information

Kindly answer all the questions by filling in the spaces provided

1. Gender………………...

2. Age……………

3. Occupation……………………………………………………….

4. Education level………………………………………………….

5. Years of marriage……………………………………..

Section B: Experience of violence

6. Have you ever experienced Inter-Parental Violence in your home? If yes, how was that happened? (Probe for causes of Inter-Parental Violence)

7. Do your child get involved in your Inter-Parental Violence? Explain how

8. Does your partner intimidate to harm child/children during the conflict/confrontation? How do he / she do it? Please explain (Probe for prevalent forms of Inter-Parental Violence)

9. Do you think Inter-Parental Violence in your household has affected pupils’ learning at school and home environment? What and how do you think so?

10. Have you been called to school in the recent past to discuss your child’s /children’s learning in school? Do you feel it was as a result of Inter-Parental Violence in your home? Please explain

11. What are your opinions/suggestions of Inter-Parental Violence and pupils’ learning? And your opinions/suggestions of how to minimize/combat Inter-Parental Violence?

***Thank you!!!***

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Appendix 4: Mahojiano ya maswali kwa Wazazi (Swahili Version)

Naitwa Michael Nkindani mwanachuo wa Chuo Kikuu Huria cha Tanzania nachukuwa shahada ya udhamili wa Ustawi wa Jamii/ Master degree in Social Work. Nafanya utafiti wa kuangalia*“madhara ya vitendo vya ukatili miongoni mwa wazazi dhidi ya kujifunza kwa wanafunzi”*katika jiji la Dodoma. Kwa unyenyekevu mkubwa naomba ushiriki wako, na mchango wako utakuwa siri. Tafadhari, naomba utayari wako katika kufanikisha zoezi hili kwa kujibu maswali yote.

**Kipengele A:** Taarifa za mjazaji [jaza nafasi iliyo wazi au weka (√) panapositahili ndani ya mabano]

1. Jinsia………………..

2. Umri………………..

3. Kazi………………...

4. Kiwango cha elimu………………….

5. Mwaka wa kuoa/kuolewa……………….

**Kipengele B**

6. Ulishawahi kufanyiwa kitendo cha ukatili na mwenzi wako? Kama ndiyo, jinsi gani ulifanyiwa? (Elezea sababu za ukatili miongoni mwenu wazazi)

7. Watoto wenu walishawahi kujihusisha katika migogoro yenu wazazi? Kwa namna gani walihusika?

8. Je, mwenza wako hukufanyia vitendo vya ukatili mbele ya mtoto/watoto? Kwa namna gani? Tafadhari eleza. (Elezea aina ya ukatili wanaoshuhudia watoto ukifanyiwa).

9.Je,unahisi ukatili unaofanyika miongoni mwenu wazazi nyumbani unaathiri hali ya wanafunzi kujifunza na kujisomea shuleni na nyumbani? Vitu gani vinavyosababisha unafikiri (Tazama matatizo mengine yanayosababishwa na migogoro ya wazazi kwa mfano matatizo ya kielimu na kiafya).

10.Je,hivi karibuni umeshawahi kupata wito wa kwenda shuleni kujadili maendeleo ya mtoto/watoto? Unahisi ni matokeo ya Vitendo vya ukatili miongoni mwenu wazazi? Tafadhali eleza

11.Nini mtazamo na maoni yako kuhusu uhusiano wa vitendo vya ukatili na hali ya wanafunzi kujifunza? Pia namna ya kupunguza au kuondoa migogoro au vitendo vya ukatili miongoni mwenu wazazi?

***Asante!!!***

9Appendix 5: Interview for Teachers

My name is Michael Nkinda a postgraduate pupil at Open University of Tanzania undertaking a Master’s degree in Social Work. I am carrying out a study on “*Inter-Parental Violence and its effects on Pupils’ learning”* in Dodoma municipal council. I kindly request your participation and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions

**SECTION A:** Demographic Information

1. Gender………………………………………………………………………………

2. Name of school…………………………………………………………………..

3. Higher education level……………………………………………………………

4. Working/Teaching experience……………………………………………............

**SECTION B:** Experience of violence

5. In your opinion, what is the prevalent form of Inter-Parental Violence happening in most homes?

6. In your opinion what are some of the causes of Inter-Parental Violence?

7. Do you have children in your class/club who report cases of Inter-Parental Violence? If Yes, how that violence affects pupils’ learning?

8. What are the common of pupils’ learning problems from Inter-Parental Violent homes?

9. You as the class teacher/antiviolence club teacher how do you help pupils who experience Inter-Parental Violence to achieve their learning goals?

10. What is your general opinion on the strategies to avoid violence of parents at home?

***Thank you!***

10Appendix 6: Interview guide for officer of gender and children desk

My name is Michael Nkinda a postgraduate pupil at Open University of Tanzania undertaking a Master’s degree in Social Work. I am carrying out a study on “*Inter-Parental Violence and its effects on Pupils’ learning”* in Dodoma municipal council. I kindly request your participation and your response will be kept completely confidential and anonymous. Please give your honest and comprehensive responses to all the questions

Section A: Personal Profile [Tick (√) the appropriate option (bracket]

1.Gender: Male( ) Female ( )

2. Education Level:

Primary ( )

Secondary ( )

College ( )

University ( )

3. Occupation…………………………………………………………

**SECTION B: Experience of violence**

4. Are you aware of the presence of Inter-Parental Violence in your Community? If yes what factors do you think contribute to the problem?

5. How often are the cases of Inter-Parental Violence in your area of jurisdictions reported? By whom? (Probe for prevalence forms of Inter-Parental Violence and child violence)

6. Do you think inter-parental violence have effects in pupils learning? Please explain.

7. What role does your office play in assisting pupils who experience Inter-Parental Violence? (Explain).

8. How does you collaborated with class teachers and antiviolence club teachers on helping children faced violence?

9. What is your general opinion on the strategies to avoid violence of parents at home?

***Thank you!***

11Appendix 7: Operational definition of terms

Primary -school child: An individual aged between 7 and 14 years old.

Inter-parental violence: Any form of physical, psychological and sexual abuse between people who are in intimate or family relationship.

Pupils’ learning: Pupils’ learning

Refers to how pupils are learned and ranked in terms of educational achievement. In this study, Pupils’ learning means how the pupils participated and performing in all school activities. Hence pupils’ learning achievement will be observed and measured in terms of his/her participating, performance, interacting, behaving, and all school and class activities.

Appendix 8: Variables of the study

The independent variable in this study is inter-parental violence caused directly or indirectly to the child physically, sexually or psychologically at home by parents, guardians, foster parents, step parents, uncles, aunties, or caregivers. Inter-Parental Violence will be measured in various ways:

a) Physical abuse: - This includes canning/battering, pinching, slapping, bruising, burning and cutting with sharp objects. It will be measured through observation; for example, pinch marks scars, whip/slap or cane swellings and marks, bums and scalds, and wounds on the body of the child.

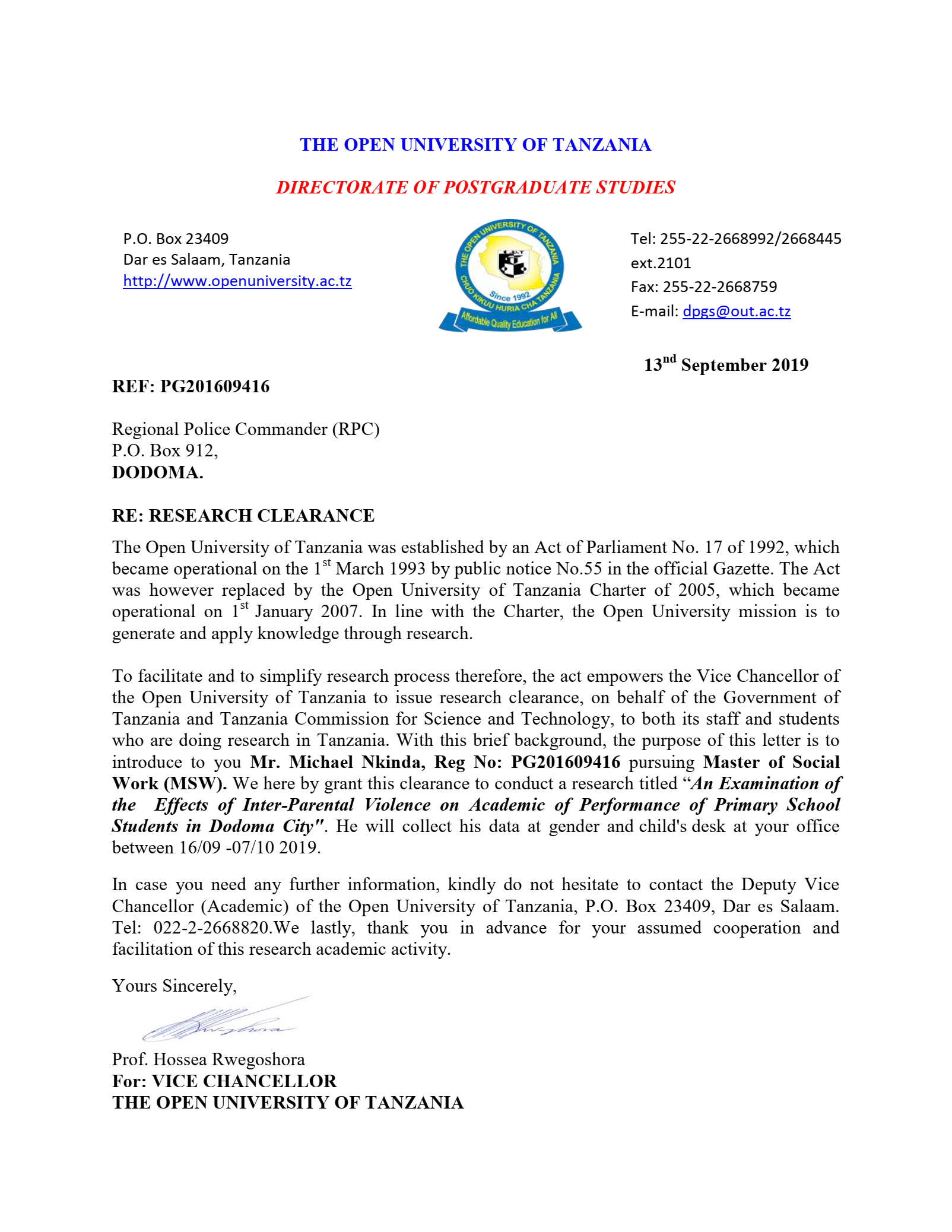
b) Sexual abuse: - This involves touching private parts (breasts, thighs, buttocks, kissing, holding tightly), and exposure to pornographic materials. It will be measured through observation whereby children who had been sexually abused looked traumatized and psychologically disturbed in class thereby lacking concentration.

c) Psychological/emotional abuse: - It involves humiliation, isolation, embarrassment and ignoring children. Psychologically abused children seemed to have low self-esteem, lack of confidence and felt rejected. This led to them being lonely and isolated and neither socialized nor participated actively in class.

ii) The dependent variable is pupils’ learning in primary school which children will be observed using children's results, class participation, school attending and conducive environment from home and school which influence pupils’ learning.

# Appendix 9. OUT Research Clearance





1. This is an umbrella term that entails any of the following professional tailoring, carpenter mechanics, hair marker, shoe menders etc. A person who doing any of these activities is called Fundi in Kiswahili [↑](#footnote-ref-2)