PREVALENCE OF VARIOUS FORMS OF DOMESTIC VIOLENCE AND THEIR EFFECTS ON STUDENTS CLASSROOM BEHAVIOURS IN BUNGOMA COUNTY, KENYA

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ABSTRACT

Introduction: There is an assumption that domestic violence only affects women. However, studies have shown that domestic violence has repercussions equally for children who witness it.

Purpose: The study was set up to investigate the prevalence of domestic violence in Bungoma County, Kenya, and the influence on classroom behaviour of students in secondary schools.

Methodology: Descriptive survey design was used on a target population of 576 students, 36 principals, and 36 guiding and counseling teachers, including 18 parents. The instruments used for data collection were open and closed-ended structured questionnaires for the students, an interview schedule for the principals and guiding and counseling teachers, and a focus group discussion guide for the parents.

Results: The study established that domestic violence prevailed in society, and some students were victims while others were witnesses. Secondly, domestic violence manifested in the students’ classroom behaviours.

Recommendations: The study recommended more sensitization of the public, creation of a workable hotline number to enable easier reporting and schools’ personnel to try and identify symptoms in the students who are victims for early rehabilitation.

Keywords: Behaviour, Domestic violence, Forms, Perpetrators, Victims.

Cite paper as:
PUBLIC INTEREST STATEMENT
The findings of this study will help stakeholders understand to what extent domestic violence has prevailed in society. It will also highlight the effects of domestic violence on classroom behaviours of secondary school students. It will motivate policymakers to think critically about how to come up with a solution to domestic violence.

INTRODUCTION
Globally, domestic violence (DV) and violence against women and children have become a global problem (UN World Report, 2016). The report highlights that at least 35% of women worldwide had reported having encountered some form of domestic violence from people who were their intimate partners at one point. However, the same report further states that studies reveal that another fraction (70%) of women had experienced different forms of domestic violence from intimate partners. Meier & Ross (2014), point out that the silence and tolerance of domestic violence cause more havoc to the children who witness it. The study further opines that children whose parents are abusive to each other face an increased risk (more than double) of recycling the abusive behaviours. This is espoused by "Domestic Violence in Modern Russia: General Characteristics", (2018), which avers that children who witnessed domestic violence grew up knowing that being disrespectful to others and using force are healthy components to a relationship. The study highlights that the recurring abuse experienced in the society that spills over to schools is a replay of students who either witnessed or were victims of domestic violence.

Additionally, in a study carried out by Ngesu, Gunga, Wachira, Kahigi and Mutilu (2013) on youth violence in secondary schools in Kenya, the following was established: in Kenya, violence in schools was prevalent irrespective of location, category, or status of the school. Ngesu et al. 2013, also argue that both female and male students were involved in strikes and other forms of indiscipline in secondary schools. According to the study, the students resorted to violence to achieve what they wanted. Therefore, Ngesu et al., (2013), concluded that such behaviour of forcing their way to achieve their objectives was typical of children nurtured in environments full of aggression and violent family setups. The study stated that such students' behaviour negatively affected the classroom learning environment.

Kithonga and Mbogo (2018) further established the prevalence of domestic violence in a study done in Kenya. Kithonga and Mbogo (2018), state that disclosure of domestic violence among high school students is a critical issue that needs to be handled with extreme concern. The study argues that the dynamics involved during domestic violence impacted so much on the students' learning process ranging from poor academic performance to behavioural problems. Kithonga and Mbogo (2018), stated that despite the Constitution of Kenya spelling out the protection of women and children against domestic violence, it remained rampant in the country. However, as Kithonga and Mbogo 2018 highlight, the unfortunate part is that many people never realize the damage caused to these students who experience domestic violence until they are subjected to physical abuse. A good example was established by the study in Migwani Sub County in Kenya. In that study, Kithoga and Mbogo (2018) found that from 2000 to 2015, there had been a decline in the performance of secondary school students in Migwani Sub County compared to other sub-counties in Kitui County. Kithoga and Mbogo 2018 found out that domestic violence was one of the major causes of the decline, with over 40 percent of the female students surviving domestic violence and other challenges like poverty.

In Bungoma County, issues of domestic violence have been on the rise according to the National Gender and Equality Commission (NGEC) (2017). The
report on gender equality and freedom from discrimination was based on Bungoma and Wajir among others. This was due to the rampant issues of domestic violence in the areas designated. The persistence of domestic violence prevalence in Bungoma County facilitated the active participation of gender technical working groups that informed the content of the guideline on the way forward to curb domestic violence. One of the crucial agendas for the NGEC was to set strategies on how to curb Sexual and Gender-Based Violence. The Consensus of the report was reached after the situation analysis and consultation.

