

**VARIANTS OF EXPOSURE TO DOMESTIC VIOLENCE AND THEIR
INFLUENCE ON PUPILS' BEHAVIOUR IN PUBLIC PRIMARY SCHOOLS
IN INFORMAL SETTLEMENTS, NAIROBI COUNTY, KENYA.**

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DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL
PSYCHOLOGY OF MAASAI MARA UNIVERSITY**

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DECLARATION

I hereby declare that this thesis is my original work and has not been presented for examination for the award of degree or diploma in this or any other University.

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DEDICATION

This thesis is dedicated to the family of the late Bedan Kinyanjui Gakuo; my husband
Dr Karanja Kinyanjui; my children Kinyanjui, Kirigo, Winter, Njoroge and Mwangi;
and my parents John Njoroge Kaminju and Karen Wanjiru Njoroge.

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ABSTRACT

A toxic home, characterized by domestic violence between parents, can affect a child's behaviour and academic achievement in school. Children are exposed to domestic violence. The risk of exposure is higher in informal settlements. Exploring different dimensions of exposure will unravel the magnitude and address a knowledge gap on local studies. The study therefore sought to establish the variants of exposure to domestic violence and their influence on pupils' behaviour in public primary schools in Nairobi County, Kenya. The objectives of the study were to establish the prevalence of exposure to domestic violence and its influence on behaviour and academic performance; determine the influence of domestic violence incidences on pupils' behaviour and academic performance; explore the influence of the type of exposure to domestic violence on pupils' behaviour and academic performance and investigate the influence of age at exposure to domestic violence on pupils' behaviour and academic performance. A correlational research design was utilised. The study population was 61,034 pupils in class 4, 5 and 6. The study sampled 390 pupils using formulae by Krejcie and Morgan. Purposive sampling was used to select 13 public primary schools in informal settlements and 39 teachers while random sampling was used to sample pupils. Two questionnaires were administered: Violence exposure Scale for Children-Revised (CEDV) to measure exposure to domestic violence and Strengths and Difficulties Questionnaire (SDQ) to measure behaviour. An assessment record for the previous year (2017) collected data on academic performance. Reliability of the questionnaires was tested by computing Cronbach alpha coefficient that yielded an alpha coefficient of $\alpha = 0.785$ and $\alpha = 0.77$ for CEDV and SDQ respectively which were considered reliable. Data was analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 27. Demographic information was presented in frequencies and percentages while Pearson's Product Moment Correlation (r) was used to test hypothesis at 0.05 level of significance. The findings failed to show a statistically significant relationship between prevalence of exposure and behaviour $n=380$, $r=0.052$, $p=0.315 > 0.05$; but a significant relationship with academic performance, $r=-0.262$, $p < .005$. There was no statistically significant relationship between incidences of exposure and behaviour $n=380$, $r=0.023$, $p=.654 > 0.05$; but a significant relationship on academic performance, $n=380$, $r=-0.251$, $p < .005$. There was no significant relationship on influence of type of exposure to domestic violence on pupils' behaviour $n=380$, $r=0.043$, $p=.408 > 0.05$; but a significant relationship on academic performance $n=380$, $r=-0.263$, $p < .005$. There was a significant relationship on influence of age at exposure on behaviour ($n=380$, $r=0.130$, $p=0.011$), and academic performance ($n=380$, $r=-.279$, $p=0.000$) at 0.05 level of significance. Major findings showed that there were more males than females exposed to domestic violence as both victims and witness. Further, those exposed as both witness and victim had more internalizing and externalizing behaviour compared to witness only or victim only. A conclusion of the study is that there was a weak positive relationship between types of exposure to domestic violence and behaviour. Major recommendation of the study is to institute prevention programmes in schools with a focus on gender to address specific gender needs in behaviour. Further research includes conducting further research to explore gender differences in types of exposure to domestic violence among pupils from informal settlements. Major beneficiaries of this study are pupils, parents, teachers and policy makers in education sector.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDE	-	County Director of Education
CEDV	-	Child Exposure to Domestic Violence
CGPA	-	Cumulative Grade Point Average
CM	-	Child Maltreatment
CPS	-	Child Protective Services
DV	-	Domestic Violence
GPA	-	Grade Point Average
IPV	-	Intimate Partner Violence
KDHS	-	Kenya Demographic Health Survey
LMIC	-	low-and-middle-income countries
NACOSTI	-	National Council of Science and Technology
NatSCEV	-	The National Survey of Children's Exposure to Violence
PA	-	Partner Abuse
PCPA	-	Parent-Child Physical Abuse
PTSD	-	Post Traumatic Stress Disorder
PV	-	Partner Violence
UNICEF	-	United Nations Children's Fund
USA	-	United States of America
VAC	-	Violence Against Children
VAW	-	Violence Against Women
VDC	-	Violence Directed to the Child
WHO	-	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an introduction to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, scope of the study, limitations of the study, assumptions of the study and operational definitions of terms.

1.2 Background to the Study

Domestic violence, regarded as a very prevalent and extensive infringement upon human rights, manifests as a global epidemic that transcends social and cultural boundaries (Basavaraj & Qaied ,2021). According to the definition provided by Dichter et al. (2018), Intimate Partner Violence (IPV) refers to the utilization of physical force or the expression of coercive threats by one partner within an intimate relationship, with the aim of establishing or reestablishing dominance and authority over the other partner. Domestic violence encompasses a wide range of actions, which include but are not restricted to physical, sexual, psychological, emotional, and economic manifestations (Dichter et al., 2018). Among these, physical violence is observed to be the most prevailing type. Importantly, domestic violence commonly presents itself as a recurring series of occurrences that progressively intensify in both frequency and intensity over time (Boxall & Lawler, 2021). Consequently, this leads to injuries of different degrees of severity.

While it is well observed that both women and men are frequently subjected to domestic violence as direct victims, the impact extends beyond them, encompassing children who are often referred to as 'silent' victims (Peraica et al., 2021). The ramifications of domestic violence on these children are significant. According to Boxall and Lawler (2021), the persistent occurrence of domestic violence engenders a toxic atmosphere that adversely affects all members of the household, with particularly devastating effects on the children who are entitled to a secure and protected environment.

During their formative years, children rely on their homes to play a pivotal role in facilitating their cognitive, emotional, and social development (Frosch et al., 2019). In order to achieve maximum growth and well-being, it is imperative that children are provided with a secure, stable and harmonious home environment. Nevertheless, the perpetuation of domestic abuse has the detrimental effect of dismantling the fundamental structure of a secure and nurturing familial setting (Boxall & Lawler, 2021). However, when domestic violence occurs, children consistently experience distress due to their inability to attain a state of normalcy and emotional equilibrium that is essential for their well-being. Children in such environments may employ various coping mechanisms to navigate the challenging circumstances. These methods may encompass emotional detachment, excessive compensation, and heightened alertness, among others (VanMeter et al., 2020). The implementation of these survival strategies can exert influence on individuals' behavior and yield significant consequences that transcend to their academic performance (Jabor Al-Muslimawi & Hamid, 2019).

A global study on the prevalence of violence against children, as presented by Pereda and Díaz-Faes (2020), indicated that a significant number of children, estimated to be between 133 million and 275 million, had been exposed to domestic violence. According to the study, it is projected that around 700 million children in Asia and 200 million children in Africa are subjected to acts of violence. The aforementioned figures underscore the worldwide extent and importance of this matter as a global problem.

The primary objective of the study done by Nikolaidis et al. (2018) was to gather data on childhood violence exposure for the purpose of international comparability within the Balkan region. The findings of the comprehensive survey conducted on a sample of 42,194 school-aged children from several Balkan countries revealed significantly elevated levels of exposure to violence. When examining the cumulative exposure across an individual's lifetime, the prevalence of individuals who had encountered psychological violence varied between 64.6% and 83.2%. The prevalence of physical violence among the population ranged from 50.6% to 76.3% throughout their lifetimes, while exposure to sexual violence varied between 7.6% and 18.6%. The research highlights the imperative requirement for the implementation of child protection laws and initiatives at the national level in order to effectively combat the prevalent instances of child victimization in the Balkan region.

Thulin et al. (2018) found that various factors, including financial stress, home instability, reported drug use, alcohol use, and a lack of social support, contribute to an increased likelihood and severity of domestic violence within low-socioeconomic status areas of the United States. The prevalence and harmful ramifications of

Intimate Partner Violence (IPV) make it a significant concern for both individual and public health. According to Thulin et al. (2018), a discernible pattern of development may be observed, wherein the likelihood of engaging in Intimate Partner Violence (IPV) as both a perpetrator and a victim gradually increases from adolescence to early adulthood. Conversely, there is a tendency for the rate of risk to diminish as individuals transition into the phase of emerging adulthood. However, individuals who have previously experienced victimization are susceptible to a sustained and elevated risk of Intimate Partner Violence (IPV) during this period. Similarly, previous research conducted by Gracia et al. (2018) also demonstrated that there is a correlation between lower socioeconomic position, educational attainment, residential instability, immigrant concentration within areas associated with a higher risk of IPV and Child Maltreatment (CM).

According to Lloyd (2018), studies in the United Kingdom provided evidence that a strong correlation exists between domestic violence and child abuse, with approximately half of all domestic violence situations involving direct child abuse. Exposure, as commonly defined, encompasses the act of witnessing domestic violence. However, it also includes being a victim of the violence (Lloyd, 2018). Children are aware of the different forms of domestic violence that take place within the home. Swanston et al. (2014) demonstrated that children have the capacity to discern the temporal patterns of frequency and severity of violence over time. The majority of research on exposure has mostly focused on children and adolescents, neglecting the pre-adolescent stage. Nevertheless, at this stage of their development, coinciding with their increasing self-awareness, their memories of specific occurrences are becoming remarkably lucid and vivid. This study aimed to address a

vacuum in the literature by exploring various dimensions of exposure to domestic violence among preadolescents, with the objective of uncovering the magnitude and providing empirical evidence for potential solutions.

In Sweden, studies found that some girls were more affected by internalizing mental health problems than males, especially for female perpetuated IPV (Yu et al., 2019). Previous research had examined the effects of both brief and extended periods of exposure on behavior and cognitive development (Ragnarsdottir et al., 2017). Despite the absence of immediate behavioral issues, children who witness domestic violence are at risk of developing such difficulties in the future. Preadolescence is a developmental stage that commonly takes place during the transition from childhood to adolescence (Rosser-Limana et al., 2020). Further research is warranted, particularly within the demographic of preadolescents.

Research conducted in China examined the effects of exposure to physical violence among adolescents aged 12 to 16 (Cao et al., 2016). The researchers found that children who were exposed solely to physical aggression exhibited similar behavioral issues as children who were subjected to abuse. Further, exposure was associated with adverse behaviour among boys (Cao et al., 2016). The study proposed intervention programmes for children exposed to domestic violence. In a study conducted by Nawi et al. (2021), in Malaysia, a comparable finding was reached subsequent to an examination of the repercussions of childhood exposure to severe domestic abuse. Based on the findings of the aforementioned study, it was observed that certain children who experience domestic abuse exhibit exceptional academic performance. These individuals tend to immerse themselves in the school environment and

academic pursuits as a means of seeking solace and refuge from their challenging home circumstances. Understanding the various components that contribute to children's exposure and how they impact their behavior and academic performance is valuable in creating effective intervention approaches.

Exposure of children to physical violence between parents is a widespread and complex issue in Kenya, as reported by the United Nations Children's Fund (2020). Regrettably, it is seen that within some Kenyan communities, individuals resort to employing physical coercion as a means to resolve conflicts or impose disciplinary measures upon children (Perrin et al., 2019). According to Hulley et al. (2023), this cultural belief hinders victims from expressing their experiences or seeking assistance, hence perpetuating the acceptance of physical violence within society. In order to safeguard children from instances of domestic violence, the Protection Against Domestic Violence Act of 2015 was enacted in Kenya. It is the responsibility of parents to ensure that the home environment is conducive to the safety and well-being of their children.

Despite ongoing efforts by state and non-state actors to address exposure of children to domestic violence in Kenya, it is frequently highlighted in the media, (Kubwa, 2016; Weru, 2015). The Nairobi Cross-section Slum Survey conducted in 2014 identified several factors that contribute to the likelihood of abuse. These variables include marital status, the number of children an individual has, residing in informal settlement, unemployment, and drug usage.

Studies have shown that children living in informal settlements in Nairobi have a myriad of behavioral challenges. According to Osborn et al. (2019), there was a high prevalence of anxiety and depression symptoms observed among adolescents. The occurrence of juvenile delinquency was noted within the population of primary school children, and it was found to be associated with individual factors such as anger and feelings of frustration (Wangui, 2021). According to previous research conducted by Abuya et al. (2013), it has been shown that children residing in slum areas had poorer rates of completion and transition in comparison to their non-slum counterparts, despite the introduction of Free Primary Education. The researchers noted that there was inconsistent school attendance among pupils, and they were insufficiently supervised by parents who were preoccupied with personal matters.

Other studies have underscored the scholastic achievements of children living in informal settlements in Nairobi. Among the factors cited were lack of parental capacity to furnish the requisite financial means for their childrens' educational pursuits and poor supervision and support of pupils' academic work (Kibaara & Kabura, 2015; Gabriel et al., 2016). Further, during the period spanning from 2018 to 2020, a group of evaluators conducted an examination of a randomly selected primary schools situated in informal settlements. The results of this investigation revealed that the average academic performance of these schools was notably worse in comparison to the national average. Residing in informal neighbourhoods of Nairobi was found to be the strongest explanatory variable for low academic achievement among learners (Ng'ang'a & Odhiambo, 2023).

Given the aforementioned findings, the inquiry regarding the potential impact of exposure to domestic violence on students' behaviors and academic performance remains unresolved. Several studies, including those conducted by Njeru et al. (2017), Jepkoech (2018), Nkirote & Marima (2017), and Mauki et al. (2018), have examined the impact of parental conflicts on the academic achievement of children in primary and secondary education. It is imperative to acknowledge that the study solely focused on investigating the effects of domestic violence on academic achievement.

Therefore, it is necessary to obtain empirical information from a localized study in order to ascertain the influence of exposure to domestic violence on behavior and academic performance, specifically among pre-adolescents who live in urban informal settlements. The issue of children's exposure to physical violence, whether as an observer or a recipient, is a significant concern, and doing empirical study to determine the extent of this problem would contribute vital insights to the current scholarly literature.

1.3 Statement of the Problem

The issue of domestic violence in Kenya has persisted throughout time, as seen by data from the Kenya Demographic Health Survey spanning from 2003 to 2022. Notably, the prevalence rate of domestic violence has shown an upward trend in Nairobi when compared to other counties, as reported in the KDHS of 2008-2009. Instances of marital abuse that have taken place in the presence of children have been brought to attention by local media outlets. Nairobi harbours one of the most sizable informal communities on the African continent. Living in informal settlements increases risk of domestic violence due to unemployment.

Empirical evidence has demonstrated that teenagers residing in informal settlements exhibit a range of behavioural issues, including delinquent behavior and the consumption of drugs and alcohol. Moreover, it has been observed that a significant proportion of teenagers, approximately 10-20%, experience mental health difficulties such as depression, anxiety, and aggression. Additionally, it has been found that around 50% of these adolescents develop these challenges at the onset stage, typically at the age of 14. A study conducted within an informal settlement revealed that a significant contributing factor to mental health-related disorders was the absence of parental support. Behavioural problems, specifically anger and impatience, were found among primary school students residing in informal settlements in Nairobi, and were associated with delinquency. The timely detection and proactive management of behavioural issues will effectively curtail their progression into adolescence, hence alleviating the burden associated with mental health disorders.

While academic achievement is widely regarded as a crucial indicator of success among students, it has been shown that this is not always the situation for many pupils residing in informal settlements. An analysis of Kenya Certificate of Primary Examination results indicated that public primary schools in informal settlements had a lower mean compared to National mean. For example, between 2018 and 2020, whilst the national mean was between 277.64 and 269.93, some schools in informal settlements had mean ranging from 232 and 244.4. Further learners living in informal settlements had low completion (76%) and transition rates (46%) compared to pupils from non-slum areas, despite introduction of Free Primary Education in 2008. Low academic achievement and behavioural problems of pupils if not addressed may lead

to pupils' failure in achieving their full potential in life and participating actively in the community.

The relationship between exposure to domestic violence, behavioural and academic outcomes among pupils in public primary schools located in informal settlements in Nairobi lacks clarity, with limited local research conducted on this topic. Children are subject to diverse forms of exposure, either as recipients of harm or as observers, or in some cases, both. Additionally, they are subjected to various incidences of physical assault. The determination of the prevalence, incidences, and types of exposure, as well as their influence on behavior and academic performance, can provide valuable guidance for the development and implementation of intervention strategies. The objective of this study was to examine these variants (prevalence, incidences, types of exposure, age at exposure) to domestic violence and their influence on the behavior and academic performance of students in public elementary schools located in Nairobi County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to analyse the relationship between variants in exposure to domestic violence on pupils' behaviours in public primary schools in Nairobi County, Kenya.

1.5 Objectives of the Study

This study had the following objectives:

- i. To establish influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya.
- ii. To determine the influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.
- iii. To explore the influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.
- iv. To investigate influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

1.6 Hypotheses of the Study

The following null hypotheses guided the study:

H₀₁: There is no statistically significant influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

H₀₂: There is no statistically significant influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

Ho₃: There is no statistically significant influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

Ho₄: There is no statistically significant influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

1.7 Significance of the Study

The findings of this study have implications on psychosocial wellness and attainment of quality education for pupils exposed to domestic violence. The findings may have significant use to pupils, teachers, parents, policy makers, and other stakeholders in the education sector in Kenya. Pupils exposed to domestic violence will be identified early and prevention programmes instituted to address academic performance and behaviour. Remedial classes and use of individualized education programmes can assist learners towards improving in their academic work. Provision of counselling services would help address behavioural problems, whilst pupils with serious psychosocial issues can be referred appropriately.

School administrators, teachers and teacher counsellors can develop tools for early identification of pupils exposed to domestic violence. It will help them appreciate that pupils' behaviour and performance may be a result of factors in their home environment. Timely interventions will ensure that learners are identified early and appropriate interventions instituted so that they get an opportunity to benefit from education and develop their full potential. Further, early interventions will prevent

escalation of behaviour problems into adolescence and break the intergenerational effects occasioned by exposure to domestic violence.

Sensitization programs for parents can be developed by state and non-state actors on the impact of children's exposure to domestic violence. These programs can help educate parents about the harmful effects of exposure to domestic violence on their children's well-being and provide them with strategies to mitigate these effects. Parents can therefore seek alternative ways of dealing with conflict in the home and also offer support to children so that they do not develop maladaptive behaviour. The policy makers like the Ministry of Education may design appropriate policies and programmes for intervention and mitigation for learners exposed to domestic violence. This may include awareness creation through inclusion of content in curriculum and capacity building programmes for teachers.

Law enforcers may enhance regulation and enforcement of relevant laws that seek to provide safeguards against exposure to domestic violence such as The Protection Against Domestic Violence Act, 2015. The government may find it necessary to capture data on child exposure to domestic violence in populations studies like demographic health surveys so that information generated on the child can be evaluated and monitored by the relevant stakeholder to formulate and put into action policies and programmes that address issues affecting the children. The researcher aspires that the findings will enrich the field's knowledge base and inspire follow-up research.

1.8 Scope of the Study

The study included pupils in class four, five and six in public primary schools. Pupils in other classes, and from private or informal schools were not studied. The study sampled public primary schools whose catchment area was the informal settlements. Public schools whose catchment area was not informal settlements were not sampled for the study. The study focused on child exposure to physical violence between parents. The study therefore, did not cover other types of violence like sexual, psychological, emotional and economic. Further, exposure was on violence between parents and not any other member of the family. The study adopted a correlational research design. This was to investigate relationship between variables, without controlling or manipulating the variables. Therefore, variables under study were not controlled. The researcher adapted tools that were already in existence. The Violence Exposure Scale for Children-Revised to assess exposure to domestic violence and Strengths and Difficulties Questionnaire to assess behaviour.

1.9 Limitations of the Study

- i. This study took place in informal populated areas which were difficult to locate. The researcher used google maps to assist in locating the schools.
- ii. Accessibility to respondents in primary schools to collect data as scheduled was challenging as it coincided with preparation for end of term examinations. Provision of a focal point person strengthened communication and co-ordination with sampled schools.

- iii. The study was conducted among pupils in public primary school in informal settlements of Nairobi County, Kenya. Therefore, the findings may not be generalized to other populations or regions outside those from which the sample was drawn.
- iv. All the questions in the questionnaire relied on self-reported information, which may have some level of subjectivity and response bias due to lack of a control group. The instruments underwent a face validity assessment and pilot testing. Respondents were assured of confidentiality and anonymity to encourage them to answer the questions honestly.

1.10 Assumptions of the Study

In this investigation, the subsequent presumptions were taken into account:

- i. The majority of the households consist of a nuclear family structure, comprising of a father, mother, and their children.
- ii. Physical violence is randomized in families therefore there is a high probability of child exposure to some form of violence at home.
- iii. Violence exposure has a high valency of influencing children's behaviour including prosocial behaviour and academic performance at school.
- iv. Despite having a likelihood of children exposed to domestic violence having Post Traumatic Stress Disorder, they were still able to relieve their experiences and share them honestly when responding to the questionnaire.

1.11 Operational Definition of Terms

Academic performance – pupils average score in the examinable subjects for the year 2017.

Age at exposure - age of the respondent during data collection exercise.

Behaviour – includes pupils’ expressive acts that are either projected outward at others in the environment (externalizing), repressed (internalizing) and their academic performance.

Domestic violence – physical violence between pupils’ parents (male and female).

Exposure– subjecting a pupil (intentionally or unintentionally) to witnessing, being a victim or both a witness and victim of domestic violence between parents at home.

Externalizing behaviour –pupils’ behaviour that is characterized by hyper activity and conduct problems.

Incidences – specific act of physical violence between parents during a domestic violence episode that pupils were exposed to. They ranged from mild to severe episodes.

Informal settlements– locations within Nairobi where the majority of structures are clusters of homes built haphazardly on property that is not legal occupied or where residents live in violation of construction regulation. Majority of the inhabitants have low or very low income.

Internalizing behaviour- pupils behaviour that is characterized by emotional problems and peer relationship problems.

Physical violence- use of hands or other body parts to intimidate or hurt a victim.

Prevalence of exposure – is the frequency with which pupils preexposure to domestic violence. The frequencies have been converted to percentiles and measured as low, moderate and severe.

Type of exposure –pupils' exposure to physical violence between parents as either victim, witness or both victim and witness.

Victim – the person (pupil, father or mother) who, for most of the times when there is domestic violence, gets threatened or physically hurt by the perpetrator of violence.

Witness – a pupil who sees the physical violence incidences that occur when parents are engaged in a domestic violence episode.

Witness and victim -a pupil who is both a witness and victim when domestic violence between parents occurs.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter provides a comprehensive assessment of the relevant literature pertaining to the subject matter under consideration, namely, child exposure to domestic violence. This study conducted a comprehensive review of existing literature pertaining to prevalence of exposure to domestic violence, incidences of domestic violence that children are exposed to, types of exposure to domestic violence, and influence of age at exposure to domestic violence on pupil' behaviour and academic performance. The family stress theory that relates to exposure to domestic violence was discussed. An overview of the conceptual framework is provided in order to illustrate the interrelationships among various variables. Finally, a comprehensive overview of the conducted literature review is provided.

2.2 Preamble on Child Exposure to Domestic Violence

The prevailing belief among individuals is that families serve as the optimal choice for safeguarding and fostering the well-being of their offspring. The conviction was affirmed in 1989 when governments worldwide ratified the United Nations Convention on the Rights of the Child. After the implementation of the Declaration on the Rights of the Child, numerous countries enhanced their legislative and regulatory frameworks pertaining to the safeguarding of children. According to the International Rescue Committee (IRC, 2014), the presence of domestic violence inside a household undermines the sense of safety that children often associate with their homes. Intimate partner violence (IPV) also known as domestic violence is characterized by the use of

abusive or threatening behavior by a partner within a relationship, with the aim of establishing or exerting power and control over the other partner (Guajardo, 2012).

According to Esquivel-Santovena et al. (2013), domestic violence is a pervasive global issue that affects individuals regardless of their socioeconomic situation, cultural heritage, or racial background. Violence manifests itself in various forms such as physical abuse, sexual abuse, psychological abuse, emotional abuse, and economic abuse with physical abuse being the most pervasive (World Health Organization, 2014). According to the International Rescue Committee (IRC, 2012), domestic violence is not typically the result of a one incident, but rather tends to intensify gradually over a period of time.

The phenomenon of domestic violence is as old as mankind. Buzawa and Buzawa (2017) argue that the origins of the commonly used expression "the rule of the thumb" to justify the permissibility of a husband's use of a rod no longer than the width of his right thumb to physically beat his wife may be traced back to deeply entrenched societal norms and customs that have historically sanctioned such conduct. Nevertheless, domestic violence is a multifaceted phenomenon that encompasses various dimensions. According to the comprehensive research conducted by Langhinrichsen-Rohling et al. (2012), it was observed that bidirectional violence, which refers to the occurrence of violence by both partners in a relationship, was shown to be widespread in studies that sampled widely, ranging from population-based to criminal justice.

Furthermore, the ratio of unidirectional female-to-male compared to male-to-female differed significantly among samples with higher rates of female-perpetrated

unidirectional violence established in four of the five samples. Studies in the field of criminal justice and law that utilized police records as a source of data on Intimate Partner Violence (IPV) perpetration were the only ones able to identify larger proportions of male-to-female unidirectional violence. Moreover, it was found that black couples exhibited a higher propensity for experiencing bidirectional violence (Langhinrichsen-Rohling et al., 2012). To adequately address Intimate Partner Violence (IPV) and its impact on family members, it is imperative to possess a comprehensive understanding of the underlying dynamics involved. Women and men are often considered to be direct victims of domestic violence. Children frequently go unnoticed and are often referred to as "silent victims" in recognition of this oversight.

World Health Organization (2014) posit that children have a higher susceptibility to exposure to physical violence compared to other kinds of violence. According to Kaye and Erdley (2011), physical violence is characterized by deliberate act of inflicting harm, fear, injury, or even death upon another individual using means such as beating, kicking, slapping, or strangling. Children are usually present in their homes during episodes of violence, as indicated by studies conducted by Callaghan et al. (2015) and Finkelhor et al. (2015). According to the inaugural global assessment on violence against children, a considerable range of 133 million to 275 million children across the globe have been subjected to domestic violence (Pinheiro, 2006). Other researchers have found higher estimates on violence against children in Asia and Africa at 700 and 200 million respectively (Hillis et al., 2016).

A number of scholarly investigations (Hietamaki et al., 2021; Alisic et al., 2017) have been conducted to explore the impact of children's exposure to domestic violence,

with a specific focus on instances of physical violence. These incidences ranged from mild forms such as exposure to displaced aggression to severe forms that include use of weapons and even homicide. Scholars also found that there was a heightened likelihood that children who experienced domestic violence were likely to encounter various other types of maltreatment (Al-Eissa et al., 2020; Devries et al., 2017; Knight et al., 2017). The research conducted by Weir et al. (2021) and Cicchetti (2020) yielded noteworthy discoveries about the consequences of childhood exposure to violence. These findings indicate a heightened susceptibility to internalizing and externalizing behaviors. Moreover, those who had experienced repeated encounters often exhibited more severe and enduring manifestations of these behaviors. The academic performance of children who are exposed to domestic abuse was adversely affected due to several factors, such as absenteeism, school dropout, and difficulties in completing homework (Scolese et al., 2020; Sikubwabo, 2021; Musa, 2020; Fry et al., 2018).

In their study, Bacchini and Esposito (2020) examined the impact of violent exposure on children residing in a developed nation. The authors emphasized that while the nature of violence experienced in affluent countries may differ from that in regions devastated by conflict, it nevertheless significantly impairs the overall welfare of children. The researchers examined empirical evidence in order to substantiate the notion that childhood exposure to violence has extensive and harmful consequences on a child's overall growth and development. The authors emphasized the importance of acknowledging the significant influence that exposure to violence had on children. They further asserted that the importance of enacting suitable legislation and

implementing preventive measures to mitigate the adverse effects of violence on children's development was underscored. The research yielded significant findings regarding the impact of domestic violence on children, albeit its conduct within a prosperous nation.

Research findings indicate that there is a notable correlation between low-income communities and a heightened prevalence and intensity of intimate partner violence. The higher incidence of the phenomenon in these areas can be attributed to various factors, including financial difficulties, housing instability, self-reported substance misuse, and a lack of social support (Thulin et al., 2021). Further, families that experienced unemployment were found more likely to experience family violence, repeated family violence and co-occurrence of family violence and child maltreatment (Wienke, 2016; Gracia et al., 2018). The Nairobi Cross-section Slum Survey conducted in 2014 revealed a higher incidence of domestic violence and child abuse in slum communities characterized by extreme poverty, where both adults and children reside. This study incorporated the Family Stress Theory, which posits a correlation between economic pressure and familial discord that, if left unattended, may result in instances of physical and psychological maltreatment inside the household. Furthermore, this theoretical framework also underscores the potential for a crisis with extensive ramifications for the children involved.

Therefore, the primary objective of this study was to shed light on the intricate relationship between domestic violence and the overall well-being of children, particularly those who are raised in urban informal settlements. The study sought to establish a correlation between exposure characteristics, such as prevalence,

incidences that children are exposed, the types of exposure (whether the individual was a victim, witness, or both), as well as the age of the child at time of exposure. The results presented in this study offer empirical support for treatments and policy modifications aimed at promoting enhanced parent-child connections, psychological well-being in children, and academic achievement.

2.2.1 Prevalence of Exposure to Domestic Violence on Pupils' Behaviour

Establishing the prevalence of pupils' exposure to in informal settlements is of utmost importance for the purposes of strategic planning. The literature research unveiled the extensive prevalence of exposure across various nations and on a global level. The article titled "Global prevalence of past-year violence against children: A systematic review" authored by Hillis et al. (2016) offers a comprehensive examination of the occurrence of violence against children on a global scale. The study's disturbing conclusions were derived from data obtained from population-based surveys that incorporated inquiries about individuals' experiences with domestic abuse. According to the survey findings, over 50% of young individuals in North America, Asia, and Africa disclosed experiencing violence within the previous year. Violence has affected almost one billion children globally between the ages of two and seventeen. The research categorized exposure to domestic violence as violence against children. The study underscored the imperative of addressing the global problem of violence against children, while emphasizing the importance of proactive measures and implementation of interventions to protect the welfare of children. The study played a crucial role in facilitating further research by offering a comprehensive and well-structured analysis of the global prevalence of violence against children.

Finkelhor et al. (2015) conducted a study that examined several childhood victimizations, including exposure to intimate partner violence (IPV), with the objective of offering current estimations of its incidence and prevalence. The study which was part of the National Survey of Children's Exposure to Violence (NatSCEV) sampled 4,503 children and teens nationally, along with their caregivers. Data was collected using telephone interviews. The researchers employed a random-digit dialing method to establish contact with families who exclusively rely on cell phones for communication. Subsequently, conversations were conducted with these families in either the English or Spanish language. The average duration of interviews was found to be 55 minutes, during which caregivers provided information regarding family demographics. The participants were provided with a guarantee of confidentiality and were informed about the established procedures designed to handle cases involving high levels of risk or ongoing victimization.

Although the lifetime exposure rate to Intimate Partner Violence (IPV) was found to be significantly higher at 17.9%, the proportion of respondents who reported witnessing IPV between their parents in the previous year was comparatively lower at 6.6% (Finkelhor et al., 2015). The research findings additionally indicated a positive correlation between age and the frequency of exposure to violence, whereby younger children reported experiencing higher rates of exposure compared to their older counterparts. The findings of this study indicate that extended periods of exposure to parental violence are correlated with increased overall higher rates of exposure (Finkelhor et al., 2015).

The study's findings regarding the elevated prevalence rates among children exposed to intimate partner abuse have provided researchers with valuable insights into the extensive nature of this issue. Nevertheless, the study did not attempt to show a causal relationship between Intimate Partner Violence (IPV) and the behavioral conduct of the children. In order to address this research deficiency, it is imperative to acknowledge the potential ramifications of the duration and intensity of domestic violence exposure on the behavioral and psychological well-being of children. The aforementioned findings possess the capacity to contribute valuable insights towards the creation of intervention and preventive strategies aimed at mitigating the adverse effects of domestic violence on children.

In their study, Kieselbach et al. (2022) undertook a comprehensive analysis of existing scholarly works to examine the frequency of intimate partner violence exposure during infancy in low- and lower-middle-income nations. The researchers conducted a meta-analysis of main quantitative studies that examined individuals' self-reported experiences of Intimate Partner Violence (IPV) prior to reaching the age of 18. The study gathered comprehensive data regarding the prevalence of Intimate Partner Violence (IPV) among individuals who had witnessed or experienced such violence perpetrated by caregivers or family members. The study used data from the Violence Against Children Surveys (VACS) conducted in Nigeria, Malawi, and Cambodia. The results indicated that the mean occurrence rate of childhood exposure to Intimate Partner Violence (IPV) in these countries was 29%, with a prevalence rate of 35% within the previous year. Logistic regression was employed to examine the association between exposure to domestic abuse during childhood and the manifestation of mental health problems in adulthood.

According to Kieselbach et al. (2022), those who were exposed to domestic violence throughout their upbringing exhibited a higher likelihood, ranging from 1.33 to 2.45 times, of experiencing moderate to severe mental distress compared to those who were raised in households characterized by a peaceful environment. This research broadens our comprehension of the frequency and consequences of childhood exposure to intimate partner violence in low- and lower-middle-income nations, emphasizing its significant impact on mental well-being. This study not only emphasizes the significance of legal frameworks and intervention programs aimed at addressing the issue of Intimate Partner Violence (IPV) and its impact on children in such circumstances, but it also presents crucial novel insights on the enduring consequences of childhood exposure to IPV.

Research conducted by Lévesque et al. (2023) suggests that parental accounts regarding their children's exposure to violence often exhibit a tendency towards underestimation. This inclination towards underrating may consequently result in a potential underrepresentation of the true prevalence of such incidents. Lamela and Jongenelen (2023) concurred after investigating patterns of mother-child discrepancies and their association with externalizing behaviour. The study focused on children's physical IPV exposure, examining the nature and frequency of such exposure as important elements in understanding the increased risk of externalising symptoms in children. The research recognized the presence of inconsistencies in reporting by many raters and their potential associations with externalizing symptoms in children. Additionally, it noted the divergent viewpoints held by mothers and children regarding the child's physical exposure to intimate partner abuse.

Lamela and Jongenelen (2023) employed latent profile analysis to identify three distinct profiles pertaining to the disparities between mothers and children in reporting instances of physical Intimate Partner Violence (IPV) exposure. A correlation was observed between these specific features and the varied degrees of externalizing difficulties exhibited by young individuals. The research findings underscore the importance of discerning variations in informant evaluations of children's exposure to Intimate Partner Violence (IPV), as this has implications for the measurement, evaluation, and intervention approaches (Lamela & Jongenelen, 2023) employed for this particular group. Hence, it is crucial to consider the diverse perspectives of both parents and children when evaluating and addressing children's exposure to Intimate Partner Violence (IPV).

Children may be more inclined to disclose incidents of domestic violence due to their understanding of the dynamics involved (Pingley, 2017; Callaghan et al., 2018). In a study conducted by Evang and Verlien (2015), the researchers conducted interviews with a sample of young children who were residing in shelters specifically designed for women experiencing domestic abuse. The objective of the study was to assess the feasibility of conducting research interviews with young children aged 4 to 7 years, focusing on their experiences related to domestic abuse. The results of this study indicate that even children at a very young age possess the ability to regulate, guide, and communicate significant aspects regarding their experiences of growing up in a household characterized by violence (Evang & Verlien, 2015).

The research findings challenged established notions regarding adult authority and the perceived vulnerability of children, underscoring the significance of including

children in studies. The affirmation by researchers on the capacity of children to provide valuable and precise information underscores the need of involving children in research endeavors, particularly during their early developmental stages, in order to gain a deeper understanding of their distinct perspectives and encounters (Evang & Verlien, 2015). It is therefore imperative that when conducting research, including children as key informants will safeguard against underrepresentation of data, a gap that the study sought to address.

Harold and Sellers (2018) conducted a study in the United Kingdom to examine the impact of the quality of the interparental relationship on children and adolescents. The authors highlighted the omission of qualitative aspects of the interparental connection in previous clinical research when examining the impact of parental divorce and domestic violence on child outcomes, particularly in relation to juvenile psychopathology. The research demonstrated the diverse range of impact that parental discord has on children. These aspects included how parents communicate and manage problems in their relationship, which can range from silence to violence along a spectrum of intensity and negativity (Harold & Sellers, 2018).

The study also highlighted how the presence of disagreements among parents or other caregivers can have adverse effects on various aspects of a child's development, including emotional, behavioral, social, intellectual, and interpersonal domains (Harold & Sellers, 2018). The research, despite its focus on the United Kingdom, made a valuable contribution to the existing knowledge on the impact of interparental conflict on the overall welfare of parents and their offspring. A study undertaken in

Kenya has the potential to provide insights into the necessity of intervention and policy reforms aimed at promoting stronger parent-child relationships.

Extensive research has been conducted to examine the impact of domestic violence on children. In 2020, Mittal did a study examining the impact of spousal abuse on children of Asian descent. Despite the lack of clarity on the study's scope and procedures, the research findings indicated that there was a detrimental effect on the mental well-being of children as a result of exposure to domestic violence. Consequently, individuals found themselves subjected to child maltreatment, leading to significant psychological distress (Mittal, 2020). Individuals who had experienced domestic violence encountered several obstacles, such as the inability to engage in employment and participate in social interactions. The study can be characterized as a concise overview rather than an exhaustive inquiry, since it exhibited a dearth of explicit details regarding its research approach and insufficient emphasis on the prevalence of the phenomenon under investigation. Conducting a comprehensive investigation to measure the rates of exposure among children within a specific age group and geographical area could provide valuable insights.

Farina et al. (2018) conducted a study examining the impact of Intimate Partner Violence (IPV) on children residing in Spain. The objective of the study was to examine the effects of parental gender-based violence on the psychological and social development of children. A total of 132 children were recruited for the study, with an average age of 9.54 years. The gender distribution of the sample consisted of 47.7 percent girls. A portion of the participants in the sample had been exposed to incidents of domestic violence during their childhood, while the remaining individuals

had not encountered such experiences. The assessment of psychological adjustment was conducted by employing the self-reported iteration of the Child and Adolescent Behavior Assessment System (BASC-S2). The research revealed that children who were not exposed to instances of domestic violence exhibited comparatively reduced levels of psychosocial challenges in comparison to those who were (Farina et al., 2018). In conclusion, the severity of emotional and adaptive challenges experienced by children who have been exposed to acts of violence was found to be higher.

The study conducted by Farina et al. (2018) revealed notable disparities in several areas among children who were exposed to Intimate Partner Violence (IPV). These areas encompassed unfavorable attitudes towards school, social stress, emotions of melancholy, and a sense of inadequacy. These children reported increased levels of school discontent, social issues, and emotional challenges, all of which impacted their self-concept and general well-being (Farina et al., 2018). The results draw attention to the need of offering psychological support for children who have been exposed to intimate partner violence (IPV), as well as the need to create intervention strategies that promote positive development and minimize the adverse effects of such exposure.

Other researchers have explored how the behaviour of children was affected as they grew. For example, Yoon et al. (2017) conducted a longitudinal study in China to investigate the patterns of internalizing and externalizing behavior problems in a population of socioeconomically disadvantaged children between the ages of two and five. The analysis of the data collected from the National Survey on Children's and Adolescents' Well-Being II employed a latent growth curve model that incorporated

parallel processes. The findings of the study revealed that, although there was a noticeable improvement in externalizing behavior problems over the course of time, internalizing behavior challenges exhibited a very consistent pattern (Yoon et al., 2017).

Curiously, a concurrent pattern emerged in these behaviors, wherein elevated levels of first externalizing behavior problems exhibited a positive correlation with heightened levels of initial internalizing behavior challenges. Yoon et al. (2017) found that there were positive cross-domain correlations between rates of change in internalizing and externalizing issues. This indicates a connection between changes in one type of behavioral problem and changes in the other. Understanding the immediate behavioral consequences of exposure to domestic abuse holds similar significance. The provision of such information would be beneficial for the implementation of intervention programs, both in the short-term and long-term. The present study aimed to address this disparity by conducting a survey among a demographically representative sample of pre-adolescents residing in urban slum areas.

There are multiple factors that contribute to an increased probability of a youngster displaying behavioral difficulties. Yoon et al. (2017) discovered that a multitude of risk variables, such as child maltreatment, exposure to Intimate Partner Violence (IPV), insecure caregiver-child attachment, and caregiver mental health issues, had the potential to contribute to elevated baseline levels of internalizing and externalizing behavior disorders. Furthermore, there was a discernible correlation between the incidence of behavioral disorders and factors such as exposure to Intimate Partner

Violence (IPV), placement in out-of-home care, and the substance abuse of the caregiver (Yoon et al., 2017). The findings of the study underscored the necessity of employing a comprehensive approach in addressing the needs of children within the child welfare system who display concurrent internalizing and externalizing difficulties.

In order to mitigate behavioral difficulties in vulnerable youth, Yoon et al. (2017) emphasized the significance of early identification and management of risk factors. This research has contributed to the advancement of our understanding regarding the complex relationship between risk factors and the emergence of behavioral issues in children under the child welfare system. The study additionally investigated the association between aggressive behavior exhibited by children and instances of domestic violence observed in adults. Further investigation into this topic using a community sample as opposed to sampling children in welfare system might be advantageous with the inclusion of supplementary research involving pre-adolescent individuals.

Following in this thread to reaffirm how parent-child relationship affects children, Bernet et al. (2016) conducted a study to examine the concept of "Child Affected by Parental Relationship Distress" (CAPRD) with the aim of validating the impact of parent-child relationships on children. The DSM-5 chapter titled "Other Conditions That May Be a Focus of Clinical Attention" includes the listing of CAPRD as a relational disorder. The study's aim was to explain the utility of this phrase. The paper provided a concise summary of the study in order to demonstrate the impact of

parental relationship stress on children. The research presented a quick assessment of the literature to demonstrate that parental relationship strain affects children. Four common clinical manifestations of CAPRD scenarios were illustrated: how children react to parental intimate partner distress, parental intimate partner violence, acrimonious divorce, and unfair disparagement of one parent by another.

The potential consequences for children in response to a divorce may involve the manifestation or intensification of preexisting mental health disorders, the onset of novel medical issues, the emergence of conflicts related to loyalty within the child, and, in severe cases, the occurrence of parental alienation resulting in the deterioration of the parent-child bond (Bernet et al., 2016). Based on the research conducted by Bernet et al. (2016), it has been observed that children who are exposed to their parents' intimate partner distress or physical violence may exhibit a range of behavioral, cognitive, emotional, and somatic difficulties (Bernet et al., 2016). In order to provide a more comprehensive understanding of the effects of parental relationship distress on children, the authors propose an expansion of the DSM-5's concise diagnostic description of Children Affected by Parental Relationship Distress (CAPRD). This study enhanced our comprehension of the significance of domestic violence within family dynamics and its repercussions on the health of children. This study encompassed children residing in informal settlements, whose families may experience heightened levels of stress due to unemployment and poverty. Exploring the potential impact of exposure frequency on behavior could contribute to the expansion of our understanding.

In their study, Sardinha and Nájera (2018) examined the prevalence of social acceptance of domestic violence (DV) in a variety of low and middle-income countries (LMICs). The research encompassed data from a total of 49 low- and middle-income countries (LMICs) situated throughout diverse regions of the globe. The data utilized by the writers was obtained from reputable sources such as the United Nations Statistics, topic-specific databases, and Demographic and Health Surveys. The study employed a cumulative scale to assess the level of tolerance for domestic violence by measuring attitudes about "wife-beating" in different circumstances. Through the application of multiple linear regression analysis, Sardinha and Nájera (2018), conducted an examination of the various elements operating at the national level that might be utilized to forecast the likelihood of a country's decision to legalize domestic violence (DV). The findings of the study indicate that women residing in Sub-Saharan Africa and South (east) Asia exhibited a higher prevalence of reasons for domestic violence (DV) in comparison to their counterparts in Latin America, the Caribbean, Central/West Asia, and Europe.

A positive association was observed between the heightened social acceptance of domestic violence and instances of political unrest, as well as the erosion of economic rights for women. In conflict-affected nations, there was a greater degree of societal acceptance towards domestic violence. In more democratic countries, there is a reduced likelihood of men justifying domestic violence (DV), whereas in countries with higher rates of female literacy, women are less inclined to defend DV. This work addresses a significant research gap by emphasizing the necessity of adopting a gendered perspective when examining acceptance of domestic violence (DV) at the national level (Sardinha & Nájera, 2018). Furthermore, it provides valuable insights

on the prevalence of DV acceptance and its gendered aspects in low- and middle-income countries (LMICs).

The results indicate the significance of incorporating measures that challenge discriminatory gender norms into international legislation and programs targeting domestic violence, in conjunction with initiatives aimed at empowering individuals. Moreover, the research provides a comprehensive understanding of the association between endorsing certain beliefs and engaging in acts of domestic violence, underscoring the imperative nature of tackling and diminishing the tolerance for DV as a means to mitigate its impact and occurrence.

Education has a vital role in the transformation of individuals' perspectives and beliefs. In a study conducted by Makleff et al. (2020) in Mexico, the objective was to investigate the potential impact of comprehensive sexuality education on the occurrence of intimate partner violence among young individuals. The investigators in this research employed a longitudinal quasi-experimental approach to investigate this phenomenon in the urban area of Mexico City. The essential information was obtained through the participation of students, teachers, and health educators in focus groups and in-depth interviews. The research conducted by Makleff et al. (2020) demonstrated that the implementation of a comprehensive sexuality education program effectively supports young individuals in preventing and responding to partner abuse.

According to the findings of Maskeff et al. (2020), there was a notable shift in participants' views, intentions, and behaviors related to gender, sexuality, and violence subsequent to the instructional intervention. These results indicate that the intervention effectively facilitated the development of critical thinking skills among the participants. The study addressed a notable gap in the body of literature by examining the efficacy of sexuality education in mitigating instances of intimate partner violence. Additionally, it contributed novel insights into how such educational interventions can facilitate a shift in young individuals' attitudes and behaviors towards partner abuse.

The text underscores the potential of concise interventions, such as partner violence prevention and response initiatives implemented within educational institutions, and the significant role that schools play in mitigating violence. The provision of comprehensive sexuality education in Kenyan schools is not the focus of the study. However, the study conducted by Makleff et al. (2020) illustrates how educational curriculum can incorporate information, values, and attitudes from several fields to effectively tackle existing societal issues. This approach may facilitate the integration of accurate information and diverse opinions on domestic abuse within the curriculum. This approach will facilitate the cultivation of the necessary skills, perspectives, and values among students, thereby equipping them to effectively tackle the matter of domestic abuse in the coming years.

Sharp et al. (2020) examined the association between parental Intimate Partner Violence (IPV) and the emergence of borderline symptoms in adolescents. This study

holds significance due to its investigation into the enduring consequences of being raised in an environment characterized by continual exposure to domestic violence. The study sampled 1,042 adolescents from public high schools in the southeastern United States. The primary objective of the study was to identify indicators of borderline personality disorder, examine the influence of parent-child relationships, and investigate the occurrence of interparental violence over a period of five years (Sharp et al., 2020).

The study's findings reported by Sharp et al. (2020) showed that 60.2% of the adolescents reported not having been exposed to violence between parents; 23.7% reported having observed violence between parents once or twice; 10.7% reported having observed violence between parents 3-20 times while 4.8% reported having observed violence more than 20 times. There was no significant difference between maternal and paternal IPV witnessed ($p = .13$.) The study concluded that exposure to interparental IPV was related with both the presence of borderline features in adolescents at the start of the trial and deviations from the expected normative decline in these traits during the four-year follow-up period (Sharp et al., 2020).

These findings indicate that adolescents who saw Intimate Partner Violence (IPV) were more prone to displaying symptoms associated with borderline personality disorder (BPD) compared to the overall population. Furthermore, these individuals did not exhibit the anticipated decrease in symptoms over the duration of the study. The results underscore the enduring impact of Intimate Partner Violence (IPV) on the psychological well-being of adolescents. The findings of this study hold significance as they suggest that the behavioral and psychological issues linked to domestic

violence have the potential to endure and potentially exacerbate during the period of adolescence. This statement underscores the significance of implementing efficacious interventions and establishing robust support systems to address the mental health and holistic well-being of teenage individuals who have experienced such traumatic events. Understanding the consequences of observing Intimate Partner Violence (IPV) is essential for devising strategies to mitigate their impact and intervene before they become entrenched.

Cater et al. (2015) conducted a longitudinal study in Sweden to examine the correlation between childhood exposure to Intimate Partner Violence (IPV) and mental health issues during adulthood. This study holds significance as it elucidates the ramifications associated with early exposure to domestic violence. A total of 28% of the 2,500 Swedish adolescents who were part of the study, which utilized retrospective self-reports, indicated that they had encountered Intimate Partner Violence (IPV) during their infancy. Based on the research findings, it was observed that females exhibit a higher susceptibility to Intimate Partner Violence (IPV), with a tendency to report instances of violence occurring at a somewhat younger age on average. Moreover, females were also been found to endure more severe forms of abuse compared to their male counterparts.

Cater et al. (2015) also discovered that those who were exposed to Intimate Partner Violence (IPV) during their childhood exhibited an elevated susceptibility to acquiring a range of mental health disorders in their adult years. Cater et al. (2015) provide a comprehensive enumeration of many afflictions, including eating disorders,

depression, post-traumatic stress disorder (PTSD), self-harming conduct, and substance abuse issues, as illustrative instances. The aforementioned findings underscore the extensive and enduring negative consequences that can arise from the experience of observing or enduring domestic violence during childhood. The research emphasizes the significance of implementing early intervention and prevention tactics, thereby enhancing our comprehension of the intricate dynamics between childhood exposure to Intimate Partner Violence (IPV) and the subsequent mental health outcomes in adulthood. The focus of this study was on pre-adolescents, a developmental stage characterized by the potential for early identification and intervention, with the aim of mitigating the progression of issues that may arise during adolescence and persist into adulthood.

The literature analysis highlights a scarcity of research that endeavour to establish a connection between prevalence of exposure to domestic violence and behaviour. There exists a scarcity of research pertaining to preadolescents, with a predominant focus on the adolescent population in most studies. Furthermore, there are few studies conducted locally, especially in the urban informal settlements. The current study also seeks to address this gap.

2.2.2 Prevalence of Exposure to Domestic Violence on Academic Performance

Academic performance holds significant importance as it serves as a determinant for students' progression to higher levels of education and their potential achievements in the professional realm. Nevertheless, the occurrence of domestic violence has the potential to jeopardize children's ability to reach their maximum academic

capabilities. In order to gain a deeper comprehension of the interdependent connections between problem behaviours and academic performance in early childhood, Chen et al. (2022) undertook a study within the United States. The study aimed at investigate how early academic and behavioural issues can interact and, as a result, alter a child's educational trajectory.

The Early Childhood Longitudinal Study (ECLS) recruited a total of 18,135 children in kindergarten in 2011 to participate in the ECLS-K: 2011 cohort, employing a sample design that aimed to reflect the entire nation. The principal objective of this study was to ascertain the impact of problem behaviors on the academic achievement and performance of pupils in mathematics and reading from kindergarten to third grade. This study examined both external and internal expressions of emotion, including impulsivity and disruptiveness. The study's findings, which were analysed using cross-lagged panel modelling (CLPM).

The results indicated the presence of transactional connections throughout early childhood. According to Chen et al. (2022) the study revealed a negative association between elevated levels of externalizing and internalizing problem behaviors and academic performance. This finding suggests that those exhibiting more problem behaviors are likely to have lower levels of achievement in educational settings. The results of this study indicate a reciprocal interaction between academic achievement and both externalizing and internalizing problem behaviors. The reciprocal nature of this connection underscores the interconnectedness of cognitive and behavioral development in early childhood.

This study contributes to the existing body of knowledge regarding the intricate relationship between academic achievement and risky behavior at a critical developmental period. The primary objective of this study is to promote academic achievement among children by emphasizing the significance of implementing early interventions to address academic and behavioral challenges. Although the primary scope of this study pertains to the United States, its conclusions possess broader significance for comprehending analogous occurrences in alternative settings. The implementation of research with pre-adolescent individuals will make a valuable contribution to the existing body of knowledge within the relevant academic discipline.

Lloyd (2018) conducted a study in the United Kingdom to examine the impact of domestic violence on the overall well-being and educational achievements of children. Additionally, the study explored the potential role of schools in mitigating these issues. The primary objective of this study was to ascertain the methods by which educational institutions and educators can effectively facilitate access to social services for individuals who have experienced domestic violence.

The study raised concerns regarding the effectiveness of multi-agency responses in addressing cases of child abuse, particularly in light of well documented occurrences of child maltreatment and neglect. The research centered on the case of Daniel Pelka, a four-year-old child who tragically lost his life in 2012 due to the severe mistreatment and inadequate nourishment inflicted upon him by his mother and her partner. The aforementioned incident triggered a meticulous examination of the

circumstances. The study discovered that Daniel's school's recording systems were not regularly used, critical records and facts stored by many organisations were not merged to make a coherent assessment, showing a lack of cohesive working (Lloyd, 2018). The findings indicate a lack of collaboration and organization among the various stakeholders involved.

The study underscored the significant correlation between domestic violence and child maltreatment, revealing that almost 50% of instances of domestic violence coincide with incidents of child maltreatment. It also looked at the direct and indirect effects of domestic violence on children's mental health and education, focusing on how violence disrupts school and damages children's educational experiences and outcomes (Lloyd, 2018). Further, the study also elucidated the challenges encountered by instructors in identifying the warning signs of child abuse and referring kids to the proper support resources. The capacity of educators to effectively respond to difficult circumstances necessitates heightened levels of preparedness and self-assurance within the educational setting. The study examined the recent legislative and practical advancement in the United Kingdom that may have implications for the provision of support to school-aged children affected by domestic abuse (Lloyd, 2018).

The research examined the impact of domestic violence on children's academic performance and explored strategies that schools and educators might employ to address this concern within the context of the United Kingdom. Lloyd (2018) highlighted the need of prioritizing enhanced professional development opportunities for individuals involved in supporting children affected by domestic abuse. Although the primary focus of the study was on the United Kingdom, its findings have broader

implications for the identification and resolution of similar difficulties in educational institutions worldwide. The utilization of school data plays a pivotal role in the identification and support of children who have been exposed to or directly affected by instances of domestic violence within their households. By augmenting the existing body of literature, we may enhance our capacity to effectively address the needs of our immediate community through an exploration of the association between domestic violence and educational attainment.

Okafor, (2020) investigated the influence of domestic violence on girl-child academic performance. The study's sample consisted of female students from secondary schools in Oyo State, Nigeria. The sample consisted of 32 adolescents who were sampled from 40 high schools. Data on the effects of domestic abuse on female students in senior secondary schools was collected through the utilization of a questionnaire. The hypothesis was evaluated using Chi-Square test. The research findings revealed there was a significant relationship between exposure to domestic violence and academic performance (Okafor, 2020).

The researcher recommended that educational interventions be implemented to increase knowledge of the adverse consequences of domestic violence on female children. In order to effectively assume the responsibility of safeguarding students from the dangers associated with domestic violence, it is imperative that society possesses a comprehensive understanding of the relevant information. This study sought to establish influence of domestic violence on both boys and girls. Children are

vulnerable to domestic violence and interventions are inclusive and no gender is marginalized.

The study conducted by Ghazarian and Buehler (2010) employed a risk and resilience framework to investigate the impact of parental conflict on the academic achievement of children. The study involved a cohort of 2,297 sixth-grade students, whose average age was 11.92 years. The majority of participants in the study were individuals of white European American descent, with a somewhat higher representation of females compared to boys (52% versus 46%). Students' academic achievement was assessed by schools using their records in five subject areas, wherein letter grades were assigned, ranging from A to F. The research revealed a statistically significant correlation between parental conflict and the academic achievement of students. There exists a negative correlation between heightened levels of parental conflict and the academic performance of students. The research results affirmed that existence of interparental conflicts in households is a precursor of poor grades in school among pupils. (Ghazarian & Buehler, 2010). The researchers advocated for further investigation on the association between parental violence, child well-being, and academic achievement.

Sikubwabo (2021) investigated the influence of domestic violence on the learning effectiveness of primary school pupils in Rwanda's Rubavu District. The primary objective of the study was to better understand the relationship between domestic violence and student learning results. The research utilized a correlational methodology and conducted a survey of 35 elementary schools within the specified region. A stratified random sampling technique was employed to obtain a

representative sample of 390 primary school pupils from a population of 14,423. To acquire the desired information, they employed structured questionnaires that incorporated five-point Likert scales. The data was analyzed using descriptive statistics, including measures such as frequency, percentage, mean, and standard deviation. Furthermore, the study employed inferential statistical techniques such as analysis of variance (ANOVA) and regression analysis (Sikubwabo, 2021).

Based on the results obtained from this research, it was concluded that domestic violence significantly impacts the academic performance of primary school students residing in the Rubavu District. The study findings indicated a negative correlation between those who had encountered domestic violence and their academic performance, as evidenced by worse academic achievement, decreased attendance rates, and an increased likelihood of school attrition (Sikubwabo, 2021). The survey revealed that instances of domestic violence persist inside specific Rwandan households, notwithstanding the government's endeavors to mitigate its occurrence.

Based on the empirical evidence, the study recommended the presence of a dedicated counselor within the faculty of each primary school, with the aim of providing assistance to distressed students and furnishing them with the supplementary support required for their academic achievements. This underscores the necessity for increased intervention efforts to effectively tackle this problem within Rwandan households. It is crucial to bear in mind that the study was conducted within the peak of the COVID-19 pandemic, which posed challenges to data gathering and maybe influenced the outcomes.

Jepkoech (2018) sought to investigate the potential impact of domestic violence exposure on the academic performance of class one pupils in Sotik, Bomet County, Kenya. The study utilized a descriptive survey design, gathering data from a sample of 38 parents, 10 local administrators, 38 first-grade pupils, and 17 first-grade teachers in public primary schools. The researcher employed a combination of survey methodology and document analysis, guided by the theoretical framework of Family Systems Theory. Findings showed a significant proportion of students (64.7%) had reported experiencing domestic violence on a daily basis. A discernible association existed between the occurrence in question and the subsequent decline in their attendance and academic achievement (Jepkoech, 2018). The findings of the study have led to recommendations such as enhancing the availability of counseling services for victims of domestic violence, training parents on identifying indicators of abuse, advocating for the enactment of legislation to safeguard victims, and promoting improved communication between parents and educators.

The objective of this study was to address a gap in the existing body of literature by examining the impact of domestic violence on the educational attainment of primary school students in the Sotik region of Kenya. The research findings unveiled the prevalence of domestic violence within a certain geographical region, its impact on students' attendance and academic performance, and the efficacy of interventions implemented within educational settings. This study establishes the foundational knowledge on the impact of domestic abuse on a child's academic achievement, particularly during the early years of schooling. This underscores the significance of establishing community and school-based support networks in order to address this matter. Expanding the current corpus of local research by conducting further

investigations on pre-adolescents living in urban informal settlements will add empirical data on local studies.

In a study undertaken by Karanja (2022), the researcher investigated the potential association between parental conflict and the academic achievement of adolescent girls in Nairobi County, Kenya. The study utilized Abraham Maslow's Theory of Needs and the Family Systems Theory as theoretical frameworks, and implemented a correlational research methodology. The population consists of 12,000 female children and 450 female teachers. A sample of 384 female students was randomly selected. The questionnaires utilized for data collection were examined for the impact of familial conflict on academic performance. The findings of the survey revealed that an overwhelming majority of participants (96.7%) perceived a negative impact on their academic achievements as a consequence of parental conflicts. The findings of this study demonstrate a negative correlation between familial conflict and the emergence of academic challenges in children and adolescents (Karanja, 2022).

The primary objective of this research endeavor was to fill a notable void in existing information by investigating the impact of parental conflict on the scholastic achievements of adolescent females. The study underscored the significance of addressing familial concerns and offering support, particularly among adolescent females in Nairobi County. The study demonstrated the adverse effects of domestic tension on a child's educational outcomes (Karanja, 2022). The findings of the study hold considerable significance and bear implications for educators, policymakers, and caregivers alike. The statement underscores the importance of implementing interventions and strategies aimed at mitigating the adverse effects of familial discord

on the academic achievement of females. Furthermore, this study contributes to the existing body of work on the relationship between social relationships and academic achievement.

Karanja (2022) and Jepkoech (2018) exemplify Kenyan researchers who have employed the family systems theory as a conceptual framework in their respective studies. Similarly, this study has used to theory to explore the influence of exposure to domestic violence among pupils in informal settlements. Findings will add to knowledge in local studies and address the efficacy of family systems theory in domestic violence.

2.3 Exposure to Domestic Violence Incidences on Pupils' Behaviour

Children are usually present when domestic violence between parents occurs (Dodaj, 2020). They are aware of the different forms of domestic violence taking place within the home and able to sense the frequency, perversity and severity of domestic violence over time (Swanston et al., 2014). These incidences range from mild forms such as exposure to displaced aggression to severe forms that include use of weapons and even homicide. The literature review explores studies that highlight type of physical violence incidences that children are exposed to between their parents and their influence on behaviour.

Alisic (2017) studied children bereaved by lethal intimate partner violence in the Netherlands. The study sought to identify children who had lost a biological parent due to the killing of an intimate partner between 2003 and 2012. The study gathered

information on these children's demographics and familial conditions, as well as their exposure to earlier domestic violence and the homicide itself. According to Alisic (2017), during the study period, 256 children lost a biological parent due to 137 occurrences of intimate partner homicide, according to the report. At the time of the homicide, these children were, on average, 7.4 years old. Most of the children had lost their moms, and immigrant children were overrepresented in this category.

Furthermore, the study discovered that a considerable percentage of these children had been exposed to earlier domestic violence, and a significant number had not received social assistance or mental health care. Many of the youngsters were also present at the time the homicide occurred (Alisic, 2017). This study examined the significant impact of intimate partner abuse on children and the importance of care providers addressing the issues these children confront. It highlighted the significance of assisting children in coping not only with the loss of a parent, but also with their exposure to domestic violence and horrific homicide scenes. It stressed the importance of helping these youngsters in a culturally relevant manner and begs for future study to track their mental health outcomes and replicate similar findings in other countries. This research fills a significant void by providing the first in-depth look at the experiences of children who have lost a parent to intimate partner homicide, including information on demographics, prior exposure to domestic violence, and challenges.

A study by Hietamäki et al. (2021) used information from the 2013 Finnish Child Victim Survey, which comprised 11,364 children between the ages of 11 and 17. The goal of the study was to categorize and comprehend violence, differentiating between

its mild and severe manifestations. The study investigated a range of violent activities, such as those involving threats, bodily harm, and weapon usage. The study's conclusions showed that moms (1.2%) were the target of moderate physical abuse more frequently than fathers (0.3%). On the other hand, instances of extreme physical aggression, such as being stabbed or threatened with a gun, were less frequent. It was shown that compared to fathers (0.2%), twice as many respondents (0.4%) reported seeing serious physical abuse directed towards their mothers (Hietamäki et al., 2021). This study sheds important light on the domestic violence incidences that Finnish youngsters encounter. It underscores that although more severe kinds of violence are relatively uncommon, moderate physical abuse is more commonly directed towards mothers. It also illuminates the patterns of violence against parents that are specific to gender, with mothers being the target more frequently. The study adds to our knowledge of domestic violence in Finland and highlights the need of support networks and interventions to address violence both parents in general, as well as the possible effects on children who witness such behaviour. Policymakers, scholars, and practitioners working in the fields of child welfare and domestic violence prevention can benefit greatly from the information it provides.

Hamby et al. (2011) as cited in Bogat et al. (2023) examined the nature and extent of child exposure to violence. The researchers investigated exposure to physical violence between parents which included displaced aggression (breaking something, punching wall or throw something) to physical violence (hitting or slapping) and more serious violence (one parent choking, or beating up the other). Findings showed that displaced aggression was highest for both lifetime and past-year exposure at 15.2% and 4.9% respectively while exposure to severe violence was the least for both life time and

past-year experience (5.3% and 1.3%). Lifetime exposure to IPV was higher in all areas of exposure with 13.7% witnessed pushing; 10.4% hit or slapped and 5.3% severe physical violence (Hamby et al., 2011). Further, the past-year exposure was lower in all the other areas with pushed 2.4%; hit or slapped 3.9% and severe physical violence at 1.3%. This implied that children had higher prevalence for lifetime exposure than past year exposure (Hamby et al. (2011)).

The aforementioned study showed that children were exposed to varied physical violence incidences with prevalence for lifetime higher than for past year experience. Prevalences for mild incidences was also higher than for severe incidences. The current study extended the study by establishing if there was a relationship between incidences and behaviour. Empirical data would guide in prevention programmes and awareness creation on influence of exposure to domestic violence incidences on children.

Masood (2014) conducted his study in a low-to-middle-income country. The study was conducted in Pakistan among 1046 young adults between 18-25 years using a mixed method research. In-depth interviews were conducted with 25 participants who reported living with IPV since childhood. Findings showed that 32% of male and 20.8% of females reported being exposed to their father hurting their mother's body by hitting her, kick, choking, punching, shoving or pulling her hair. Similarly, more male (18.0%) compared to female (8.8%) talked of exposure to threats made by their fathers towards their mother using a knife, gun or other object to threaten to hurt her. However, only 14.8% male and 7.7% females shared about exposure to their fathers

actually hurting their mother with a gun, knife or other object. Hitting the mother with bare hands was the most prevalent form of physical violence reported by the students. Use of bare hands or ‘wife beating’ as a common mode of violence against women could be a reflection of persistent negative cultural practices where husbands are allowed to discipline their wives, especially in low-income countries that are largely patriarchal. Several studies carried out in low-income countries have established that women have an accepting attitude towards partner violence under certain circumstances. For example, burning food, neglecting children, arguing with husband (Guracho & Bifftu, 2018; Sardinha & Nájera Catalán, 2018). This could have contributed to the higher frequencies in incidences of domestic violence in Pakistan. It is important to have data on a local study in Kenya, to equally establish the physical violence incidences that pupils are exposed to.

Exposure to severe violence like use of knives and guns is low in both developed and developing countries. According to Sorenson (2017), guns were most often used in domestic violence to threaten or intimidate a partner. The offender shot the gun in about 9.9% of gun-involved accidents and shot and hit the victim in 3.0% of gun-involved incidents. Other external weapons used included ashtray, baseball bat, brick, cellphone, knife, chair, umbrella among others (Sorenson, 2017). Use of weapons in domestic violence is the most lethal as it is associated with the potential to escalate to homicide (Kafka et al., 2021). Media reports have highlighted use of weapons in domestic violence (Kubwa, 2016) but there is lack of empirical data on incidences of domestic violence that children are exposed to, a gap that the current study addressed. Alisic et al. (2015) in their study assessed exposure to prior violence at home and to homicide among children bereaved by IPV homicide in the Netherlands over a period of 10 years (2003-2012) and involved 265 children with a mean age of 7.4 years. The

researchers cross-examined eight national data sources. Findings revealed that 43.1% of the children had been exposed, with the majority of the children (59%; 95% CI 52.1–65.3) present at the location of the homicide when the killing was taking place. More than half (51.4%) were exposed to homicide involving cutting weapons; 20.0% firearms and 15.1 % strangulation. Further, 2.4% of the children were physically harmed. In addition, 66.7% of the children had been previously exposed to IPV, maltreatment or neglect. Similarly, Katz (2014) also established that children who witnessed homicide against their mother reported previous incidents in which their mothers had been severely attacked and injured by their father. Homicide is usually as a result of an escalation of domestic violence and rarely an isolated incidence. Assessing the incidents and prevalence of domestic violence incidences can help mitigate against trauma in children and provide interventions that would prevent homicide.

The aforementioned studies focused on the physical violence incidences that children were exposed to. However, the studies did not relate the incidences to behaviour. Other researchers have explored exposure to physical violence incidences and behaviour. For example, Grip et al. (2013) sought to describe the children's mental health at the beginning of the study and related their symptoms to amount of exposure to IPV; personal experience of violence with IPV perpetrator and investigated if children's behavioural problems changed with intervention. The study included 62 children with their 53 mothers. The average age was 11 years. Child exposure to domestic violence was measured using the Child Exposure to Domestic Violence (CEDV), child's reported psychological and physical victimization was measured using questions constructed for the research project (Grip et al., 2013). Behavioural

problems were measured using the parental version of the Strengths and Difficulties Questionnaire, Parents version (SDQ-P).

Research findings showed that 30% of the mothers had been subjected to physical violence or physical injuries during the study entry while six of the children's mothers were subjected to physical IPV during the study time. CEDV showed that half of the children (53%) stated that the mother's partner sometimes broke and destroyed things at home and one-fourth (24%) stated that the mother's assailant had threatened to use weapons (Grip et al., 2013). In all 20 children who had been psychologically or physically victimized, a minority of children (three or four for each type of abuse) acknowledged having been beaten repeatedly, beaten with an object, kicked or threatened with a weapon (Grip et al., 2013).

At study entry, children's rating of being victims of domestic violence was the only variable that was significantly correlated with initial symptom levels of post-traumatic stress. However, findings revealed that the more violence they had experienced, the higher the symptoms of post-traumatic stress and general psychological problems experienced. Mother's rating on children's behaviour found that about half of the children were scored as having problems higher than the clinical threshold (Grip et al., 2013).

Moylan et al. (2010) as cited in Callaghan et al., (2018) used a longitudinal study to establish effects of exposure to domestic violence and child abuse on adolescent internalizing and externalizing behaviour. In the study, exposure to domestic violence was classified into three types: moderately severe domestic violence (physical violence such as hitting, punching and kicking); threats to do physical harm and

breaking things. The researchers used data from the Lehigh Longitudinal Study that was collected in three waves at key developmental points: pre-school, school age and adolescence. Data for pre-school and school age was collected through interviews with parents on child and family variables such as parents' interpersonal violence and child disciplinary practices. Face-to-face interviews and individually administered questionnaires with parent and youth were used to collect data on the adolescents (Moylan et al., 2010).

Results revealed that children exposed to violence in the forms of child abuse, domestic violence, or both, had greater levels of internalizing and externalizing behaviour problems in adolescence than those who did not experience any form of violence. Moreover, teenagers who had seen domestic violence and were direct victims of child abuse were more constantly in danger of the entire range of internalizing and externalizing behaviour problems than those who had only gone through one form of violence (Moylan et al., 2010). The current study focused on preteens, who were not covered in this study. Preteen is a critical stage of development. Early identification and interventions would prevent behaviour problems escalating into adolescence.

Behavioural problems may manifest differently across developmental stages of children. Predictors of their worsening trajectory include severity of exposure (Koolick et al., 2016). Establishing incidences that children are exposed to and their severity can guide mediate on behavioral problems experienced by children. This may include having multicomponent interventions in school for pupils in school that may include psychological counselling to address trauma symptoms (Rizo et al., 2011).

The current study sought to address gap in information by specifically addressing preteens and establishing influence of exposure to domestic violence incidences on behaviour.

A local study by Mutiso et al. (2010) that investigated factors leading to domestic violence in low-income residential areas in Kenya, Kisumu city, found that weapons were used by perpetrators of domestic violence. Among the weapons used were sharp objects like knives, pangas, bottles and hammers which were cited by 39% of participants. The study also found that other types of physical violence experienced by the victims were: kicks, fists, strangulation, slaps, human bites inflicted by perpetrators. The study focused on women as victims and not child exposure to the incidences. There is need for further research that focuses on children.

From the literature reviewed, incidences range from misplaced aggression to usage of firearms. Few researches have examined the correlation between incidences that children are exposed to and behaviour. Furthermore, local studies that focus on preteens are rare in the existing literature. The purpose of my investigation was to address the gaps.

2.3.1 Exposure to Domestic Violence Incidences on Academic Performance

Prior studies have examined the potential correlation between occurrences of domestic violence and academic aptitude. Attalla and Rome (2020) conducted a cross-sectional study which revealed that a notable proportion of Malaysian college students, specifically 18.7%, reported instances of physical domestic violence during their lifetimes. The study participants disclosed instances of physical aggression

directed towards them, encompassing actions such as pushing, slapping, hitting, and kicking. All fifty participants in the study reported the occurrence of one or more incidences of physical violence. A minority of the victims disclosed instances of further behaviors, such as physical assault with an object or attempted strangulation. Individuals who have encountered instances of domestic abuse are inclined to exhibit lower cumulative grade point averages (CGPAs) compared to those who have not experienced such violence (Attalla & Rome, 2020). This relationship between domestic violence and academic performance is of considerable significance.

According to the study findings, a significant number of participants (n=36) reported personal experiences of observing incidents of domestic violence throughout their childhood, predominantly occurring within the age range of 6 to 12 years. Furthermore, a significant majority of individuals (n=34) exhibited worse cumulative grade point averages (CGPAs) compared to those who had encountered domestic abuse either before to the age of 6 or subsequent to the age of 12 inside an educational setting. The victims encountered several challenges, such as diminished capacity for classroom focus, persistent absenteeism, and a pervasive deficiency in assuming personal accountability (Attalla & Rome, 2020).

The period of childhood is of utmost importance for implementing interventions aimed at mitigating the progression of issues that may persist and exacerbate into adulthood. According to the findings by Attalla & Rome,(2020), it is also the period when respondents experienced most domestic violence. Following this thread, this study sampled children in pre-adolescent years to establish if exposure to incidences

of domestic violence influenced their academic performance. The findings will be crucial for providing timely interventions for children from informal settlements who have poor academic outcomes.

In their study, Alves and Do Prado (2022) investigated if domestic violence affected school performance of children who witnessed episodes of violence against their mother. The data was obtained through the process of document analysis and file reviews conducted at two prominent Portuguese institutions, namely the Centre for Reference and Attendance to Women (CRAM) and the Municipal Department of Education. The data set included in this study consisted of twenty children who were enrolled in primary schools and whose mothers had sought therapy from the facilities. The study analyzed the academic performance of students during and after episodes of domestic violence. The findings indicated a decline in students' academic performance following the cessation of domestic violence. The researchers ascribed the outcomes they observed to the "Matthew effect" due to the fact that the study's sample consisted of students hailing from low-income households.

The research findings by Alves and Do Prado (2022) indicate that domestic violence exerts a detrimental influence on academic performance, persisting even after the cessation of abusive behavior. The potential causes for the drop in academic performance among pupils could be attributed to alterations in their personal circumstances, such as relocation or changes in custody arrangements. Additionally, the researchers postulated that pupils hailing from socioeconomically disadvantaged families were prone to encountering circumstances characterized by poverty, aggression, and lack of knowledge, so establishing a self-perpetuating cycle. This

study highlights the importance of treating the root causes of domestic violence and poverty as a means to enhance academic achievements among individuals from disadvantaged families.

2.4 Type of Exposure to Domestic Violence on Pupils' Behaviour

Children have often been referred to as 'silent victims' of domestic violence yet children are subjected to aggression at home in many ways that are not limited to seeing or hearing the violence (Katz, 2015). Literature reviewed has explored studies that highlight types of exposure to domestic violence and their influence on children's behaviour.

Holmes et al. (2022) reviewed nearly 50 years of empirical research on child exposure to Intimate Partner Violence (IPV) in the United States. The review encompasses a wide range of empirical investigations conducted over the five decades. The study commenced by utilizing an Evidence Gap Map (EGM) as a foundation, which was subsequently followed by a narrative synthesis of the existing literature. The primary objective of an evidence gap map (EGM) was to methodically identify and visually depict all existing quantitative research papers pertaining to the effects of Intimate Partner Violence (IPV) exposure on child outcomes. Although EGMs do not offer comprehensive evaluations of individual studies, they play a crucial role in emphasizing significant findings, guiding future research endeavors, identifying areas where information is lacking, and establishing priorities for systematic reviews. The study conducted by Holmes et al. (2022) demonstrated that the occurrence of child abuse, marital violence, or a combination of both substantially heightens the likelihood of developing behavioral issues in subsequent stages of life.

Moreover, in comparison to adolescents who had solely encountered a single kind of violence, those who had been exposed to domestic violence and/or subjected to child abuse exhibited a heightened susceptibility to the development of diverse internalizing and externalizing behavioral difficulties (Holmes et al., 2022). The research predominantly focused on teenagers, resulting in a notable lack of information regarding the perspectives of preteens. Early identification and intervention of behavioral disorders during childhood can exert a substantial influence on their subsequent development and progression during the pubertal period. The study emphasized the necessity of tailored interventions and assistance, particularly during critical developmental stages such as preadolescence, in response to the enduring consequences of children's exposure to Intimate Partner Violence (IPV) on their developmental trajectory.

Separately, Pingley (2017) assessed how children as witnesses of IPV at home are affected by exposure to violence. Through the utilization of a systematic review, the author undertook the task of amalgamating and scrutinizing the extant body of research pertaining to the encounters of children who have been subjected to Intimate Partner Violence (IPV), as well as the resultant impacts on their behavioral patterns. According to Pingley (2017), empirical evidence established a connection between Intimate Partner Violence (IPV) and the development of emotional, cognitive, and psychological problems. Moreover, the challenges exerted an influence on children across different phases of their developmental trajectory.

Ultimately, the author of the study establishes that intergenerational challenges emerge as a result of childhood exposure to domestic violence, leading to a notable escalation in the probability of encountering challenges in interpersonal relationships, academic performance, and behavioral matters in the future. Nevertheless, the study conducted by Pingley (2017) failed to encompass all categories on types of exposure to domestic violence, such as those involving individuals who were victimized, witnessed violence, or experienced both roles simultaneously. This study aims to address the existing knowledge gap by specifically the types of exposure to domestic violence.

The study conducted by Doroudchi et al. (2023) revealed a positive correlation between exposure to domestic abuse and the likelihood of developing behavioral disorders in children, as compared to those who were not exposed to domestic violence. According to the findings of the study, children who have been exposed to severe domestic abuse are 3.7 times more prone to experiencing externalizing difficulties compared to children who had not been exposed to such violence. Nevertheless, the research conducted on the association between domestic violence and mental health problems did not yield a statistically significant outcome. Approximately 30% of individuals who had encountered severe domestic violence had also reported suffering an additional traumatic event.

Doroudchi et al. (2023) conducted a comprehensive and systematic search across four databases, resulting in the identification of 18 distinct peer-reviewed publications that satisfied their predefined inclusion criteria. The results of the study indicated that the

interviews predominantly centered around parents, with a particular emphasis on moms. The study conducted by researchers revealed that behavioral disorders were only linked to exposure to severe domestic abuse. In contrast, the present investigation centered on preadolescent who were the chief source of information. This study also investigated how they were exposed, that is, as witnesses, victims, or both.

In their study, Wolbers et al. (2023) aimed to examine children's exposure to domestic violence perpetrated against their mothers as well as children as victims of direct physical and emotional abuse. The research encompassed a total of 3,775 female caregivers residing in Australia who were selected as participants. Of the children residing with a female caregiver, a notable proportion of 14.1% reported having been exposed to an occurrence of Intimate Partner Violence (IPV). Furthermore, it was found that 11.5% of the children had experienced direct maltreatment at the hands of the perpetrator. According to Wolbers et al. (2023), a significant proportion of caregivers who were subjected to Intimate Partner Violence (IPV) reported that a child had been exposed to IPV on at least one occasion within the preceding year.

The study conducted by Wolbers et al. (2023) addressed a significant gap in the existing body of information by examining the factors contributing to instances of direct abuse in children. Among the factors that were linked to children being subjected to direct abuse were characteristics of respondents, their relationship with children, and economic factors such as changes in employment. Employment status

illuminated the critical role that economic insecurity plays towards violence against children. The researchers enhanced our comprehension of child abuse by focusing on the views of those who have experienced it as both victims and witnesses. The research findings have contributed to the development of programs and protocols aimed at safeguarding children who have experienced domestic violence as witnesses or victims. Furthermore, it emphasized the significance of implementing strategies to alleviate the adverse effects that have already been inflicted upon the children.

Al-Eissa et al. (2020) employed a cross-sectional survey to gather data from secondary school students residing in the five major regions of Saudi Arabia. In order to conduct their research, the study team utilized the domestic iteration of the ISPCAN Child Abuse and Neglect Screening Tool. The study involved a sample of 16,939 pupils, encompassing individuals of both genders within the age range of 15 to 18 years. This group comprised students from both public and private schools. The researchers collected data pertaining to the individuals' demographic characteristics, along with their encounters involving Intimate Partner Violence (IPV), child maltreatment, and instances of physical, psychological, and sexual abuse and neglect.

The study's results were highly enlightening, revealing that 52 percent of individuals had encountered Intimate Partner Violence (IPV), and that this particular group was particularly susceptible to experiencing abuse. Females exposed to incidences of physical Intimate Partner Violence (IPV) were found to be significantly more likely to experience psychological, somatic, and behavioral consequences (Al-Eissa et al., 2020). However, they were less likely to be sexually abused than boys. Further, girls

who observed psychological IPV were more likely to be neglected but less likely to be sexually abused than boys (Al-Eissa et al., 2020). .

The research emphasized the presence of gender disparities in the occurrences of witnessing and victimization. It is imperative for interventions to take into account gender disparities and address the distinct needs of both boys and girls. To adequately tackle this matter, the research proposed the use of interdisciplinary approaches including practitioners from diverse fields, such as social work, law enforcement, and specialists in domestic violence and child protection. The primary objective of this study was to gather empirical data that would provide insights into the most effective approaches for addressing the needs of students who have been exposed to or directly affected by exposure to domestic violence. Pupils exposed as witness, victim or both witness and victim may have unique gender needs that need to be addressed differently.

Devries et al. (2017) examined the association between witnessing intimate partner violence (IPV) and child maltreatment in Ugandan children. The objective of this study was to investigate the potential association between intimate partner violence (IPV) occurring within households and instances of child maltreatment in the context of Uganda. The investigation also aimed to ascertain the variables that contribute to an individual's susceptibility to observing or encountering violent incidents, including the potential attribution of responsibility to parents or other individuals. The research employed a cross-sectional survey to gather data from a sample of 3,427 primary school pupils (aged 11-14) who were not enrolled in boarding institutions.

The data gathering process was conducted in the year 2012 within the geographical boundaries of the Luwero District in Uganda. The study utilized the child screening technique employed by the International Society for the Prevention of Child Abuse and Neglect to evaluate the prevalence of child maltreatment exposure. Based on the research results, a notable proportion of children (specifically, 26%) disclosed their observation of incidents involving intimate partner violence (IPV). The researchers discovered that a majority of these children had also personally encountered instances of maltreatment. The findings of the study revealed that a proportion of 1.6% of girls and 0.6% of boys reported having observed incidents of marital violence without being direct victims of such abuse. The likelihood of violence is increased as a result of various factors, including parental and environmental variables (Devries et al., 2017).

The researchers also revealed that the presence of prior exposure to violence significantly elevated the probability of developing mental health problems for both female and male individuals. The study findings indicate that individuals who have witnessed or experienced violence are at a significantly higher risk of facing adverse consequences when reporting mental health concerns. The estimated risk ratios range from 1.66 (95% CI 0.96 to 2.87) to 4.50 (95% CI 1.78 to 11.33). These findings by Devries et al. (2017), indicate that young individuals in Uganda have observed or been subjected to instances of domestic violence, are disconcerting. This research contributes to the existing body of literature on local studies, specifically focusing on the East African region.

In their study, Mas'udah et al. (2022) aimed to investigate the experiences of educated adolescents who were exposed to domestic violence as children and to comprehend the societal impact of this exposure on their lives. The study employed a qualitative research methodology, wherein the sample consisted of educated young individuals who had previously encountered childhood domestic violence and were presently pursuing higher education as university students. The findings of the research demonstrated that the enduring consequences of seeing domestic abuse throughout childhood persisted throughout individuals' adult lives. The participants claimed that domestic abuse was a pervasive aspect of their lives, persisting from childhood through adulthood. These individuals held a sincere belief that their family were incapable of providing the requisite level of security they sought. The presence of potential physical injury had a detrimental effect on their psychological well-being, prompting a significant number of individuals to raise doubts regarding the legitimacy of the institution of marriage as a whole (Mas'udah et al., 2022).

The results of the study revealed that the children's exposure to domestic violence within their household exerted a significant influence on their social development. This research contributes to the existing body of knowledge regarding the enduring consequences of domestic violence on the social development of children. This study is valuable since it provides insight into the challenges and achievements experienced by college graduates who have comparable socio-economic backgrounds. The results of this study underscore the significance of providing assistance and intervention to children who have been exposed to domestic violence, with the aim of aiding them in managing the challenges that arise as a consequence. One potential approach involves addressing the emotional and social consequences stemming from these occurrences.

Berger et al. (2022) offers factual support for the assertion that students have a sense of safety within the school environment. Moreover, scholarly investigations indicate that children perceive teachers as their primary source of interaction within the educational setting due to their active engagement during classroom instruction, comprehension of teachings, and responsiveness to instances of domestic violence (Øverlien, 2015; Selvik et al., 2017). As a result, educational institutions have the capacity to implement strategies aimed at enhancing safe spaces for pupils and promoting longer student retention, hence reducing the likelihood of students falling victim to domestic abuse (Rizo et al., 2011).

Grasso et al. (2016) conducted a study in the United States to investigate the impact of Intimate Partner Violence (IPV) on the growth and development of children. The study compared severe parenting to psychological and physical IPV quality and frequency. It also examined whether harsh parenting mediated the IPV-child disruptive behaviour relationship. The findings indicated a favorable correlation between mothers' self-reported instances of heightened emotionally abusive Intimate Partner Violence (IPV) and their propensity to engage in physical and psychological abuse towards their children.

According to the researchers (Grasso et al., 2016), there is a positive correlation between the severity of physical abuse experienced by women in Intimate Partner Violence (IPV) situations and their inclination to employ physical punishment as a disciplinary measure towards their children. The findings of the study revealed a statistically significant association between maternal reports of child disruption and

intimate partner violence (including both psychological and physical forms) as well as the utilization of harsh parenting strategies.

According to the study conducted by Grasso et al. (2016), there exists empirical data that lends credence to the proposition that psychologically harsh parenting serves as a mediator in the association between Intimate Partner Violence (IPV) and disruptive behavior observed in children of preschool age. Furthermore, the research findings suggest that there is a significant association between psychological Intimate Partner Violence (IPV) and the disruptive behavior exhibited by children in the preschool age group. This study emphasizes the necessity for heightened awareness and specific intervention by explaining the intricate correlation between Intimate Partner Violence (IPV), severe parenting methods, and the disruptive behavior exhibited by children. This study demonstrates that Intimate Partner Violence (IPV) can exert detrimental impacts on the mental well-being of children, particularly during the initial phases of their growth and maturation. In addressing the adverse consequences of domestic violence on children, it is imperative to develop initiatives that foster consciousness and deliver educational interventions aimed at enhancing parental competencies.

The study conducted by Adams et al. (2019) examined the intergenerational transmission of maltreatment within families, specifically focusing on disadvantaged mothers and their adolescent daughters. The main objective of the study was to examine Intimate Partner Violence (IPV) as a potential mechanism for the intergenerational transmission of this phenomenon. This study examined the prevalence of child abuse and its enduring impact on children's physical and psychological well-being. The findings of the study indicated that individuals who

had experienced child abuse and neglect in their past were more prone to adopting abusive parenting practices (Adams et al., 2019). Insufficient attention has been given to the intermediary mechanisms that could provide insights into this persistent phenomenon. The phenomenon of Intimate Partner Violence (IPV) is frequently linked to the occurrence of child maltreatment, and the findings of the study indicated that such a connection may play a role in the intergenerational transmission of IPV within family units. The viewpoint is substantiated by theories of child maltreatment that adopt an ecological and transactional perspective.

Adams et al. (2019) sampled a community-based, cross-sectional sample of 245 low-income, racially and culturally diverse mothers and daughters. It examined the intergenerational spread of abuse among economically deprived mothers and their adolescent daughters, focusing on intimate partner violence (IPV) as a possible mechanism. The study explored child maltreatment's widespread reach and long-term repercussions on health and well-being. It showed that parents with a history of child abuse and neglect are more likely to abuse their own children. There was little investigation on mediated processes that could explain this continuity. Based on ecological and transactional theories of child maltreatment, the study suggested that IPV, which typically co-occurs with child maltreatment, could pass down the risk of child abuse and neglect within a family. The study doesn't directly address academic performance, but it sheds light on the complicated mechanics of generational maltreatment. Understanding IPV's role affects interventions and support for families facing these difficulties. This study was conducted among pre-adolescents, with the aim of providing data that would inform policy and practices that would ensure prompt interventions to prevent intergenerational transmission of domestic violence.

Separately, Mahlangu et al. (2023) conducted an assessment to examine the effects of lockdown measures on the prevalence of domestic violence, specifically Intimate Partner Violence (IPV) and child maltreatment, among the population of women and children in South Africa. All participants included in the qualitative study were above the age of 18 and resided with their respective partners during the duration of the lockdown period. A thematic analysis was conducted on telephone interviews that occurred. The study findings revealed that the implementation of COVID-19 lockdown measures resulted in an elevated likelihood of violence targeting women and children, while also exerting adverse effects on the financial well-being of families. A significant number of children were subjected to instances of physical abuse, but certain mothers disclosed instances of emotional abuse (Mahlangu et al., 2023).

There exists a degree of variability in the risk factors associated with violence among different socioeconomic levels. Insufficient accessibility to food resources significantly contributes to the escalating prevalence of violence, particularly among households belonging to the lower socioeconomic strata. The current dilemma can be partly attributed to the reduction in employment and salary levels. Previous studies have established a correlation between the implementation of house confinement and a rise in male aggression and interpersonal conflicts, particularly within households characterized by a greater socioeconomic status (SES). Individuals from diverse socioeconomic origins who were subjected to lockdown measures reported elevated levels of stress and insufficient availability of psychological support (Mahlangu et al., 2023).

The findings of the study demonstrate the influence of COVID-19 lockdown measures on the prevalence of domestic violence in South Africa, indicating a relationship between individuals with lower socioeconomic status and an increased vulnerability to such abuse. Implementing socioeconomic measures is of utmost importance in mitigating the adverse effects associated with these hazards. Furthermore, it facilitates the dissemination of psychosocial assistance aimed at mitigating the emotional repercussions associated with catastrophic events such as pandemics and periods of enforced confinement. This emphasizes the significance of implementing a comprehensive strategy to address domestic violence and abuse during periods of crisis.

The inclusion of a relevant comparative analysis serves to enrich the current study. For instance, stress has the potential to intensify pre-existing interpersonal conflicts, hence increasing the likelihood of more severe outcomes such as domestic violence or child maltreatment. Prior research has mostly examined the impact of confinement and job loss on families of varying socioeconomic backgrounds. However, the present study acknowledges that unemployment may be a stressor for families across all socioeconomic classes. The experience of children is adversely affected by domestic violence, as it encompasses several stressors, irrespective of whether they are resolved or not. The current study is grounded in the theoretical framework of family stress. The implementation of the concept aimed to establish a set of guidelines to assist parents and children who had experienced domestic abuse.

2.4.1 Type of Exposure to Domestic Violence on Academic Performance

The existing body of literature that examines the relationship between exposure to domestic violence and its impact on academic achievement predominantly characterizes this exposure as a singular entity, without explicitly differentiating between those who were witnesses, victims, or both witnesses and victims.

Consequently, the present analysis is predicated upon a limited sample of studies that employed the aforementioned classification. Fry et al. (2018) conducted a comprehensive analysis of the global association between children's aggressiveness and their academic achievement. The systematic review and meta-analysis encompassed a total of 21 research studies, which were conducted in diverse nations. The study findings indicate a notable decrease in standardized test scores among research participants who had encountered all forms childhood trauma (Mahlangu et al., 2023). The study provided a comprehensive overview of the impact of violent exposure on children's academic achievement, without delineating the precise types of violence to which children were subjected. This study demonstrated that the adverse impacts of violence on children's academic achievement were more prevalent than widely acknowledged. There is a pressing need for further investigation about the impact of child abuse on the academic achievement of children. The findings of the study, which establish a correlation between violence and diminished academic performance, underscore the imperative of addressing the issue of child maltreatment and its impact on schooling over an extended period.

In a similar vein, Cage et al. (2022) undertook a comprehensive investigation aimed at ascertaining the influence of Intimate Partner Violence (IPV) on the academic performance of children. The comprehensive analysis examined a total of seven distinct databases in order to identify pertinent studies published over the period up until August 2020. The study was a comparison between children who experienced Intimate Partner Violence (IPV) and children who did not have any exposure to violence or were exposed to alternative forms of violence. It is important to note that the majority of participants in the sample were under the age of 18. In the majority of the conducted research, specifically 12 out of 13, it was seen that exposure to Intimate Partner Violence (IPV) had a notable negative impact on academic performance.

The impacts exhibited variability across several academic subdomains, encompassing subjective, objective, and behavioral aspects of performance. Several studies have established a correlation between exposure to Intimate Partner Violence (IPV) and child abuse, and the subsequent negative impact on academic performance (Cage et al., 2022). The present meta-analysis underscored the necessity for additional investigation pertaining to the correlation between Intimate Partner Violence (IPV) and academic achievement. This observation underscored the importance of implementing evidence-based interventions in academic settings and emphasizes the significance of early detection and diagnosis of children who have been subjected to Intimate Partner Violence (IPV). The results of this study underscored the need for additional research to explore the connection between exposure to Intimate Partner Violence (IPV) during preadolescence and academic performance.

The study conducted by Quarshie and O'Donnell (2019) examined the adverse impacts of domestic violence on the emotional well-being and academic achievements of children inside the United States. The study sought to examine the impact of domestic violence on children through a comprehensive analysis of scholarly literature pertaining to this subject matter. The research revealed that children who were exposed to Intimate Partner Violence (IPV) inside their household exhibited a higher propensity for developing learning problems and encountering academic challenges in their future. The academic performance of these teenagers was negatively impacted due to their heightened susceptibility to the development of learning disabilities, speech impairments, and challenges in the domains of reading and mathematics. In addition, the individuals who had been exposed demonstrated a higher rate of school absenteeism compared to their counterparts who had not experienced such exposure (Quarshie & O'donnell, 2019).

The research posits that individuals who were exposed to domestic violence throughout childhood exhibited diminished emotional regulation and impaired behavioral control in adulthood. These developmental changes may potentially give rise to challenges in the future. According to Quarshie and O'Donnell (2019), there exists a heightened susceptibility among young children who are exposed to domestic abuse, placing them at an increased risk for adverse outcomes such as brain injury, inflammation, and depression in their later stages of life. The researchers proposed commencing the intervention process by conducting screenings of children in order to facilitate assistance and establish secure environments for individuals who have been exposed to Intimate Partner Violence (IPV). The study failed to distinguish between the distinct impacts of being a witness, being a victim, and being both a victim and a

witness. The primary objective of the present study is to address the existing gap in knowledge and advance the field of inquiry. Specifically, the study focused on the association between adolescent involvement in intimate partner violence (IPV) and their experiences as either witnesses or victims.

The study conducted by Kiesel et al. (2016) examined the impact of Child Maltreatment (CM) and Intimate Partner Violence (IPV) on the academic achievement of children in the United States. The study encompassed a sample of 2,914 children, drawn from the Minnesota Departments of Education and Human Services. The impacts of CM (Child Maltreatment), IPV (Intimate Partner Violence), and their combination on children's academic achievement were determined by researchers. The utilization of data allowed for the assessment of individual or combined experiences, such as childhood maltreatment (CM) or Intimate Partner Violence (IPV), as well as the longitudinal observation of how classroom performance was impacted by violent behavior. This enabled a comparison with the broader population, as demonstrated by Kiesel et al. (2016).

The findings indicate that children who experienced Childhood Maltreatment (CM) and Intimate Partner Violence (IPV), either independently or concurrently, exhibited academic underachievement. Moreover, those who were exposed to both CM and IPV showed substantially lower academic performance. Consequently, a robust and adverse connection existed between the two variables (Kiesel et al., 2016). The findings of the study underscored the necessity for heightened consciousness and

dedication in supporting children who had been exposed to different types of violence in attaining elevated levels of academic achievement.

Moylan et al. (2010) also identified a heightened likelihood of behavioral issues linked to concurrent exposure to Intimate Partner Violence (IPV). The objective of the study was to investigate the impact of early-life exposure to domestic violence and child maltreatment on the emotional and behavioral development of teenagers. The data collected from the Lehigh Longitudinal Study involved the categorization of participants' exposure to violent actions into distinct groups, including non-witness, abuse only, domestic violence only, and dual exposure. According to Moylan et al. (2010), it was shown that children who had experienced victimization, seen traumatic events, or both, were more prone to displaying negative externalizing and internalizing behaviors when compared to their counterparts who had not been exposed to such experiences.

Additionally, the research investigation revealed no empirical evidence indicating that adolescents who were solely exposed to one sort of stimulus exhibited a greater susceptibility to these consequences compared to individuals who had no exposure whatsoever. However, empirical research also indicated that the simultaneous exposure to numerous types of violence resulted in more pronounced and severe outcomes. The results from Moylan et al. (2010) indicated that exposure had comparable effects on girls and males. The authors of the study emphasized the significance of addressing both child abuse and spousal violence in order to enhance the well-being of battered teenagers.

Renner and Hartley (2022) did additional research to ascertain the influence of physical abuse on the academic performance of children, particularly within the framework of the Child Protective Service (CPS). The study included a total of 1,740 children between the ages of 8 and 10, divided into two groups. The individuals in question had encounter with Child Protective Services (CPS), indicating that they had experienced instances of physical abuse or violence perpetrated by their parents or other children, or had witnessed such occurrences within another household. The study used statistical methodologies to quantitatively assess variables such as school attendance and student academic performance.

According to Renner and Hartley (2022), adolescents who had been subjected to physical abuse had a significant decline in school attendance over time. Moreover, the children affiliated with Child Protective Services (CPS) experienced a more substantial decline in attendance as a result of their exposure. Renner and Hartley (2022), posit that individuals who had experienced abuse showed a notable decrease in their mathematical aptitude when compared to their counterparts who had not experienced abuse. Individuals who experienced physical abuse had a more pronounced deterioration in their reading abilities compared to their counterparts. According to Renner and Hartley (2022), there is evidence suggesting that Intimate Partner Violence (IPV) has a comparable impact on the mathematical abilities of children, similar to its influence on their reading abilities. The research findings indicate that children who experience physical abuse are likely to face adverse consequences in terms of their school attendance and academic performance, particularly in the domains of mathematics and literacy.

Exposure to intimate partner violence (IPV) further amplifies the already profound ramifications of this matter. According to Renner and Hartley (2022), children who have been subjected to physical abuse demonstrated comparatively lower levels of academic accomplishment in comparison to their counterparts. However, it is noteworthy that this disparity diminishes when the exposure to Intimate Partner Violence (IPV) is taken into account. Further investigation is warranted to explore the impact of various manifestations of domestic abuse on a student's academic achievement. The results of this study underscore the necessity for more inquiry into the impact of domestic violence on children's scholastic achievement and the formulation of focused interventions to support these pupils.

Taibat and Oluwafemi (2017) conducted their study in Owe State, Nigeria. The objective of the study was to determine the impact of domestic abuse on the academic performance of children. A sample of high school seniors from the 510 regions, encompassing both public and private institutions, participated in a survey that involved the administration of standardized questions. Descriptive statistics, such as percentages and tables, were employed in this study to provide a concise summary of the data. In order to evaluate their hypotheses, the researchers employed an analysis of variance with a significance threshold of 0.05%. The findings indicated that a significant number of households encountered various manifestations of domestic abuse, encompassing physical, economical, emotional, and psychological dimensions.

The research findings, which have considerable importance, revealed substantial variations in academic performance among children who had experienced exposure to

violence. The child's academic performance was shown to be severely affected by domestic abuse, as evidenced by the statistical analysis $F(4,450) = 12.664, P < 0.05$. The scholastic achievement of students who experienced either direct or indirect exposure to violence exhibited a lower level compared to children who did not encounter such circumstances. The study emphasizes the significance of domestic abuse awareness campaigns and early education lies in their ability to foster appropriate values and attitudes around domestic violence among children.

However, Kong (2016) discovered divergent outcomes when investigating the potential correlation between intimate partner violence (IPV) and academic achievement among students. Based on the results, it was determined that both parental academic engagement and school support did not serve as mitigating variables in relation to the adverse impact of Intimate Partner Violence (IPV) on students' academic performance. Regardless of the extent of their exposure to violence, it can be concluded that children will ultimately attain the requisite academic performance. The findings presented in this study contradict the conclusions reached by the majority of previous research, indicating the need for further examination on this subject. The categorization of exposure types and their impact on performance has the potential to produce a valuable scholarly contribution within the realm of literature.

The research conducted in Kenya has predominantly centered on examining the nature of exposure, with a particular emphasis on individuals who have experienced violence as victims. Njeru et al. (2017) conducted a study which revealed that

individuals who were victims of domestic violence encountered difficulties in maintaining their concentration in educational settings due to the emotional and psychological disturbances they endured. Njeru asserts that those who were victims of domestic violence showed a lack of focus in their academic pursuits, since their consistent absence from school was attributed to conflicts within their household. Previous studies have indicated a correlation between victims of domestic violence and a propensity for children to develop unfavorable perceptions of the educational environment (Ejakait et al., 2011; Jepkoech, 2018; Kanuri, 2009).

The existing body of evidence suggests that there is a correlation between marital conflict and academic achievement among pupils (Gacheri - Mugambi, 2016; Karanja, 2022; Nkirote, 2017). The researchers examined the impact of parental violence on teenagers and revealed that these individuals encountered difficulties in maintaining focus during classroom activities, faced challenges in completing their academic assignments, and exhibited diminished overall attentiveness. Based on the recommendations outlined in the research, it is advised that parents address and resolve their marital conflicts in a private setting.

Limited study has been conducted on the simultaneous examination of behavior and academic achievement as dependent variables, indicating that the majority of scholars have predominantly concentrated on investigating either one of these factors in isolation. Although there has been extensive research conducted on the concept of exposure, there has been comparatively less scholarly focus on the phenomena as it pertains to individuals who serve as witnesses, victims, or both. The objective of the present study is to address these limitations.

2.5 Age at Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

The issue of domestic abuse affects individuals across many age groups (Poole & Sterne, 2010). The effects of exposure to violence encompass a diverse array of concerns and anxieties. However, the nature of these particular difficulties and concerns is heavily contingent upon an individual's unique experiences, emotions, and contextual factors (Callaghan et al., 2018).

The age of children plays a significant role in their ability to adapt to and recuperate from the experience of witnessing domestic violence (Mueller & Tronick, 2019). As children progress through their developmental stages, the manifestation of gender disparities in the exposure to domestic violence may become increasingly discernible (Australian Institute of Family Studies, 2022).

The occurrence of developmental and behavioral issues can be attributed to domestic violence, with prenatal exposure potentially serving as the underlying factor. The study conducted by Tien et al. (2020) investigated the association between prenatal risk factors and behavioral difficulties in children and adolescents. The researchers conducted a comprehensive search across many academic databases, including EBSCO, Web of Science, PubMed, Google Scholar, and Scopus, in order to identify relevant publications examining the relationship between prenatal variables and internalizing/externalizing difficulties. In accordance with the methodology outlined by Tien et al. (2020), the investigation examined prenatal risk factors, specifically focusing on intimate partner violence. There exists a body of empirical evidence from

both experimental and epidemiological studies that establishes a correlation between certain prenatal traits and the manifestation of emotional and behavioral challenges in children at a later stage of development. In order to formulate evidence-based preventative and intervention methods aimed at mitigating children's internalizing and externalizing difficulties, it is imperative to accurately identify the risk factors associated with these challenges and get a comprehensive understanding of the underlying mechanisms driving them. The implementation of prenatal education, screening, and intervention has the potential to enhance the physical and mental well-being of children.

Luo et al. (2022) conducted a study in China to examine the impact of maternal intimate partner violence (IPV) on the health-related quality of life (HRQOL) of preschool-aged children. The researchers additionally assessed whether maternal parenting practices played a mediating role in this correlation. The phenomenon of Intimate Partner Violence (IPV) perpetrated against women is widely acknowledged as a significant public health concern with global implications. Nevertheless, there is a dearth of research investigating the effects of this phenomenon on the Health-Related Quality of Life (HRQOL) of children in the preschool age group. The research conducted was a cross-sectional analysis involving a total of 4,243 dyads consisting of mothers and their children during the preschool years. Luo et al. (2022) conducted a study wherein they conducted interviews with women to investigate their parenting strategies and their experiences with Intimate Partner Violence (IPV). The researchers also collected data from mothers as proxies to assess the health-related quality of life (HRQOL) of the children. This was done using the Paediatric Quality of Life Inventory version 4.0.

According to the survey data, a cumulative percentage of 7.4% of mothers reported having encountered Intimate Partner Violence (IPV) in their lifetime. The study found a notable decrease in health-related quality of life (HRQOL) among children whose mothers experienced Intimate Partner Violence (IPV), in contrast to children who did not experience IPV. This differential remained valid for all measures of HRQOL. After accounting for other potential causes, there was a negative correlation observed between maternal Intimate Partner Violence (IPV) and the physical, psychological, and overall scale scores of children. The study conducted by Luo et al. (2022) demonstrated that the observed associations were mediated by emotional coldness and emotional remoteness, however emotional warmth did not play a mediating role.

The results underscored the significance of conducting screenings for mother Intimate Partner Violence (IPV) and implementing parenting interventions that target the mitigation of the adverse impacts of IPV on children's health-related quality of life (HRQOL). While the current study did not specifically target preschool-aged children, it enhances our comprehension of the effects of Intimate Partner Violence (IPV) on the overall well-being of children. The assessment of students' achievements and future prospects heavily relies on their academic performance. In the event of the failure in academic pursuits, students may have difficulties in attaining their utmost academic capabilities, hence impeding their prospects for successful integration into the workforce upon completion of their studies. The present investigation examines the correlation between preadolescents' exposure to domestic violence and their academic achievement.

The study conducted by Greene (2018) investigated the impact of Intimate Partner Violence (IPV) on a sample of children between the ages of 3 and 6, revealing a pervasive prevalence of this phenomenon. The objective of the study was to investigate the relationship between maternal post-traumatic stress disorder (PTSD) symptoms, parenting styles, maternal exposure to Intimate Partner Violence (IPV), and child psychopathology. The sample for this study consisted of 308 mother-child pairs that were at high risk for family violence and were selected from a community-based cohort. By employing self-report questionnaires, the prevalence of Intimate Partner Violence (IPV) and post-traumatic stress disorder (PTSD) among mothers was assessed. The study involved conducting in-depth interviews with caregivers and administering a developmentally sensitive psychiatric evaluation (Greene, 2018).

The research findings indicate that there was no discernible causal relationship between the experience of Intimate Partner Violence (IPV) by mothers, whether physical or psychological in nature, and the manifestation of symptoms in their children. Nevertheless, it is imperative to bear in mind that moms who had encountered any form of Intimate Partner Violence (IPV) had developed post-traumatic stress disorder (PTSD) as a consequence of their encounters. The findings of the study indicate a correlation between various forms of Intimate Partner Violence (IPV) and the occurrence of post-traumatic stress disorder (PTSD) among mothers. Additionally, research findings demonstrated that there existed a relationship between mothers' encounters with Intimate Partner Violence (IPV) and manifestation of internalizing and externalizing symptoms in their children. This connection was found to be influenced by the presence of post-traumatic stress disorder (PTSD) symptoms in the mothers themselves. The parenting styles characterized by mothers' imposition

of restrictions and use of punitive measures had the potential to influence the association between Intimate Partner Violence (specifically, psychological abuse) and the emergence of behavioral difficulties in their children. Based on Greene's (2018) research, there is a significant association between the presence of maternal post-traumatic stress disorder (PTSD) and the utilization of severe and punitive parenting techniques, leading to instances of physical violence perpetrated by mothers. Consequently, this pattern of behavior has been found to contribute to the manifestation of externalizing symptoms in their offspring. The research emphasized the importance of providing support to women who have undergone traumatic experiences due to the potential influence of maternal mental health symptoms and parenting behaviors on their children's emotional well-being.

This research offers novel perspectives on the intricate interplay between Intimate Partner Violence (IPV), post-traumatic stress disorder (PTSD) in mothers, parenting behaviors, and the psychopathology of young children. The study posited the imperative of offering comprehensive treatment to families grappling with the repercussions of Intimate Partner Violence (IPV). In the context of mitigating the impact of domestic violence on children, Green (2018) emphasizes the significance of considering parental issues. The studies conducted by Luo et al. (2022) and Greene (2018) both demonstrate that the impacts of witnessing Intimate Partner Violence (IPV) become evident during early childhood, underscoring the importance of implementing intervention strategies that prioritize the well-being of both the mother and child. Similarly, this study seeks to establish if the influence of exposure to domestic violence during preadolescence on behaviour differs with age.

In their study, Vu et al. (2016) conducted a meta-analysis to examine the associations between exposure to Intimate Partner Violence (IPV) and developmental difficulties in children. The primary objective of the present study was to elucidate the relationship between exposure to Intimate Partner Violence (IPV) and the various difficulties related with child adjustment. This was achieved by a comprehensive analysis of 74 pertinent research papers. The findings of the meta-analysis were intriguing. The findings indicated that children who had been exposed to Intimate Partner Violence (IPV) were at a higher risk of developing subsequent problems related to externalizing behaviors, internalizing symptoms, and overall adjustment difficulties (Vu et al., 2016). There existed a robust and escalating association between childhood exposure to Intimate Partner Violence (IPV) and the subsequent manifestation of both externalizing and internalizing difficulties during adulthood. According to the authors of the study, it was observed that the association between Intimate Partner Violence (IPV) and child adjustment difficulties was more pronounced when IPV was defined in a comprehensive manner, encompassing physical, psychological, and/or sexual forms, as opposed to a limited definition that solely encompasses physical IPV.

Furthermore, it was shown that the magnitude of the associations was greater when the information regarding exposure to Intimate Partner Violence (IPV) and the challenges in child adjustment were from a singular source, as opposed to being obtained from several sources (Vu et al., 2016). When examining the impact of Intimate Partner Violence (IPV) on the developing brains of children, research has shown a stronger association between exposure to IPV and the development of externalizing issues in younger children, as measured by chronological age. Upon

examining the association between exposure to Intimate Partner Violence (IPV) and the emergence of internalizing difficulties in infants, it became evident that this connection exhibited a notably higher degree of strength in older individuals. The results did not indicate any statistically significant predictive factors in relation to the gender of the child, the type of sample utilized, or the gender of the individuals involved in perpetrating the abuse. There was an absence of a statistically significant interaction between these characteristics and the link observed between exposure to Intimate Partner Violence (IPV) during childhood and the subsequent development of adjustment difficulties in adulthood (Vu et al., 2016).

The findings of this study hold significance for both scholarly investigation and practical application in clinical settings, as they provide insight into the lasting consequences experienced by children who have been exposed to Intimate Partner Violence. The findings also prompt inquiries regarding the definition and assessment of resilience in the context of Intimate Partner Violence (IPV). Furthermore, this research contributes to the existing corpus of knowledge by examining the repercussions of exposure to domestic abuse in early childhood. Similarly, the current study expands this field of knowledge by exploring influence of exposure to domestic violence on pre-adolescents. Specifically, the study examined age at exposure and its influence on academic performance and behaviour.

Arslan et al. (2021), a group of researchers from the Netherlands conducted an investigation over a period of 16 years, observed the impact of early-life difficulties, both internal and external, on the development of maladaptive behavior in young

adults aged 20 to 24. The objective of the study was to examine the interaction between internal and external stressors and their influence on multiple aspects of performance. The data utilized in the study was derived from the Flemish Study of Parenting, Personality, and Development. Parents of children between the ages of 4 and 8 were instructed to employ the Child Behaviour Checklist as a means of discerning any potential behavioral or emotional difficulties exhibited by their offspring. The effects of emerging adulthood were assessed using self-report measures. Arslan et al. (2021) examined a range of additional outcomes, including mental health, interpersonal relationships, work status, physical well-being, and self-perceptions.

The research revealed a significant association between externalizing challenges experienced during early infancy and subsequent results, both negative and positive, during the transition to adulthood. Research provided evidence of a correlation between externalizing difficulties and negative consequences in both psychological and social domains. In addition, the occurrence of externalizing issues at an early stage was found to be linked with worse life satisfaction scores pertaining to physical well-being. However, analysis revealed no statistically significant associations between early internalizing difficulties and subsequent achievements in adulthood. Moreover, a correlation was observed between the paternal depictions of their offspring's internal and external challenges and the manifestation of hostile conduct exhibited by their children during the process of transitioning into adulthood (Arslan et al., 2021).

The study examined the enduring consequences of externalizing challenges exhibited in early childhood, encompassing a range of unfavorable outcomes during early adulthood. The importance of these findings lies in their implications for enhancing preventive and intervention programs targeted at young children. The study (Arslan et al., 2021) highlights the potential effectiveness of personalized interventions in targeting various aspects of functioning. The fundamental objective of several interventions is to mitigate the exacerbation of issues as individuals age, thus underscoring the significance of the pre-adolescent stage. The analysis of data pertaining to the impact of domestic violence on preadolescents during their developmental phase might contribute to the formulation of efficacious strategies for intervention.

The primary objective of the longitudinal study conducted by Silva et al. (2019) in Brazil was to examine the association between children's exposure to Intimate Partner Violence (IPV) and their subsequent behavioral conduct. The study involved the participation of 600 pairs of mothers and children residing in an urban region of southern Brazil. The data gathering process involved triangulating information from three distinct time periods: the 31st week of pregnancy, the first year following birth, and the primary school years, specifically targeting the age range of 6 to 9 years. The SDQ (Strengths and Difficulties Questionnaire) was utilized to assess the behaviors of the children. The findings of the study revealed that a significant majority of the children under examination (60.6%) had been exposed to incidents of domestic violence involving their parents or other members of their family. According to maternal reports, a majority of the children involved in the study, specifically 71%, exhibited elevated scores on the Strengths and Difficulties Questionnaire (SDQ). The

study found a significant association between intimate partner violence (IPV) and behavioral problems in children aged one to two years.

Significantly, the correlation between behavior issues and exposure to intimate partner violence (IPV) remained significant even when accounting for socioeconomic factors that may influence the lifestyle aspects of both mothers and spouses. This study holds significance as it provides longitudinal insights into the enduring effects of Intimate Partner Violence (IPV) on the mental health and behavioral outcomes of children. This assertion underscores the need of acknowledging and remedying the matter at hand as a matter of public health urgency. Moreover, this highlights the significant impact that children may experience as a result of being exposed to parental violence, particularly during their formative years of development. The results underscore the significance of implementing intervention and support measures for families affected by Intimate Partner Violence (IPV) with the aim of mitigating the adverse effects on the well-being of children. In a similar vein, the current study evaluated the behavior of students through the utilization of the Strengths and Difficulties Questionnaire (SDQ). The sample for the study comprised of individuals who resided in informal settlements, specifically students. Nevertheless, the focus of this investigation was on the demographic of interest, which consisted of pre-adolescents. The group of pre-adolescents has received less attention in study, hence investigations examining the relationship between exposure and age are highly valuable.

In a study conducted by Fosco and Feinberg (2015) in the United States, an examination was undertaken to investigate the ramifications of interparental conflict

on adolescents. The present study examined the longitudinal impact of parental discord on the psychological and behavioral development of adolescents. Based on the developmental cascade model, scholars have discovered a positive association between adolescents who see parental conflict as a source of distress and their likelihood of experiencing diminished self-efficacy and maladjustment.

The research involved a sample of 768 students in the sixth grade and their respective families, and was conducted over a duration of four years, encompassing the entire sixth to eighth grade period. The data were subjected to three unique methods of analysis. Although the existing research has established a correlation between parental conflict and emotional distress, no evidence has been found to support a connection between parental conflict and behavioral difficulties or subjective well-being. The research conducted by Fosco and Feinberg in 2015 demonstrated that the presence of a threat altered the relationship between interparental conflict self-efficacy.

According to a study (Fosco & Feinberg, 2015), the perceptions of threat among teenagers were found to be highly influenced by interparental conflict. Consequently, individuals started to encounter emotions of helplessness, behavioral challenges, and a deterioration in their general state of contentment and welfare. The current study investigated the influence of interparental conflict on psychological, and emotional well-being of preadolescents attending public primary schools in Nairobi County, Kenya. This research primarily focuses on examining the influence of exposure to domestic violence on pupils' behaviors and academic performance. Research conducted in the United States regarding the cascading consequences of parental

conflict has the potential to provide insights into comparable processes that impact preadolescents residing in Nairobi County, Kenya. Further investigation is required to ascertain the relevance of these findings, particularly in consideration of cultural and contextual factors.

The study conducted by Haj-Yahia et al. (2019) investigated the relationship between childhood exposure to domestic violence and the subsequent manifestation of post-traumatic stress symptoms (PTSS) among adolescents in Israel. The objective of the study was to ascertain whether social ties could potentially elucidate or serve as a mediating factor in the observed link. A cross-sectional survey design was employed by researchers from an Israeli university and college which sampled 516 students, with the aim of gathering and analyzing data for their study. The study consisted primarily of female participants, comprising 90.7% of the overall sample. The mean age of the participants was 24.9. The participants completed the questionnaire in hindsight. According to the research findings by Haj-Yahia et al. (2019), individuals who had been exposed to interparental and parental violence during their formative years were more likely to have Post-Traumatic Stress Symptoms (PTSS) throughout the early stages of adulthood.

The results obtained from the present study suggest that social support may have a potential impact in reducing the association between childhood and adolescent exposure to familial violence and the presence of Post-Traumatic Stress Syndrome (PTSS) in the present time. Symptoms commonly associated with Post-Traumatic Stress Syndrome (PTSS) include distress, sleeplessness, dissociation, and anxiety.

Empirical evidence has demonstrated that the provision of social support can effectively mitigate these symptoms. The results of this study emphasize the significance of social support in mitigating the effects of traumatic experiences in early life on the overall well-being of persons in their young adulthood, specifically in relation to post-traumatic stress symptoms (Haj-Yahia et al., 2019). The inquiry was motivated by a theoretical framework that prioritizes the assistance of individuals and the efficient utilization of resources. The findings of this study unveiled the enduring psychological consequences of domestic violence within familial contexts, perhaps exerting an indirect influence on academic achievement.

The present study carries significant consequences for comprehending the wider ramifications of domestic violence on individuals' overall welfare, as well as for prospective investigations about the correlation between family violence and academic achievement in alternative contexts, such as public primary schools situated in Nairobi County. Furthermore, it underscores the need of cultivating a robust social network. While the current study did not incorporate social support as a variable under study, Haj-Yahia et al. (2019) have illustrated its significance within the framework of mitigation. This study proposes potential approaches for meeting the needs of preadolescents who have been exposed to or directly experienced domestic violence.

In their study, Savopoulos et al. (2023) undertook a comprehensive examination aimed at exploring the impact of Intimate Partner Violence (IPV) on the cognitive and neurological development of children and adolescents. The primary objective of the

present study was to enhance comprehension of the potential impact of Intimate Partner Violence (IPV) on mental well-being by the implementation of a comprehensive assessment of pertinent scholarly works. According to the findings of the systematic review conducted by Savopoulos et al. (2023), a significant proportion of the publications analyzed in the study, approximately 70%, demonstrated a correlation between exposure to Intimate Partner Violence (IPV) and cognitive impairments in children and adolescents. The majority of the studies examined the impact of Intimate Partner Violence (IPV) on children aged 12 and below, while a subset of studies focused on its effects on adolescents attending middle school and high school. The study encompassed a broad spectrum of cognitive capacities, wherein linguistic and academic proficiencies were ranked second and third, respectively, following general intelligence.

The present study investigated the influence of domestic violence exposure on the behavior and academic achievement of children enrolled in public primary schools in Nairobi County, Kenya. This research aimed at providing insights into the potential cognitive consequences of being exposed to intimate partner abuse. This investigation primarily examined the impact of domestic violence on children's academic performance. The aforementioned findings underscore the significance of offering comprehensive support and interventions to children who have been exposed to Intimate Partner Violence (IPV) in order to address the cognitive and academic challenges they may have as a consequence of their exposure to IPV.

The study conducted by Muriithi (2019) aimed to examine the impact of children's views of family conflict on their academic performance within the context of primary schools in Kenya. A total of 2,702 parents residing in the local area with children in the fifth and sixth grades were involved in the study. Within the cohort of school-aged children included in the study, the application of Pearson correlation analysis yielded results indicating the absence of a statistically significant association between reported interparental conflict and academic achievement. The study did not yield any evidence of gender differences in the impact of reported interparental conflict on academic attainment.

The aforementioned findings contradict the current body of evidence, which indicates that young children who are exposed to domestic abuse may experience negative behavioral and scholastic consequences. Nevertheless, according to Muriithi's research findings, there appears to be a limited association between the reported interparental conflict experienced by primary school pupils and their academic achievement.

The research findings also indicate that there may not be a statistically significant disparity in the impact of this discord on the academic achievements of male and female pupils. Further investigation is warranted to ascertain the precise mechanisms at play in Kenya that could have impacted the correlation between interparental conflict and the scholastic achievement of children at age of exposure. It is imperative to consider the contextual and cultural factors that may have influenced these observations.

2.6 Summary of Reviewed Literature and Research Gaps

IPV exposure is not a unidimensional construct but involves a range of experiences. Exposure to physical violence involves aggression towards objects, using objects and weapons to threaten or harm a person. Children may be vulnerable to familial aggression either as witnesses, victims, or both. Exposure occurs throughout life with varying severity and frequency. Literature reviewed on the first objective revealed that there are very few studies that explore prevalence of exposure on behaviour and academic achievement. Further, majority of the studies have been done in other countries with very few local studies. Studies also sampled mainly young children and adolescents with few studies on pre-adolescents. There were also many longitudinal studies that tracked behaviour over time with fewer cross-sectional studies.

Literature reviewed on the second objective had very few studies that looked at the three variables: exposure to incidence of domestic violence, pupils' behaviour and academic achievement. Majority of the studies either reviewed exposure to incidences of domestic violence and behaviour or exposure to incidences of domestic violence and academic achievement. Further, classification of severity of incidences may not have been similar to the one used in the current study therefore difficult to compare findings. There was paucity of literature on preteens and from local studies.

Literature reviewed on the third objective tended to generalize exposure to domestic violence without identifying if the child exposed was a witness, victim or both. Further, very few studies explored addressed the three research variables. Literature reviewed on the fourth objective covered different developmental stages and how children and adults in these stages are affected by exposure to domestic violence,

providing important lessons for policy and planning for pre-adolescents. However, there were very few studies that sampled preteens. Further, these studies did not address pupils from informal settlement or local studies. The current study therefore sought to address the identified gaps.

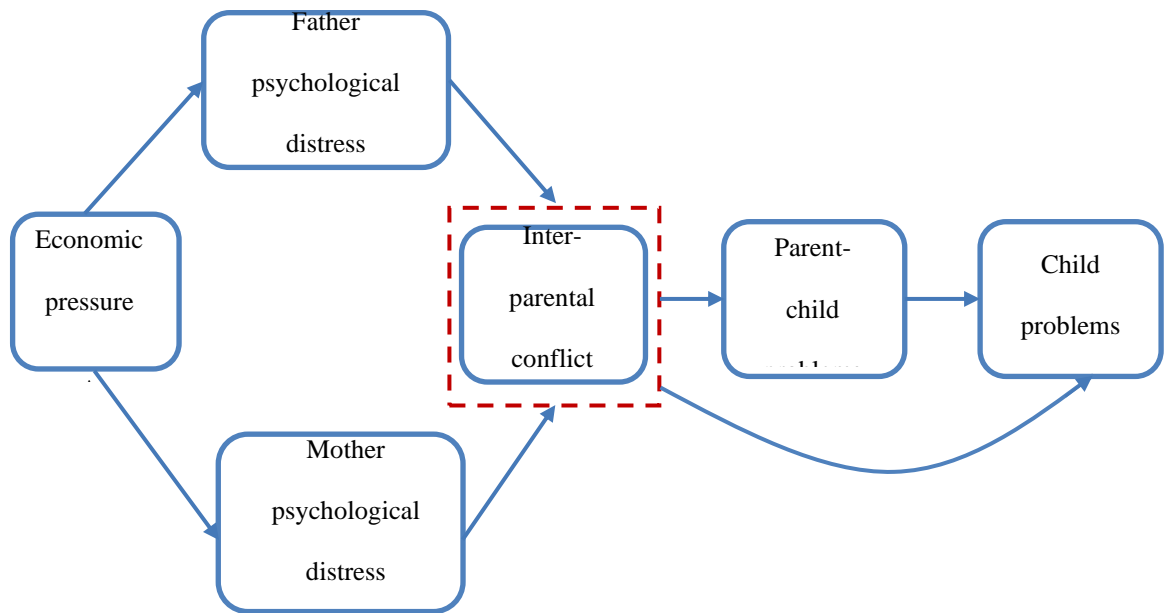
2.7 Theoretical Framework

2.7.1 Family Stress Theory

Family stress theory is a social theory that offers insights into the ways in which families may either adapt and readjust to stressful situations or stay susceptible to stress exposure, hence experiencing the resulting repercussions. The development of the concept may be attributed to Reuben Hill in 1949, who conducted research on the impact of separations and reunions caused by conflict on families in the post-World conflict II era. According to the hypothesis, families encounter both chronic and acute stresses that impact their capacity to adjust in times of crisis. However, the adaptation of the ABC-X model was further improved by Burr (1973) and McCubbin and Patterson (1983). The double ABC-X model has four components: (A) the stressor event, (B), family resources, (C) perception of the stressor (X) the crisis and post crisis.

Figure 1

Double ABCX Model



Note. Model by McCubbin and Patterson

The first component (A) pertains to stressor events that create tension in families that bring about need for adjustment, such as instances of unemployment or poverty. The stressor event exhibits an interaction with the resources of the second element (B). The influence might manifest either internally, inside the familial context, or externally, through the broader community. Internal resources include a range of factors such as parental skills, personal attributes, and financial capabilities. On the other hand, community resources comprise external support systems including social networks, after-school services, and mental health programs. The available resources facilitate the mitigation of the effects caused by stresses. Families often encounter crises when their resources are either unavailable or restricted (Hill, 1949).

The third component (C) pertains to the family's assessment of the stressor. The reaction of families to stressors is influenced by their perception, such that for families with high levels of stress, they are more likely to adopt negative coping strategies and express negative emotions (Hill, 1949). The aforementioned exert an impact on the ultimate component (X), which manifests as a crisis occurrence. When a family lacks the necessary resources and coping mechanisms to effectively handle a crisis, it may be seen as an exaggerated reaction to stresses. In such cases, some reactions may lead to serious consequences, such as instances of domestic violence, where the child's issues become apparent after the crisis has subsided (Wu & Xu, 2020).

Other research in the field of domestic violence have used the Family Stress Model. Beland et al. (2021) used a theoretical framework to demonstrate that the inability to fulfil financial obligations and worries, as well as the maintenance of social relationships, exhibited a strong association with domestic violence and stress. This research used insights gained from the Covid-19 epidemic to investigate the impact on family stress and incidents of domestic violence. In a study conducted by Boateng (2017), the ABCX model was used to examine the perception of stress sources within families and its subsequent effects on their health, particularly in light of the increasing incidence of domestic violence in Ghana.

There are various drawbacks associated with the familial stress hypothesis. The model was discovered to only address significant stresses in life and, as a result, was deemed unsuitable for comprehending the daily stress processes experienced by families. The

occurrence of domestic violence is not isolated, but rather accumulates in frequency over a period of time, ultimately culminating in a state of crisis. The objective of the research was to examine the associations between exposure and behavior, specifically focusing on the impact of a crisis on children's behavior. Hence, the model remains suitable for the investigation.

The theory was also subject to criticism due to its inability to consider the intricate dynamics of interactions between the family and the environment (Smith, 1984). Indeed, this is necessary as evidenced in this study. Establishing relationships between variants of exposure to domestic violence led to deeper understanding on the complexity of interactions between exposure to domestic violence and behaviour. The variants of exposure were: frequency of exposure, incidences of domestic violence that pupils are exposed to; whether pupils were exposed as witness, victim or both and their age. Exploring relationships between these variants and their influence on behaviour and academic performance illuminated their interactions which have implications on intervention approaches for pupils who are exposed. However, the complexity of interactions between family and environment was an interesting finding of the study and not part of the scope of the study. Therefore, the theory was still suited to the study.

Residing in socioeconomically challenged areas such as informal settlements and slums is associated with an elevated likelihood of encountering instances of domestic abuse (Beyer et al., 2015; Das & Basu Roy, 2020; Pinchevsky et al., 2013). Das and Roy (2020) found a significant association between marital violence against women and factors such as unemployment, poverty, and the number of children in the

household. The present research conducted a sampling of students from informal settings characterized by a higher proportion of jobless women compared to males, therefore representing a stress-inducing occurrence for families.

The phenomenon of unemployment generates a series of consequences that extend beyond the individual directly affected, affects not only the spouse (Esche, 2020), but also the children. Spousal violence is often linked to several causes, including the husband's inconsistent contributions towards home necessities and a lack of openness about personal costs made by him. According to the findings of the study, it was seen that jobless males tended to have feelings of self-disdain and insecurity, which subsequently led them to engage in negatively towards others as a means of compensating for their perceived deficiencies. Nevertheless, it has been suggested by Huffman et al. (2015) that the provision of family support may serve as a mediator in promoting psychological well-being among those who are jobless, so helping to mitigate the occurrence of a crisis. In situations when individuals lack familial support or have unfavourable perceptions towards a stressor event, it may lead to the emergence of crises, such as instances of domestic violence. These crises have a profound impact on children who are exposed to such circumstances. The present research aimed to investigate if exposure to domestic violence has an influence on the behavior of pupils.

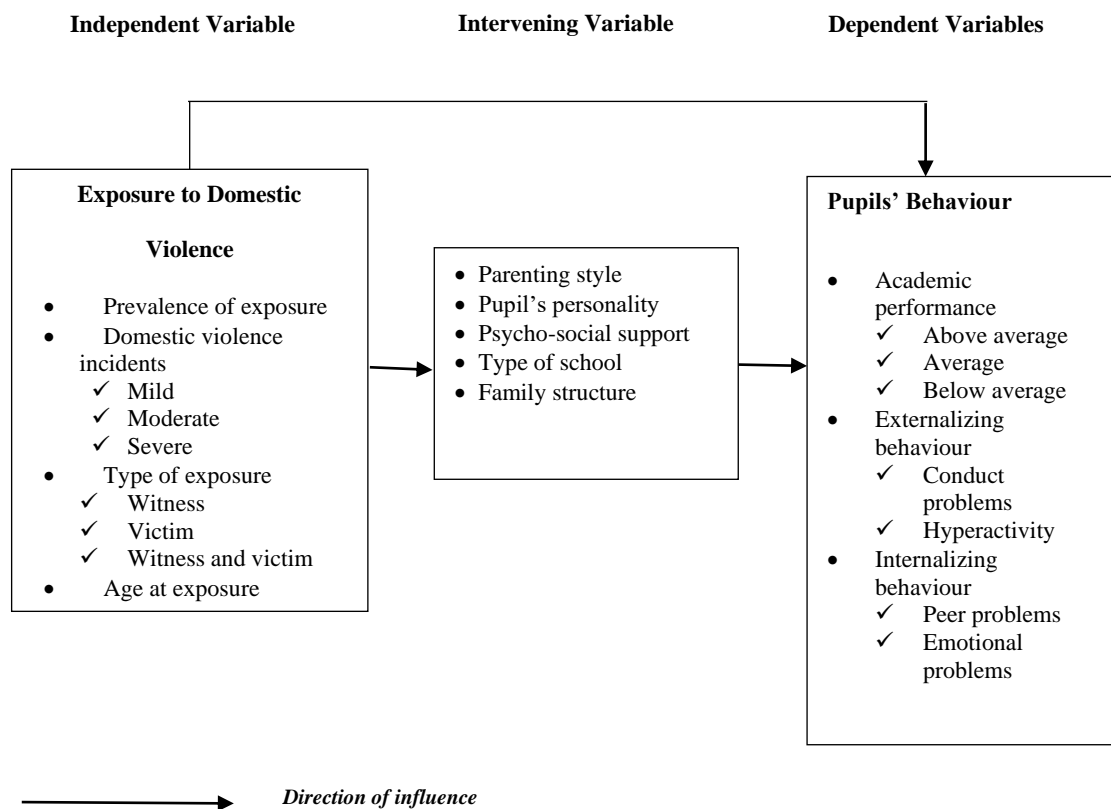
2.8 Conceptual Framework

The conceptual framework depicted in Figure 2 was developed by the researchers in order to provide support for the hypothesized relationship between the independent

and dependent variables of the study. The theoretical foundation serves as the fundamental basis for the conceptual framework, which in turn elucidates the anticipated interactions and relationships among the different variables.

Figure 2

Conceptual Framework Showing the Relationship Between the Variables of the Study



Note. Developed by Author (2022)

The independent variable in this study is exposure to domestic violence, whereas the dependent variables are children' behavior. Based on the shown visual representation, the term "domestic violence exposure" refers to instances in which a child is exposed to physical violence between their parents. It includes prevalence of exposure which is the intensity with which the child is exposed to domestic violence. It ranges from mild, moderate to severe. The incidents of domestic violence include a range of

physical violence acts between parents that the child is exposed to. They range from mild incidents of aggression such as pushing and shoving; moderate incidents such as slapping and beating; and severe incidents such as use of a weapon. Exposure has also been conceptualized to include types of exposure. This include being a witness, victim or both witness and victim to parental violence. Age at exposure is the age at which the child was at the time of data collection.

The dependent variable in this study is behavior of the pupils. It may manifest in two distinct forms, namely internalizing and externalizing behaviour. The research assessed internalizing behavior, specifically focusing on peer difficulties and emotional disorders. Externalizing behavior was assessed to include conduct difficulties and hyperactivity. Academic performance was also assessed as a behaviour. The assessment of academic performance was conducted by calculating the mean score obtained from the final term results of the preceding year. The framework has importance in this research as it delineates the connection between the independent and dependent variables in the context of exposure to domestic violence, as shown by the examined literature.

The family stress theory provides support for the conceptual framework. The focal factor under investigation is the independent variable, which pertains to the level of exposure an individual has to domestic violence. This exposure leads to a crisis denoted as X, which arises from stressful circumstances that the affected family is unable to effectively address owing to limited resources. Research has shown that children who are exposed to domestic abuse are more likely to have behavior

difficulties. This research aims to investigate the potential association between exposure to domestic violence and the behavior of students, including the direction and degree of this relationship.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, location of study, target population, sampling procedure and sample size, research instruments, pilot study, validity and reliability of research instruments, data collection, data analysis and ethical and logistical considerations.

3.2 Research Design

The study adopted the correlation research design. The researcher sought to investigate relationships between variables in the environment without manipulating or controlling them. In this study, the correlation design was used to determine relationships between variants of exposure to domestic violence and pupils' behaviour. Specifically, it sought to understand relationships between prevalence of exposure, incidences of domestic violence, types of exposure, age at exposure on pupils' behaviour. Correlation design allowed the researcher to measure the degree and direction of the relationships among the variables under study as well as make predictions on one variable from the other.

Fraenkel et al. (2012) claim that the level of correlation is quantified by a correlation coefficient, which is bounded between -1.00 and +1.00. In the case of a positive correlation, an increase in one variable is directly correlated with an increase in the other, and a reduction in one variable is directly correlated with a decrease in the other. When the value of one variable (X) rises, the value of the other (Y) falls, and

vice versa, we say that there is a negative correlation between them. The research design however, does not allow for an explanation on cause and effect between variables. In this study therefore, the researcher does not intend to determine whether the variants of exposure to domestic violence affect pupils' behaviour. Rather, the researcher seeks to identify if there is a relationship between variants of exposure to domestic violence and behaviour among pupils in public primary schools in informal settlement, Nairobi County, Kenya and the direction of the relationships.

3.3 Location of the Study

The study was carried out in public primary schools in the informal settlements of Nairobi County, Kenya. Nairobi is strategically located which makes it an attractive destination for trade, residence and other social activities, which attract rural urban migration from other towns. Migration has led to population growth. According to the *2019 Kenya Population and Housing Census*, Nairobi with has a population of 4,397,073; a land area of 703.9 km² and a population density of 6,247 km², which makes it the most densely populated county in Kenya. Further, Nairobi is ranked among the cities with the largest urban slums in Africa and they continue to expand.

Informal settlements are low-lying areas outside the central business district of a city. They provide temporal shelter for employment seekers, retirees and low-level factory workers (Malenya, 2021). Informal settlements sometimes referred to as slums are characterized by fragile and densely built housing that lack proper infrastructure and social services (Ono & Kidokoro, 2020). There is no security of tenure for land or dwelling and housing may not comply with planning and building regulations (UN Habitat, 2015). According to Report of the *Population and Health Dynamics in*

Nairobi's Informal Settlements, 2012, there was a slight decrease in the average number of rooms per household. The proportion of people sharing a sleeping area also increased suggesting more people were sharing smaller spaces leading to overcrowding. Women were more likely to be married than their non-slum counterparts, with an average of 3.9 children among married couples.

Though domestic violence cuts across all socio-economic groups and background (Ray, 2011) people living in disadvantaged circumstances like the informal settlements have an increased risk of experiencing domestic violence (Fahmy et al., 2016) which is associated with other relationship factors that compound the risk for domestic violence such as having many children (Das & Roy, 2020). According to the Nairobi Cross-section Slum Survey (2014) women living in informal settlement were more likely to be married than their non-slum counterparts, had an average of 3.9 children. Nairobi County therefore rendered itself appropriate as a study location as it had informal settlements in all the sub counties, a likelihood of getting children from two parent families and high-risk factors to domestic violence. Informal settlements in sampled sub-counties in Nairobi are shown in Table 1.

Table 1*Informal Settlements in Sampled Sub-Counties*

	Sub-County	Informal settlements in the Sub-County
1.	Makadara	<ul style="list-style-type: none"> • Mukuru Kwa Reuben • Mukuru Kwa Njenga • Viwandani • Kayaba • FuataNyayo • Mariguini • Kisii
2.	Kibra	<ul style="list-style-type: none"> • Gatwekera • Kisumu Ndogo • Laini Saba • Kianda • Mashimoni
3.	Dagoretti	<ul style="list-style-type: none"> • Coast • Sokoni • Congo • Gatina • Muslim
4.	Kamukunji	<ul style="list-style-type: none"> • Mashimoni • Sofia • Highrise • Kitui • Katanga
5.	Westlands	<ul style="list-style-type: none"> • Waruku • Gichagi • Kaptagat • Githogoro

Note. Reprinted from Researcher, 2018

3.4 Population

Nairobi County has nine Sub Counties with 195 public primary schools. By the time of the field work, the enrolment statistics of primary school pupils in class 4,5 and 6

in public schools, which was the target population was 61, 034 (Nairobi County Director of Education, 2018).

The choice of the group of pupils was that they were in middle school, a level in which they were aware of the events in their surrounding and can be able to report on them. Hence, they were capable of reporting on exposure to domestic violence between parents. They were also aware of their emotions and able to report how they felt. The study also assumed that since these pupils are in their pre-adolescent stage of development, the behaviour exhibited was not as a result from issues related to adolescence but rather to exposure to domestic violence.

The population of teachers in the 195 public primary schools in Nairobi was 4,279 (CDE's Office, Nairobi, 2018). Teachers are aware of their pupils' behaviours and can be able to identify any maladaptive behaviour. In this study, teachers were required to rate the behaviour of the pupils and also provide their average score for the examinable subjects for the year preceding the study (2017).

3.5 Sample Size

To determine the sample size of a known population, the following formulae by Krejcie and Morgan (1970), was used.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

The sample size was calculated as follows:

$$\frac{1.96^2 \times 61034 \times 0.5 \times 0.5}{0.05^2 \times 61033 + 1.96^2 \times 0.5 \times 0.5} = 390.1428$$

$$S = 390$$

3.6 Sampling Procedure

The number of sub-counties included in this study was determined by a random selection process. Out of a possible nine sub-counties, only five were selected. Each of Nairobi County's sub-counties includes informal settlements, as shown on the map (See Appendix VIII) using this methodology ensured that all sub-counties were represented fairly and comprehensively in the study. Kombo and Tromp (2006) claim that a sample size between 10% and 20% of the target population is considered to be sufficiently substantial for the purpose of doing research like this.

To determine the sample size of each sub county, school and class, proportionate sampling was used. Proportionate sampling is a technique for selecting a representative sample from a population in which members of each stratum are

represented in the sample in proportion to their prevalence in the community at large. Therefore, 13 public primary schools were proportionately sampled and the number of pupils to participate in each school and class were also proportionately sampled (*See Table 2*), however, each of the school to participate was purposively sampled to ensure that it drew pupils from the informal settlements.

Since the study's overarching goal was to examine the experiences of children who had been exposed to domestic violence within their parental relationships, the researchers adopted purposive sampling to choose pupils who lived with both parents. Purposive sampling is a method of selecting samples from a larger population on the basis of criteria provided by the researcher (Fraenkel et al., 2012). This methodology is especially advantageous when the researcher seeks to explore a problem that is highly prevalent throughout the community. The study focused on exploring the extent to which children are exposed to domestic violence in the context of parental relationships.

In each class, the class teacher helped to identify the learners from two parent family using the class register. Their names were picked and assigned numbers which were written on separate pieces of paper. These were ruffled and the number required as sample size for the class was randomly picked. This gave an equal chance to pupils from a two-parent family to be included in the study. A summary of the sample size is provided in Table 2.

Table 2*Summary of the Sample Size per Sub County, School and Class*

Sub-county	School	Enrl Class 4	Enrl Class 5	Enrl Class 6	Total population per subcounty	Sample size per sub county	SZ4	SZ5	SZ6	Total
Makadara	M1	186	156	151			13	11	11	
	M2	228	250	215			16	17	15	
	M3	126	126	125			9	9	9	
Total		540	532	491	1563	109	38	37	34	109
Dagoretti	D1	172	193	220			12	13	15	
	D2	110	120	120			8	8	8	
	D3	98	90	90			7	6	6	
Total		380	403	430	1213	84	26	28	30	84
Kibra	K1	86	74	78			6	5	5	
	K2	77	80	111			5	6	8	
Total		163	154	189	506	35	11	11	13	35
Westlands	W1	220	220	264			15	15	18	
	W2	157	197	210			11	14	15	
	W5	40	22	21			3	2	1	
Total		417	439	495	1351		29	31	34	94
Kamukunji	W4	202	269	228			14	19	16	
	W3	61	112	96			4	8	7	
Total		263	381	324	968		18	27	23	68
										390

Note. Information from CDE's Office, Nairobi, 2018

Enrl - Enrolment

SZ4 – sample size for class 4

SZ5 – sample size for class 5

SZ6 – sample size for class 6

The study purposively sampled a teacher per class in each of the sampled schools.

Therefore, three teachers responded to the questionnaire that rated pupils' behaviour.

A total of 39 teachers participated from the 13 public schools sampled.

3.7 Research Instruments

The tools for this study were two questionnaires and a mark sheet for academic achievement showing end of term marks for each respondent in the year 2017.

3.7.1 Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ) (Goodman, 2008) was used to measure selected behaviours (internalizing and externalizing). It is an instrument screens for psychosocial problems, both positive and negative psychological attributes (*See Appendix III*). It is free of charge and available online. It has a child version, teacher version and parent version. The SDQ is a widely used tool both in research and practice (Grip et al., 2013; Peltonen et al., 2010; Silva et al., 2019; Vugteveen et al., 2022), countries in sub-saharan Africa (Hoosen et al., 2018; Mellins et al., 2018) including Kenya (Laurenzi et al., 2020; Vreeman et al., 2015).

The SDQ is composed of 25 questions which consists of five subscales (hyperactivity behaviour, emotional symptoms, conduct problems, peer problems and prosocial behaviour) each with five items. The subscales measure internalizing (emotional and peer symptoms), externalizing (conduct and hyperactivity). All, except prosocial behaviour are summed up to get total difficulty score. Some of the attributes are negatively worded while others are positively worded. It uses a three-point Likert scale. Each item is scored 0 'Not true'; 1: 'Somewhat True' and 2: 'Certainly True'. Responses rated 0-2 for negatively worded items are rated inversely while 2-0 for positively worded items. The externalizing scores range from 0 to 20 and is the sum of the conduct and hyperactivity scales. The internalising score range from 0 to 20 and is the sum of the emotional and peer problems scales. High scores indicate more problematic attributes.

The current study used the teacher version and child version which had the same questions, only that they are rated separately by each. During data collection, the researcher assigned a random number to each respondent. This number was indicated in both the pupil and teacher questionnaire for a respondent. A separate sheet of paper was used to write the names of the sampled pupils against their assigned random numbers. The teacher's questionnaire had the name of the pupil to enable the teacher rate the pupil using the SDQ. During data analysis, both questionnaires were scored and averaged for each pupil. The scores were then converted to percentiles. This helped to show if the data point is low, medium or high on internalizing and externalizing behaviours.

3.7.2 Violence Exposure Scale for Children-Revised

The Violence Exposure Scale for Children -Revised (Nathan & Leavitt, 1995) measures exposure to domestic violence has both a parent and children's scale which are freely available. The researcher requested for the tools and permission to use them from the author. The Violence Exposure Scale for Children-Revised (children's tool) was used to assess exposure to physical violence between parents (*See Appendix II*).

The tool was in two parts: Section 'A' collected demographic information such age of respondent, gender, class, where they live, father's occupation, mother's occupation, other people who live with the family and number of children in the family. Section 'B' was the violence exposure scale. It had 25 questions. Eleven questions were on exposure as a witness, while eight questions were on exposure as a victim. Five questions were psychological breaks. Physical violence incidence included breaking

utensils at home, throwing something at another person, pushing hard, chasing, slapping, beating up, threatening with a knife, chasing with a weapon, shooting and stabbing. These questions were further classified to assess the severity of exposure to domestic violence as follows: Low exposure included 'breaking utensils at home', 'throwing something at another person'. Moderate exposure included 'push or shove each other really hard', 'chased each other with one looking scared', 'slap the other really hard', 'beat-up the other'. Severe exposure included, 'point a knife at the other', 'chase the other with a panga', 'stab the other with a knife', 'threatened you with a gun', 'parent shoot the other with a real gun.'

Adaptations were done on the tool by reframing the psychological breaks. For example, 'how many times do you eat ice-cream', was replaced with 'how many times did you eat bread last year'. 'How many times did you see someone sitting on Santa's lap', was replaced with 'How many times have you seen a woman carried by a motorbike rider'. The researcher also added a psychological break as the last item on 'how many times have you seen children play football'. The psychological breaks were reframed to make them culturally relevant and appropriate to the pupils' context. They provided a break from the high valence items and acted as internal test for children understanding of the questions. To make it easier for pupils respond on frequency of exposure, items two items were rephrased from 'a few times' to 'at least once a month' and from 'lots of times' to 'at least once a week'.

Learners were asked to indicate the extent to which they witnessed domestic violence between their parents in the last one year. Four thermometers, each with a mercury at one of the four levels: never, at least one time, at least once a month and at least once

a week were used to guide learners in indicating the frequency. Items that constituted physical aggression were in two parts: towards another person and towards the child. Example ‘how many times did you see a parent push or shove the other’; and ‘how many times did a parent push or shove you’. These questions distinguished respondents who were witnesses, victims or both witness and victim. Frequencies were converted into percentiles to show the extent of exposure: mild, moderate or severe.

3.7.3 Academic Achievement of Pupils

A mark sheet for academic scores was used to gather average marks on end of term results for term I, II and III for each respondent in the year 2017 (*See Appendix IV*). The class examination registers were used to get the marks. Pupils in class four to six have five papers that are graded in five examinable papers that contribute to the final marks at the end of the term. The aggregate score in all the five subjects per respondent for the three terms was entered in the record sheet. An average mark for the year was computed. This was converted into percentiles which were used to show performance as above average, average and below average.

3.8 Pilot Study

Piloting the instruments was done to help ascertain that they are free from any pitfalls and mistakes that would arise during the main data collection process (Mugenda & Mugenda, 1999). According to Orodho (2008), 10% of the sample size should be used for piloting. The researcher used 42 pupils instead of 39 to ensure an even distribution of 14 pupils for each of the sampled classes from class four, five and six. Three

teachers, each representing a class were also purposively sampled. A non-participating public primary school with a catchment from an informal settlement in Kasarani Sub County was selected for piloting.

The researcher used random sampling of pupils from two parent families to get the sample from each of the classes that were to participate in the study. The researcher explained the purpose of the study and appealed to respondents to identify and mark any items in the questionnaire that was not clear. The respondents were given the questionnaires to fill under supervision of the researcher and their class teacher. The pupils took about 45 minutes to fill both questionnaires, while the teacher took 30 minutes to fill the SDQ for all the sampled respondents. The researcher collected the questionnaires after the exercise and thanked the respondents. She then debriefed the pupils.

Information from the pilot study helped in assessing clarity of questions, time taken to answer questions, time taken to carry out debriefing and issues arising during debriefing. In addition, piloting was used to ensure validity, reliability of the instruments (Romans et al., 2007). The completed questionnaires were scored and analysed by the researcher to get the validity and reliability of the instrument.

3.9 Validity of the Research Instruments

To what extent do results from a given instrument match to a certain theoretical framework is what is meant by "instrument validity" (Mugenda & Mugenda, 1999). Both the characteristics of the assessment tool itself and the situations in which it is

used are included in the concept of validity (Kirk & Miller, 1986). Content, criterion-related, and construct validity evidence are the three primary types.

When referring to assessments, "content validity" refers to how well the items inside that test measure the specific characteristics for which that test was created (Kirk & Miller, 1986). Methodology involves analysis of assessment items and scoring by experts in the field. In order to evaluate the test's relevance and validity, the researcher spoke with supervisors and other experts in the field. According to Mugenda and Mugenda (1999), the concept of construct validity is concerned with the extent to which a certain instrument accurately measures a theoretical construct. The researcher gave the test items thorough and methodical attention, revising them to include current and relevant information.

This strategy was used to make sure the questionnaires themselves only asked pertinent questions. Researchers used face validity to determine whether or not questionnaire items seemed aesthetically pleasing and relevant. The practicality, readability, editorial quality, arrangement, clarity, and appropriateness of the language for the intended audience were all factors in the assessment. To reduce the risk to external validity, the researcher used strategies such as random sampling and thorough operationalization of the variable.

3.10 Reliability of the Research Instrument

Reliability pertains to the extent of consistency and stability shown by a measurement device across a given period. In essence, it assesses the instrument's ability to provide consistent outcomes when administered repeatedly. It is crucial to acknowledge that discrepancies in the timing of application and alterations in the sample population have the potential to impact the outcomes, rendering it improbable to consistently get identical findings. Nevertheless, a robust positive correlation between the outcomes of the research instrument signifies an elevated degree of reliability. The establishment of the research instrument's reliability is of utmost importance in order to get precise outcomes in research. The calculation of the correlation coefficient for the instruments was performed using Cronbach's Coefficient Alpha formula. According to the findings of Fraenkel et al. (2012), it has been proposed that a reliability coefficient of 0.70 or above is deemed appropriate in the context of correlational studies.

3.10.1 Reliability Statistics of Research Instruments

Table 3

Reliability statistics of Research Tools

Research tool	Cronbach's coefficient (Author)	alpha	Cronbach's alpha coefficient (Researcher)
Strengths and Difficulties Questionnaire (Goodman, 2008)	Cronbach α : = 0.73		Cronbach α : =0.77
Violence Exposure Scale for Children-Revised (Fox & Leavitt, 1995)	Cronbach α : = 0.86		Cronbach α : =0.785

The Violence Exposure Scale for Children-Revised and the Strengths and Difficulty Questionnaire were administered to 42 learners during piloting. Both instruments had 25 items but only 20 items were scored in each. In the Violence Exposure Scale for Children-Revised, the five psychological breaks were not scored while in the SDQ, items for prosocial behaviour were not scored. The Cronbach's alpha correlation coefficient test was carried out using SPSS version 27 and yielded Cronbach's alpha correlations as shown in Table 3 which were considered acceptable.

3.11 Logistical Considerations

Prior to data collection, the researcher obtained a clearance letter from the Dean of postgraduate studies, Maasai Mara University to facilitate applying of a research permit from the National Council of Science and Technology (NACOSTI) to collect data from schools. The research permit and letter of research authorization were given, then presented to the County Director of Education (CDE) Office and a copy submitted to the County Commissioner, Nairobi. The CDE's office then gave a letter of introduction and authorization to carry out research in Nairobi County. This letter was submitted to all the sampled Sub-County Directors who gave written permission to access the sampled schools in their sub counties. Copies of these letters and the research permit were presented to the head teachers at the point of contact.

At the Sub County Director's office, the researcher was assisted to sample the schools that drew pupils from the informal settlements. Prior visits were made to the sampled schools to acquaint the head teacher on the research intent and make arrangements for appropriate date for data collection. In almost all schools visited, the researcher was

given a contact person with whom to liaise with for coordination of the exercise. Consent forms were sent out to parents/guardians (*See Appendix I*) for pupils in participating classes and returned before actual administration of instruments.

Data was collected on the scheduled days. The class teacher assisted in identification of learners from two parent home. Their names were written on separate piece of paper, tumbled up and the pieces of papers representing the number of learners required per sex were drawn. These learners were assigned random numbers and given questionnaires with the corresponding predetermined random number. The learners were briefed before administration of the questionnaires. The researcher ensured that the questionnaires were duly filled upon submission. All the respondents were assured of anonymity and confidentiality of information. Administration of the learners' questionnaires took between 40-45 minutes.

3.12 Ethical Considerations

The researcher sought clearance from the Dean of postgraduate studies at the University. She then sought a research permit from NACOSTI to collect data from schools. These measures ensured that the research followed all the ethical requirements that would safeguard the respondents from harm.

The researcher sought consent before administration of the questionnaires. Participation was voluntarily and pupils were at liberty to withdraw. They were briefed on the purpose of the study and assured of anonymity and confidentiality of data collected. All the completed questionnaires were handled by the researcher during and after the research process and kept under lock and key once duly filled. After coding,

the questionnaires were put back in a cabinet under lock and key and will be kept for another five years after publishing before they can be safely disposed by shredding and papers disposed of to relevant authority for recycling. Data that was computed through SPSS was stored and access limited to use of a password to protect it. A backup was done to researchers email and also on a hard drive, both secured with a password. The thesis was also subjected to an anti-plagiarism test to ensure that the work is my original work and not copied. The test showed acceptable levels according to the institution's standards.

3.13 Data Analysis

Data collected using the instruments was coded, entered and cleaned before analysis using the IBM Statistical Package for Social Sciences (SPSS) version 27 software. Analysis of data involved both descriptive and inferential statistics. Descriptive statistics such as percentages and frequencies, were mainly used to analyse respondents' demographic information. Inferential statistics was used to establish the influence of the independent variable on dependent variables. Pearson's correlation was used to show nature and strength of the relationship between the independent and dependent variables.

Table 4*Summary on Data Analysis*

Objective	Hypothesis	Statistical Test
1. To establish influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya.	Ho ₁ : There is no statistically significant influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of frequencies and percentages
2. To determine the influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.	Ho ₂ : There is no statistically significant influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of frequencies and percentages
3. To explore the influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya	Ho ₃ : There is no statistically significant influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of frequencies and percentages
4. To investigate influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.	Ho ₄ : There is no statistically significant influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of frequencies and percentages

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter contains findings of this study on variants of exposure to domestic violence and their influence on pupils' behaviour in public primary schools in informal settlements, Nairobi County, Kenya. The results of the study were presented in line with the objectives of the study. The relevant descriptive statistics were given, followed by specific inferential statistics that tested the null hypothesis stated in the study objective. Finally, a discussion was given in relation to the reviewed literature and theoretical framework that linked the study variables. This chapter is organized as follows: Introduction, general information, demographics, statistical analyses, interpretation and discussion based on the following research objectives.

- i. To establish influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya.
- ii. To determine the influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.
- iii. To explore the influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

- iv. To investigate influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

4.2 Return Rate

The researcher administered the questionnaires in all the selected schools to the respondents and verified them on receipt to ensure that all were duly filled. Any questionnaires that were incomplete, she requested the respondents to complete, before collection. However, 10 questionnaires were rejected, six did not have the Strengths and Difficulties Questionnaire (SDQ) completed by the teacher and four were new in the school and therefore did not have their marks for the previous year in the mark book. This resulted to a response rate of 97.4 percent. The high return rate was attributed to the prior arrangements that the researcher had made before visiting the schools and strict supervision during administration of the questionnaires.

4.3 Demographic Information

The demographic information gives a profile of the participants and the population they represent. This helps to create a mental image of the background from which the data was collected for analysis. The demographic variables analysed are: gender, age, class, number of children in the family, members of the family, occupation of parents and parent as the victim of domestic violence; cross tabulations of prevalence, incidences, types and age on behaviour and academic achievement. In this section percentages are used to describe and summarize data on demographic characteristics of the study sample and presented as bar graphs.

4.3.1 Gender of Pupils

The study sought to find out the gender of pupils in the study sample. As describe earlier, the class teacher helped to identify the learners from two parent family using the class register. Simple random sampling was used to select the learners to participate in each class. Findings from the study are presented in Table 5

Table 5

Pupil's Gender in Frequencies and Percentages

	Frequency	Percent
Male	183	48.2
Female	197	51.8
Total	380	100.00

Table 5 represents the results of analysis on the distribution of pupils according to gender. The findings show that there were more female respondents (51.8%) than male (48.2%). These findings are consistent with the general population distribution in Kenya as reflected in in the Kenya Integrated Household Survey 2015/16, the Kenya Demographic Health Survey (2014) and the Kenya Population and Housing Census (2019) which had a higher female to male ratio. Understanding the gender distribution can be beneficial in that it reduces bias and lack of diversity which would otherwise undermine evidence-based decision and policy making. Addressing gender differences in exposure to domestic violence will guide in providing support and resources that are appropriate to the affected population as they address gender needs and priorities. This can contribute towards reducing the harmful effects of child exposure to domestic violence and help individuals realize their full potential.

4.3.2 Distribution of Respondents by Class and Age

It was important to investigate the age of respondents in this study as it targeted pupils in middle school who are in the pre-adolescent stage of development. The ideal age bracket is between 10 -12 years.

The study sampled pupils in classes 4, 5 and 6 from public primary schools in informal settlements. Findings on the analysis of distribution of class, age and gender is shown in Figure 3.

Figure 3

Distribution of Respondents by Class, Age and Gender

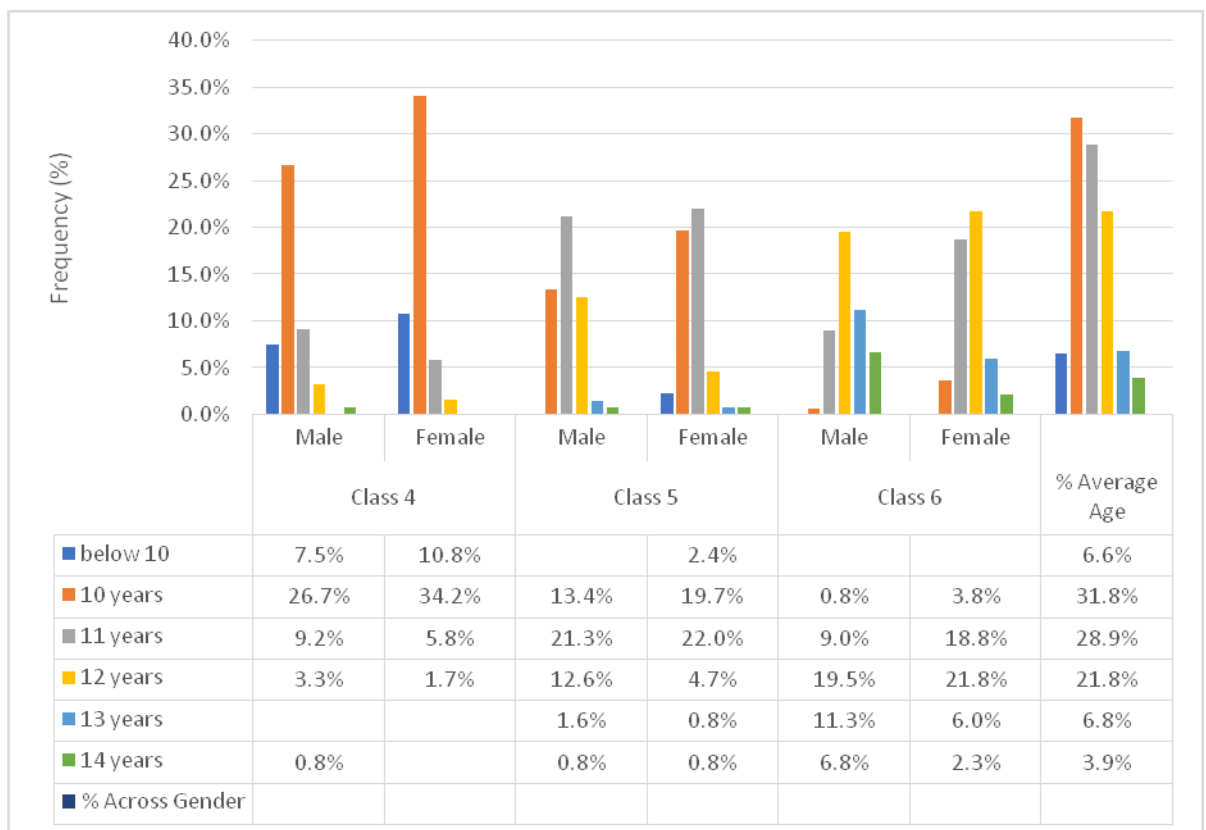


Figure 3 shows that in class 4, the majority of the pupils were ten years old, with more females (34.2%) than males (26.7%). There were also more pupils who were below ten years in class 4 than in any other class with more females (10.8%) compared to

males (7.5%). Only 0.8% of the pupils were adolescents. These were boys who were 14 years old.

In class 5, the majority of the pupils were 11 years old, with near gender parity between boys and girls at 21.3% and 22.0% respectively. There number of pupils who were adolescents was low with an equal number of boys and girls who were 14 years old (0.8%). In class 6, the majority of pupils were 12 years old with more females than males at 21.8% and 19.5% respectively. However, there were more boys than girls who were in the adolescent stage with 11.3% and 6.8% of boys at 13 and 14 years compared to 6.0% and 2.3% of girls in the same age bracket.

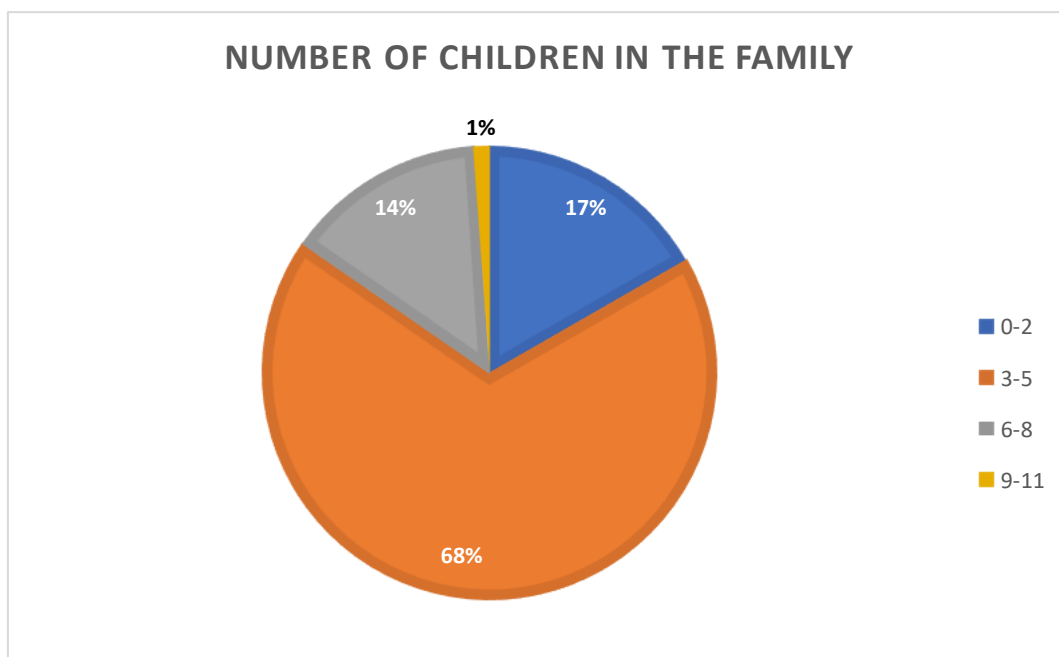
Generally, finding show that majority of pupils are in the right class for their age. According to the *Basic Education Statistical Booklet, 2020* pupils in primary school are between 6-13 years. However, contrary to national enrolment for 2018, there were more boys enrolled compared to girls with a gender parity index of 0.97 with an exception of class 8 where the enrolment was higher for girls. Further studies can be conducted to establish the lower enrolment of boys in public primary schools in the informal settlements.

4.3.3 Distribution of Number of Children in the Family

The study sought to establish the number of children living in the family. Respondents were required to indicate how many children they were in their families.

Figure 4

Distribution of Number of Children in the Family



The findings in Figure 4 show that the majority of the families had between 3-5 children (68%). Families that had two children and below were (17%) while 14 % of families had between 6-8 children. Only 1 % of the families had between 9-11 children. This finding is supported by the Nairobi Cross-section Slum Survey (2014), which found that women who were married in the slums had 3.9 children. Having more children for a family in the informal settlement implies more people sharing a room. According to the Nairobi Cross-section Slum Survey (2014), three or more people share a room. This implies that there will be more congestion and less personal space for families living in informal settlements, which could be a contributing factor for domestic violence.

An element that has been linked to domestic violence is whether or not there are children in the household. Research by Abdi et al. (2021) and Barnawi (2017)

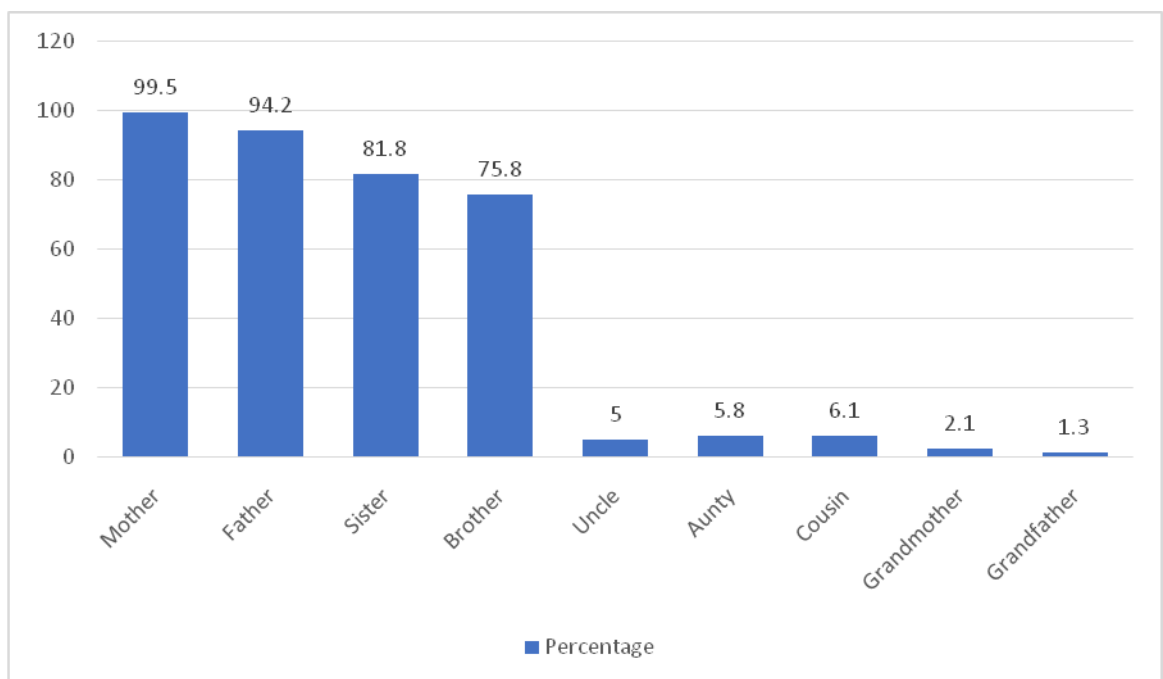
suggests that factors related to the number of children in a household, such as having a large number of children, not having any children, and neglecting children, can increase the likelihood of experiencing intimate partner violence.

4.3.4 Distribution on People Living in the Family

The respondents were asked to indicate the people they lived with at home.

Figure 5

People Living in the Family



The majority of respondents live with their mother (99.5%) father (94.2%) sister (81.8%) and brother (75.8%). Other members of the extended family were few with cousins cited the most (6.1%) and grandmother and grandfather the least at 2.1% and 1.3% respectively. Findings show that majority of families do not live with extended family.

Living with extended family can be a blessing or a curse. An extended family can provide support to a family mitigating domestic violence. According to LaFave and Thomas (2016), children with a larger network of extended family had fewer behavioural problems. Women who experienced IPV were more likely to talk about it with close relatives, as established by the research of Balogun and John-Akinola (2015). Some researchers, however, have shown that the help provided by extended family members does not always help. Asomani (2016) posits that extended families frequently maintained a culture of silence as a method to safeguard the reputation of the family.

The presence of in-laws was also strongly associated with domestic violence between men and women (Bandara et al., 2022). In laws frequently interfered causing a negative marital relationship which resulted in IPV (Bandara et al., 2022). This could be attributed to lack of personal space when shared with extended family members (McClure & Barr, 2017). The current study is guided by the family stress theory which asserts that the family provides support as an external resource which can buffer the effects of a stressor event such as domestic violence. However, from the findings, family would expect very little if any support from extended family.

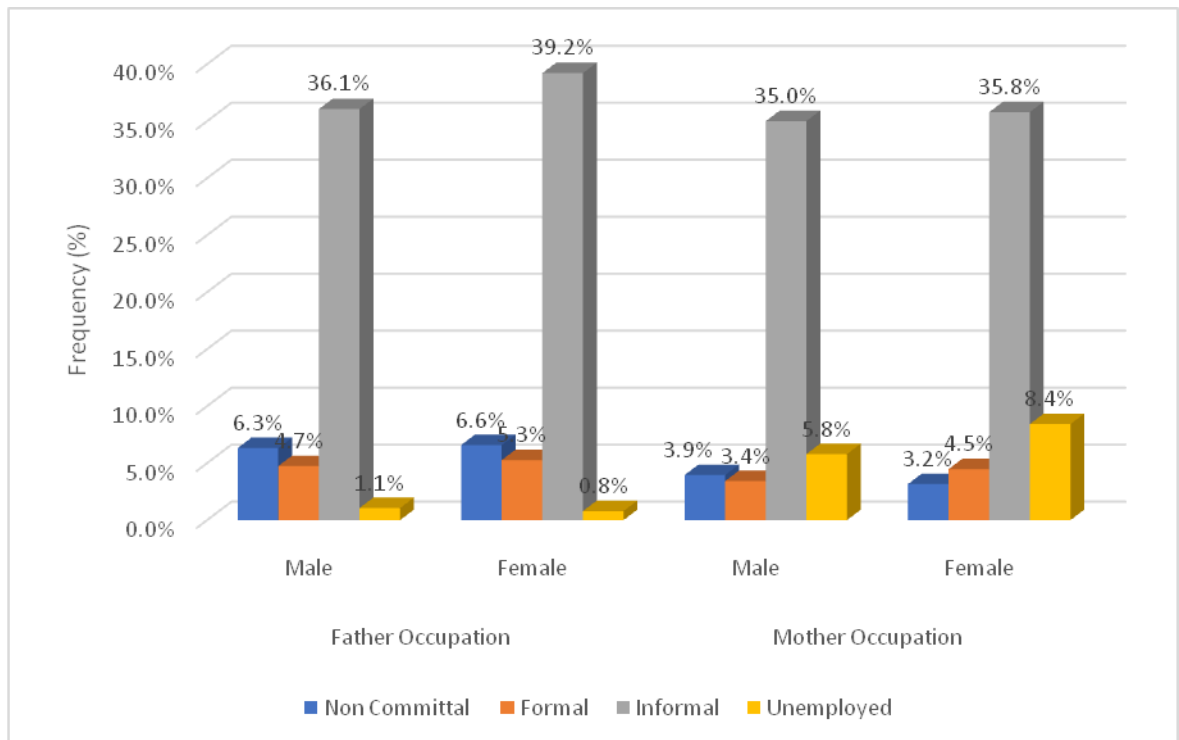
Living in informal settlement where unemployment levels are high and income is low means that resources are limited to be able to host members of the extended family. Their presence would only increase financial strain, adding to family stress.

4.3.5 Distribution of the Respondents' Fathers' and Mothers' Occupation

The study sought to establish the occupation of the parents. Unemployment and lack of adequate finances to meet family needs is a stressor that can lead to a family crisis such as domestic violence as espoused in the family stress theory. Parents occupation was categorized as formal or informal. Distribution on analysis of parents' occupation is shown in Figure 6

Figure 6

Distribution of Parents' Occupation



A visual inspection of Figure 6 shows that the majority of parents are employed in the informal sector. According to male and female respondents, 39.2% and 36.1% of fathers were reported as informally employed; while 35% and 35.5% of male and female respondents reported their mothers as informally employed. There were respondents who were non-committal about their fathers' occupation with a higher number of female respondents (6.6%) compared to male respondents (6.3%).

However, there were more male respondents who were non-committal on their mother's occupation (3.9%) compared to female respondents (3.2%).

This finding is supported by the Nairobi Cross-section Slum Survey (2014) which found that the majority of residents living in informal settlements mainly engage in informal activities such as selling fruits and vegetables, second-hand clothes, hawking, water kiosks among others. According to the ILO study "*Women and Men in the Informal Economy: A Statistical Picture, 2018*," informal economic activities cannot generate stable income, provide few opportunities for gainful employment, and offer few safety nets for their participants. The successful eradication of poverty faces formidable challenges due to these causes. The ILO report provides further evidence in support that there are more men (63.0%) than women (58.1%) in informal employment globally.

The cost of living in Nairobi is expensive compared to other cities in Africa as reported by a Worldwide Cost of Living survey done in 2019. Therefore, the pressure to meet the basic requirements can cause undue stress on the caregiver making him/her susceptible to domestic violence. This situation can be aggravated by having more women compared to men not working, therefore not economically empowered and having to rely on their husbands for financial support hence vulnerable to abuse.

Pupils who were non-committal about their parents' occupation could imply that they either were not aware or were embarrassed by what their parents did for a living. Informal employment is shunned as it is associated with low productivity manual jobs, low social status, poor working conditions, long inflexible working hours,

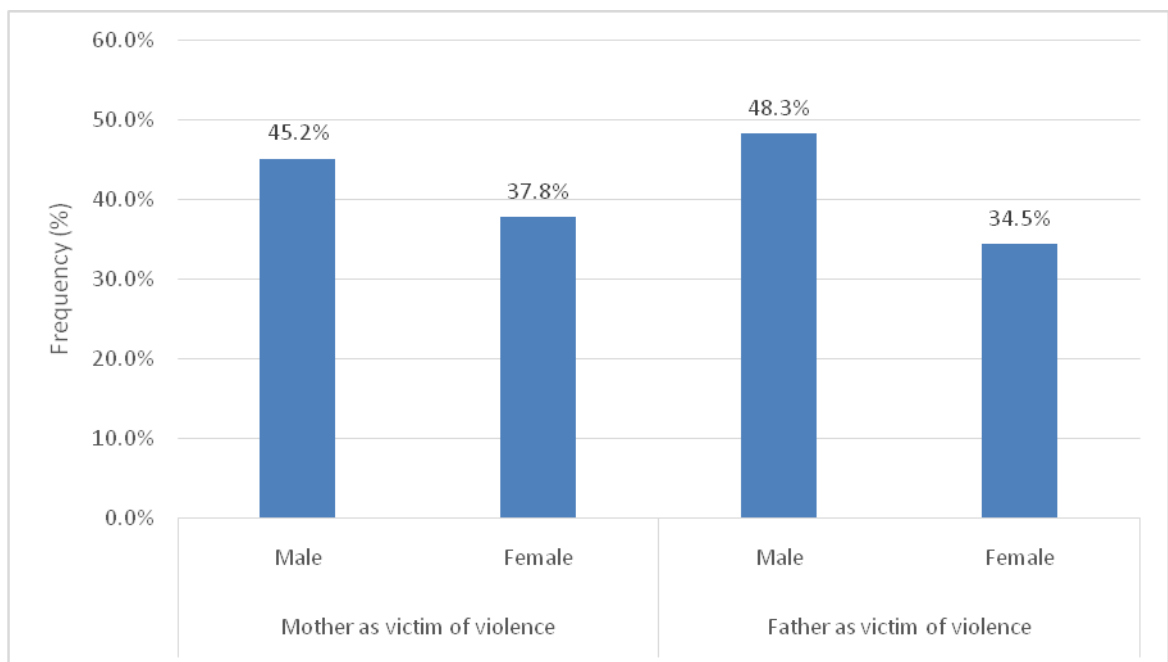
involves a lot of physical work, involves too much supervision, is often dull and monotonous compared to formal employment (Utzet et al., 2021) which makes it unattractive.

4.3.6 Distribution of Mother and Father as Victims of Domestic Violence

The study sought to establish the victim of domestic violence between parents. Pupils were asked to indicate who, for most of the time, was the victim, when domestic violence occurred between their parents. The research findings are presented in Figure 7.

Figure 7

Distribution of Mother and Father as Victims of Domestic Violence



Data from Figure 7 shows that more male (45.2%) reported the mother as a victim of domestic violence compared to females (37.8%). Similarly, more male reported the father as a victim of domestic violence (48.3%) compared to female (34.5%).

Though findings show that both male and female respondents identified the mother and the fathers as victims of domestic violence, the male-identified the father as more of the victim compared to the mother. This is contrary to the expectation in most African and patriarchal societies.

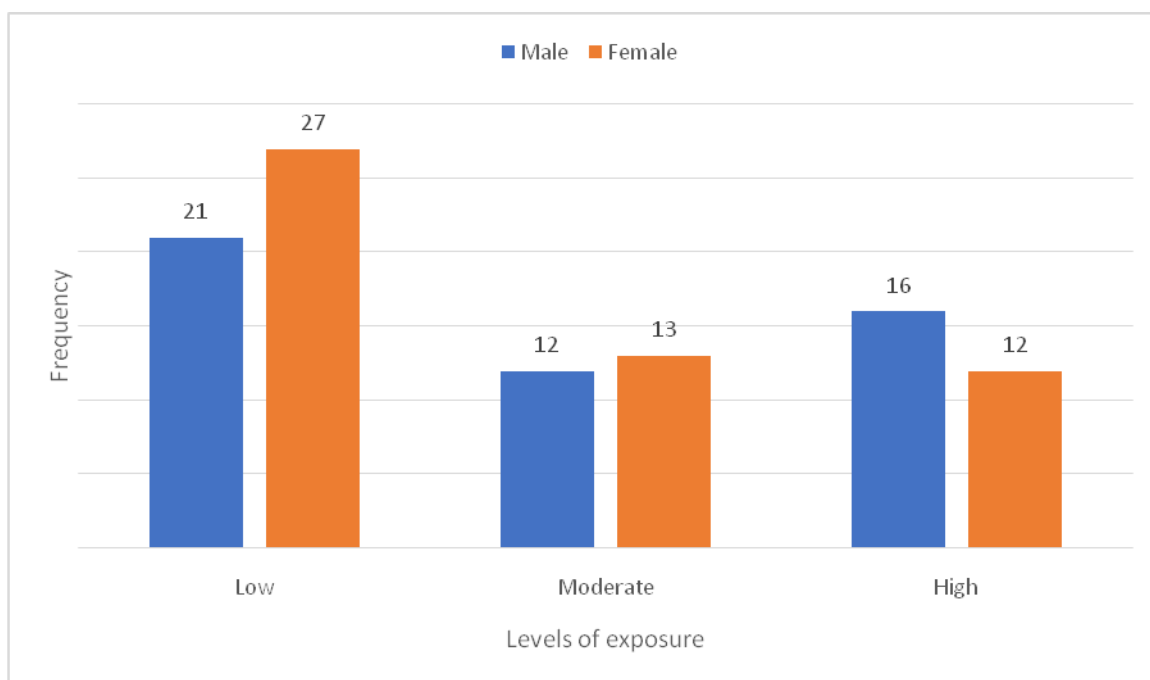
This can be attributed to the fact that the pupil, who witnessed the violence, was the source of the information as opposed to the father. This suggests that there could be many fathers who are victims of domestic violence but are reluctant to report. Studies suggest that domestic violence stereotypes minimise the visibility of domestic violence experiences and subsequent support (Hine et al., 2022). Men have also reported being ridiculed, not being believed and experiencing mockery of their experiences of abuse (Bates, 2019) which have been barriers to seeking help.

4.3.7 Prevalence of Exposure to Domestic Violence across Gender

Prevalence is the proportion of population that has a specific characteristic, in this study, exposure to domestic violence. Prevalence of exposure to domestic violence has been conceptualized as low, moderate and high. Analysis on prevalence of the domestic violence across gender is shown in Figure 8.

Figure 8

Prevalence of Exposure to Domestic Violence Across Gender



From Figure 8, more pupils were exposed to low levels of exposure to domestic violence, with more female (27%) compared to male (21%). However, with high levels of exposure to domestic violence, there were more male (16%) exposed to domestic violence compared to female (12%). There was a minimal difference for moderate levels of exposure to domestic violence between male (12%) and female (13%).

These findings indicate that more pupils were generally exposed to low levels of exposure to domestic than high levels of exposure to domestic violence between parents. Female were more exposed than male. Low levels of exposure mean that the pupils were exposed ‘at least one time’, whereas high levels of exposure were ‘at least once a week’ according to the data collection tool (*See appendix II*). Culturally, roles and responsibilities at home are gender ascribed. Girls are expected to assist their

mothers with household chores like cooking and cleaning. Therefore, girls are likely to be at home when domestic violence takes place hence the higher frequencies of exposure. It is also possible that the higher frequency of female to male in low exposure could be a reflection of their representation in the sample size which had more female to male.

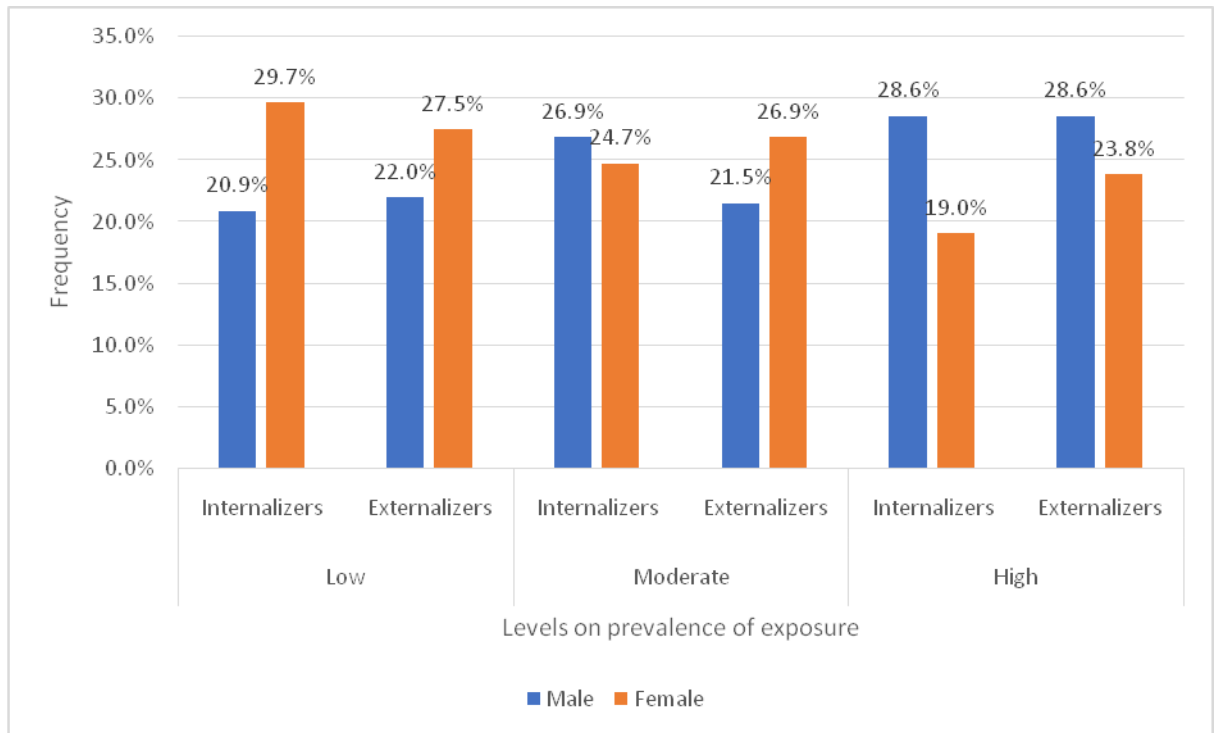
However, for high levels of exposure to domestic violence, males were more exposed than females. The pupils could have been exposed 'at least once a week'. In this study, previous analysis (see Figure 7) shows that more male respondents, compared to female, reported their mother as a victim of domestic violence compared to their father. Perhaps as the boys grow older, they feel a sense of responsibility in protecting their mothers and therefore witness more domestic violence.

Based on the family stress model, the study sought to establish if the frequency of exposure significantly influences behaviour. Analysis using inferential statistics, addressed later in this chapter, revealed the strength and direction of the relationship. Further analysis was done to establish prevalence of exposure to domestic violence on pupils' behaviour.

4.3.8 Prevalence of Exposure to Domestic Violence on Behaviour

Figure 9

Distribution on Prevalence of Exposure to Domestic Violence on Behaviour



A visual inspection of Figure 9 does not show major disparities in the distribution of the levels of internalizing and externalizing behaviour across gender. However, more females than males exposed to a low prevalence of domestic violence had more internalizing behaviour (29.7% vs 20.9%). Conversely, more males than females exposed to high levels of violence had more internalizing (28.6% vs 19.0%) and externalizing (28.6% vs 23.8%) behaviour.

An interesting finding was the substantial gender difference in internalizing and externalizing behaviour for both exposure to low and high prevalence of domestic violence. Further research is necessary to establish reasons for the gender differences.

According to Lacinová et al. (2013) girls tend to experience more fears unlike boys and report more emotional and behavioural problems as a result of witnessing IPV than boys. This could explain the higher prevalence of internalizing behaviour for females who had low exposure.

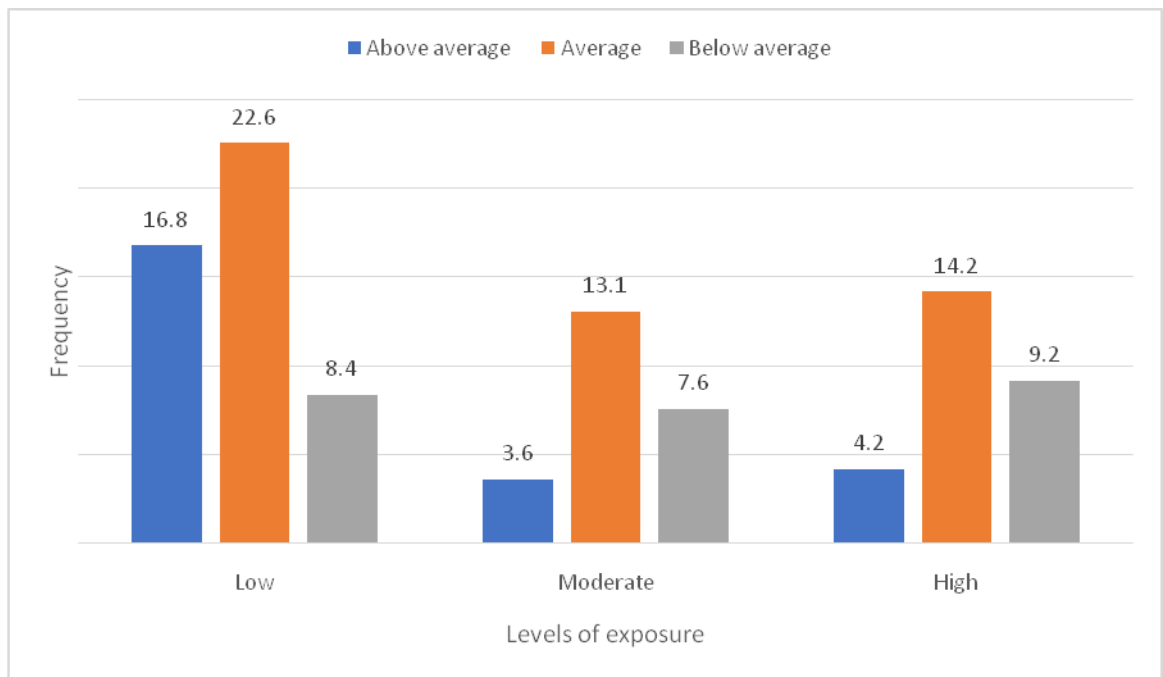
The higher prevalence of internalizing and externalizing behaviour by males could be as a result of the high exposure levels to domestic violence compared to the females. According to literature reviewed, high exposure to domestic violence resulted in higher behavioural problems (Finkelhor et al., 2015). There is need for parents to be sensitized on the effects of high exposure to domestic violence on pupils' behaviour. Programmes that build the capacity of parents to deal with conflict and peaceful conflict resolution techniques would help reduce the prevalence of child exposure to violence.

4.3.9 Prevalence of Exposure to Domestic Violence on Pupils' Academic Performance

Analysis was conducted to establish the distribution of prevalence of exposure to domestic violence on pupils' academic performance. Results are shown in Figure 10.

Figure 10

Prevalence of Exposure to Domestic Violence on Pupils' Academic Performance



As shown in Figure 10, in low levels of exposure, there were more pupils with above average performance (16.8%) compared to high level of exposure (4.2%). Similarly, there were more pupils who had below average performance (9.2%) compared to all the other levels of exposure. Findings suggest that the lower the prevalence of exposure, the higher the academic achievement of pupils. It is possible that there are minimal distractions to learning for pupils with low exposure to domestic violence hence their academic performance is not disrupted. However, for pupils with high exposure, their learning may be characterized by frequent absenteeism and low concentration levels in class (Dlamini & Makondo, 2017), which may affect their performance. Providing safe learning environment and remedial classes can help pupils affected improve on their academic work.

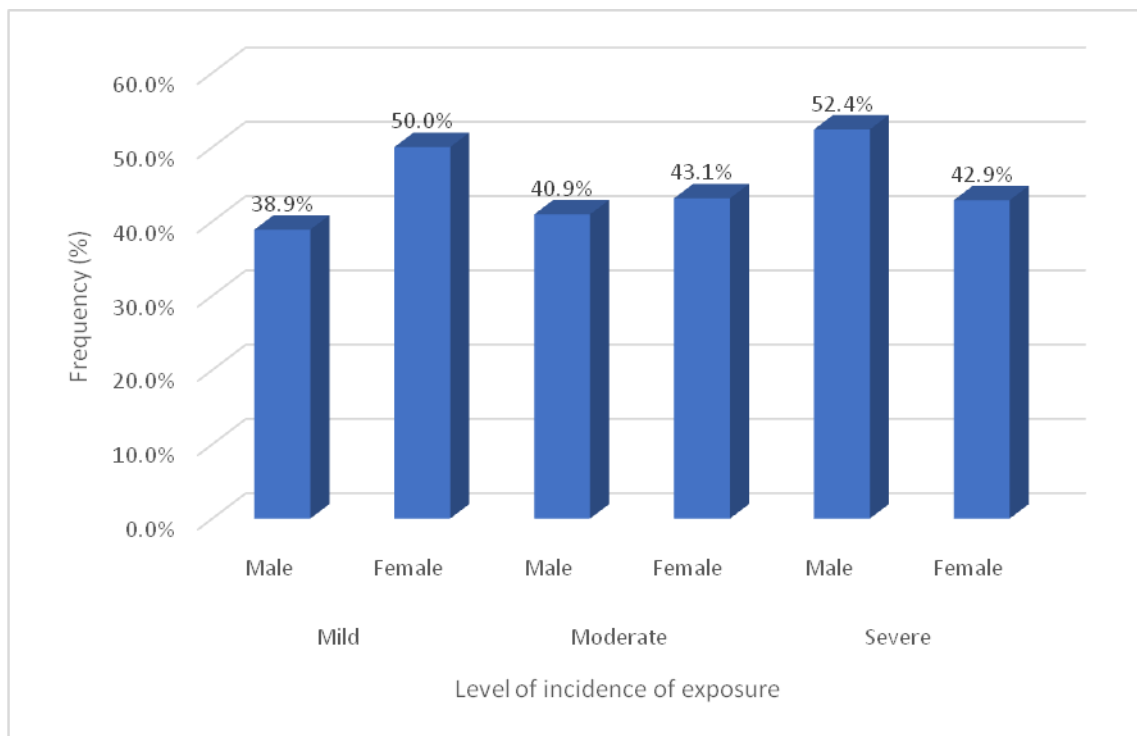
4.3.10 Level of Exposure to Incidences of Domestic Violence Across Gender

The study sought to establish the level of exposure to incidences of domestic violence.

Findings are shown in Figure 11.

Figure 11

Cross Tabulation Showing the Level of Exposure to Domestic Violence Incidences across Gender



A visual inspection of Figure 11 shows that there were more female respondents (50%) compared to males (38.9%) who were exposed to mild incidences of domestic violence. Conversely, more males (52.4%) compared to females (42.9%) respondents were exposed to severe incidences of domestic violence. An almost equal number of male and female pupils were exposed to moderate incidences of domestic violence at 40.9% and 43.1% respectively.

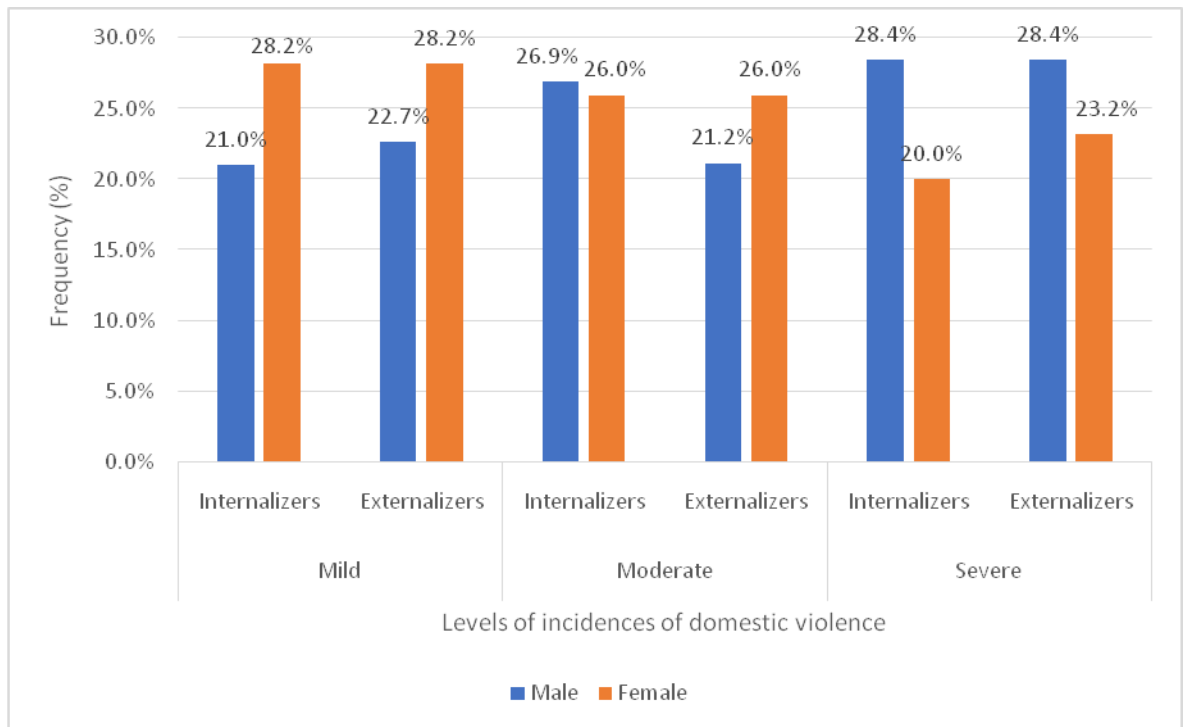
Gender differences between boys and girls in exposure to mild and severe levels of incidences of domestic violence could be as a result of differences in interpretation of violent incidents between parents. Male respondents may fail to recognize mild incidents such as pushing or shoving as physical violence. Further studies to explore pupils' experiences and interpretation of domestic violence incidences would provide insight. It is not unusual for males to naturalize and trivialize domestic violence incidents especially if they view them as common (Magrin & Oliveira, 2023). It is important that schools institute gendered programmes geared towards developing and enhancing pupils' knowledge and attitude towards domestic violence.

4.3.11 Distribution of Incidences of Domestic Violence and Behaviour

Analysis of distribution on incidences of domestic violence, gender and internalizing and externalizing behaviour was computed. Results are shown in Figure 12

Figure 12

Distribution on Incidences of Domestic Violence on Gender and Behaviour



In mild exposure to incidences of domestic there were more females with internalizing behaviour (28.2%) and externalizing behaviour (28.2%) compared to males at 21.0% vs 22.7% respectively. On the other hand, for severe exposure to incidences of domestic violence, more males than females had higher frequencies of internalizing (28.4%) and externalizing (28.4%) behaviour compared to females at 20.0% and 23.2% respectively. Moderate levels of exposure to incidences of domestic violence had near equal exposure for both male and female for internalizing behaviour but females had a higher prevalence (26.0%) than males (21.2%) for externalizing behaviour.

In general, the findings suggest that females tend to exhibit more internalizing and externalizing behaviors when exposed to mild and moderate incidents of domestic violence, while males tend to exhibit more internalizing and externalizing behaviors

when exposed to severe incidents of domestic violence. This observation is in line with prior research (Haj-Yahia et al., 2019; Hosokawa & Katsura, 2019) indicating that females are more inclined to internalize their emotions, often leading to feelings of sadness and loneliness, while males are more likely to externalize their emotions, displaying aggression.

4.3.12 Distribution on Incidences of Domestic Violence and Academic Performance

Further analysis was done to determine the distribution of incidences of domestic violence on academic performance. Results are indicated on Figure 13.

Figure 13

Distribution of Incidences of Domestic Violence on Academic Performance

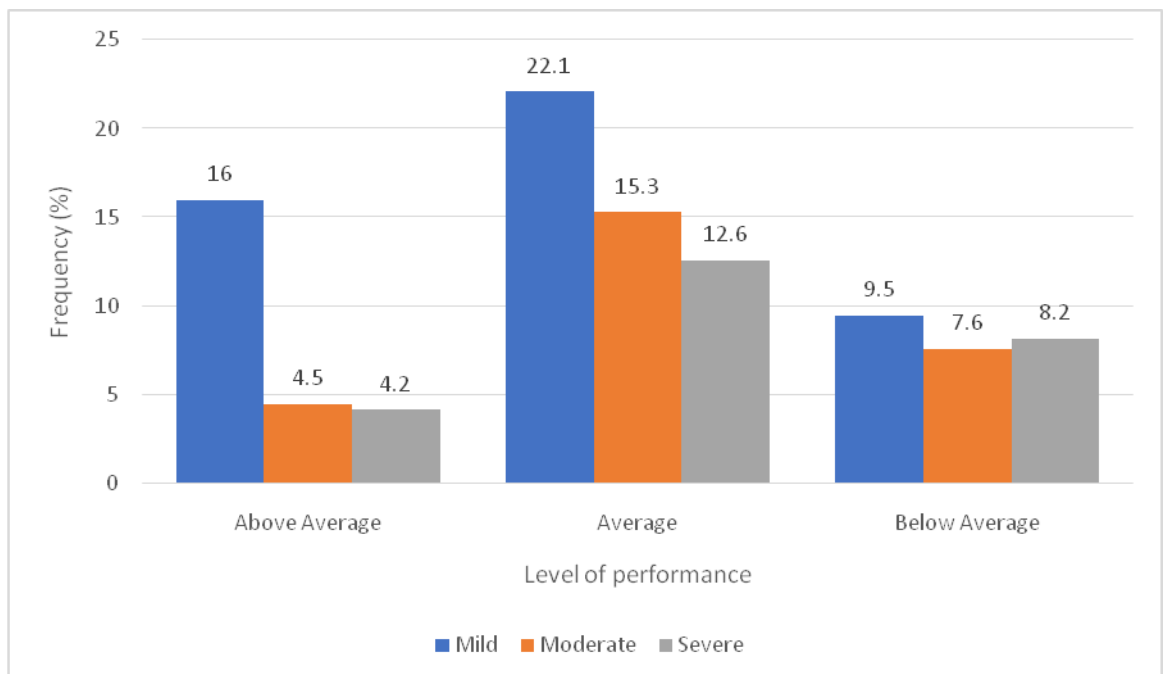


Figure 13 shows that the majority of pupils exposed to incidences of domestic violence had an average performance. The frequency of exposure for mild (22.1%),

moderate (15.3%) and severe (12.6%) exposure were the highest in average performance compared to above average and below average performance. Above average performance had more pupils exposed to mild incidences of domestic violence (16%), while below average performance had all the levels of incidences of domestic violence almost equal, although mild exposure was slightly higher at 9.5%. There were almost twice as many pupils with severe exposure to incidence of domestic violence with below average performance (8.2%) compared to those who had above average performance (4.2%).

The findings indicate that despite exposure to incidences of domestic violence, majority of pupils still managed average performance. There could be resilient factors that enable learners to still attain average performance despite high frequencies of exposure to incidences of domestic violence. There is need for further research to establish the factors contributing to resilience. However, more pupils with severe exposure to incidences of domestic violence had below average performance compared to above average performance.

Several severe incidents in the study, as detailed in Appendix II, included highly traumatic acts such as 'stabbing the other with a knife'. These are events that can have profoundly traumatizing effects on a child. Research by Adhia et al. (2019) has shown that homicides resulting from intimate partner violence (IPV) have a severe and adverse impact on children. These children often lose both parents simultaneously: the victim and the offender. The experience is marked by significant changes in their lives, including bereavement and grief, mental health issues, alterations in their living

arrangements, and the loss of their social environment, all of which can significantly affect their educational pursuits.

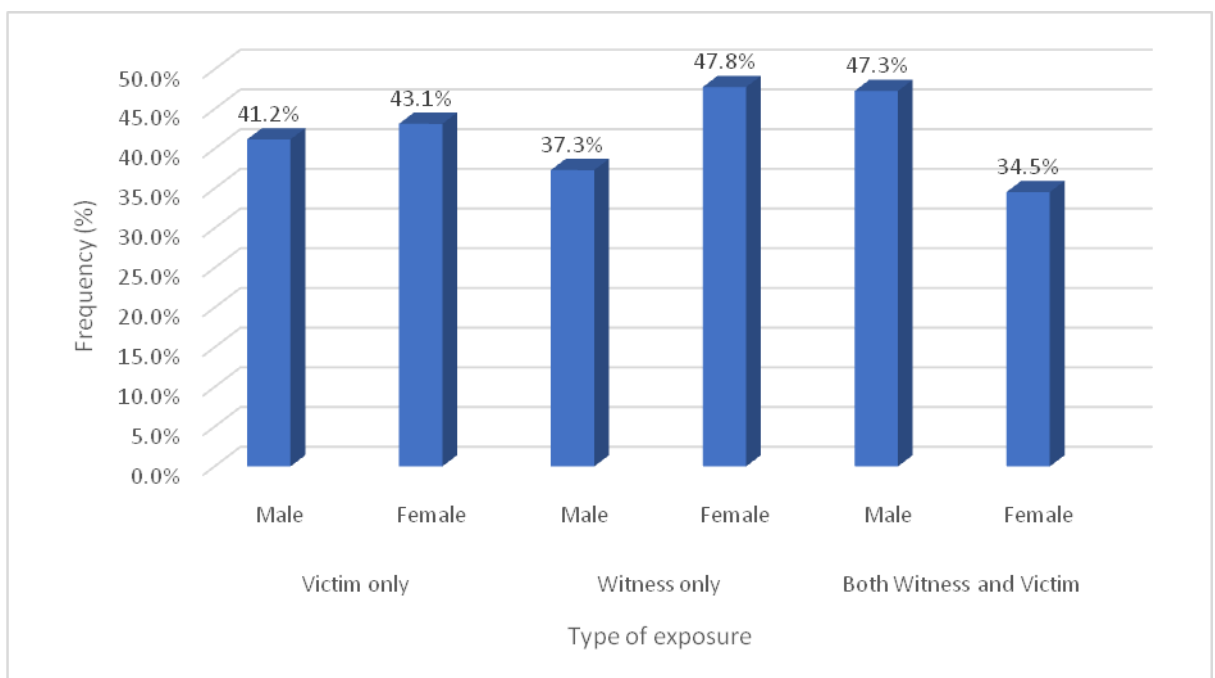
Recognizing the potential trauma experienced by such children, schools play a crucial role in providing support services. This may include offering counseling for children who have endured traumatic events. It also underscores the importance of training teachers to identify trauma symptoms in children and provide them with appropriate interventions. This support is essential in helping children cope with the emotional and psychological challenges resulting from exposure to severe domestic violence incidents.

4.3.13 Distribution on Type of Exposure to Domestic Violence

Analysis was done to establish the distribution of types of exposure to domestic violence and gender. Findings are reported in Figure 14.

Figure 14

Distribution on Types of Exposure to Domestic Violence across Gender



It is observed from Figure 14, an almost an equal number of males (41.2%) and females (43.1%) were exposed as victims only. However, there more females (47.8%) compared to males (37.3%) who were exposed as witness only. Further, more males (47.3%) were exposed as both witness and victim compared to females (34.5%). This finding can be explained by the fact that male are more likely than female to intervene and help their mothers' during a domestic violence incident and hence get caught up in the physical violence as victims.

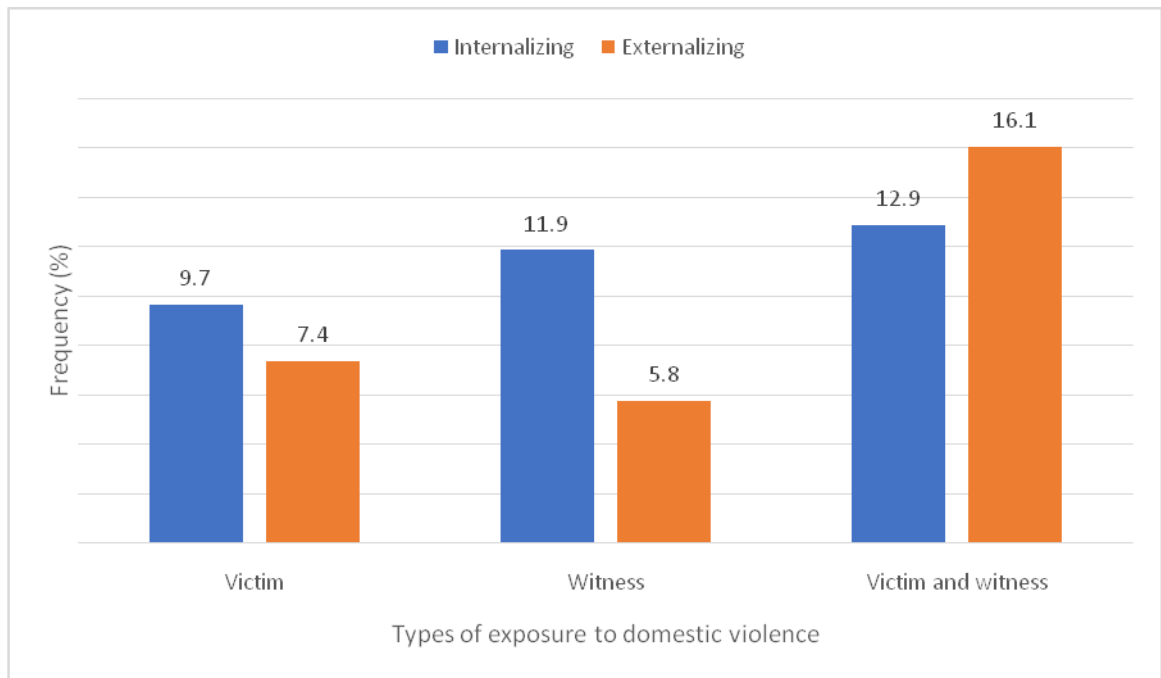
This is supported by Kolbe and Büttner (2022) who established that more males than females reported having intervened during a domestic violence incident. Further, more female than male indicated that they tried to escape by leaving the house, hiding or locking themselves in their rooms during a domestic violence incident. Generally, there were more pupils exposed as victims (male and female) compared to those exposed as witness or both victims and witnesses. These findings indicate that during domestic violence episodes between their parents, they did not witness but they were victims of physical violence by their parents. Domestic violence is a stressful event, especially in absence of social support that affects mental health and parenting skills. It is probable that after a domestic violence episode, parents are not able to handle their emotions and their children's behavioural problems. They project on their children physically. It is important to have programmes that target the mental wellness of children and equip parents with parenting skills so that they are not physically violent towards their children.

4.3.14 Distribution of Behaviour on Type of Exposure to Domestic Violence

Analysis was done to establish distribution of behaviour across the type of domestic violence. Findings are shown in Figure 15.

Figure 15

Distribution of Behaviour on Type of Exposure to Domestic Violence



From Figure 15, the highest frequency of internalizing (16.1%) and externalizing (12.9%) behaviours were among pupils who were exposed as both witness and victim. The frequency was higher than for any other type of exposure. Those who were witnesses only or victims only had more internalizing behaviour than externalizing behaviour (11.9% vs 9.7%). These findings indicate that those with dual exposure are at a higher risk of mental health issues.

4.3.15 Distribution of Academic Performance on Type of Domestic Violence Exposure

Analysis was done to show the distribution of academic performance on type of domestic violence exposure. The findings are presented in Figure 16.

Figure 16

Distribution of Academic Performance on Type of Domestic Violence Exposure

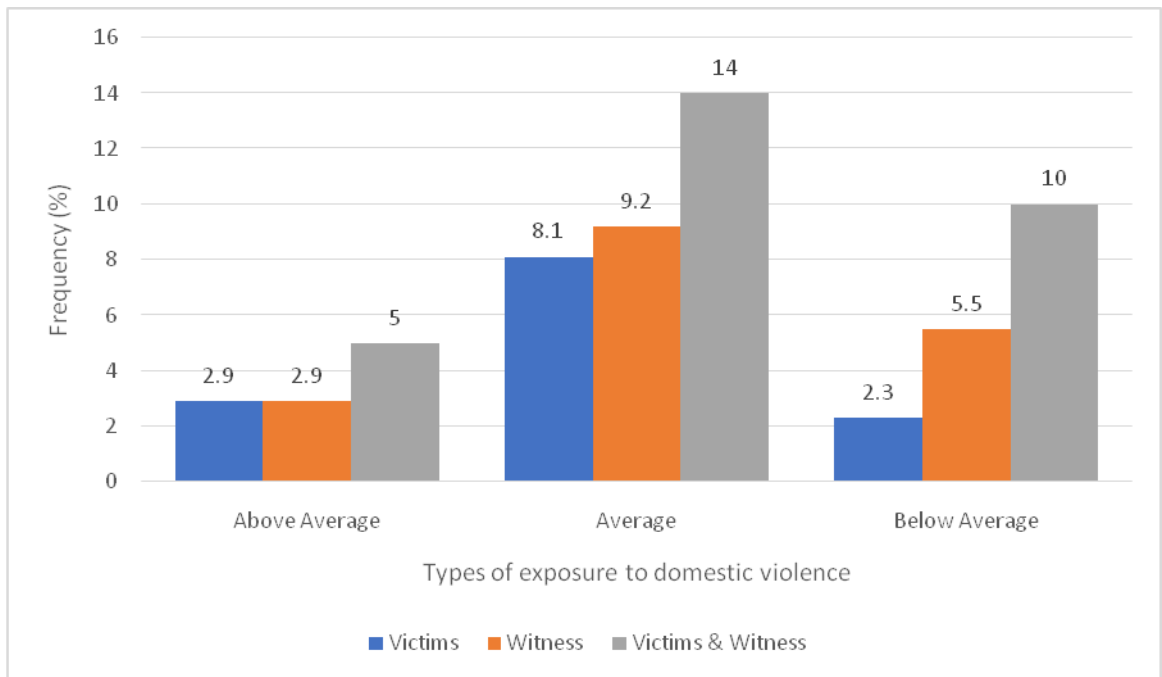


Figure 16 shows that the majority of the pupils had average performance, with higher frequencies for victim, victim and witness and witness compared to those who had below average performance and above average performance. Interestingly, the highest frequency on types of exposure was on pupils who were both victims and witnesses (14%). They had average performance. The lowest frequency was pupils who were victims (2.3%) and they had below average performance. Below average performance had more pupils who were witnesses (5.5%) and witnesses and victims (10%) compared to those who had above average performance at 2.9% each. Contrary to

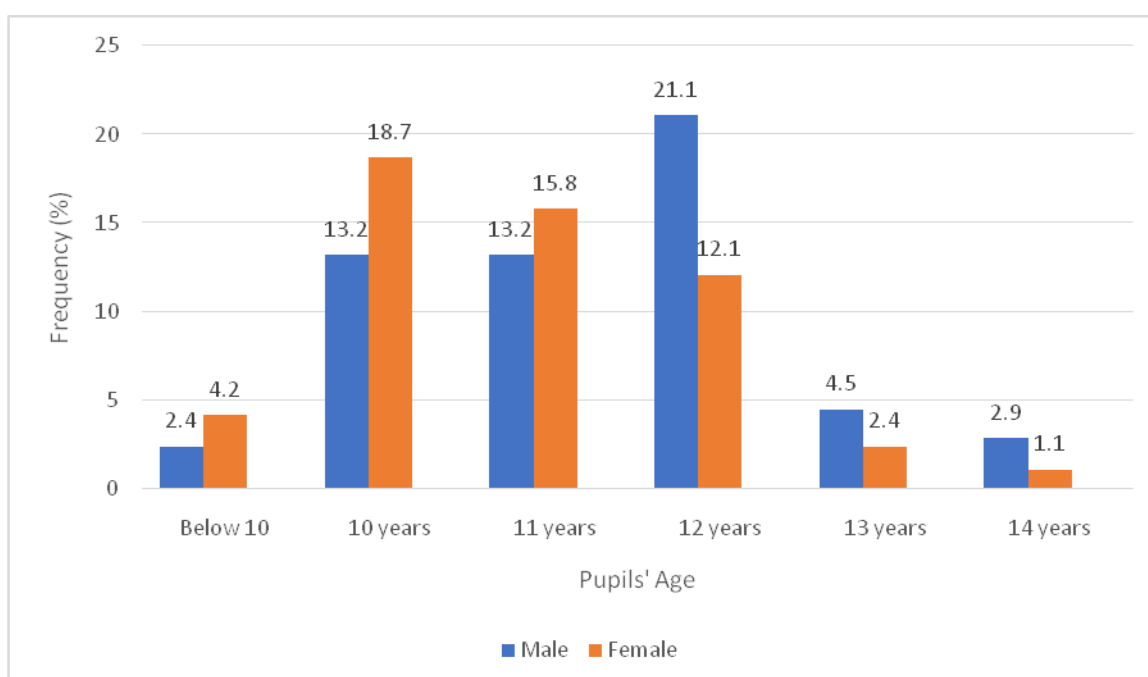
expectations, pupils with highest prevalence of exposure had average performance. There is need for further research to investigate this unexpected finding.

4.3.16 Distribution on Age at Exposure to Domestic Violence Across Gender

Analysis was done to show the distribution of age at exposure to domestic violence across gender. Results are shown in Figure 17.

Figure 17

Distribution on Age at Exposure to Domestic Violence across Gender



Results show that there were more girls than boys from below 10 years to eleven years exposed to domestic violence. The differences were minimal except for pupils who were 10 years where the girls (18.7%) and boys (13.2%) were exposed to domestic violence. However, from age 12 year to 14 years, there were more boys than girls exposed to domestic violence with the largest difference at twelve years old. At this age, percentage of boys exposed to domestic violence was almost doubled the girls at 21.1% and 12.1% respectively.

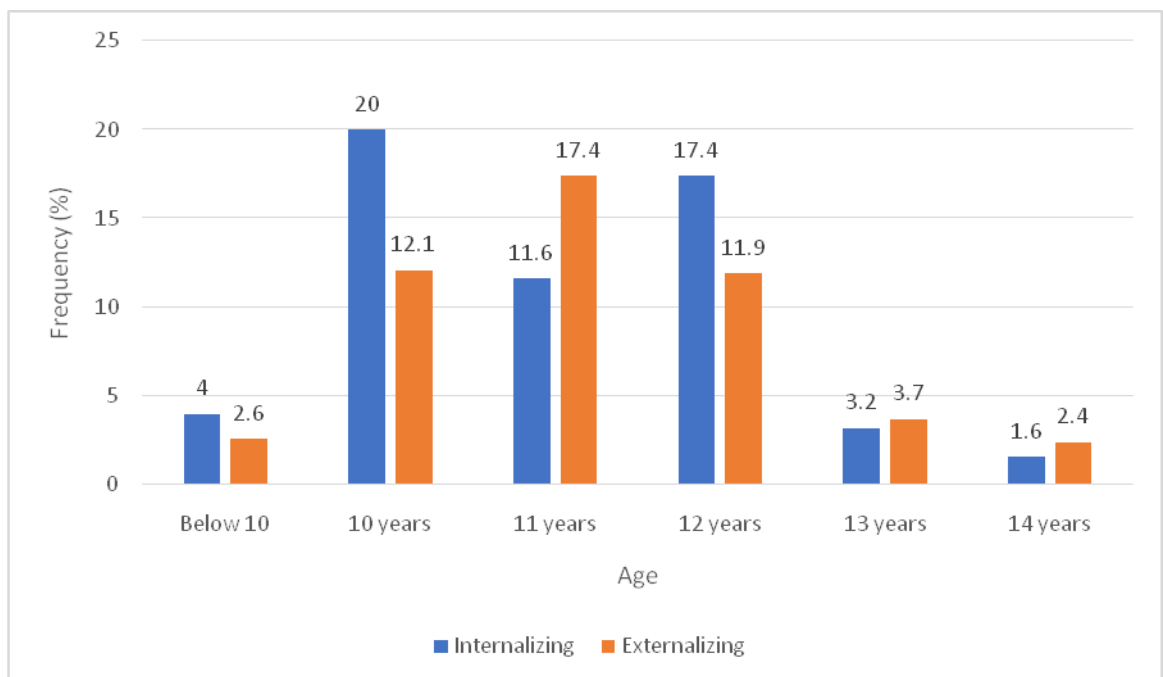
Findings show that there are more females exposed to domestic violence (< 11 years) while there are more male exposed to domestic violence at older age (> 12 years). This reinforces the need for intervention measures that address gender needs at every age.

4.3.17 Distribution of Behaviour across Age of Exposure

Analysis was done to show the distribution of age at exposure on pupils' behaviour. Findings are shown in Figure 18.

Figure 18

Distribution of Behaviour across Age of Exposure



Findings on analysis of the distribution of behaviour across age shows that children with 10 years had the highest frequency of internalizing behaviour (20%) while children who were 11 years had the highest frequency of externalizing behaviour (17.4%). Trends show that younger children (below 10 years and 10 years) had more internalizing behaviour than externalizing while adolescents (13 and 14 years) had

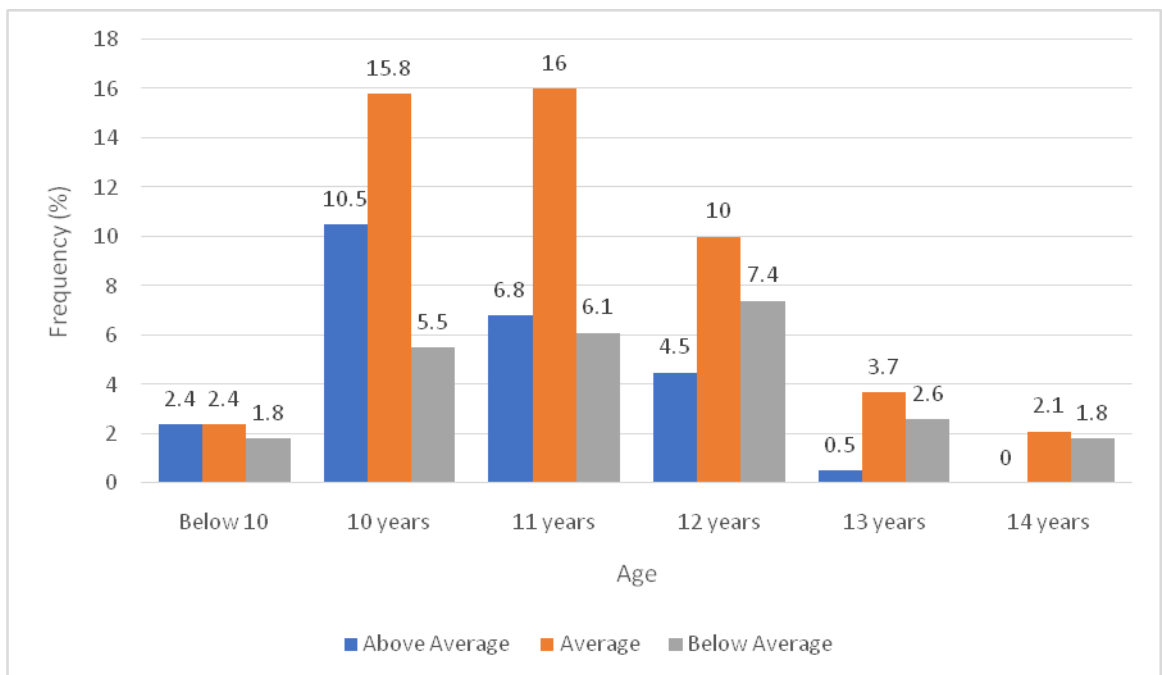
more externalizing behaviour than internalizing behaviour. These findings are consistent with the literature reviewed (Babicka-Wirkus et al. 2023). A possible explanation is that children’s behaviour is linked to their stage of development. Younger children who had poor mother-child relationships due to domestic violence may have problems controlling their emotions, with a tendency towards internalizing behaviours like sadness, fear. As they approach towards adolescence, dealing with developmental challenges such as body changes, peer influence and heightened self-awareness may make them tend to be aggressive.

4.3.18 Distribution of Academic Performance on Age

Analysis of the distribution of age at exposure and academic performance was done. Results are shown in Figure 19.

Figure 19

Distribution of Academic Performance on Age



Analysis of the distribution of academic performance on age shows that majority of pupils who were in preteen years (10-12 years) had higher frequencies for average performance at 15.8%, 16% and 10% respectively compared to above average and below average. Adolescents at age 13 and 14 years had the lowest number of pupils with above average performance at 0.5% and 0% respectively. An interesting trend for preteens showed that from age 10-12, above average performance declined while below average performance increased with age. This implies that generally, as the age at exposure increased, academic performance decreased. This means that academic interventions should be done early, before preteen, to avoid academic performance from deteriorating.

4.4 Hypothesis Testing

4.4.1 Influence of Prevalence of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

In line with the first objective, the following null hypothesis was formulated:

Ho₁: There is no statistically significant influence of the prevalence of exposure to domestic violence on behaviour and academic achievement of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

To test this hypothesis the Pearson Correlation Test was used. The results are indicated in Table 6.

Table 6

Pearson Correlation on Prevalence of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

		Pupils Behaviours Scores	Academic Performance Scores
Prevalence Scores	Pearson Correlation	0.052	-.262*
	R2	0.003	0.068644
	Sig. (2-tailed)	0.315	0.000
	N	380	380

* Correlation is significant at the 0.05 level

The yield in the Table 5 showed that there was a weak positive correlation between prevalence of exposure to domestic violence and pupils' behaviour, $r=0.052$, $n=380$, $p=0.315$ at 0.05 level of significance; we retain the null hypothesis. We conclude that there is no statistically significant correlation between prevalence of exposure to domestic violence and pupils' behaviour in public primary schools in Nairobi County, Kenya. The finding show that prevalence of exposure increases, the pupils behaviour also increase.

The second part of Pearson correlation coefficient was performed to evaluate the relationship between prevalence of exposure to domestic violence and academic performance. The results indicated a weak negative relationship between the prevalence of exposure and academic performance which was $r= -0.262$, $n=380$, $p=0.000$ at 0.05 level of significance; we reject the null hypothesis. This means that as the prevalence of exposure to domestic violence increased, the academic performance of pupils worsened. The relationship though weak is significant. We conclude that there is a statistically significant correlation between prevalence of exposure to

domestic violence and academic performance among pupils in public primary schools in informal settlements, Nairobi County, Kenya.

These findings that the correlation between prevalence of exposure to domestic violence and behaviour was not significant is collaborated by findings in Figure 8 that established that majority of the pupils were exposed to low levels of exposure to domestic violence. These means the frequency of exposure was low and therefore may not have had a significant correlation with behaviour. Further findings shown in Figure 9 did not reveal major disparities in distribution of internalizing and externalizing behaviours suggesting that behaviour may not have been significantly influenced by exposure

Further, the findings of the first part of the hypothesis that found that there is no statistically significant correlation between prevalence of exposure to domestic violence and pupils' behaviour is inconsistent with that of other researchers (Silva et al., 2019; Vu et al., 2016). According to a study conducted by Vu et al. (2016) the researchers found that there is a strong correlation between exposure to Intimate Partner Violence (IPV) and various adjustment problems in children. The study found that children who were exposed to IPV were more likely to develop both internalizing and externalizing behaviour problems. However, their findings pointed out that the strength of the association between IPV exposure and child adjustment problems increased over time, particularly when IPV was defined broadly to include psychological and/or sexual IPV in addition to physical IPV. Additionally, the study found that obtaining information on both IPV and child adjustment problems from the same source, as opposed to independent sources increased the magnitude of the association.

Conceptualization of domestic violence by Vu et al. (2016) may be attributed to the difference in research finding with the current study. Whilst Vu et al. (2016) broadly defined domestic violence to include other categories, the current study narrowed down the scope and definition to include exposure to physical violence between parents only. The study did not delve into exposure to other forms which was outside the scope of the study. Further, the study obtained information on a child's behaviour from both the child and the teacher rather than from the same source. However, the study concurred with Vu et al. (2016) who established that pupils who were exposed to high levels of exposure experienced higher levels of internalizing and externalizing behaviours. However, there were gender differences in exposure which need further investigation.

Similarly, Silva et al. (2019) reported that an increase in IPV was associated with increased child behaviour. According to Silva et al. (2019) the association persisted over the 81-month period of the study and persisted even after adjustments were made for social-economic characteristics. Both Silva et al. (2019) and Vu et al. (2016) conducted longitudinal studies. The research design could have contributed to the differing results. The current study used a correlation design, which sought to establish relationships and did not manipulate variables. The short duration undertaken by the study could have resulted in the weak correlation between prevalence of exposure and behaviour which was found not to be statistically significant. There is need to conduct longitudinal studies locally that would track change in behaviour over time and guide in establishing if there is a significant relationship between prevalence of exposure to physical violence between parents and pupils' behaviour.

The findings by Farina et al. (2018) also supported the notion that the frequency exposure to Intimate Partner Violence (IPV) play a crucial role in determining children behaviour. In their study, they examined 132 children who were nearing pre-adolescent age (9.45 years). Some of the sampled children were exposed to domestic violence while others were not. The Child and Adolescent Behaviour Assessment System (BASC-S2) self-reported version was used to assess psychological adjustment. Children exposed to domestic violence had higher scores on psychosocial disorders compared to those who were not exposed. In contrast, the current study sampled 390 children, more than Farina et al. (2018) whose research used a smaller sample size. This could have led to the difference in research findings.

Sharp et al. (2020), also found a correlation between prevalence of exposure to violence and behaviour. The researchers used a longitudinal study to investigate the long-term repercussion of adolescents who had experienced domestic violence from public high schools in Southeastern United States. Findings showed that exposure to IPV was related to presence of borderline personality disorders in adolescents which did not decrease with time. This implied that behaviours caused by exposure to domestic violence can persist and even worsen with time hence the need for effective interventions. The methodology used by Sharp et al. (2020) and current study could have attributed to the difference in findings. Sharp et al. (2020) conducted a longitudinal study that helped track behaviour over time while the current study was done at a point in time.

Though the findings of this study found positive albeit weak correlation between prevalence of exposure to domestic violence and behaviour, it means that an increase

in exposure leads to increase in the behaviour of the pupils. It is important that mitigation measures are put in place to reduce prevalence in exposure to domestic violence as it affects behaviour. Sensitization programmes for parents on effects of exposure to domestic violence would provide them with necessary information. Capacity building programmes on conflict resolution would also equip them with appropriate non-violent skills to address domestic issues.

The second part of the hypothesis revealed a statistically significant negative correlation between the prevalence of exposure to domestic violence and academic performance. These results align with the findings of other researchers, including Jepkoech (2018) and Sikubwabo (2021). For instance, Ghazarian and Buehler (2010) conducted a study investigating the impact of persistent conflicts between parents on their children's educational achievement. Their research involved a sample of 6th-grade youth with an average age of 11.92 years. Their findings indicated a substantial connection between interparental conflict and academic performance. According to Nyaranga et al. (2021), experiencing conflicts at home heightens stress responses, which, in turn, diminishes the potential for academic success.

Likewise, Sikubwabo (2021) observed a significant correlation between the extent of domestic violence at home and the educational outcomes of students. Various factors contributed to poor academic performance among students exposed to domestic violence, including lower school attendance, increased instances of absenteeism and school dropouts, suspension from school due to behavioral issues, difficulty concentrating in class, and inattentiveness during lessons. Additional research, such as the work by Mascheroni (2018), has highlighted that children exposed to domestic violence often arrived at school hungry, unkempt, inadequately dressed, exhibited

consistent truancy, failed to complete or do homework, and displayed aggressive behavior. Consequently, these affected children encountered difficulties in their learning processes, resulting in subpar academic performance.

It is important that parents strive to create a favourable home environment even when there are challenges to ensure children are not subjected to exposure to domestic violence that may affect their emotional well-being (Johnson et al., 2021). Consequently, such individuals will be able to relate well with their peers and teachers and perform better in schoolwork. Schools can also mitigate by introducing programmes that keep children in school would help reduce time at home hence prevalence of exposure so as to improve performance. More time in school would also ensure that pupils have a conducive environment and resources to do their homework (Johnson et al., 2021). According to Lloyd (2018), schools play an important role by providing the necessary support for young people, including providing safe spaces for them to express themselves, offering counselling and support services, and engaging in early intervention and preventive measures. Due to disruptions by domestic violence that affect learning, schools can also organize to provide remedial classes to the affected pupils.

4.4.2 Influence of Domestic Violence Incidences on Pupils' Behaviour and Academic Performance

In line with the second objective, the following null hypothesis was formulated:

H₀₂: There is no statistically significant influence of domestic violence incidences on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

To test the hypothesis the Pearson Correlation Test was used. The results are indicated in Table 7.

Table 7

Pearson Correlation on Exposure to Incidences of Domestic Violence on Pupils' Behaviour and Academic Performance

		School Related Behaviours Scores	Academic Performance Scores
Domestic violence incidences	Pearson Correlation	0.023	-.251*
	R ²	0.001	0.063001
	Sig. (2-tailed)	0.654	0.000
	N	380	380

*Correlation is significant at the 0.05 level

The results in Table 7 depict the connection between exposure to domestic violence incidents and pupils' behavior and academic performance. The findings reveal a weak positive relationship between the frequency of domestic violence incidents and pupils' behavior in public primary schools ($r=0.023$, $n=380$, $p=0.654$) at a significance level of 0.05. However, this correlation is not statistically significant. Consequently, the null hypothesis is retained. In conclusion, there is no statistically significant correlation between the incidence of domestic violence and pupils' behavior. The second part of the hypothesis, results showed that there was a weak negative relationship between the incidences of domestic violence and academic performance scores, ($r= -0.251$, $n=380$, $p=0.000$) at 0.05 level of significance. Therefore, the null

hypothesis is rejected. The conclusion is that there is a statistically significant correlation between incidences of domestic violence and pupils' academic performance.

The findings of the first part of the hypothesis that found a weak positive relationship found that it was not statistically significant. This means that an increase in exposure to domestic violence incidences lead to an increase in pupils' behaviour. Other researchers established a positive relationship between exposure to incidences of domestic violence and behaviour. For example, