INFLUENCE OF PARENTAL VIOLENCE AND COPING STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN KISUMU CENTRAL SUB-COUNTY, KENYA

BY

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been submitted to any other university by another person for the award of any degree, diploma or certificate.

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DEDICATION

I dedicate this thesis to my children: Benedict, Alma and Hillary for their moral support. I also dedicate this work to my dear parents whose inspirations have made me move this far.

ABSTRACT

An estimated 275 million children worldwide are exposed to domestic violence annually. In Kisumu County, out of the 1044 cases of parental violence recorded by Kisumu Central Police Division (Family Section Records) in 2013, 754 (or 72.2%) constituted failure by parents to cater for educational upkeep of their school going children. Academic achievement among secondary school students in Kisumu Central Sub County has been poor, with the area ranking 7^{Th} out of seven sub counties with a mean score of 4.360 in the 2017 KCSE examinations. Although psychologists state that children exposed to dmestic violence have poor academic achievement, there is little information on the influence of parental violence on academic achievement of secondary school learners in Kisumu Central. The purpose of the study was to establish the influence of parental violence and coping strategies on academic achievement of secondary school students in Kisumu Central Sub County. Objectives were to: identify forms of parental violence; establish the influence of forms of parental violence on academic achievement, and to explore how coping strategies for parental violence forms influence academic achievement. A conceptual framework showing the relationships between parental violence, academic achievement and learners' coping strategies was adopted of. This research was conducted using descriptive design involving mixed method approach of qualitative and quantitative data collection and analysis approach. The target population comprised 1034 form 4 students, teachers responsible for counseling and guidance, and principals from all the 11 public secondary schools in the Sub County. Sample size was obtained through Yamane's formula, where 288 students were selected through proportionate stratified sampling. Ten teachers and another 10 principals were selected through saturated sampling procedure. Questionnaire and interview schedule was used to collect data from students and teachers respectively. Reliability was ensured through test retest method using 28(10%) students from one school, whereby an overall coefficient of 0.78 was obtained. Content and construct validity were achieved through ratings of experts and operationalization of variable items respectively. Quantitative data was analyzed using descriptive statistics. Qualitative data was analyzed through thematic analysis. Findings revealed that the form of parental violence with the highest influence on academic achievement was emotional violence (M=2; SD=1.32; r=-.035**) followed by physical violence (M=1.45; SD=.81; r=-.023**); neglect (M=1.40; SD= .89; r=-.026**) and sexual violence (M=1.28; SD=.75; r=-.021**). Influence of parental violence include health/physical injury (M=3.61; SD=1.31); school disengagement (M=3.55; SD=1.4) and disruptive behaviour (M=3.48; SD=1.39). Coping strategies revealed that problem-focused coping (M=3.46; SD=2.28) is the most influential parental violent coping strategy. This is followed by social/legal support (M=3.13; SD=1.3) and avoidance coping strategy (M=3.04; SD=1.42). The study concluded that parental violence had a negative and significant influence on academic achievement of students and it was recommended that parents should undergo parental trainings on how to help their children by supporting them to achieve successful education. Findings from this study are significant to teachers who undertake counseling and guidance in secondary schools in understanding the depth of violations that learners experience in their homes.

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LIST OF ABBREVIATION AND ACRONYMS

CSA	Child Sexual Abuse
DRC	Democratic Republic of Congo
IJS	Informal Justice System
IFCAS	Intra – Familial Child Sexual Abuse
KCSE	Kenya Certificate of Secondary Education
LVCT	Liverpool Voluntary, Counseling and Testing
NCES	National Center of Educational Statistics
NELS	National Educational Longitudinal Study
SDQ	Strength and Difficulties Quotient
SAPS	South African Police Service
SOWED	Social Welfare Development Program
UK	United Kingdom
USA	United States of America
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations Children Educational Fund

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter presents the introduction part of the study. It presents the background to the study, statement of the problem, purpose of the study, research objectives and questions, scope of the study, limitations of the study, assumptions of the study, significance of the study, conceptual framework, and operational definition of terms.

Children need a safe and secure home, free of violence, as well as parents that love and protect them. They need to have a sense of routine and stability, so that when things go wrong in the outside world, home is a place of comfort, help and support (Lawuo, Machumu and Kimaro, 2015). However, for too many children, home is far from a safe haven since hundreds of millions of them remain exposed to domestic violence, and this has a powerful and profound impact on their lives and hopes for the future (Li and Lerner, 2011). These children not only watch one parent violently assaulting another, they often hear the distressing sounds of violence, or may be aware of it from many telltale signs, besides being the very victims. Perhaps this may have more extreme long term consequences among the adolescent youths.

Adolescence is considered to be a critical stage in a child's development, marking the period of transition from childhood to adulthood (Meinck, Cluver, Boyes & Loening-Voysey, 2016). Adolescents are a particularly vulnerable group, experiencing a third of all new HIV infections worldwide (UNICEF, 2013), high levels of violence, lower school attendance and enrolment than primary schoolchildren, early marriage and higher levels (UNICEF, 2011) of sexual abuse victimization (Meinck, Cluver & Boyes, 2015). Furthermore, adolescence is a time where the intergenerational transmission of poverty, violence, victimisation and perpetration, gender inequalities and educational disadvantage manifest themselves

(UNICEF, 2011). According to Larissa et al (2013), when adolescents are exposed to parental violence, they may become vulnerable to a cascade of events including psychological symptoms and decreased connectedness to school, which ultimately can lead to overall poor academic achievement.

Parental violence, also known as gender based violence or domestic violence refers to abuse targeted towards a group because of their gender or gender roles which relegate them toa lower position of social status or power (McCloskey, 2016).Abuse perpetrated against the victims may occur in the physical, psychological/emotional, economic/neglect, and sexual spheres (Pérez-Tarrés, Cantera and Pereira, 2017). According to Valente, Dalledone, Pizzatto, Zaiter, de Souza, and Losso (2015), violence against children and adolescents results into public health issues worldwide that threatens physical and mental wellbeing and causes long-term irreparable harm. Indeed, in recent decades, visualization of the menace of gender based violence have given rise to adoption of coping strategies as a panacea to abuse experienced by victims (Pérez-Tarrés et al, 2017). However, it is critical to note that majority of studies on forms, effects and coping strategies of gender based violence have tended to concentrate on women. Effects of such violence on academic achievement of students in secondary schools tends to have attracted limited documentation.

Sesar, Šimić and Barišić (2010) analyzed the rate of multi-type abuse in childhood in a sample from the student population of the University of Mostar (Croatia). They found that emotional and physical maltreatment were the most frequent types of abuse. Stoltenborgh, Van Jzendoorn, Euser, and Bakermans-Kranenburg (2011) assessed prevalence figures of childhood sexual abuse (CSA) using 217 publications published between 1980 and 2008 from across the globe. They established that self-reported CSA was more common among females than among males. In East Asia and Pacific, UNICEF (2012) examined 364 peer-reviewed literature research studies on the prevalence and incidence of child physical abuse, sexual

abuse, emotional abuse, neglect, exploitation, witnessing family violence and peer-to-peer violence. Emotional abuse, physical abuse and sexual abuse in that order were found to be prevalent. It seems clear that forms of physical violence focused in most studies (such as Sesar et al, 2010; Stoltenborgh et al, 2011;UNICEF, 2012) have not been related to students in secondary schools and their academic performance.

The consequences of parental violence on adolescents is better understood within the context of its impact on academic functioning, as school is the primary domain in which adolescents perform (Larissa et al, 2013). Failure in secondary education where adolescents are learning can have long-term detrimental consequences for competency and social adjustment as since they (the adolescents) are on transition to adulthood (Masten, Desjardins, McCormick, Kuo, & Long, 2010). However, a dearth of literature exist regarding effects of parental on performance of students in secondary schools.

Peltonen, Ellonen, and Larsen (2010) analysed how different types of parental violence ranging from verbal threats and swearing to hitting and kicking a child, are associated with child adjustment, internalizing and externalizing problems as well as pro social behaviour in Finland and Canada. The more severe forms of parental violence were associated with higher levels of child adjustment difficulties and internalizing and externalizing symptoms. Another study by Valente et al (2015) evaluated the prevalence of physical injuries that occur in domestic environments and reported to the Child and Adolescent Protection Network in Brazil. It was revealed that physical abuse is associated with a high prevalence of head and neck injury. Another study by Hassan (2017) investigated effects of marital conflicts on academic performance among primary school pupils in Temeke district, Tanzania. The findings revealed problems facing pupils from marital conflicts families like insufficiency of school needs, lack of love from both parents, and absenteeism, which affected their academic

performance. It is thus emerging that most of the available studies (Hassan, 2017; Peltonenet al, 2010; Valente et al, 2015) that focus on the effects of forms of parental violence on academic achievement have tended to focus on children particularly in primary schools. However, effects of these forms of parental violence on academic performance of learners in secondary schools tends to received limited documentation. Focus on secondary education is critical given that this level offers preparatory learning for enrolment into college and university education which are essential in manpower development.

The professional literature emphasizes the negative effects of exposure todomestic violence including parental violence. Yet coping strategies with these effects has been largely overlooked among secondary school students unlike in children and women (Goldblatt, 2013). In addition, whereas most knowledge is based on information about young children, adolescents' perception of their experience has rarely been addressed. Pérez-Tarrés et al (2017) analysed coping strategies and perception of support for domestic violence of five abused women from the province of Barcelona (Spain). Most frequently used strategy was avoidance coping and approach coping. Lawuo, Machumu and Kimaro (2015) assessed coping strategies of children from homes with marital conflicts in Tanga, Tanzania. Findings revealed that: majority of boys run away from homes and seek physical support as well as doing small business; girls fall on engaging in sexual relations and seek social and emotional support. Deche (2013) analysed the effectiveness of both formal justice system and informal justice system in resolving child sexual abuse in Kwale and Mombasa Counties (Kenya). Findings revealed that informal justice system enjoys community's confidence more than the formal justice system. Studies (Deche, 2013; Lawuo, et al, 2015; Pérez-Tarrés et al, 2017) have tended to agree that use of problem-focused coping (an example of approach coping) and avoidance coping strategies are appropriate coping mechanisms for violence victims. Similarly, use of social and legal support has also been supported as effective coping

strategies (Deche, 2013). However, it is equally clear that these coping strategies seem not to have been assessed among adolescents in secondary schools who have equally been facing parental violence, particularly in Kenya. A national survey in Kenya (Kenya National Survey, 2010) found that violence prior to age 18 as reported by 18 to 24 year olds (lifetime experiences) indicate that during childhood, 32% of females and 18% of males experience sexual violence; 66% of females and 73% of males experienced physical violence and 26% of females and 32% of males experienced violence as a child. Similarly, 13% of females and 9% of males experienced all three types of violence (physical, emotional, and sexual) during childhood. Emotional violence for both females and males was most often inflicted by parents.

Records on child maltreatment obtained from Kisumu Central Police Division (Family Section) reveal that in the last quarter of 2015 (from October to December), 1044 cases of domestic violence (intimate partner violence) were reported to the police. Similarly, various cases of maltreatment of children aged 14 to 20 years were reported by either good Samaritans or the victims themselves to the police. Table 1.1 illustrates maltreatment cases reported by the Kisumu Central Police Division.

Table1.1: Child Maltreatment cases Reported to Kisumu Central Police Division in 2015

	Neglect	Abandonment	Assault	Defilement	Maintenance	Education/Upkeep	Others
Boys	38	19	14	17	42	399	10
Girls	33	17	17	20	48	355	15
Total	**71**	**36**	**31**	**37**	**90**	**754**	**25**

Source: Kisumu Central Police Division Data (2015)

Table 1.1 illustrates that most children of school going age - 754 (72.22%) reported that their parents refused to cater for their education as well as upkeep related to education. Similarly, children whose parents have failed to provide maintenance costs accounted for 90 (8.62%) of the reported cases. A preliminary survey done among randomly selected public secondary

schools in Kisumu Central Sub County by the researcher revealed that there were rampant cases of violations meted on learners by their parents or guardians. School records revealed that of the 100 randomly selected student cases, 70 involved on-compliant with educational needs like purchase of uniforms, learning materials, and provision of transport to and from school by parents/guardians. Moreover, almost all the 100 recorded student cases revealed at least one indicator of animosity between the parents on one hand, and between the parent/guardian and the student on the other hand. However, it has not been empirically established how these violations have impacted on academic achievement of these young learners.

Kisumu Central Sub County is one of the seven sub counties in the larger Kisumu County. The Sub County has 22 secondary schools, among them 11 public and 11 private. In 2017, Kisumu Central Sub County presented 1829 candidates for KCSE examinations and the mean score attained was 4.360, as opposed to the leading (Muhoroni) Sub County which had 6.22 (Table 1.2).

Table 1.2: KCSE Examination Mean Scores for Kisumu Sub Counties

Sub County	Mean Score	Deviation from Mean Score
Muhoroni	6.22	0.351
Nyando	5.569	0.094
Seme	5.26	0.016
Kisumu West	5.234	0.379
Kisumu east	4.615	0.365
Nyakach	4.456	0.568
Kisumu Central	4.36	2.347
Kisumu County	**5.277**	**0.444**

Source: Kisumu County Education Office (2018)

Table 1.2 shows academic performance of the 7 sub counties in Kisumu County in 2017 KCSE examinations. The table reveals that the mean score of Kisumu Central Sub County (4.36; SD=2.347) was lower than the county mean of 5.247 during 2017. The large standard deviation (2.347) illustrates that the mean could be less or more by a value of 2.347.

Similarly, the academic performance of students in Kisumu Central Sub County was the lowest compared with other sub counties in Kisumu County. Although studies (Hassan, 2017; Larissa et al, 2013) have showed that parental violence negatively impact on academic outcomes of the children, limited information was available with regard to such impacts on academic achievement of secondary school students.

Academic achievement is important during late childhood and early adolescence because accomplishment, or relative lack thereof, during this developmental transition is a precursor to future academic and occupational endeavors (Ghazarian, and Buehler, 2008). Youths who demonstrate higher academic achievement also are more likely to report lower drug use and decreased propensities for school dropout. However, it remains unclear how parental violations revealed in literature relate with academic achievement of students in public secondary schools. Additionally, information concerning various forms of parental violations, their effects as well as coping strategies on academic achievement is scanty.

1.2 Statement of the Problem

Violence against children and adolescents by parents is a public health issue worldwide that threatens physical and mental wellbeing and causes irreparable harm. Physical, emotional, neglect and sexual violence have been showed to negatively affect the wellbeing of children including psychological disorders, health and academic performance. Victims of such abuses have developed coping strategies such as problem focused and emotion focused approaches to mitigate effects of such experiences with varying measures of success. However, there seems to be limited literature on the forms of parental violence, influence of the forms of parental violence on academic achievement as well as influence of coping strategies to forms of parental violence on academic achievement among students in secondary schools. This is in disregard of the importance of secondary education which acts as a preparatory stage to college or university education. Among public secondary schools in Kisumu Central Sub

County, 754 cases of educational/upkeep neglect, 71 cases of neglect, 90 cases of lack of child maintenance, and 36 cases of abandonment by parents and guardians were recorded between 2016 and 2017. Similarly, the sub county attained a mean score of 4.36, ranking the 7th, as opposed to the neighbouring Sub Counties: Muhoroni (6.22), Nyando (5.59), Seme (5.26), Kisumu West (5.23), Kisumu East (4.62), and Nyakach (4.46). Whether low academic achievement of learners in this Sub County was attributable to parental violence or other factors had not been investigated. This study was therefore set to identify the forms of parental violence and establish coping strategies influencing academic achievement among secondary school students in Kisumu Central Sub County.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of parental violence and coping strategies on academic achievement among secondary school students in Kisumu Central Sub-County, Kenya.

1.4 Research Objectives

1. To identify the forms of parental violence faced by students among secondary schools in Kisumu Central Sub-County.
2. To establish the influence of forms of parental violence on academic achievement among secondary school students in Kisumu Central Sub-County.
3. To explore how students' coping strategies for the various forms of parental violence influence academic achievement among secondary schools in Kisumu Central Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the forms of parental violence faced by students among secondary school students in Kisumu Central Sub-County?

2. What is the influence of forms of parental violence on academic achievement among secondary school students in Kisumu Central Sub-County?
3. How do students' coping strategies for the various forms of parental violence influence academic performance among secondary schools in Kisumu Central Sub-County?

1.6 Scope of the Study

The study covered 11 secondary schools in Kisumu Central Sub County. Data for the study was collected from students in Form Four, teachers responsible for guidance and counseling, as well as school principals. The study focused on the influence of parental violence and coping strategies on academic achievement among students, which was divided into forms of parental violence, the influence of forms of parental violence, and influence of coping strategies for parental violence on academic achievement in secondary schools.

1.7 Limitations of the Study

The study was limited to information gathered from students, teachers responsible for counseling and guidance, and principals while parents and other persons like religious leaders who could also have had information related to parental violence were left out. Similarly, data was only collected from schools using questionnaire, interviews and document analysis guide while observations were not made within home environments to reveal underlying factors like poverty among parents/guardians. It was therefore difficult to corroborate such information given the fact that domestic violence is often not committed in public but behind closed doors.

1.8 Assumptions of the Study

The researcher made the following assumptions:

1. There were specific home based factors like parental violence which could affect academic achievement in secondary schools.

2. Each and every secondary school student lives with a parent or guardian(s) who are responsible for their (students) upkeep and safety.
3. Students learning in secondary schools in Kisumu Central Sub County were able to share with the researcher issues related to parental violence in one way or the other.

1.9 Significance of the Study

This study highlighted different aspects of parental violence that often affected concentrations of learners-hence academic achievements- in public secondary schools. Further, by understanding clearly what each and every student was undergoing (level and kind of maltreatment), those providing counseling and guidance would be able to appropriately provide relevant services to the needy students. Knowledge that might have been gained from this study might also aid schools in forestalling any kind of disruptions from students who have adopted violent behavior emanating from hostile home environment. This would in turn improve students' academic achievement. Civil societies offering mitigation programs to student victims of domestic violence might gain clear picture about the types of violence that learners were faced with, and consequently design appropriate mechanisms to mitigate this vice. Finally, this study was significant because, besides adding knowledge in areas related to parental violence and academic performance of students, it opens new avenues for research in a similar field.

1.10 Conceptual Framework

It is conceptualized that academic achievements of students depend on parental violence that they (students) are exposed to. Thus, forms of parental violence, the influence of forms of parental violence, and influence of coping strategies for parental violence either results into good or poor academic achievement of a student. These were the independent variables of the study. However, there exist other factors which could moderate the relationship between parental violence and academic achievement of students. These include the attitude of

individual learners towards education; availability of learning resources, and the school or learning environment. This study however treated these factors as affecting each student in the same manner and had no consequence on the dependent variable: academic achievement of students. This conceptual framework is shown in Figure 1.

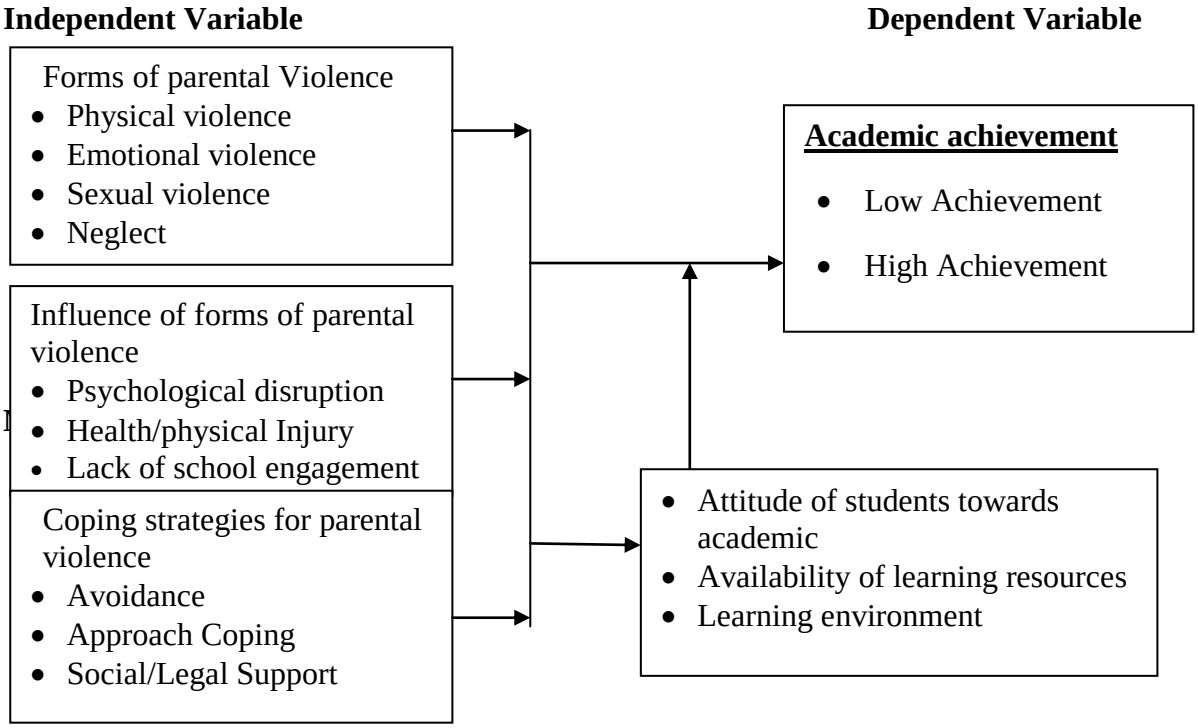

Figure 1: Conceptual Framework Showing the Relationship between Parental Violence and Academic Achievement of Students

1.11 Operational Definitions

Academic Performance	Test scores attained in KCSE or standardized examination
Approach Coping	Focuses on the problem at hand and making a cognitive and behavioural effort to control or eradicate the abuse
Avoidance Coping	Focuses on the emotions of making same kinds of effort to avoid thinking about the source of abuse and its consequences
Coping Strategies	Are mechanisms adopted to address effects of parental abuses
Emotional Violence	Are abuses that arouse bad memories in an adolescent child
Forms of Parental Violence	Are types of abuses meted on an adolescent child
Injury	Refers to harm done to health of a child by parental violence

Legal Support	Is assistance available to victims of parental abuses in the form of law or jurisprudence
Neglect	Is failure by a parent to provide for basic needs including educational needs to an adolescent child
Parent	Is a caregiver, guardian, a biological father/mother whose responsibilities include provision of basic needs such educational upkeek to an adolescent child
Parental Violence	Are abuses meted on an adolescent child by a person whose responsibilities are to provide for his/her basic needs
Physical violence	Are abuses meted on an adolescent child that harms the body or physic of the victim
School	Is a social learning institution situated in a society for the purpose of implementing curriculum programs designed by the government
School engagement	Refers to behaviour of disliking or liking attendance of school by a child due to abuses meted by a parent
Secondary School	Is a social learning institution situated in a society for the purpose of implementing preparatory educational programs for promoting learners to college or university education
Sexual violence	Are abuses meted on the sex organs of a victim by persons whose responsibilities include their protection
Social Support	Refers civil assistance provided to victims of parental abuses

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of relevant literature to the study. The review is presented in the sequence of the study variables: forms of parental violence, influence of various forms of parental violence on academic achievement, and influence of coping strategies to various forms of parental violence on academic achievement

2.2 Forms of Parental Violence Influencing Academic Achievement of Students

Parental violence or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power (Li & Lerner, 2011; UNICEF, 2012). This phenomenon has been widely studied worldwide, although much focus seems to have been made on women and child victims without giving much consideration to adolescent youths attending secondary education. UNICEF (2012) identified four common forms of parental violence: emotional, physical, neglect and sexual violence.

2.2.1 Emotional Violence and Academic Achievement

In Croatia, Sesar, Šimić and Barišić (2010) retrospectively analyzed the rate of multi-type abuse in childhood, the effects of childhood abuse and type of coping strategies on the psychological adaptation of young adults in a sample from the student population of the University of Mostar. The study was conducted on a convenience sample of 233 students. Findings revealed that multi-type abuse in childhood was experienced by 172 participants (74%) and all types of abuse by 11 (5%)participants. Emotional and physical maltreatment were the most frequent types of abuse and mostly occurred together with other types of abuse.

Tran, van Berkel, van IJzendoorn and Alink (2017) investigated associations between different types of child maltreatment and child emotional, cognitive, and physical health functioning as well as moderation effects of gender and ethnicity in Vietnam. This was a cross-sectional study involving 1851 randomly selected students aged 12–17 years. Findings showed that all types of child maltreatment were associated with emotional dysfunctioning. Life time and past year experiences of physical abuse and life time experiences of sexual abuse and neglect were related to poorer perceived physical health. The study did not find associations between any type of child maltreatment and overweight or underweight status. Regarding cognitive functioning, life time experience of sexual abuse and neglect were related to poorer working memory performance. Noticeably, emotional abuse was related to better academic performance, which might be an indication of "tiger parenting" practice in Vietnam, implying academic performance stimulation at the expense of emotional security.

da Silva et al (2017) explored the characteristics of violence against children and adolescents in a southern reference center of Brazil. This was a descriptive and documentary study, a quantitative approach which examined 800 medical records of the reference center. The research instrument addressed sociodemographic variables selected victims, the aggressors and the type of violence. The prevalent profile was children and adolescents white, female, aged between seven and 14 years, living in suburbs. Most offenders are male, aged between 20 and 40 years, and low level of education. The study identified the mother as the main responsible for the attacks, father and stepfather then. There was a predominance of sexual, physical and psychological violence.

In their study, Meinck et al (2016)investigated prevalence and incidence, perpetrators, and locations of child abuse victimisation in South Africa using amulti-community sample. The study interviewed 3515 children aged 10–17 years (56.6% female) from all households in randomly selected census enumeration areas in two South African provinces. Child self-

report questionnaires were completed at baseline and at 1-year follow-up(96.7% retention). Findings showed that prevalence was 56.3% for lifetime physical abuse (18.2% past-year incidence), 35.5% for lifetime emotional abuse (12.1% incidence) and 9% for lifetime sexual abuse (5.3% incidence). 68.9% of children reported any type of lifetime victimisation and 27.1%reported lifetime multiple abuse victimisation. Main perpetrators of abuse were reported: for physical abuse, primary caregivers and teachers; for emotional abuse, primary caregivers and relatives; and for sexual abuse, girlfriend/boyfriends or other peers

Adejobi et al (2013) examined the effect of child maltreatment on academic performance of Senior Secondary School students in Ibadan, Nigeria. The Questionnaire was the instrument of data collection, administered to five hundred and twelve students selected randomly in two local government areas. A hypothesis that "there is no significant relationship between child maltreatment and academic performance" was formulated. This was tested using multiple regression analysis and the result indicated that there is significant relationship between child maltreatment and academic performance.

A study by Nyagwencha, Munene and James (2018) sought to establish the types of abuse experienced by adolescents with mild and moderate symptoms of anxiety disorder and living in charitable children's institutions (CCIs). Data was collected from three CCIs in Nairobi County, Kenya. The sample size was made up of 115 adolescents who gave informed consent and met the inclusion criteria. The respondents were administered a socio-demographic questionnaire, which was asking questions about socio-demographic characteristics and previous experiences of abuse. Findings showed that majority of the respondents had experienced some abuse, with emotional violence being among the highest. Males had a higher mean in physical abuse and neglect while females had a higher mean in sexual abuse and emotional abuse.

2.2.2 Physical Violence and Academic Achievement

Studies from several countries in all regions of the world suggest that up to 80 to %98 of children suffer physical punishment in their homes, with a third or more experiencing severe punishment resulting from the use of implements (WHO, 2014).Furthermore, international studies revealed that a quarter of all adults report having been physically abused as children (WHO, 2016). However, studies covering the relationship between forms of physical violence and academic achievement of children have come up with inconsistent results.

Halpenny, Nixon, and Watson (2010) investigated the parenting styles and parental use of disciplinary strategies with children in Ireland, with a particular focus on attitudes to and uses of physical punishment. A further aim of the research was to identify parental attitudes to the legislative position in relation to physical punishment and children. The study adopted a telephone survey methodology, involving interviews with 1,353 women and men, with at least one child younger than 18 years of age, living in private households. It was found that discipline strategies adopted by parents ranged from inductive, non-aggressive strategies to more coercive strategies, including physical punishment. Almost all parents reported using inductive discipline strategies, such as reasoning or discussing an issue with a child. Other non-aggressive discipline strategies, such as making a child take time-out, threatening to ground them or actually grounding them, were highlighted by approximately half the parents interviewed. Age differences were apparent in the parents' approach, with time-out and grounding being used more frequently with children in middle childhood, while setting a chore to complete was more likely to be used with older children in adolescence.

Although Halpenny, et al. (2010) investigated the usage of physical punishment (in itself a form of physical abuse against a child) by parents towards their children, they failed to obtain their data from an age group (younger than 18 years) of children who are able to differentiate between punishment and physical violent. It is important to obtain such information from

learners who are between 17 and 19 years of age, since this age category is able to comprehend whether a punishment comprise physical violation or not, hence the need of this study.

In Brazil, Valente et al (2015) evaluated the prevalence of physical injuries that occur in domestic environments and reported to the Child and Adolescent Protection Network. This retrospective study was conducted at the Epidemiology Center of the Municipality of Curitiba. A total of 10,483 reports for the years 2010 (5,112) and 2011(5,371) were analyzed. The children and adolescents were 0-17 years old, comprising 322 cases of physical abuse within the family in 2010. There were 342 reports in 2011; head and neck injuries corresponded to 65% (222) of the reported cases. The prevalence of injuries increased by 6%; with head and neck injuries increasing by 19% between 2010 and 2011. It was concluded that physical abuse is associated with a high prevalence of head and neck injury, which was easily observed by the health and education professionals.

Elarousy and Shaqiqi (2017) investigated the effect of physical abuse on academic achievement among secondary school female students in Jeddah. The study was conducted at two female secondary school students in Jeddah – Saudi Arabia. Two hundred female students in secondary school in Jeddah were recruited for the study using non probability "convenience" sampling technique. A descriptive design was used. It was found that 29% of participates reported that they were physically abused. About two third of participants who reported any forms of physical abuse had test score less than 85% compared with about one third participants who reported that they had never been abused with test scores less than 85% and the difference was statistically significant (P=0.001). Furthermore, the mean test score of physically abused participants was 83.07±8.02 compared with 88.19 ± 9.13 for non-physically abused participants and the difference was statistically significant (P=0.001).

In a study by Currie and Widom (2010), a prospective cohort design, court substantiated cases of childhood physical and sexual abuse and neglect during 1967–1971 were matched with non-abused and non-neglected children and followed into adulthood (mean age 41).Outcome measures of economic status and productivity were assessed in 2003–2004 (N = 807).Results indicate that adults with documented histories of childhood abuse and/or neglect have lower levels of education, employment, earnings, and fewer assets as adults, compared to matched control children. There is a 14% gap between individuals with histories of abuse/neglect and controls in the probability of employment in middle age, controlling for background characteristics. Maltreatment appears to affect men and women differently, with larger effects for women than men.

2.2.3 Neglect and Academic Achievement

According to Kemboi (2013), many children are neglected due to poverty. Parents are unable to provide their children with the required needs for their growth. Ignorance is another cause of neglect. Many parents do not know their responsibility for their children and the right of their children. Groups of children most vulnerable to neglect include orphans, children's with disabilities, refugee children, children of terminally ill parents, children who are from poverty stricken homes, children of teenage parents and children from pastoral communities.

African continent have suffered a dearth of contemporary studies in relation to the forms of parental violence. In Zambia, Kasoma (2012) used questionnaires, structured interviews, semi-structured interviews and observations and group discussions and analysis of documents on teachers and school administrators, Guidance teachers and Education Standards Officers to examine the influence of broken homes on pupil academic performance in selected schools in Mbala. Purposive sampling procedures were used for the ninety-one (91) respondents who participated in the study. Thematic and descriptive statistics were used to analyse qualitative and quantitative data respectively. It was found that broken homes contributed to poor pupil

performance in most cases; with pupils from unbroken families out-performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families' experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parents' divorce or separation. However, it was noted that not all children from broken families performed poorly in class. Critical to note about this study is that it failed to pinpoint the particular forms of violence that learners in broken homes are subjected to.

Another study by Weru and Lama (2013) sought to identify the experiences of teenagers affected by parental alcohol abuse in Kenya. The purpose was to provide information that can be used to improve the services for teenagers affected by parental alcohol abuse. Qualitative research method was applied and narrative essay writing was used to gather data from twelve teenagers who were members of youth club in Nairobi. These participants were teenagers between 15 and 18 who were either directly or indirectly affected by this phenomenon. The empirical research confirmed the findings of the literature study that teenagers who are brought up in alcohol abuse families do certainly have a negative impact on their total development. It was found out that teenagers' lifestyle was also impacted which affects the present and future of their life.

Much as alcohol abuse could be a precursor to violent against children or domestic violence in general, the above study failed to indicate particular forms of parental violent that the sampled teenagers were exposed to. LVCT Health and SOWED Kenya (2014) undertook a formative study on child abuse in Kenyan primary schools, by seeking to explore the types and forms of child abuse, manifestations of risk factors that increase vulnerability to abuse, and the role of parents and teachers in preventing child abuse in primary schools in Kajiado County, Kenya. A qualitative exploratory study was implemented in Kajiado County. Four

public primary schools, two urban and two rural, were purposively selected as study sites. In-depth interviews were conducted with 76 students, 17 teachers, 21 parents, 4 community stakeholders and 13. It revealed that key forms of abuse experienced by children included corporal punishment, threats and harsh words, sexual exploitation, exploitation for economic gain, and neglect. However, use of corporal punishment in form of kicking, slapping, caning, harsh treatments was found to be most common. Risk factors included exposure to and use of drugs by students, lack of safe playing fields in schools, witnessing of parental related violence, long distances between home and school. Other factors included limited time parents spend with their children; while large number of students per class attributed to the introduction of the free primary education scheme resulted to teachers' inability to give individualized attention to the students. This study, however, had not to shed any light on the effect that these violations have on the academic achievement of the affected teenagers, nor had it highlighted the copying strategies for such violations.

Another study by Masheti (2019) sought to establish the prevalent forms of parent child neglect among lower primary school pupils' in Mekenene Zone of Borabu Sub-county and factors influencing it. This study was guided by Baumrind's theory of parenting styles. The dependent variable was parent child neglect in lower primary schools, while the independent variables were parents' socioeconomic status. The study locale was Mekenene Zone in Nyamira County. The population was lower primary school pupils and their parents in twenty three schools in the zone. Results revealed that parents neglected their children in many ways. The common forms of parent child neglect were: Physical, medical, inadequate supervision, emotional and educational form of neglect. Parents' level of education, income and occupation influenced parent child neglect. However, Masheti (2019) has not shown how academic achievement of students is affected by such neglect.

Morantz et al (2013)sought to determine the prevalence of maltreatment experienced by institutionalized children prior to their admission to Charitable Children's Institutions(orphanages) in western Kenya, and to describe their socio-demographic characteristics, reasons for admission, and the factors associated with prior experiences of maltreatment. A total of 462 files were reviewed. The median (interquartile range) age of children was 6.8 (5.08) years at admission, 56% were male, and 71% had lost one or both parents. The reasons for admission were destitution (36%), abandonment (22%), neglect (21%), physical/sexual abuse (8%), and lack of caregiver (8%). The majority of child and youth residents had experienced at least one form of maltreatment (66%): physical abuse (8%), sexual abuse(2%), psychological abuse (28%), neglect (26%), medical neglect (18%), school deprivation(38%), abandonment (30%), and child labor (23%).

It is critical to not that the reviewed studies (Kasoma, 2012; LVCT Health and SOWED Kenya, 2014; Masheti, 2019; Weru & Lama, 2013) have highlighted various forms of abuses such as physical, emotional and sexual violence as well as neglect. However, worth to note is the fact students in secondary schools who have been victims have not been focused much among the available literature. The current study was set to fulfill this gap.

2.2.4 Sexual Violence and Academic Achievement

Sexual abuse and exploitation of children takes many forms, does not always involve touching and can occur in any setting. According to Radford, Allnock and Hynes (2016), sexual abuse includes situations where a child is sexually abused by a relative or carer at home; made to sell sex in exchange for food, cash or favours; raped or sexually molested on the way to or at school by an adult, a gang or a peer living in the community; groomed online by an older man and lured into sex acts, exhibitionism or producing indecent images; trapped into sexual slavery by organized groups of child sex offenders; or raped by a combatant in the context of war.

Worldwide, it is estimated that around 120 million girls under the age of 20 (about 1 in 10) have experienced forced sexual intercourse or other forced sexual acts (UNICEF 2014a). Boys are subject to sexual violence too, but data on this are lacking from most countries (ibid.). Moreover, huge differences in the design and measures used in surveys make it difficult to accurately compare rates of child sexual abuse and exploitation in different countries. A review of 58 prevalence studies, including eight systematic reviews and meta-analyses, (Barth et al. 2012; Ji et al. 2013; UNICEF 2012a) found that, globally, child sexual abuse involving physical contact is reported by between 2 and 56 per cent of girls and 0.4 and 44 per cent of boys. Examples of reported rates of sexual exploitation include 7 per cent for girls and 6 per cent for boys in Kenya (UNICEF, 2012), 5.7 per cent and 7.4 per cent of girls in Ethiopia and Uganda respectively (Stravropoulus, 2006) and 6 per cent for both girls and boys in Sri Lanka (Miles, 2000). Higher rates overall have been found in some countries in Africa (12 per cent to 44 per cent of boys, 15 per cent to 53 per cent of girls) (Andersson and Ho-Foster, 2008; Stavropoulos, 2006; UNICEF et al,. 2011) and lower rates overall in China (15 per cent of girls, 14 per cent of boys) (Ji et al., 2013).

Similarly, Stoltenborgh, Van I Jzendoorn, Euser, and Bakermans-Kranenburg (2011) used a comprehensive meta-analysis combined prevalence figures of childhood sexual abuse (CSA) reported in 217 publications published between 1980 and 2008, including 331 independent samples with a total of 9,911,748 participants across the globe. The overall estimated CSA prevalence was 127/1000 in self-report studies and 4/1000 in informant studies. Self-reported CSA was more common among female (180/1000) than among male participants (76/1000). Lowest rates for both girls (113/1000) and boys (41/1000) were found in Asia, and highest rates were found for girls in Australia (215/1000) and for boys in Africa (193/1000). However, this study did not specifically point out the types of CSA committed in the study

area. This is important in identifying areas where specific types of CSA dominate, since each and every region may have different types of cases.

UNICEF (2012) utilized a systematic review methodology to examine 364 peer-reviewed and grey literature research studies on the prevalence and incidence of child physical abuse, sexual abuse, emotional abuse, neglect, exploitation, witnessing family violence and peer-to-peer violence as well as the consequences of child maltreatment across five categories including: 1) education and employment, 2) mental health, 3) physical health, 4) aggression, violence and criminality and 5) other consequences in East Asia and Pacific. It was found that overall prevalence rates of physical abuse range from 10% to 30.3%. Severe physical abuse includes acts such as beating with a fist, kicking, beating the child with objects (with the exception of the buttocks) and other acts that result in injuries or bruises; physical contact sexual abuse, which includes molestation, touching, and attempted and forced sex, ranges from 1.7% to 11.6%, rising to 47% among prostituted women and girls; lifetime prevalence of emotional abuse ranges from 31.3% to 68.5% and up to 81.1% in some areas from a convenience sample; a prevalence range of 8.8% of young adults to 19.2% reported witnessing parental domestic violence as a child; child neglect showed that 28% of parents of three- to six-year olds felt they neglected their children physically and emotionally and did not look out for their safety, while for adverse childhood experiences, 22.5% reported experiencing physical neglect, including not having enough to eat and being dressed in dirty clothes. The only significant aspect of child maltreatment that this study failed to capture is how the various types of the mentioned violations have impacted on academic achievement of the child victims.

Ishak, Jamaluddin and Chew (2010) examined the students' self-concept among 16- and 17-year- old adolescents in Malaysian secondary schools. A total of 1168 students participated in

the survey. This study utilized the CoPs (UM) instrument to measure self-concept. Principal Component Analysis (PCA) revealed three factors: academic self-concept, physical self-concept and social self-concept. This study confirmed that students perceived certain internal context factors, and revealed that external context factor also have an impact on their self-concept which in turn influenced positively their academic performance. However, it is not revealed in this study whether such external contextual factors include parental violence on one hand, and the extent to which academic achievement of these students is affected.

2.3 Influence of Forms of Parental Violence on Students' Academic Achievement

Domestic violence has been linked to, among other things, poor academic achievement of learners who have been exposed to abusing parents. Carrell and Hoekstra (2010) used a confidential student-level panel dataset provided by the School Board of Alachua County in Florida (USA) to explore how children exposed to domestic violence affect everyone's kids in school academically. The sample for the study consisted of 55 percent white, 38 percent black, 3.5 percent Hispanic, 2.5 percent Asian, and 1 percent mixed students, of whom 53% percent were eligible for subsidized lunches. Desktop review, whereby children's school records were matched to domestic violence cases, was used for data analysis. They (Carrell and Hoekstra, 2010) found that exposure to domestic violence in one's own home is associated with substantially lower achievement and higher levels of misbehavior, and that these children from troubled families significantly decrease the reading and math test scores of their peers and increase misbehavior in the classroom.

This study, however, used only one method of data collection (desk top review) without involving other methods which would have aided corroboration of information. This was necessary since low academic achievement is not only as a result of domestic violence. The use of interviews and questionnaires administered on teachers and students respectively would have adequately unearthed the cause of low academic achievement amongst these

learners. Peltonen, Ellonen, and Larsen (2010) analysed how different types of parental violence ranging from verbal threats and swearing to hitting and kicking a child, are associated with child adjustment, indicated by strengths and difficulties scale (SDQ) total problem score, internalizing and externalizing problems as well as pro social behaviour. The study also sought to establish whether girls and boys and youths in two Nordic countries respond differently to parental violence. The data consists of a large scale community sample of 15–16-year old Finnish (n = 5,762) and Danish (n = 3,943) adolescents. The representative data of continental Finland and its Finnish and Swedish speaking ninth graders as well as representative data of Danish ninth grade pupils were collected by the Police College of Finland and in Denmark by the National Institute of Public Health, University of Southern Denmark. The results show a clear dose–response effect between parental violent behaviour and the adolescent's problems. The more severe forms of parental violence were associated with higher levels of SDQ total difficulties and internalizing and externalizing symptoms. There was also a connection between parental violence and the deterioration of pro social behaviour.

It is important to note that effect of parental violence on academic achievement of learners is context specific, and the way a particular parental behaviour can affect a child in Europe might not be the same as a similar behaviour can affect a learner in Africa. It is therefore important to establish how parental violence affects academic achievement of learners in Kenya. McGaha-Garnett (2013) randomly selected students from 40,000 schools and grouped them according to race and ethnicity to examine their parents' (n=12,144) perspective of adolescent youths' violence within the school and community environment in America. Data in this study was selected from the second follow-up of the National Educational Longitudinal Study (NELS) of 1988, conducted by the National Center of Educational Statistics (NCES), which examined 8th grade public and private schools nationwide. Pearson

product-moment correlations and a single one-step regression were used for data analysis. The regression examined the association between the dependent variable (violence on the school grounds) and the four independent variables (neighborhood safety, classroom behavioral problems, violence among teen friends, and family size).It was found that youths who demonstrate inappropriate behaviors in the classroom received less discipline from teachers and were more likely to demonstrate harmful behaviors within the school. Similarly, adolescents who socialized with violent peers had a higher likelihood of exhibiting similarly violent behaviors. Similarly, relational significance for community involvement and academic success was also found, and schools in neighborhoods with higher rates of violence are more likely to experience similarly violent incidents. Nonetheless, this study did not relate parental violence to academic achievement of learners.

Nguyen and Larsen (2012) examined the prevalence of children who witness domestic violence among their parents and the effects it has on their emotional health, specifically depression. A cross sectional survey design was used to identify the prevalence of children witnessing domestic violence in their homes. The study's sample contained 150 children collected among churches, schools, social organizations in the Dallas/Fort Worth area. The results showed that out of 150 sampled children, 32% (n=48) had witnessed parental violence in the previous year. Among the sampled participants who had witnessed at least one episode of parental abuse, 25% (n=12) were identified as depressed as compared to 7% (n=7) of children who did not witness parental abuse over the past year. Although depression is one condition which is likely to result into low academic achievement of learners, Nguyen and Larsen (2012) did not link the condition (depression) with academic achievement of the sampled children.

Kumari and Chamundeswari (2013) used a sample of 321 students (106 state, 110 matriculation and 105 central board schools) to examine the relationship between self concept

and academic achievement of students at the higher secondary level in India. Self-concept of students in different systems of education was assessed by the aid of Self-concept Inventory, while for academic achievement the achievement in all subjects was taken. The findings revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level. Although low self-concept may be as a result of parental violence, Kumari and Chamundeswari (2013) did not relate the two and tied them to academic achievement of students in secondary schools.

Cecily, Cynthia, and Marie (2014) examined whether exposure to community violence is indirectly related to academic performance through anxious/depressed symptoms and delinquent behaviors in America. A longitudinal survey involving three hundred and eighteen mothers and adolescents aging 10, 14, and 16 were involved through interviews. It was revealed that community violence exposure at age 14 was significantly related to anxious/depressed symptoms and delinquent behaviors. Delinquent behaviors (but not anxious/depressed symptoms) were significantly associated with academic performance at an early age. Exposure to community violence was indirectly related to academic performance through delinquent behaviors. There was no significant indirect effect of exposure to community violence on academic performance through anxious/depressed symptoms. Covariates included socio-demographics and exposure to child abuse. So far, this study has not examined violent behaviors in particular among parents where secondary students live and relate the same to their (students) academic achievement.

In another study, In the USA, Larissa, Borofsky, Kellerman, Baucom, Oliver and Margolin (2013) examined the relationships between community violence exposure and academic

outcomes: school engagement and academic achievement. Psychological symptoms were investigated as mediators of these relationships. One hundred eighteen youth reported on community violence exposure and school engagement twice during adolescence, and both parents and adolescents reported on psychological symptoms. Cumulative academic achievement was also acquired from participants. A path model and hierarchical multiple regression analyses were used to assess these relationships longitudinally. Findings revealed that earlier community violence exposure inversely predicted later school engagement, but earlier school engagement did not predict later community violence exposure. School engagement mediated the association between community violence exposure and school academic achievement. Internalizing and externalizing symptoms, but not posttraumatic stress symptoms, mediated the association between community violence and school engagement.

Similarly, Koutselini and Vlanidou (2013) considered the side-effects of domestic violence on children's behaviour, self-image and school performance in a study of 80 9–11-year-old children attending primary schools all over Cyprus. Half of these children were identified as having been exposed to violence; and 40 children were also randomly selected as a control group. The results indicated that children's views on their self-image and school performance, as well as their reactions towards violence, differed from the views and behaviour of children not exposed to violence. Critical to note from this study is that children aging 9 – 11 years are still too young and may not provide comprehensive views about domestic violence and how such incidents affect them.

In another study, Robinson (2013) examined the relationship between high school-aged adolescent students who witness parental intimate partner violence (IPV) and academic performance demonstrated by their grade point averages (GPA). A secondary analysis of data collected from the survey of 1,132 adolescent students in a medium sized, suburban/rural city

was conducted. Of the respondents, 83% of the students did not witness parental IPV between parents. Students witnessing the most parental IPV had the lowest GPAs. The multiple regression analyses of GPA included measures of substance abuse, truancy, aggression and witnessing parental IPV, with controls for age, gender, race, and family income. Witnessing parental IPV is significantly associated with lower GPA after controlling for age, gender, race and family income. However, IPV was shown to become non-significant when mediating factors of substance abuse, truancy, aggression and IPV are added. Much as this study related witnessing IPV with academic achievement, it failed to examine how students who undergo actual violations are making in school.

Hassan (2017) investigated effects of marital conflicts on academic performance among primary school pupils in Temeke District. The study adopted the descriptive survey design, and sampling techniques were purposive and simple random in selecting a sample of 156 participants from twelve primary schools. Questionnaire and semi-structured interview guides were used to collect data. The findings revealed problems facing pupils from marital conflicts families like insufficiency of school needs, lack of love from both parents, and absenteeism, which affected their academic performance. It was further reported that children from marital conflict families were performing poor in their studies compared to those with good parenting.

Obeta (2014) sought to determine some home environmental factors affecting the academic performance of students in Abia State, Nigeria. Survey research design was adopted for the study. Three research questions guided the study. The data were generated using a structured questionnaire. A sample of 200 respondents from both junior and senior secondary school students and their parents were drawn through simple random sampling technique from secondary schools in the study area. Descriptive statistics were used to analyze the data

collected. The findings revealed among others that none provision of adequate educational material by parents and nonchalant attitudes of some parents towards the education of their children as well as the socio- economic status of the student's family, all affect the students' academic performance. Also revealed by the study are possible way of amelioration which among others includes giving proper orientation to the parents, on the implication and consequences of the type of family they may decide to adopt on the child's overall being especially the child's academic performance. However, Obeta (2014) did not reveal how such home factors have affected academic achievement of students in secondary schools.

Still in Nigeria, Adejobi et al (2013) examined the effect of child maltreatment on academic performance of Senior Secondary School students in Ibadan, Nigeria. The Questionnaire was used for data collection, administered to five hundred and twelve students selected randomly in two local government areas. A hypothesis that "there is no significant relationship between child maltreatment and academic performance" was formulated. It was tested using multiple regression analysis and the result indicated that there is significant relationship between child maltreatment and academic performance. It was found that there was significant relationship between Child Maltreatment and Academic Performance ($r = .586$, $N= 512$, $P < .05$).Null hypothesis is rejected. This means that there is significant relationship between the child maltreatment and academic performances. Although this study did well in examining the effect of child maltreatment on academic performance, it did not identify specific types of maltreatments that children are exposed to. This is because different maltreatments might have varying effects on a child.

Further, Chinyoka and Naidu (2014) examined the home based factors that influence the academic performance of the girl child from poverty stricken households in Masvingo province, Zimbabwe. A qualitative phenomenological design was used incorporating focus group discussions, interviews and observations as data collection instruments with ten girl

children in form 3, six parents and four teachers at two secondary schools, one rural and another urban in Masvingo province. This study established that the girl child's academic performance is affected by multiple contexts including family, home, neighbourhood and school. The study concluded that family income, parental level of education, gender, home circumstances, and family size influenced academic achievement of girls in secondary schools. The home circumstances of girls from poor backgrounds were observed to be not conducive to learning because of a lack of lighting, spending much time on domestic chores, having no desk or table to work at, or not having books at home.

Much as Chinyoka and Naidu (2014) looked at the home factors affecting education achievements of adolescent girls, it only involved girls from poverty stricken homes. There was therefore need to include whole population of students, particularly in secondary schools.

In Kenya, Wanjiku (2010) carried out a study among pupils in class seven and eight in ten public primary schools purposively selected within Nakuru Municipality using an accessible population of 899 boys and 1124 girls, making (2023 in total) to investigate the impact of family conflicts on the academic performance and interpersonal relationships of pupils. The sample comprised a total of 384 pupils and 20 class teachers purposively selected. Questionnaires, developed by the researcher were used to collect data. It was found that both pupils and teachers agreed to the fact that family conflicts affected pupils' cognitive and affective growth. There was low class concentration if parents or guardians were fighting, because the pupils were always thinking about the happenings at home. It was also established that a majority of pupils did not share with their peers when their parents or guardians were quarrelling. More female pupils were exposed to violence or abuse than the male. The study also revealed that pupils who came from families where there was conflict did not relate well with their teachers. The study also revealed that in most schools there were

counselors from whom pupils experiencing problems could seek assistance. Although this study (Wanjiku, 2010) compared domestic violence with academic performance, the sample used was of tender age (primary school learners) who may not be in a better position to understand and explain issues pertaining to parental violence.

Poipoi, Agak, and Kabuka (2011) investigated the perceived home factors contributing to violent behavior among public secondary school students in Western Province (Kenya) and found that home factors contributing to violent behavior included poor relationship between parents and children, manner of disciplining children at home, and low level of home supervision. The study (Poipoi et al, 2011) only focused on violent behaviour among students as resulting from home factors: academic achievement resulting from the home factors was not highlighted upon.

2.4 Coping Strategies for Forms of Parental Violence and Academic Achievement

Coping can be understood as a process that is critical in managing effects of abuse. In this process, the individual makes a cognitive and behavioural effort to manage both external andinternal effects of such abuses (Gustems-Carnicer, Calderón & Calderón-Garrido, 2019). Indeed researchers have distinguished between approach coping and avoidance coping (Gustems and Calderon 2013; Lawuo, et al, 2015). In general, people who engage in approach coping focus on the problem at hand and make a cognitive and behavioural effort to control or eradicate its effects, while avoidance copers tend to focus on the emotions and make the same kinds of effort to avoid thinking about the abuses and its consequences (Gustems-Carnicer et al, 2019). Similarly, some groups especially females seek social and emotional support (Lawuo, et al, 2015). It is however important to note that limited documentation seems to exist on coping strategies adopted by adolescent children in secondary schools to mitigate effects of parental violence.

Halpenny, Nixon and Watson (2010) investigated the parenting styles and parental use of disciplinary strategies with children in Ireland, with a particular focus on attitudes to and uses of physical punishment. A further aim of the research was to identify parental attitudes to the legislative position in relation to physical punishment and children. The study adopted a telephone survey methodology, involving interviews with 1,353 women and men, with at least one child younger than 18 years of age, living in private households. It was found that discipline strategies adopted by parents ranged from inductive, non-aggressive strategies to more coercive strategies, including physical punishment. Almost all parents reported using inductive discipline strategies, such as reasoning or discussing an issue with a child. Other non-aggressive discipline strategies, such as making a child take time-out, threatening to ground them or actually grounding them, were highlighted by approximately half the parents interviewed. Age differences were apparent in the parents' approach, with time-out and grounding being used more frequently with children in middle childhood, while setting a chore to complete was more likely to be used with older children in adolescence. This study has, however, did not identify particular coping strategies for parental violence, although it has dwelt much on parental discipline strategies.

Lokhmatkina, Agnew-Davies, Costelloe, Kuznetsova, Nikolskaya, and Feder, (2015) assessed intimate partner violence and ways of coping with the associated stress among female patients in Russian general practice. The Russian Ways of Coping Questionnaire was administered to every fifth woman who participated in a cross-sectional survey on IPV prevalence in 24 St Petersburg general practices. Linear regression was used (n = 159) to test associations between life-time IPV, coping resources and ways of coping. Findings revealed that mean problem-focused coping scores were 0.2–4.7 units higher in those patients who have experienced IPV compared with those who have not [95% confidence interval (CI), while mean emotion-focused coping scores were 2.5–4.2 units higher.

Pérez-Tarrés, Cantera and Pereira (2017) employed qualitative methods to analyse the discourse of five abused women from the province of Barcelona (Spain),as well as their coping strategies and their perception of support throughout their conjugal relation. In order to achieve these goals, a semi-structured interview was conducted. By far, the results indicated that the most frequently used strategy was avoidance coping and approach coping being the least utilized. The data reflect isolation from family and friends, low perceived social support, and problems to access that support.

Lawuo, Machumu and Kimaro (2015) explored the problems and coping strategies of children from homes with marital conflicts in Tanga City, Tanzania. An exploratory technique with multiple research methods was used to facilitate the study. 100social workers, couples, class teachers and/or school counselors informed the study. The study employed purposive, stratified, simple random and snowball sampling techniques with survey questionnaires and interview to recruit participants and data collection. Problems facing children living in homes with marital conflicts are discussed. The result suggest that boys often run away from homes (44.7%) and seek physical support (33.3%) as well as doing small business (36.8%) while girls fall on engaging in sexual relations (28.9%), seek social and emotional support (31.5%) and also use so much social media to search for relieve (28.9%)

War Child (2010) investigated the effectiveness of family and community based child protection mechanisms in Uganda and the Democratic Republic of Congo. Samples size was drawn from key child protection actors, including government representatives and local authorities, and international and local child protection organisations. Interviews and Focus Group Discussions were used for data collection. The study found valuable knowledge from significantly different contexts: in the Acholi region of Northern Uganda, a functional,

decentralised state has taken on many responsibilities for ensuring child protection, showing that child protection systems can be strengthened with appropriate support from external child protection actors. On the contrary, in eastern DRC as well as in North-eastern Uganda, the state struggles to function, while violence and insecurity contribute to a situation in which even basic services are not available to children. It was also established by the study how the challenges in effective child protection are especially great in a context of state breakdown, where years of conflict or neglect have weakened or destroyed previously-existing protective mechanisms at the community level. Mitigation steps addressing family violence has been taken by various communities as indicated by the above study (War Child, 2010), yet copying strategies initiated or that have been taken by individual victims has received a dearth of empirical research.

Still in Africa, Deche (2013) sought to interrogate both the Formal Justice System (FJS) and Informal Justice System (IJS) legal responses to Intra – Familial Child Sexual Abuse (IFCSA) in Kwale and Mombasa Counties, Kenya, with a view to identifying possibilities for incorporating IJS values and processes into the FJS. Data was gathered over a nine-month period using desk research and fieldwork; the latter involved participatory observation by the researcher together with qualitative in-depth interviews. The targeted respondents were persons on the frontline in the legal response to IFCSA in the two counties. These included the victims, witnesses, lawyers, judicial officers, probation officers, children's officers, the national police service, the office of Director of Public Prosecution and community leaders. It was found that FJS is riddled with serious structural and institutional deficiencies and procedural gaps in its response to IFCSA and it is therefore unsuitable to deliver justice to the victims of IFCSA in its current state. Similarly, the study confirmed that the community's affinity with the IJS is a reality. Another finding was that IJS does not enjoy the same

confidence among professionals as it does in the community. It has therefore existed amidst legitimacy and, to a certain extent, a legality crisis.

Worth to note from the above study (Deche, 2013) is the fact parental violence is often intertwined with cultural practices; hence the few mitigation strategies that have been initiated towards lessening its effect have taken the direction of restorative justice (as in informal justice system). Despite the importance of this system (IJS), there is still need to establish common coping strategies that have been taken by individual persons, as opposed to collective approaches. Further, IJS approach has often been taken by adults, yet little is known regarding the approach(s) that have taken by adolescent youths in copying with parental violence.

Similarly, it is clear that strategies such as approach coping and avoidance coping as well seeking for social and emotional support have been revealed in studies (Gustems-Carniceret al, 2019; Halpenny et al, 2010;Keeling, et al, 2015;Lawuo, et al, 2015; Lokhmatkina et al, 2015; Pérez-Tarrés et al, 2017) that have been reviewed. However, it is worth noting that these strategies tend not to have been evaluated among students in secondary schools. Moreover, the influence that these coping strategies have had on academic achievement among students in secondary schools seems not to have been highlighted by most studies. This therefore prompted the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology. It contains the research design, study area, target population, sample size and sampling techniques, data collection instruments, validity and reliability of instruments, data collection procedures and data analysis.

3.2 Research Design

This study adopted descriptive research design involving mixed-methods approach. This approach involved utilization of both quantitative and qualitative methods of data collection and analysis. Mixed-methods approach involves gathering both numeric information using questionnaires as well as text information using interviews so that the final database represents both quantitative and qualitative information (Creswell, 2012). Johnson and Onwuegbuzie (2004) state that mixed method approach offered a bridge and a continuum by using quantitative methods to measure some aspects of the phenomenon under study and qualitative methods for others. The mixed method approach provided for complementarity, completeness, expansion, corroboration or confirmation, compensation and diversity in data collection and interpretation.

The intent in using this design was to bring together the differing strength and non-overlapping weaknesses of quantitative methods with those of qualitative methods (Creswell, 2014). Qualitative designs tend to collect data that is open-ended without predetermined responses while quantitative designs usually include closed ended responses such as found in questionnaire instruments (Lewis et al, 2007). The researcher therefore used questionnaire, interviews, and document analysis guide to obtain data from students, principals/teachers respectively. The design was deemed appropriate by the researcher because the study directly compared and contrasted quantitative statistical results with qualitative findings, thus gaining from the concept of concurrent triangulation as presented in Figure 3.1

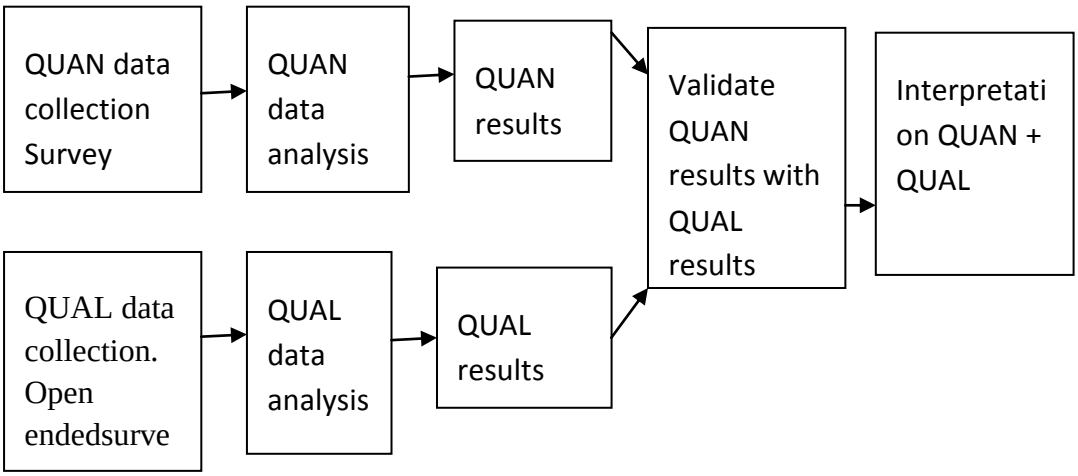

Figure 3.1: Concurrent Triangulation Design
(Source; Creswell, 2014)

It was suitable for this study because the study focused on the current phenomenon in the influence of parental violence on the academic performance of students in secondary schools. This approach was deemed fit since the purpose of the study was to find out and describe the situation that exists at home and extends into secondary schools as it is.

3.3 Study Area

This study was carried out in secondary schools in Kisumu Central Sub County. It is one of the seven Sub Counties in Kisumu County, with a geographical area of 565 Km^2 on land and 410 Km^2 under water of Lake Victoria. The sub county lies between latitude 0, 20°S and 0°, 50°S of equator and Longitude 33°, 20° E and 35°, 20° E. It borders Kisumu West, to the West, Lake Victoria to the South, and Kisumu East Sub County to the East. The major physical features surrounding the area include Lake Victoria, Kano Plains, River Kibos, Kajulu Hills and Nandi Escapement. The Sub County has had serious issues of parental violence including physical abuse, emotional abuse, sexual abuse and neglect directed towards adolescent children. Additionally, there has been low academic achievement among learners in secondary schools in the area during the last five years. This therefore makes the area suitable for a study that aims to establish the influence of parental violence on academic

achievement. This is due to the fact that home environment often affects growth and development of a child, thus contributes a lot to academic achievement.

3.4 Target Population

Target population refers to an entire group of individuals, events or objects having a common observable characteristic of interest to the researcher (Mugenda & Mugenda, 2003). The target population of the study comprised of 11 public secondary schools including 11 Principals, 1,034 students in form four and 11 teachers responsible for counseling and guidance in the 11 public secondary schools in Kisumu Central Sub County. The study however excluded one secondary school for pilot study.

The principals were targeted in the study because they are the ones who normally interact directly with the parents and appointed by the ministry of Education to set up suitable school environment in each public school. Teachers responsible for counseling and guidance were targeted because they have been continuously handling psychological and social problems bedeviling the students, including those related to abuses meted to them by their parents/guardians. Students in Form 4 were targeted because they were set to sit a common standardized Mock examination prepared by Kisumu County Secondary Schools Association. The Mock examination results were later used for correlating parental violence data. Similarly, learners in the fourth form are mostly 18 years old or more and are at adolescent stage. Larissa et al (2013) posit that when adolescents are exposed to parental violence, they may become vulnerable to a cascade of events including psychological symptoms and decreased connectedness to school. The form 4 learners were therefore considered most suitable to measure the study phenomena.

3.5 Sample Size and Sampling Techniques

This study adopted Yamane (1967: in Israel, 2013) formula to calculate the sample size for the students in form four. This method is necessary for a population which is larger than 1000

(Israel, 2013) Appendix V. Further, 10 principals and 10 teachers responsible for counseling and guidance were selected for interviews using saturated method. According to Onwuegbuzie and Leech (2008), saturated sampling method facilitates credible selection of a key member of a subgroup, to represent a sub-sample of the full sample. Table 3.1 presents the distribution of study respondents.

Table 3.1: Sample Distribution of Study Respondents

Respondents	Population	Sample Size	Percent
School Principals	11	10	90.9
Teachers for Guidance & Counseling	11	10	90.9
Students	1,034	288	27.9
TOTAL	**1,056**	**308**	**29.2**

Source: Kisumu Central Sub County Education Office (2018)

Table 3.1 illustrates that the study targeted a population of 11 school principals, 11 teachers responsible for guidance and counseling, and 1,034 Form four students totaling to 1,056. On the other hand, the sample size comprised of 10 school principals, 10 teachers responsible for counseling and guidance, and 288 form four students, totaling to 308 respondents. The study used simple random sampling technique to select the 288 form students upon whom questionnaire was administered. This involved selecting students at an interval of four from their population: picking the fourth student in the list of their population until a sample size of 288 was obtained.

3.6 Data Collection Instruments

The study collected both qualitative and quantitative data. Quantitative data was collected using questionnaire while interview schedule and document analysis guide were used to collect qualitative data.

3.6.1 Questionnaire for Students

The researcher developed a questionnaire to gather data from the sampled formfour students. This was composed of closed ended questions soliciting specific answers from the

respondents. The questionnaire had four sections: section one assessed the background information of the respondents; section two examined the forms of parental violence; section three investigated the extent of parental violence, while section four assessed the coping strategies adopted for parental violence. Appendix II presents the questionnaire for students

3.6.2 Interview Schedule for Principals and Teachers

A structured interview schedule was used to collect data from the sampled principals and teachers responsible for guidance and counseling. Ragin & Amoroso (2011) indicated that interviews reveal how people in the research setting make sense of their lives, work, and relationships with the study phenomena. Interview questions were a mixture of closed and open ended questions. Respondents were allowed to explain their responses in full and the researcher had the option of probing further, just to ensure the information received was accurate and to the point. Appendix III presents the interview schedule used to collect data from teachers and principals.

3.6.3 Document Analysis

Document analysis is a method of gathering information by carefully studying written materials, or visual information from documents (Amin, 2005). It is a critical examination of public and privately recorded information related to the issue under investigation (Oso and Onen, 2008). Document analysis technique was used to obtain information that the respondents are uneasy to openly talk about or are unknown to them, such as comparative academic achievement of each student in a class either during end term or in mock examinations. These documents were important in providing written evidence of factual details of the study phenomena. Written evidence enabled the researcher to provide facts and figures in the report. The main documents analyzed included class attendance registers, class assignment reports, mid and end term report forms, and end year and mock examination reports. For verification of academic achievement scores indicated by the sampled students, mock performance records in the administration was used.

3.7 Validity and Reliability of Research Instruments

According to Creswell (2012) reliability relates to the concern for consistency while validity relates to the concern for truth.

3.7.1 Validity

Both content and construct validity were employed to enhance instrument validity. Content validity index (CVI) was used to measure the degree of which the instruments had appropriate items for measuring the three variables. Four experts from Maseno University were asked to rate each scale item in terms of its relevance to the underlying constructs using a 4-point ordinal scale:1=not relevant; 2=somewhat relevant; 3=quite relevant; 4=highly relevant. Then, for each item, the I-CVI was computed as the number of experts giving a rating of either 3 or 4 (thus dichotomizing the ordinal scale into relevant and not relevant), divided by the total number of experts. The instrument was rated as highly relevant by three out of four judges, giving a CVI of .80.

For construct validity, the researcher took care through operationalization of the research variables. The researcher ensured that the operationalization through translation reflects the true meaning of the constructs. This is in line with Kothari (2004) who postulates that construct validity is how the researcher translates or transforms a concept of an idea into function and operating reality. The researcher also consulted the supervisors in validating the operationalization of the research variables.

3.7.2 Reliability

To ensure the reliability of the questionnaire, test retest method was used during a pilot study. The pilot study involved randomly selected 30 respondents: 1 school principal, 1 teacher responsible for counseling and guidance, and 28 students. This represented 10% of the sampled students in form 4, as suggested by Kothari (2004).The test instrument was administered twice to the selected respondents twice in a span of two weeks. With the help of SPSS, an overall coefficient of 0.78 was obtained.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from the School of Graduate studiesand Maseno University Ethics Review Committee. A copy of the letter was presented to the County Director of Education, then to the Sub County Education office. Permission was then sought from the Principals whose schools were targeted for the study to grant permission for the collection of data. The questionnaires were administered by the researcher in the first week of term three (in 2018), whereby through the help of class teachers, the students were guided in filling in the questionnaire forms. During the second week of the term, interviews were conducted with the sampled key informants. The interview sessions took an average of 40 minutes.

3. 9 Data Analysis Procedures

The process of data analysis involved editing, coding and data entry into a computerized system for onward analysis. Qualitative data obtained from interviews and documents were analysed using thematic analysis. This involved grouping into themes corresponding with the study objectives, whereby outstanding themes from the statements provided by the interviewees formed outcome of the specific question. These outcomes assisted in supporting the findings from quantitative analysis. Quantitative data was analyzed using descriptive statistics and correlations by the aid of statistical package called SPSS version 20. SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences; it was deemed efficient for the task. Section I of the study (demographic background of respondents), the first objective (forms of parental violence), the second objective (influence of parental violence on academic achievement) and the third objective (coping strategies adopted for parental violence) were analyzed using descriptive statistics: frequencies, percentage, Means (M) as well as standard Deviation (SD). The following key was adopted to interpret the mean ratings:

1.00 – 1.44: Strongly Disagree
1.45 – 2.44: Disagree
2.45 – 3.44: Neutral
3.45 – 4.44: Agree
4.45 – 5.00: Strongly Agree

Similarly, the influence of forms of parental violence and coping strategies on academic achievement was measured through Pearson's Correlations, using mean scores of the variables. Correlational results for parental violence was analysed and interpreted by the researcher as:

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

3.10 Ethical Considerations

Transparency, openness, privacy and honest were the guiding principle during this research. In this study the ethical issues entailed respecting the respondents' individual rights in the data collection. The respondents were also selected on the basis of their willingness and interest to participate in the study. Once they were briefed on what it entails, the researcher ensured that the respondents felt comfortable and had time to participate in the study. All data collected was stored under lock and key and only accessible to research team and the researcher. To maintain the confidentiality of the study respondents, the study instruments did not bear names, addresses or any identifiers that could link the information provided to the respondents. The principals were coded as "001) while teachers responsible for counseling and guidance were coded as "002). The students who participated were also issued with serial numbers. In addition, the researcher ensured that interviews were conducted in privacy where respondents felt free and comfortable to provide truthful information. The interview respondents were also assured of confidentiality and that their names were not mentioned in connection with the information they provided (Kombo & Tromp, 2006). The consideration of these issues was necessary for the purpose of ensuring the privacy and the security of participants.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This Chapter presents the findings of the study at five levels guided by the study objectives. These are findings on response return rate, demographic characteristics of the respondents, academic performance and finally the findings presented as per the objectives of the study. The findings are presented in the form of frequency counts, percentages, means and standard deviations.

4.1.1 Response Return Rate

The study sought response from learners in different schools on the influence of parental violence on academic achievement and coping strategies among secondary school students in Kisumu Central Sub-County, Kenya. The proposed learners that were expected to participate in the study were 288. However, during the data collection process, not all the total expected response was achieved. The return rate is presented as indicated in table 4.1.

Table 4.1: Response Return Rate

Learners	**Frequency Expected (achieved)**	**Percentage Expected (achieved)**
Total	288 (253)	100 (87.84)

Table 4.1 presents the questionnaire response return rate from students. It is clear that out of the total 288 questionnaires given; a total of 253 were adequately filled leading to 87.84% which is far much above 50% that is recommended by Mugenda and Mugenda (2003). This implies that the data collection process was well covered and thus the sample response is adequate for analysis.

4.2 Demographic Characteristics of the Respondents

Demographic characteristics represented the basic characteristics of the respondents before carrying out the analysis. These were gender of the respondent, age and class of the respondents who were mainly the students. The findings are presented in table 4.2.

Table 4.2: Demographic Characteristics of the Respondents

Respondent	Characteristic	Category	Frequency	Percentage
Student	Gender	Male	120	47.4
		Female	133	52.6
Total			253	100.0
	Age	Below 16yrs S	7	2.8
		16–20yrs	235	92.9
		21 – 25yrs	11	4.3
Total			253	100.0
	Class	Form Four	253	100.0

The findings in table 4.2 indicates that majority 133(52.6%) of the respondents were female respondents while the minority were male respondents 120(47.4%). It is also clear that most of the respondents, 235(92.9%) are aged 16-20 years, which depicts the true age of the students in Kenya secondary schools. All the students that responded to the questionnaire were at form four levels as indicated in the results from the table.

4.3 Academic Performance of Learners

The study sought to determine the measure of the dependent variable, which is student's achievement in terms of their grade. With regard to this, students were asked to share their grade achieved in the last exams they did, which were also confirmed by the school records. The findings are presented as shown in table 4.3.

Table 4.3: Students Achievement in terms of Last Grade Achieved

Grades	Frequency	Percent
A-	14	2.0
B+	41	19.6
B	23	7.8
B-	32	13.7
C+	33	14.4
C	26	9.8
C-	38	17.6
D+	17	3.3
D	29	11.8
Total	253	100.0

The findings in table 4.3 indicate student's grades in the last exam they had done prior to the study. From the findings, it is clear that majority of the students, 41(19.6%) had grade B+

followed by those who had grade C+, 33(14.4%). However, a clear examination of the results indicates that only 110 (43.5%) of the students scored an average grade of B or ranged between a B- and A- grades in their exams while the majority, 87(56.5%) scored between C+ and D, averagely a grade of C plain. This means that students' performance was considered to be average with potential of improvement. Depending on the situation of selected factors such as parental violence, grades obtained in the final examination could be lower or higher than the present grades. Students marks corresponded to their grades as indicated in the table.

4.4 Forms of Parental Violence Influencing Academic Performance

The first objective of the study was to examine the forms of parental violence influencing academic achievement of students in public secondary schools. The forms were categorized as physical violence, emotional violence, neglect, and sexual violence.

4.4.1 Physical Violence and Academic Achievement

The first form of parental violence assessed was physical violence. The mean rating and frequency (and percentage) were derived based on the quantitative analysis of returned questionnaires. Table 4.4.1 presents the results.

Table 4.4.1: Physical Violence and Academic Achievement

Forms of parental Physical violence	**1 F (%)**	**2 F (%)**	**3 F (%)**	**4 F (%)**	**5 F (%)**	**M**	**SD**
Parents always cane and slap me	146(57.5)	86(34.0)	6(2.4)	10(4.0)	5(2.0)	1.58	.87
Parents/Guardians always threaten me with canes, sticks, or objects	164(64.8)	69(27.3)	10(4.0)	8(3.2)	2(0.8)	1.48	.78
Parent/Guardians sometimes chase us away from home	209(82.6)	29(11.5)	2(0.8)	10(4.6)	3(1.2)	1.30	.77
Mean						**1.45**	**.81**

Key: Interpretation of Mean Ratings

1.00 – 1.44:	Strongly Disagree
1.45 – 2.44:	Disagree
2.45 – 3.44:	Neither Agree nor Disagree
3.45 – 4.44:	Agree
4.45 – 5.00:	Strongly Agree

Table 4.4.1 illustrates that the sampled respondents disagreed (M=1.45; SD=.81) that physical violence as perpetrated by parents has influenced academic performance among public secondary students in the area. The findings further indicate that parents always caned and slapped their children as strongly disagreed by 146(57.5%) of the learners and agreed by 86(34.0%) of the same learners. The mean on this statement was 1.58 while the standard deviation was 0.87 indicating that to some extent, parents do not abuse their children using this form of physical violence to an extent that the vice might influence academic achievement. The findings also indicate that there were few cases of parents threatening their children with canes, sticks, or objects as strongly disagreed by 164 (64.8%) of the sampled respondents. The mean on this form of violence was 1.48 while the standard deviation was 0.78. This implies that the respondents disagreed that this form of parental violence is prevalent and might not influence academic achievement of learners in public secondary schools. Similarly, the respondents disagreed (F=239; 94.1%) that their parents/guardians sometimes chase them away from home (M=1.30; SD=.77). This means that parent's threat to their children was likely to have no effect on their academic achievement at school.

To establish the association between physical forms of parental violence and academic achievement, Pearson product moment correlation was carried out. The means on academic achievement and physical forms of parental violence were correlated and the results presented Table 4.4.1(a)

Table 4.4.1(a): Correlation between parental Physical Violence and Academic Achievement

		Physical Violence	Academic Achievement
Physical Violence	Pearson Correlation	1	-.175**
	Sig. (2-tailed)		.005
	N	253	253
Academic Achievement	Pearson Correlation	-.175**	1
	Sig. (2-tailed)	.005	
	N	253	253

**. Correlation is significant at the 0.01 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

Table 4.4.1(a) illustrates that the correlation between physical violence and academic achievement is negative. This means that physical violence affects academic achievement negatively. This effect is 0.175 or 17.5% which is significant at 0.01 level.

This implies that there is a negative association between physical forms of parental violence and academic achievement such that the more the violence, the poorer the academic achievement of learners. It can thus be concluded that the physical forms of parental violence have negatively influenced academic achievement of the learners. This, perhaps, is due to the fact that parental physical violence erodes the child's of self-esteem, thus leads to loss of concentration in classroom and consequently low academic performance. This concurs with a study done in Malaysia by Ishak et al (2010) who examined the students' self-concept among 16- and 17- year- old adolescents in secondary schools. They revealed that students often perceive of certain internal and external contextual factors that in turn have an impact on their self-concept and consequently influence their academic performance.

In addition to these findings, an interview was carried out with one of the school principals coded as 001. The interview question directed to them required them to share with regard to forms of violence; their observation in as far as selected aspects were concerned. With regard to physical violations at home, the interviewee noted,

> *"It is real. It happens and greatly affects the learners at school and even how they relate with the people at home."*

Sentiments attributed to 001 tend to suggest that physical violence erodes the relationship of the child and the people he/she lives with. Another head teacher coded as 002 on yet the same response also noted that:

> *"Takes place especially if the child is a step child"*

Comments emerging from 002 seem to suggest that child battery is prevalent particularly among children who live with extended relatives such as orphans

Interview schedule for guidance and counseling teachers and school principals revealed almost similar findings as noted by school principals, which were recorded as ……

"may result to injury, deformity hence costs in treatment"

Physical violence is thus emerging as a practice that do not only interfere with academic endeavors of the child but also as health risk with far reaching consequences. Similar observations were also made by Valente et al (2015) in a study done in Brazil. They concluded that physical abuse is associated with a high prevalence of head and neck injury, which was easily observed by the health and education professionals.

Moreover, the revelation that physical violence negatively affects academic achievement of students concurs with Elarousy and Shaqiqi (2017) that investigated the effect of physical abuse on academic achievement among secondary school female students in Jeddah, Saudi Arabia. They found that any forms of physical abuse had test score less than 85% compared with those who had never been abused, with a statistically significant difference (P=0.001). Physical violence can therefore be said to be negatively affecting academic achievement due to the fact that the resulting injury to the body takes long to heal: during which time a learner might be absent from school.

4.4.2 Emotional Violence and Academic Achievement

The second form of parental violation investigated was emotional violence. The mean rating and frequency (and percentage) were derived based on the quantitative analysis of returned questionnaires. Table 4.4.2 presents results on how emotional violence influences academic achievement among students.

Table 4.4.2: Emotional Violence and Academic Achievement

Forms of Emotional Violence	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)	M	SD
Parents/Guardians sometime use unkind words to address me	127(50.2)	57(22.5)	14(5.5)	34(13.4)	21(8.3)	2.07	1.35
Parents/Guardians sometime scare me with bad memories of the past	142(56.1)	53(20.9)	14(5.5)	25(9.9)	19(7.5)	1.92	1.29
Mean						**2**	**1.32**

Key: Interpretation of Mean Ratings

1.00 – 1.44: Strongly Disagree
1.45 – 2.44: Disagree
2.45 – 3.44: Neither Agree nor Disagree
3.45 – 4.44: Agree
4.45 – 5.00: Strongly Agree

Table 4.4.2 illustrates that the sampled respondents disagreed (M=2; SD=1.32) that emotional violence directed towards students have influenced their academic achievement in public secondary schools. They disagreed that: Parents/Guardians sometime use unkind words to address their children (F=182; 72.7%), with a mean of 2.07 (SD=1.35); and parents/Guardians sometime scare the children with bad memories of the past (F=195; 77%), with a mean of 1.92 (SD= 1.29). This finding tends to suggest that emotional violence directed at children by their parents is not likely to affect their academic achievement. To establish the association between emotional forms of violence and academic achievement, Pearson product moment correlation was carried out. The means on academic achievement and emotional forms of parental violence were correlated and the results presented in Table 4.4.2.

Table 4.4.2 (a): Correlations between emotional Violence and Academic Achievement

		Emotional Violence	Academic Achievement
Emotional Violence	Pearson Correlation	1	-.124*
	Sig. (2-tailed)		.048
	N	253	253
Academic Achievement	Pearson Correlation	-.124*	1
	Sig. (2-tailed)	.048	
	N	253	253

*. Correlation is significant at the 0.05 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

The correlation between emotional violence and academic achievement is negative. This means that emotional violence affects academic achievement negatively. This effect is 0.124 or 12.4% which is significant at 0.05 level. Further to these findings, an interview on emotional or psychological violations from respondent 001 was also noted,

"Greatly affects the involved manifesting themselves in their behavior"

These findings indicate that there is an emotional and psychological violation among the learners which is attributed to parental battering due to its manifestation. Psychological or emotional pain is more dangerous to the learners because it causes them to lack concentration and eventually leads to dropout apart from poor performance. Further response from one of the school principals coded as 001 indicated that emotional violence also manifested itself during duty assignment. He was noted saying…

"Takes place when it comes to duties allocated to students"

This means that in most cases, students could not treat any duty assigned to them as part of learning. Instead, they take it as part of their torture as their parents do. Therefore parental violence causes negative attitude among the learners and thus view any form of learning, including assignment as torture. These findings were echoed by guiding and counseling teachers and other key informants, implying that psychological, economic and physical torture by parents at home causes poor performance and were the main forms of torture that occurred at schools. These findings are in line with those of Halpenny et al (2010) who investigated the parenting styles and parental use of disciplinary strategies with children in Ireland. They found that almost all parents reported using inductive discipline strategies, such as reasoning or discussing an issue with a child. Other non-aggressive discipline strategies, such as making a child take time-out, threatening to ground them or actually grounding them,

were highlighted by approximately half the parents interviewed. Similarly, LVCT Health and SOWED Kenya (2014) also established that threats and harsh words are some of the forms of parental violence directed towards children by parents in a study done to explore the types and forms of child abuse among public primary schools in Kenya. Similar to this, Wanjiku (2010) found in another study done in Nakuru (Kenya) that there is a low level in classroom concentration among children who have witnessed their parents fighting: a traumatic incident that may remain in child's mind for a long time.

4.4.3 Parental Neglect and Academic Achievement

The second form of parental violations under assessment was neglect. This comprised of refusal to provide meals, clothes or medication; refusal to provide school fees and other schools levies, and actual abandonment of the entire family. Analysed result for influence of neglect on academic achievement is presented in Table 4.4.3.

Table 4.4.3: Neglect and Academic Achievement

Forms of Parental Neglect	**1 F (%)**	**2 F (%)**	**3 F (%)**	**4 F (%)**	**5 F (%)**	**M**	**SD**
Parents/Guardians sometime refuse to provide me with meals, clothes or medication	203(80.2)	33(13.0)	6(2.4)	8(3.2)	3(1.2)	1.32	.77
Parents/Guardians sometime refuse to provide me with fees levies	188(74.3)	41(16.2)	3(1.2)	15(5.9)	6(2.4)	1.46	.95
Parents/Guardians sometimes neglect me and my family members	194(76.7)	35(13.8)	6(2.4)	10(4.0)	8(3.2)	1.43	.95
Mean						**1.40**	**.89**

Key: Interpretation of Mean Ratings

1.00 – 1.44: Strongly Disagree

1.45 – 2.44: Disagree

2.45 – 3.44: Neither Agree nor Disagree

3.45 – 4.44: Agree

4.45 – 5.00: Strongly Agree

Table 4.4.3 illustrates that the sampled respondents strongly disagreed (M=1.40; SD=0.89) that parental neglect as a form of violation against children has influenced their academic achievement. The respondents disagreed that: parents/guardians sometime refuse to provide them with meals, clothes or medication (F=203; 80.2%) with a mean of 1.32 (SD=0.77); parents/Guardians sometime refuse to provide fees and other school levies (F=188; 74.3%), a mean of 1.46 (SD=0.95); and parents/Guardians sometimes neglect the children and the rest of the family members (F=194; 76.7%) and a mean of 1.43 (SD=0.95. This tends to imply that parental neglect might not be rampant to an extent that influences academic achievement of students in public secondary schools in the area.

The researcher additionally assessed the association between parental neglect and academic achievement of public secondary school students through Pearson's correlations. Table 4.4.3 (a) presents results for correlations between parental neglect and academic achievement.

Table 4.4.3 (a): Correlations between Parental Neglect and Academic Achievement

		Parental Neglect	Academic Achievement
Neglect	Pearson Correlation	1	-.171**
	Sig. (2-tailed)		.007
	N	250	250
Academic Achievement	Pearson Correlation	-.171**	1
	Sig. (2-tailed)	.007	
	N	250	253

**. Correlation is significant at the 0.01 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

The correlation between neglect and academic achievement is negative. This tends to suggest that a negative relationship exist between neglect and academic achievement . This effect is -.171** or 17.1% which is significant at 0.01 level.

In addition to these findings, the researcher also enquired from the sampled interviewees to shed light on neglect as a form of parental violence. Thus, the question on economic deprivation was shared and the response was from respondent 001 was as follows…..

> *"Affects how the learners relate with others at school and at home. This is the main cause of some vices in school and at home such as theft and mischief"*

The statement attributed to 001 tends to suggest that neglect encourages the child to look for his/her own means of obtaining property to carter for his/her self. These maneuvers might include theft or act of stealing from colleagues at school. This fact concurs with an observation made in Kemboi (2013) that most parents in some parts of Kenya are unable to provide their children with the required needs for their growth, thus exposing them to abject poverty.

Observations that emerged during interviews with Guidance and counseling teachers alluded to the fact that neglected children either find themselves in the streets as street families of join child labour. They therefore cannot concentrate in class, choosing the negative alternatives at the cost of academic achievement as indicated during one interview:

> *Neglected children are faced with abject poverty and are in most cases obliged to look for their own food and upkeep. Quite a number of them have joined boda boda riding or the street families* (002).

Observations attributed to 002 seem to articulate the fact that neglected children have priorities in securing food and other upkeep objectives, placing secondary academic achievement. This is in line with observations in Masheti (2019) in a study done in Kenya which revealed that child neglect makes children to score poorly, to be absent from school and sometimes drop out of school. It also hinders children's holistic development. Indeed, Nyagwencha et al (2018) specifically identified neglect as a leading abuse that children are

exposed to in their study. It has therefore emerged that neglect negatively affect academic achievement because learners often absent themselves from school while looking for food and other upkeep valuables.

4.4.4 Sexual Violence and Academic Achievement

The last form of parental violence investigated comprised sexual violence. Based on the returned questionnaires, analyses were carried out to calculate frequencies, percentages, mean as well as standard deviation. Table 4.4.4 presents results for sexual violence and academic achievement.

Table 4.4.4 Sexual Violence and Academic Achievement

Forms of sexual Violence	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)	M	SD
Sexual Violence							
Parents/Guardians sometimes touch my private parts	229(90.5)	18(7.1)	1(0.4)	2(0.8)	3(1.2)	1.15	.57
Parents/Guardians always intimidate me because of my gender	198(78.3)	34(13.4)	5(2.0)	8(3.2)	8(3.2)	1.40	.92
Mean						**1.28**	**.75**

Key: Interpretation of Mean Ratings

1.00 – 1.44: Strongly Disagree
1.45 – 2.44: Disagree
2.45 – 3.44: Neither Agree nor Disagree
3.45 – 4.44: Agree
4.45 – 5.00: Strongly Agree

Based on the interpretation of mean ratings, Table 4.4.4 illustrates that the sampled respondents strongly disagreed (M=1.28; SD=0.75) that sexual violence influence academic achievement of public secondary school students. They particularly disagreed that: Parents/Guardians sometimes touch their private parts (F=229; 90.5%) with a mean of 1.15 (SD=0.57), and Parents/Guardians always intimidate their children because of their gender (F=198; 78.3%) with a mean of 1.40 (SD=0.92). This finding seems to imply that domestic

sexual violence is not perpetrated to a level that it influences academic achievement of students in public secondary schools. The researcher further analysed the association between sexual violence and academic achievement of public secondary school students through Pearson's correlations. Table 4.4.4 (a) presents the findings on correlations between sexual violence and academic achievement.

Table 4.4.4 (a): Correlations between Sexual Violence and Academic Achievement

		Sexual Violence	Academic Achievement
Sexual Violence	Pearson Correlation	1	-.145*
	Sig. (2-tailed)		.022
	N	249	249
Academic Achievement	Pearson Correlation	-.145*	1
	Sig. (2-tailed)	.022	
	N	249	253

*. Correlation is significant at the 0.05 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

Table 4.4.4 (a) indicates that the correlation between sexual violence and academic achievement is negative. This means that sexual violence affects academic achievement negatively. This effect is 0.145 or 14.5% which is significant at 0.05 level. This implies increase in sexual violence can reduce academic achievement of learners to a great deal (by approximately 14.5%).

During interviews with Guidance and Counseling teachers, it emerged that sexual violence is often committed by people known to the victims as reflected in:

> *Children with who have been exposed to sexual abuse are those leaving in extended families or under foster care. Also the children are involved in child labour too are highly exposed to this vice* (002).

The statement emanating from 002 illustrates that children who fall victims to sexual violence are those who have not been adequately cared for including those without economic

support. This tends to concur with Radford et al (2016) that sexual abuse includes situations where a child is sexually abused by a relative or carer at home; made to sell sex in exchange for food, cash or favours. This explains the fact that sexual violence is meted on children who are not adequately supervised particularly by parents. During one of the interview, it emerged that distance to school for day scholars is a predictor to sexual abuse as indicated in:

> *Distance to school exposes young school girls to early sex interlude especially with boda boda riders who lure them with free means of transport* (001).

Distance to and from school mentioned by 001 seems to expose teenage girls to activities related to sexual practices and violations. Indeed Pinheiro (2006) revealed high rates of sexual violence in schools or on the journey to school in low and middle income countries.

4.5 Influence of Forms of Parental Violence on Academic Achievement of Students

The second objective of the study was to determine the influence of parental violence on academic achievement among the sampled students. Various statements were also rated by the respondents. These were measured on a five point likert scale that entailed a rating of 1 indicating “strongly disagree” to a rating of 5 indicating “strongly agree”. The results are presented in Table 4.5.

Table 4.5: Influence of Parental Violence on Academic Achievement

Extent of influence of parental violence	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)	M	SD
Disruption behaviour							
Students exposed to parental violence often disrupt other students	53(20.9)	29(11.5)	39(15.4)	78(30.8)	54(21.3)	3.20	1.44
Parental violence victims often disrupt class progress	38(15.0)	33(13.0)	11(4.3)	98(38.7)	73(28.9)	3.53	1.41
Students exposed to battery and other physical violence often have difficulties learning	31(12.3)	19(7.5)	19(7.5)	99(39.1)	85(33.6)	3.74	1.32
Lack of uniforms leads inconsistency in school attendance	37(14.6)	35(13.8)	28(11.1)	85(33.6)	68(26.9)	3.44	1.39
Mean						**3.48**	**1.39**
School disengagement							
Absenteeism is often an outcome of Student battery from home	38(15.0)	44(17.4)	24(9.5)	78(30.8)	69(27.3)	3.38	1.42
Some parents fail to provide adequate writing materials leads to repetition and dropout.	27(10.7)	34(13.4)	22(8.7)	98(38.7)	72(28.5)	3.61	1.31
Inconsistency in paying school levies and remedial fees leads to poor academic	40(15.8)	22(8.7)	14(5.5)	67(26.5)	110(43.5)	3.73	1.48
Lack of reading materials leads to non-completion of assignments	31(12.3)	49(19.4)	13(5.1)	87(34.4)	73(28.9)	3.48	1.39
Mean						**3.55**	**1.4**
Health/Physical Injury							
Emotional health problems from those witnessing parental violence is common	28(11.1)	15(5.9)	25(9.9)	107(42.3)	78(30.8)	3.76	1.26
Trends of physical or sexual violence is a cause for injury and school absenteeism	33(13.0)	33(13.0)	41(16.2)	76(30.0)	70(27.7)	3.46	1.36
Mean						**3.61**	**1.31**
Overall mean and std. dev						3.52	1.37

Table 4.5 presents the findings on the influence of forms of parental violence on academic performance of students. The sampled respondents agreed (M=3.52; SD=1.37) that forms of parental violence have influence on academic achievement. The standard deviation (1.37), however, seems large, suggesting that the respondents might have had varying experiences with regards to the forms of parental violence. With regard to the effects of parental violence, health/physical injury (M=3.61; SD=1.31) is revealed as affecting academic performance

most followed by school disengagement (M=3.55; SD=1.4) and disruptive behaviour (M=3.48; SD=1.39). According to Table 4.5, it is clear that students exposed to parental violence often disrupt other students as indicated by majority, 78(30.8%) of the learners who agreed and 54(21.3%) who strongly agreed, with a mean of 3.20 and a standard deviation of 1.44. This could have a relationship with performance since disruption of other learners could cause deviation from learning into victims of bullying or lack of concentration in classes. This is a possible cause of low academic performance.

Parental violence victims often disrupt class progress, as indicated by a majority 98(38.7%) of the respondents who agreed and 73(28.9%) of them who strongly agreed, with a mean of 3.53 and a standard deviation of 1.41. This implies that there are cases of class project disruption from parental violence, and as a result, this may cause low academic performance among the learners since the class objectives and goals may not be achieved in time. It is also clear from the findings that students exposed to battery and other physical violence often have difficulties learning, as reported by majority, 99(39.1%) of the learners who agreed and 85(33.6%) who strongly agreed with a mean of 3.74 and standard deviation of 1.32. This implies that parental physical violence have an effect on learner's academic performance such that learners may have physical injuries thus having difficulties learning in class and thereafter ending up with low academic grades.

Absenteeism is another indicator of home violence, in the study, the findings indicated that it is often an outcome of student battery from home as reported by majority, 78(30.8%) of the respondents who agreed and 69(27.3%) who strongly agreed with a mean of 3.38 and standard deviation of 1.42 on the statement. It was also clear that parental violence was in form of increasing trends of physical or sexual violence which is a cause for school absenteeism as indicated by 76(30.0%) of the respondents who agreed and 70(27.7%) who strongly agreed with a mean of 3.46 and standard deviation of 1.36. This means that parental

violence is more prevalent in some homes where there appear to guardians who physically harass their children making them vulnerable to poor performance. In some cases, there are common emotional health problems from those witnessing parental violence and indicated by majority of the respondents, 107(42.3%) who agreed and 78(30.8%) who strongly agreed on the same with a mean of 3.76 and standard deviation of 1.26.

Furthermore, the findings reveal that some parents fail to provide adequate writing materials thus leading to repetition and dropout as indicated by 98(38.7%) of the respondents who agreed and 72(28.5%) who strongly agreed. In addition to this form of emotional violence, there is inconsistency in paying school levies and remedial fees leading to poor academic performance as indicated by 110(43.5%) of the respondents who strongly agreed and 67(26.5%) who agreed with a mean of 3.73 and standard deviation of 1.48. This could be due to the fact that failure to pay the levies leads to discouragement or ejection from class for some students leading to inability to capture what the teachers teach. This makes the students have low confidence and therefore fail to perform at school. Other forms of parental emotional violence to their students include failure to provide reading materials (M=3.48, SD=1.39) and lack of uniforms leading to inconsistency in school attendance (M=3.44, SD=1.39), which are high means implying that the extent of these violence influences students' academic performance. The overall mean and standard deviation (M=3.52, SD=0.82) on the extent of influence of parental violence on academic achievement of students was high, implying that parental violence was practiced to a large extent and influenced students achievement.

Findings in Table 4.5indicate high prevalence rates of parental violence. This finding concurs with UNICEF (2012) that revealed in a study done in East Asia and Pacific that severe physical abuse including acts such as beating with a fist, kicking, beating the child with objects are prevalent among parents. Similarly, some findings have associated parental

violence with adjustment problems among children that can rightly be associated with absenteeism on one hand, and classroom disturbance on the other hand. In this regard, Peltonen et al (2010) found in a study done in Denmark that there is a connection between parental violence and the deterioration of pro social behaviour of a child.

Further to these findings, interview was carried out with key informants who were school principals and guiding and counseling teachers. During these interviews, the respondents were asked to share their views on the extent of influence of parental violence on academic performance of the learners. Specifically, the study sought their views on particular themes, these included students concentration during class time, disruptive behavior of students and health of the students. The main aim was to find out any link that existed between parental violence thus causing either direct or indirect poor performance among the students. One of the key informants, who was guiding and counseling teacher on students concentration noted,

> "*It severely interferes with students' self-esteem, concentration of students keeps on shifting in and off due to reflection on what happened to them at home, and sometimes there was very low or no concentration at all in class and hence poor performance"*

These findings indicate that student's concentration was severely affected as a result of parent's violence at home and thus caused their poor academic performance at school. It is also clear that before causing poor performance, their concentration was intermittent and this causes inability to understand what teachers teach and therefore automatic poor performance at schools.

Other forms of extent of influence of parental violence on students' academic performance were not clearly manifested except on the health of students due to physical violence thus leading to time wastage in treatments and eventually students end up performing poorly. These findings were echoed by the rest of the respondent's thus implying that the extent of

influence of parental violence of students' academic performance was severe and thus causing poor performance at schools.

The study also sought the influence of parental violence forms on academic achievement among secondary school students using various steps. The first entailed establishing the summary statistics of the two variables after computing the means of several statements under each of the dimensions. Both means, for forms of parental violence and that of the academic achievement were tabulated and presented as shown in Table 4.6.

Table 4.6: Descriptive statistics for Academic Achievement and forms of Parental Violence

Dimensions	Mean	Std. Deviation
Academic achievement	1.46	.770
Forms of parental violence	1.58	.871

Table 4.6 presents the mean and standard deviations of forms of parental violence and academic achievement. From the findings, it is clear that there is a close tie between the two variables after data transformation. Academic achievement had a mean of 1.46 and a standard deviation of 0.770. The mean is very low indicating that there is low academic achievement, which was agreeable across the statements as indicated by a small standard deviation that was below one. Likewise, forms of parental violence appear to be present even though to a small extent as shown by a mean of 1.58 and a standard deviation of 0.871 implying that these forms exist as also agreed among the respondents.

Nguyen and Larsen (2012), in a study done in Dallas/Fort Worth area of USA, found that out of 150 sampled children, 32% (n=48) had witnessed parental violence in the previous year. They further found that among the sampled participants who had witnessed at least one episode of parental abuse, 25% (n=12) were identified as depressed as compared to 7% (n=7) of children who did not witness parental abuse over the past year. This tends to suggest that although the number of children witnessing parental violence may be low, the impact of

witnessing the same on depression is high compared with not witnessing the violence among children. Specifically et al (2014), in a study done in America, established that community violence exposure at age 14 was significantly related to anxious/depressed symptoms and delinquent behaviors. Their study revealed that delinquent behaviors were significantly associated with academic performance at an early age.

Similarly, residing in violent environment has been associated with exhibition of violent behaviour in classroom and within school compound. In a study done in the US to evaluate violence within the school and community environment, McGaha-Garnett (2013) established that schools in neighborhoods with higher rates of violence are more likely to experience similarly violent incidents among students. It is thus emerging that the child's environment (like home environment set by parents) is likely to inculcate violent behaviour in the child which could transfer to the school, thus interfering with academic performance.

These findings were used to establish whether a correlation existed between the two variables. Pearson product moment correlation (measure of the linear correlation between two variables) was therefore carried out to determine whether there was a relationship between forms of parental violence and academic achievement. The findings are presented in Table 4.7.

Table4.7: Correlations for Influence of forms of Parental Violence and Academic Achievement

Correlation		Forms of parental violence	Academic achievement
Forms of parental violence	Pearson Correlation	1	-.547**
	Sig. (2-tailed)		.000
	N	253	253
Academic achievement	Pearson Correlation	-.547**	1
	Sig. (2-tailed)	.000	
	N	253	253

**. Correlation is significant at the 0.01 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

The findings as shown in Table 4.7 indicate that there is a negative significant correlation between forms of parental violence and academic achievement ($r=.-.547^{**}$;$p<.05$). This implies that there is a negative association between the two variables such that academic achievement is associated to forms of parental violence. Due to negative perception and the view that parental violence is a destructor of performance, there is reduced chance of good performance.

These findings seem to concur with Weru and Lama (2013) who investigated the experiences of teenagers affected by parental alcohol abuse in Kenya. They found that teenagers who are brought up in alcohol abuse families do certainly have a negative impact on their total development. Similarly, Carrell and Hoekstra (2010) also established in a study conducted in Florida (USA) that exposure to domestic violence in one's own home is associated with substantially lower achievement and higher levels of misbehavior, and that these children from troubled families significantly decrease the reading and math test scores of their peers and increase misbehavior in the classroom. It is therefore emerging that parental violence has the potential of lowering academic achievement of the concerned children alongside their peers in the same classroom.

4.6 Coping Strategies for Parental Violence and Academic Achievement

The final objective of the study was to determine the coping strategies for parental violence. Respondents were asked to share their views on some of the coping strategies identified in the study. The response was on a five point Likert scale ranging from 1-strongly disagreeing to 5- strongly agree. The findings are presented in Table 4.8.

Table 14.8: Coping Strategies for Parental Violence

Coping strategies	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)	M	SD
Problem-focused coping							
Reporting sexual violence to the police have been helpful	23(9.1)	39(15.4)	20(7.9)	90(35.6)	81(32.0)	3.66	1.31
Family conflicts have been effectively handled through formal courts	42(16.6)	69(27.3)	48(19.0)	56(22.1)	38(15.0)	2.92	1.32
Discussing parental violence with a counselor has been helpful	20(7.9)	21(8.3)	24(9.5)	93(36.8)	95(37.5)	3.88	1.22
Village elders, assistant chiefs, or chiefs have helped in resolving parental violence	37(14.6)	25(9.9)	36(14.2)	116(45.8)	39(15.4)	3.38	1.27
Mean						**3.46**	**1.28**
Social/Legal Support							
Reporting teenage sexual violations to village elders have reduced such incidents	61(24.1)	50(19.8)	42(16.6)	70(27.7)	30(11.9)	2.83	1.37
Customary laws have helped in regulating domestic relations	36(14.2)	32(12.6)	41(16.2)	110(43.5)	34(13.4)	3.29	1.26
Cultural practices often regulate child or gender violating behavior	36(14.2)	32(12.6)	54(21.3)	89(35.2)	42(16.6)	3.27	1.28
Mean						**3.13**	**1.3**
Avoidance Coping							
Discussing child abuse with formal authorities mitigates the vice a lot	40(15.8)	38(15.0)	34(13.4)	79(31.2)	62(24.5)	3.34	1.40
Going against parents who are violent has helped reduce the vice	72(28.5)	46(18.2)	48(19.0)	49(19.4)	38(15.0)	2.74	1.43
Escaping from parental violence has reduced effects of the vice	57(22.5)	68(26.9)	41(16.2)	53(20.9)	34(13.4)	2.76	1.36
Mean						**3.04**	**1.42**
Overall mean and std. dev						3.21	1.33

Table 4.8 illustrates that problem-focused coping (M=3.46; SD=1.28) is the most influential parental violent coping strategy. The standard deviation (1.28) seems to be large; suggesting that the respondents might have had varied opinions with regards to the strategy. This is followed by social/legal support (M=3.13; SD=1.3) and avoidance coping strategy (M=3.04; SD=1.42). The findings revealed that reporting sexual violence to the police have been helpful as indicated by majority, 90 (35.6%) of the learners who strongly agreed and supported by 81(32.0%) with a mean of 3.66 and a standard deviation of 1.31. This implies that students who were harassed sexually by their guardians were satisfied by reporting the incident to the police and therefore this formed a potential coping strategy. The large standard deviation

The second coping strategy, even though not as strong as report to the police was handling of family conflicts through formal courts as indicated by a mean of 2.92 and standard deviation of 1.32. The large standard deviation (1.32) implies that opinions of the respondents were varied in respect to this strategy. Respondents were neutral on this form of coping strategy implying that it was not clear whether court could solve the family conflicts that involved parental violence to the child. However, the findings revealed that village elders, assistant chiefs or chiefs have helped in resolving parental violence as indicated by majority of the respondents, 116(45.8%) who agreed and 39(15.4%) strongly agreed with a mean of 3.38 and standard deviation of 1.27.

Another strongly agreed coping strategy was discussion of parental violence with counselors, which was deemed to be helpful as indicated by majority of the respondents, 93(36.8%) who agreed and 95(35.5%) who strongly agreed with a mean of 3.88 and standard deviation of 1.22. Discussion of child abuse with authorities was also found to mitigate the vice a lot as indicated by majority, 79(31.2%) of the respondents who agreed and 62(24.5%) of the respondents who strongly agreed with a mean of 3.34 and standard deviation of 1.40. This was almost in the same category with that of cultural practices that often regulated child or gender violating behavior. The strategy was reported by majority of the respondents, 89(35.2%) who agreed and 42(16.6%) who strongly agreed with a mean of 3.27 and standard deviation of 1.28 on the strategy. The overall mean and standard deviation (M=3.21, SD=0.72) on coping strategies were found to be high, even though respondents were neutral on the other forms of the coping strategies. This means that students were not able to cope by themselves but relied heavily on external intervention forms of coping strategies to get relieve from parental violence that could negatively influence their academic achievement.

Reporting incidents of family violence is one approach in mitigating the spread of the vice was also established by Keeling et al (2015) in a study done in UK to explore women's

interaction with the attending first response police officer following an episode of domestic violence. However, this seems to contradict a revelation in Wanjiku (2010) that seeking counseling services that exist in each school remains the best option for children experiencing domestic violence from parents. Pearson Product moment correlation was used to establish whether there is an association between coping strategies on forms of parental violence and academic achievement. The means for the two variables were obtained and correlated. Findings are presented in Table 4.9.

Table 4.9: Correlation between Coping Strategies and Academic Achievement

		Coping strategies	Academic achievement
Coping strategies	Pearson Correlation	1	.523**
	Sig. (2-tailed)		.000
	N	253	253
Academic achievement	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.000	
	N	253	253

**. Correlation is significant at the 0.01 level (2-tailed).

0.9 - 1.0 = very highly correlated; 0.7 - 0.9 = highly correlated; 0.5 - 0.7 = moderately correlated; 0.3 - 0.5 = low correlation; less than 0.3 = little, if any, (linear) correlation.

The findings in Table 4.9 shows a moderate positive significant correlation between coping strategies for mitigating parental violence and academic achievement (r=.523, p=.000). This is an indication that as the stakeholders improve on their coping strategies, there is a consequent improvement in academic achievement. It can therefore be concluded that coping strategies improve the academic achievement of the learners. In addition to these findings, an interview was carried out with key informants in order to determine some of the coping strategies used by the learners and the community in coping with parental violence at home. The study therefore sought views on a number of factors which include, reporting family violence to the police, recognized authorities etc, keeping quiet and preserving, reporting parental violations to the children rights and any other coping strategies used. One of the respondents who is the school principal was quoted saying,

> *"Police tend to relegate back family matters hence not of much help and people have an attitude negative to police. Keeping quite may lead to the situation being worse even leading to loss of life and when the child keeps quite, then trauma gets deeper. In addition, sensitization and education to be incorporated in the syllabus, decision in group to allow for the ventilation and coping and finally, established institutions to deal with the same and give help to the children"*

These findings imply that contrary to the previous perception that most of the cases are reported to the police, they seem to downplay their help towards any family matters. This means that the matters could be pounced back to the community in order to come up with other ways of solving them. However, other coping strategies are clear, these include having group discussions and establishing institutions to cub such incidences. The study findings closely associate with findings by Keeling, et al. (2015) report which identified reporting incidents of family violence as one approach in mitigating the spread of the vice, however, he only explored the interactions of women victims of domestic violence and the police. Given that women are adults who can take control of their predicaments and report the same to the police; it's no different that children can use the same coping strategy as revealed in the present study. The findings are also similar in some study dimensions by Deche (2013) who found that parental violence is often intertwined with cultural practices; hence the few mitigation strategies that have been initiated towards lessening its effect have taken the direction of restorative justice (as in informal justice system). In this case, community coping strategies that included referral of the violence acts to the village elders and also discussion with other family members could form a viable coping strategy is revealed in the present study. In line with this, War Child (2010), while exploring family and community based child protection mechanisms in Uganda and the Democratic Republic of Congo (DRC), revealed that a functional, decentralised state has taken on many responsibilities for ensuring child protection in Northern Uganda as opposed to DRC. Coping strategies external to the child's contextual environment is therefore emerging most appropriate.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary findings of the study based on the three objectives. The conclusions of the study are also made objectively with the recommendations of the study. Suggestions of the study are also given on suggestions of what the study did not accomplish and timely studies that could complement the current studies. These sub-topics are presented in the subsequent sections of the study.

5.2 Summary of Findings

5.2.1 Forms of Parental Violence

Based on the first objective, findings revealed that the highest form of parental violence reported was emotional violence (M=2; SD=1.32) followed by physical violence (M=1.45; SD=.81); neglect (M=1.40; SD= .89) and sexual violence (M=1.28; SD=.75). Findings also revealed that parents often use unkind words (M=2.07; SD=1.35) to address their children. The sampled students however disagreed that forms of parental violence (M=1.51; SD=0.61) are frequent and influence academic achievement. It was also found that Emotional violence ($r=-.035^{**}$) has the highest correlations with academic achievement followed by neglect ($r=-.026^{**}$); physical violence ($r=-.023^{**}$) and sexual violence ($r=-.021^{**}$). All the relationships were significant ($p<0.05$). Interview findings revealed that incidents of physical violence at home, economic deprivation, and emotional or psychological violations are rampant but seldom reported. This occurs particularly to children living with step parents.

5.2.2 Influence of forms of parental violence on Academic Achievement

With regard to the second objective, the study found that health/physical injury (M=3.61; SD=1.31) affects academic performance most followed by school disengagement (M=3.55; SD=1.4) and disruptive behaviour (M=3.48; SD=1.39).

Most common indicators found were: parental violence victims often disrupt class progress (M=3.53; SD=1.41); students exposed to battery and other physical violence often had difficulties learning (M=3.74; SD=1.32); common emotional health problems from those witnessing parental violence (M=3.76; SD=1.26); increasing trends of physical or sexual violence is a cause of school absenteeism (M=3.46; SD=1.36) and inconsistency in paying school levies and remedial fees (3.73; SD=1.48). The sampled students agreed (M=3.52, SD=0.82) that forms of parental violence influence academic achievement of students. There is a negative significant correlation between forms of parental violence and academic achievement ($r=.-.547^{**}$;$p<.05$).

Interview findings indicated that students' concentration in class was severely affected as a result of parent's violence at home thus affecting their academic performance at school. In addition, it was also revealed that physical violence resulting into injury lead to time wasting during treatment, hence absenteeism and poor class attendance.

5.2.3 Coping Strategies for Parental Violence and Academic Achievement

With regard to objective three (coping strategies for parental violence), findings revealed that problem-focused coping (M=3.46; SD=2.28) is the most influential parental violent coping strategy. This is followed by social/legal support (M=3.13; SD=1.3) and avoidance coping strategy (M=3.04; SD=1.42).

Specific influencing approaches include: reporting sexual violence to the police (M= 3.66; SD= 1.31) and discussion of parental violence with counselors (M=3.88; SD=1.22). Findings also revealed a positive significant correlation between coping strategies for mitigating parental violence and academic achievement (r=.523, p=.000).

Interviews conducted revealed that most of the abuses are brought to the community/elders for solution. Similarly, abusive incidents are revealed to be reported to established institutions for discussion and solutions.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

i. The highest form of parental violence is emotional violence followed by physical violence); neglect and sexual violence. Parents were fond of using unkind words towards their children. Similarly, it is concluded that parents or guardians sometimes scare the learners with bad memories. Forms of parental violence significantly influence academic achievement of students.

ii. With regard to the second objective, parental violence influence academic achievement of students. It is also concluded that health/physical injury affects academic performance most followed by school disengagement and disruptive behaviour. Common indicators include disruption of class progress and absenteeism during treatment for injury caused by physical violence

iii. With regard to the third objective, the study concludes that problem-focused coping is the most influential parental violent coping strategy followed by social/legal support and avoidance coping strategy. These approaches include reporting sexual violence to the police and discussion of parental violence with counselors. It is also concluded that there is a positive and significant correlation between coping strategies for parental violence and academic achievement.

5.4 Recommendations

From the study findings, the following recommendations were made:

i. From the first objective of the study, as a result of parental physical violence, the parents should be educated to have the knowledge of the consequences of the act on the children and avoid such violence.

ii. From objective two of the study, it is recommended that schools should have comprehensive guiding and counseling and also measures to ensure parents are educated to avoid interfering with their children's education. Parents are also advised to love their children and support them so as to improve their performance.

iii. From the final objective of the study, the study recommends that schools initiate community support services and groups to ensure that the children are brought up in a good environment. The schools should also improve on the counseling systems to ensure that learners cope up with effects of abuses.

5.5 Suggestions for Further Studies

The study recommends that more studies be carried out in the following areas

i. Studies on the relationship between physical violence and school dropout among the learners.

ii. More studies on the effect of the extent of parental violence of self-esteem among the learners.

iii. Studies on the influence of social support for parental violence victims on the academic performance of learners at secondary level.

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APPENDICES

I: Letter of Introduction

MASENO UNIVERSITY
PRIVATE BAG
MASENO

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Dear Sir/Madam,

RE: INFLUENCE OF PARENTAL VIOLENCE AND COPING STRATEGIES ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN KISUMU CENTRAL SUB COUNTY, KENYA

My Name is Miriam Achieng Marango.

I am a Master of Education student at Maseno University undertaking research on the above subject. This letter is to request you to participate in the study mentioned above aimed at determining how parental violence influence academic achievement among students in secondary schools in Kisumu Central Sub County. By giving your views you will be contributing towards activities that aim at finding lasting solution to the influence of parental violence on academic achievement of secondary school learners.

Please read the questionnaire and give your honest responses. The information you provide in this questionnaire will be treated with **UTMOST CONFIDENTIALITY** and will only be used for the research.

Thank you in advance for your willingness to cooperate.

Sign..... Date.....

MIRIAM ACHIENG MARANGO

II: Questionnaire for Students

This questionnaire is meant to gather information related to the influence of parental violence on academic achievement of students in secondary schools. Any information you provide will be held confidentially and will not be used for any other purpose except for **ACADEMICS PURPOSES only**. Thank you in advance for taking part in this study.

SECTION 1: BACKGROUND INFORMATION

1. **Gender**: i. Male; ☐ ii. Female; ☐

2. Age: _____

3. Form _____

4. What was your score in the last exam: Grade _____; Total _____ Out of _____

SECTION 2: FORMS OF PARENTAL VIOLENCE INFLUENCING ACADEMIC ACHIEVEMENT

Domestic violence (sometimes called family violence) can take different forms including intimidation, coercion or isolation, emotional, physical, sexual, financial and spiritual abuse. State your agreement or disagreement with regard to how the following forms of parental violence occur at your homes?

Key: 1- Strongly Disagree; **2**- Disagree; **3**- Undecided; **4**- Agree**5**- Strongly Agree

Forms of parental violence statements	**1**	**2**	**3**	**4**	**5**
Physical Violence					
Parents always cane and slap me					
Parents/Guardians always threaten me with canes, sticks, or objects					
Parent/Guardians sometimes chase us away from home					
Neglect					
Parents/Guardians sometime refuse to provide me with meals, clothes or medication					
Parents/Guardians sometime refuse to provide me with fees levies					
Parents/Guardians sometimes neglect me and my family members					
Emotional Violence					
Parents/Guardians sometime use unkind words to address me					
Parents/Guardians sometime scare me with bad memories of the past					
Sexual Violence					
Parents/Guardians sometimes touch my private parts					
Parents/Guardians always intimidate me because of my gender					

III. SECTION 3: INFLUENCE OF FORMS OF PARENTAL VIOLENCE ON ACADEMIC ACHIEVEMENT OF STUDENTS

Domestic violence has been linked to, among other things, poor academic achievement of learners who have been exposed to parents that often display violent behaviour amongst themselves and towards their children. In your opinion or experience, to what extent do you agree with the following statements as influencing academic achievement?

Key:

1- Strongly Disagree; **2**- Disagree; **3**- Undecided; **4**- Agree**5**- Strongly Agree

Influence of parental violence	**1**	**2**	**3**	**4**	**5**
Disruption behaviour					
Students exposed to parental violence often disrupt other students					
Parental violence victims often disrupt class progress					
Students exposed to battery and other physical violence often have difficulties learning					
Lack of uniforms leads inconsistency in school attendance					
School disengagement					
Absenteeism is often an outcome of Student battery from home					
Some parents fail to provide adequate writing materials leads to repetition and dropout.					
Inconsistency in paying school levies and remedial fees leads to poor academic					
Lack of reading materials leads to non-completion of assignments					
Health/Physical Injury					
Emotional health problems from those witnessing parental violence is common					
Trends of physical or sexual violence is a cause for injury and school absenteeism					
Overall mean and std. dev					

9. In your view, are there any other effects of parental violence on academic achievement of learners?

i) Yes; ☐ ii) No: ☐

10. Explain your response (in question 9)

SECTION 4: COPING STRATEGIES FOR PARENTAL VIOLENCE

In the wake of widespread domestic violence, victims and communities have adopted coping strategies so as to mitigate the effects of this vice. Below are statements relating to coping strategies; State your agreement or disagreement regarding the extent that the following coping mechanisms have helped in mitigating (stopping) parental violence over time?

Key:

1- Strongly Disagree; **2**- Disagree; **3**- Undecided; **4**- Agree**5**- Strongly Agree

Coping strategies	1	2	3	4	5
Problem-focused coping					
Reporting sexual violence to the police have been helpful					
Family conflicts have been effectively handled through formal courts					
Discussing parental violence with a counselor has been helpful					
Village elders, assistant chiefs, or chiefs have helped in resolving parental violence					
Social/Legal Support					
Reporting teenage sexual violations to village elders have reduced such incidents					
Customary laws have helped in regulating domestic relations					
Cultural practices often regulate child or gender violating behavior					
Avoidance Coping					
Discussing child abuse with formal authorities mitigates the vice a lot					
Going against parents who are violent has helped reduce the vice					
Escaping from parental violence has reduced effects of the vice					

9. Are there any other coping strategies for mitigating the effects of parental violence? Please comment.

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THIS STUDY

III: Interview Schedule for Guidance and Counseling Teachers and School Principals

This guide was intended to aid the researcher to conduct face to face interview with school teachers responsible for guidance and counseling students and the principals concerning the effect of parental violence on academic achievement of secondary school students. Information obtained from these interviews will solely be used for academic purposes.

1. Forms of parental violence

In regard to the forms of parental violence, what is your observation in as far as the following issues are concerned?

i. Physical violations at the homes
ii. Economic deprivations
iii. Emotional or psychological violations

2. Extent of Influence of parental violence on academic achievement

In regard to parental violence on academic achievement of students, what is your observation concerning the following?

i. Student concentration during class time
ii. Disruptive behaviour of student
iii. Health of the student

3. Coping strategies for mitigating the effects of parental violence

Families, and to an extent, teenage learners, have developed some coping strategies to mitigate the effect of parental violations which may affect key processes in life like academic achievement, etc. In this respect, what is your observation concerning the effectiveness of the following steps

i. Reporting family violence to the police, recognised authorities, etc
ii. Keeping quiet and persevering
iii. Reporting parental violations to the children rightists
iv. Any other coping strategies in use

IV: Interview Schedule for Principals

This guide will aid the researcher to conduct face to face interview with school teachers responsible for guidance and counseling students and the principals concerning the effect of parental violence on academic achievement of secondary school students. Information obtained from these interviews will solely be used for academic purposes.

1. Forms of parental violence

In regard to the forms of parental violence, what is your observation in as far as the following issues are concerned?

iv. Physical violations at the homes
v. Economic deprivations
vi. Emotional or psychological violations

2. Extent of Influence of parental violence on academic achievement

In regard to parental violence on academic achievement of students, what is your observation concerning the following?

iv. Student concentration during class time
v. Disruptive behaviour of student
vi. Health of the student

3. Coping strategies for parental violence and academic achievement

Families, and to an extent, teenage learners, have developed some coping strategies to mitigate the effect of parental violations which may affect key processes in life like academic achievement, etc. In this respect, what is your observation concerning the effectiveness of the following steps

v. Reporting family violence to the police, recognised authorities, etc
vi. Keeping quiet and persevering
vii. Reporting parental violations to the children rightists
viii. Any other coping strategies in use

V: Yamane's Formula

FORM 4 Sample Size Calculations

This study adopted Yamane's (1967; cited in Israel, 2013) formula to calculate the sample size as shown below:

$$n = \frac{N}{1 + N(e)2}$$

$$n = \frac{1034}{1+1034(0.05)^2} = 288$$