Therefore, it is a big dilemma for educators as to how Bungoma County can be maintained, bearing in mind Article 53 (1) (d) of the Constitution. Section 36 (1) of the Basic Education Act (2013), clearly states that every child has the right to be protected from abuse or any physical or psychological punishment. Children raised in families where domestic violence is more likely to become abusers in their domestic relationships, as described by Pingley (2017). The study further warns that abuse extends to the interaction in the classroom. Despite many studies trying to suggest remedies to the unrest in schools, this problem has escalated to unimaginable heights. An assessment of the prevalence and impact of domestic violence on student classroom behaviour in secondary schools in Kenya needs to be done. This study was carried out to establish the prevalence of domestic violence and the influence it has on student classroom behaviour in Kenyan secondary schools.

THEORETICAL FRAMEWORK
This study was guided by the theory of Behaviourism, also known as behavioural psychology, as stated by Weibell (2011) (whose original proponent was Watson 1913). This is a learning theory based on the idea that all behaviours are acquired or learned through conditioning. Conditioning occurs through contact with the environment. Behaviorists assume that individuals' actions react to the surrounding stimuli, as Johnson (2002) espoused. The study states that the fundamental concept in behavioral theory is that individuals are likely to adopt and alter behaviour based on the stimuli in their surroundings. The justification for using this theory was that it sheds light on how children who witness domestic violence carry the behaviour to the classroom interaction.

STATEMENT OF THE PROBLEM
Domestic violence has been discussed intensively in local, national, and global arenas, with civil societies highlighting domestic violence as a threat to humanity and cohesion in society. Although the government of Kenya has put in place policies to protect school-going children, family turbulence, sometimes characterized by violence, has continued to hit the headlines every day. Many children have fallen victims of domestic violence. In schools, cases of unrest, bullying, and truancy have continued to dominate. Several studies have been carried out to solve the threat of domestic violence and student unrest. However, the problem has only escalated. Therefore, there is a need for a study to establish the prevalence of domestic violence and how the major forms of domestic violence relate with the student's classroom behaviour. To address this gap, this study was carried out to establish the prevalence of the various forms of domestic violence in Bungoma County and how domestic violence affects classroom behaviours of students.

PURPOSE OF THE STUDY
The study set out to:
1. establish the prevalence of the various forms of domestic violence.
2. establish the effects of the various forms on classroom behaviours of students.

RESEARCH QUESTIONS
1. What are the challenges of domestic violence in Bungoma county, Kenya?
2. To what extent has domestic violence manifested itself in the classroom behaviours of students?

METHODOLOGY

Research Design

In the study, the researcher used a descriptive survey research design. This facilitated the capture of data both quantitatively and qualitatively. The design was appropriate for the measuring and classification of the data collected for faster processing.

Population and Sample

The study involved a population of 1,670.570 people in nine (9) sub-counties of Bungoma County. Then the researcher purposively picked four secondary schools from every sub-county: National school (if any), extra county, county, and sub-county. The researchers ensured a gender balance totaling 36 schools. Using purposive sampling, the researcher picked the principal and the guidance and counselling teachers of those schools. The researcher randomly picked four (4) students from each class level: sixteen (16) students per school times the four schools with 64 students in every sub-county. Then 64 times the nine (9) Sub-Counties equals to 576 students. One male and one female parent were purposively sampled, so two from every sub-county. Therefore, eighteen (18) parents were sampled.

Instruments for Data Collection

The researchers used closed-ended, choice questions, and Likert questions with a rating scale in the students' questionnaires. The interviews schedules and Focus Group Discussion (FGDS) guides had leading and probing questions. Open-ended and dichotomous questions were also included but minimal. The validity was tested through a pilot study, and reliability was assessed through a pre-test on a different target group comprising of one (1) principle five (5) guidance and teachers, five (5) students, and one (1) parent.

Method of Data Analysis

The quantitative data from the questionnaires were subjected to suitable electronic analyses via the Statistical Package for the Social Sciences (SPSS). After coding the raw data and cleaning it, procedural analyses were done, and the results were interpreted. The qualitative data was organized and reviewed critically. The created codes were then revised and arranged according to specific themes according to the objectives of the study. After that, the results were presented in an organized manner.

RESULTS

Research Question 1: What are the challenges of domestic violence in Bungoma County, Kenya?

Table 1: Prevalence level of domestic violence

<table>
<thead>
<tr>
<th>Forms of Violence</th>
<th>Low %</th>
<th>Moderate %</th>
<th>High %</th>
<th>Very high %</th>
<th>Don’t know %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual abuse</td>
<td>29</td>
<td>6</td>
<td>100</td>
<td>20</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Psychological torture</td>
<td>54</td>
<td>11</td>
<td>57</td>
<td>12</td>
<td>126</td>
<td>26</td>
</tr>
<tr>
<td>Physical Assault39</td>
<td>8</td>
<td>118</td>
<td>25</td>
<td>145</td>
<td>30</td>
<td>104</td>
</tr>
<tr>
<td>Emotional Torture</td>
<td>73</td>
<td>15</td>
<td>84</td>
<td>18</td>
<td>133</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: Research data, 2019.
Table 1 shows the four forms of domestic violence whose prevalence seems to vary according to the different circumstances in which families find themselves. The majority of the students identified sexual abuse as the leading form of domestic violence that occurs, with the highest prevalence of 37.5%. In this order, the following form of domestic violence is Psychological torture with 29% prevalence. Physical assault comes in the third position with a prevalence of 28.5%, while emotional torture is considered the least prevalent with 20%. This order prioritizes the students' responses for 'high prevalence' as a basis of concern on domestic violence. This is better captured in the comparative view presented in Figure 1 below. The other forms of domestic violence scored differently when considered under different prevalence targets. These are also considered to explain the different circumstances in which the different families find themselves.

**Source:** Research data, 2019

**Sexual abuse**

From the data presented by the students, a three-fold pattern emerged that is worth attention. Firstly, sexual violence attracted the attention of all students with the highest (37%) prevalence over and above the other forms of violence. It scored higher in the three positive prevalence categories: 20% in the moderate category, 29% in the high category, and 37% in the very high category. In contrast, it conspicuously scored the lowest (6%) in the 'low' prevalence target. Thus, from the view of student respondents, sexual abuse featured as the most prevalent form of domestic violence in the family setups at least in the region under focus. On the same issue of the prevalence of forms of domestic violence, the researcher interviewed 28 principals of the targeted schools. Majority (71%) of the principals agreed that the mentioned forms of domestic violence were the major ones. It is important to note that many (90%) of the principals agreed that sexual abuse is the highest form of domestic violence prevalent in families.

Interestingly, the principals opined that the domestic violence forms differ from one home to another. The principals argued that this pattern kept on changing because the perpetrators changed their style of attack depending on their victims' steps after the first domestic violence case. One respondent among the principals said:

*We cannot peg one form of violence to a perpetrator*
because most of the perpetrators change their way of attack depending on the victim’s action after the abuse. So in most cases, you can find one perpetrator who uses more than one form of violence on a victim.

Psychological torture
According to student responses, psychological torture is considered the second most prevalent form of domestic violence. In the category 'Very High', it scored 29% while it still ranked higher in the category 'High', scoring 26% after the 30% mark share between sexual abuse and physical assault. When it came to the guidance and counseling teachers’ responses on the prevalent of forms of domestic violence mentioned, out of the 30 guidance and counseling teachers interviewed, a frequency of 24, which constituted 80% agreed to the statement that the forms of domestic violence mentioned were mainly the ones experienced in many families. One respondent among the guiding and guidance teachers said:

Many of our students experience different forms of violence that affect them academically.

Physical assault
Students surveyed rated physical assault as the third form of domestic violence. In the category 'very high', 22% of the students agreed that physical assault follows sexual and psychological forms of domestic violence. However, in the Categories of 'High' and 'Moderate' prevalence, physical assault is rated highest, 30% and 25%, respectively. At this rate, physical assault prevails over all other forms of violence that is moderately and highly prevalent in families. Analysis of the principals’ responses regarding their rating on physical assault was in agreement with the statement that physical assault was among the primary forms of domestic violence. Out of the 28 principals, the majority (64%) affirmed. One respondent, principal said:

The school settles high hospital bills caused by stray kicks and harmful, dangerous items thrown by the perpetrators aimed at the victims at home during the domestic violence. Some of our students have had severe bruises and burns in the process of domestic violence.

Emotional torture
Emotional torture was rated fourth in prevalence overall, scoring 20% in the 'Very High' category and 28% in the 'High' category. However, the conspicuous image is that it scores least in prevalence compared to other forms of domestic violence.

Research Question 2: To what extent has domestic violence manifested itself in student classroom behaviours?

<p>| Table 2: Percentage effects of the forms of domestic violence on the students’ classroom behaviours |</p>
<table>
<thead>
<tr>
<th>Forms of Violence</th>
<th>Low concentration</th>
<th>Violent behavior</th>
<th>poor performance</th>
<th>Lack of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual abuse</td>
<td>67.7</td>
<td>52</td>
<td>43.8</td>
<td>55</td>
</tr>
<tr>
<td>Psychological torture</td>
<td>21.6</td>
<td>48.6</td>
<td>24.6</td>
<td>22</td>
</tr>
<tr>
<td>Physical Assault</td>
<td>28.5</td>
<td>25</td>
<td>29.2</td>
<td>17.3</td>
</tr>
<tr>
<td>Emotional Torture</td>
<td>26</td>
<td>19.6</td>
<td>30</td>
<td>15.2</td>
</tr>
<tr>
<td>Total</td>
<td>143.8</td>
<td>145.2</td>
<td>127.6</td>
<td>109.5</td>
</tr>
</tbody>
</table>

The second objective of this study was to find out how the effects of domestic violence manifest themselves in the behaviour of the classroom of
students. Table 2 shows that about 67.7% of the students agreed that sexual abuse greatly affected the concentration of the classroom of the students, while 52% agreed that sexual abuse caused students to develop violent behaviour in the classroom. About 43.8% agreed that it affected students' performance and another 55% agreed that sexual abuse caused students to lack interest in the class. Data show that 21.6% of the students agreed that physical assault affects their classroom concentration, while 48.6% agreed that it caused students to display violent behaviour in the classroom. In addition, 24.6% agreed that physical assault made students perform poorly in class. However, 22% agreed that it caused students to lack interest in class activities.

According to the analysis in Table 2, the majority (29.2%) agreed that psychological torture significantly affected students' class performance, followed by 28.5% who agreed that it also affected students' class concentration. Then another 25% agreed that psychological torture made students develop violent behaviour in class. However, about 17.3% agreed that it made the students to lack interest in the class. It also shows that the highest percent (30%) of the effects of emotional torture rating agreed that it affected the student's class performance, while about 26% agreed that it affected the students’ class concentration. Another 19.6% agreed that it made students become violent in class and, finally, 15.2% agreed that it made students lack interest in the class.

**DISCUSSIONS**

Three factors stand out worth closer attention. The first is psychological torture, second, and is still closer to both sexual abuse and physical assault. This analysis interprets this pattern to represent the crucial correlation between psychological torture, sexual abuse, and physical assault. The victim of the last two domestic violence forms necessary suffers closely from psychological torture. No sexual abuse or physical assault passes without inflicting serious psychological impact on a victim.

Second, the category of the respondents who acknowledged 'Low' and 'not knowing the level of prevalence of the forms of domestic violence were disproportionately highest in the category of psychological torture. This analysis considers this pattern to be a consequence of ignorance of the meaning of psychological torture or confusion resulting from the possible relationship between psychological and emotional torture. Although these two are often closely related, this observation leads to another insight into forms of domestic violence. To this effect, the psychological torture in this analysis represents every unseen reaction to a stimulus of pain due to the violence imposed on the individual. Psychological torture is often generic, representing a cross-section of non-visible reactions to violence such as inability to talk, sulking, depression or stress.

On the other hand, emotional torture is expressed through visible gestures such as inordinate, sometimes endless crying, trembling under the fit of anger or yelling outrageously at a person or a situation deemed unacceptable. Third, it is clear from Table 1 and Figure 1 presented above that there is a closer proximity between psychological and emotional torture. Student respondents generally considered these two highly but negatively categorized as 'Low' and 'not known.' Over and above the possibility of confusing the two, this analysis confirms the elusiveness of these two categories in quantifying domestic violence owing to their invisible nature. Psychological and emotional torture can indeed be elusive and misleading.

However, when it comes to physical assault, its position in the analysis is further testimony to the physical visibility of this form. While sexual abuse and psychological torture often remain hidden from the public eye, physical assault commands conspicuous visibility. However, its third rating demonstrates the gravity of the first two forms as much as it confirms its unavoidable prevalence. The data
available in Table 1 and Figure 1 show that emotional violence generates its independent impact relatively independently. However, this occurrence is comparatively less frequent than the other forms of domestic violence. Like psychological torture, emotional torture is often deemed to accompany sexual abuse or any physical assault.

Essentially, the finding indicates that there are forms of domestic violence that exist in the students’ lives. This finding agrees with Katz (2015) in a study that was done in England. According to Katz (2015), psychological torture can be subjected to an individual without out rightly displaying aggression, which people around the victim can easily notice. Katz states that the perpetrator subjects the victim to coercive control conveyed through a stare or a glare. This adds to the secrecy of abuse, causing psychological distress to the victim.

The current study’s finding also agrees with a study by Pingley (2017) done in USA and another one by Ibrahim (2019) done in Nigeria. The findings of the two studies also established that sexual violence is one of the primary forms of domestic violence. Pingley 2017 and Ibrahim 2019 stated that sexual abuse is one of the primary forms of domestic violence and is harmful to the victim and the children who witnessed it. The study by Ibrahim (2019) further stated that domestic violence affected the ability of students to achieve because it weighed down their maximum participation in school activities and socialization with peers and teachers.

The finding in this current study also agrees with the UNICEF report (2016). The UNICEF established that action was needed in relation to domestic violence. The UNICEF report (2016), called for action against the alarming rise in cases of sexual abuse on children in Kenya. The report was based on the Kenyan survey conducted in 2010 under the title ‘Violence against Children Study’ (VAC). VACs was the first national survey conducted to establish violence against children in Kenya in both women and men. The assessment covered 1,306 females and 1,622 males between the ages of 13 to 24 years—the survey was set to establish the children who had experienced physical, emotional, and sexual violence. The UNICEF 2016 report exposed that children had experienced all forms of domestic violence in their childhood; 26% female and 23% male. Then there were 32% of women and 18% of men who had encountered sexual violence. Those who had experienced physical violence were 66% women and 73% men. The report also found that the most common perpetrators were friends, neighbors, and the victim’s relatives.

In addition, the finding in the current study supports another study by UNICEF (2017) done in Kenya and the Indian Ocean Region. The study reported alarming cases of abuse of children. It was observed that many children were victims of sexual violence, yet no one wanted to talk about it. Similarly, the UNICEF 2017 report lamented that homesteads were the first avenues children were introduced to violence in society. Statistically, close to 300 million children aged 2 to 4 years globally are subjected to violent discipline, while one in four children under five years stayed with mothers who have been victims of domestic violence. UNICEF called on victims to break the silence so that they could be directed on how to get help.

This finding agrees with Beeks (2018), who established that some traumatic experiences could flicker healthy complications to an individual and induce some to resort to drug abuse later in life. Beek further highlighted that health professionals discovered that adverse childhood experiences (ACE), especially recurring trauma and stress that overstretched the stress response system, caused chronic health problems that affected the immune system, making the body vulnerable to many diseases and accelerating aging in the victim. Beek 2018 mentions physical health, emotional balance, classroom problems, and professional capabilities as some of the problems resulting from the effects of domestic violence. Beek says that more times the child experienced severe episodes, the more likely the
likelihood of experiencing worse health complications from childhood to adulthood. The researcher concludes that health complications affect student classroom behaviours.

According to the analysis above, two crucial patterns emerge the collective level of influence inflicted by the forms of domestic violence comparatively and the specific effects generated by specific forms of domestic violence. On the first pattern, sexual abuse again ranks highest in the capacity of influence, showing high frequencies of 67.7, 52, 43.8, and 55. Physical assault and psychological torture are second and third in influence, respectively. The influence of emotional torture on classroom behavior is comparatively low, attracting only low frequencies of 26, 19.6, 30 and 15.2 for the four respective behaviour categories identified. In this case, sexual abuse appears as a catalyst to all the identified bad behaviour in the classroom: low concentration, violent behaviour, lack of interest, and overall poor performance.

On the second pattern, it is clear that every form of domestic violence influences students' classroom behaviour in a particular way. The influence of sexual abuse, for example, appears to be stronger on low concentration in the classroom. Physical torture has more influence on the violent behaviour of its victims in the classroom. Two sets of behaviour are conspicuously influenced by psychological and emotional forms of domestic violence: low-class concentration accented by the poor overall performance of the affected students in the class. In the final analysis, low concentration, violent behaviour, and overall poor performance rank high as the expected repercussions of domestic violence on students' classroom behaviour. On the cause-effect order, one may say that domestic violence is the instrumental cause of poor performance in schools through its direct effect on the students’ concentration and violent behaviour in classrooms.

According to this analysis, there is some similarity between the forms of domestic violence and the students' violence in the classroom. This is revealed in the analysis as shown in Table 2; violent behaviour in the classroom scored the highest (48.6%). Therefore, there is a strong correlation between domestic violence and violent behaviours in the classroom of students. This finding agrees with a study by Kigotho (2017), which stated that the violent behaviour witnessed in the schools shows the kind of violence in the society. These findings are also consistent with the research by Cinquegrana, V., Baldry, A. C. & Pagliaro, S. (2018) in Ital, which indicated a similar behavior between current students’ behaviour and the abuse inflicted or witnessed. Cinquegrana et al. draw a link indicating that students retaliate to any incidence of violence using the form of violence they had ever witnessed or experienced.

The findings of this current study further concur with the study done by Lloyd (2018) and Peery (2011). Lloyd (2018) stated that domestic violence affects students’ ability to achieve because it weighs on their maximum participation in school activities and socialization with peers and teachers. Lloyd 2018 exposed that it eventually resulted in poor performance due to a lack of concentration. In addition, the findings in the current study agree with Peery (2011) that was done in Australia. The study findings declared poor concentration as the significant outcome of the effects of domestic violence and pointed out that fighting was second to it. Perry pointed out that fighting among the students was as a significant result of exposure to domestic violence.

Therefore, it is true that domestic violence affects students’ classroom behaviour. This is manifested in the students’ classroom behaviour mentally and socially. This implies that students who witness domestic violence and those who are victims of domestic violence display in the classroom a behaviour related to the abuse they witnessed or experienced during domestic violence.
CONCLUSION

Therefore, this current study reveals that there are forms of domestic violence that are prevalent; sexual abuse, physical assault, psychological and emotional torture. These findings further expose that these forms of domestic violence affect the students’ classroom behaviour. Therefore, the new knowledge established by this current study to add to the existing one is that children victims of domestic violence and those who witness domestic violence recycle domestic violence. Generally, the evil of domestic violence calls for a holistic but cautious approach that takes due regard of the cultural, social, religious, and political wellbeing of the individual. It implies social readjustments that will curb the evil rather comprehensively. Globally, we need to establish strategies that transcend borders, space, and history encompassing recognition of how some communities have tied individuals to past ideologies. A communication network should be established so that logistical barriers do not hinder the curb of domestic violence. Everyone needs to realize that domestic violence is a global problem that we must fight collectively.

RECOMMENDATIONS

The research findings recommended the following:

1. The County governments should work with various social services and organizations to establish a free workable hotline number for the domestic violence victims and children to call on in case of any signs of domestic violence at home.

2. The study further recommends a review of the policy on domestic violence. These policies if well-articulated, can eliminate domestic violence in many ways, including a clause in consideration for children from homes where domestic violence is prevalent. In addition, the policies should clearly state the actions to be taken against the perpetrators, including adequate legal measures against those who object to the process, penal sanctions and compensatory provisions for the victims.

3. Likewise, for schools, the study recommends setting up helpful relation mechanisms to coordinate with the G&C teachers to assist students who show signs of abuse-related symptoms and those who report having domestic violence at home.

4. Recommendation for further research is with this recommended because many students have suffered as domestic violence victims. There is a need for a good, workable restorative program that can heal the victims of the student to avoid the circle of abuse.

Conflict of interest: The authors declare no conflict of interest.

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Authors’ Bio note

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Authorship and level of contribution
Ruth Lusike Nyaranga came up with the topic and did all the writing, but with the guidance of the supervisors.

Prof. Lewis Ngesu is the one who guided Ruth in the initial stages of the proposal writing. Later contributed majorly in coming up with the right research instruments. Prof was an instrument in the readjustments of the research instrument after the pre-test and the pilot study.

Dr. Atieno Kili K’Odhiambo teamed with the other supervisors to guide in the development of the methodology to be used in the study. Also assisted in correcting the research instruments.

Dr. Alice Masese joined the group to guide data processing and analysis.

Disclaimer Statement
This work is part of a thesis submitted to the University of Nairobi for a Doctor of Philosophy (PhD) in Sociology of Education. The title is the prevalence of domestic violence and its effects on student classroom behaviour in Bungoma County, Kenya. The areas included in the thesis are an introduction, a review of the literature, a methodology, recommendations, and a conclusion. Supervisors: Dr Alice Mases, Dr Atieno Kili K’Odhiambo and Prof Lewis Ngesu

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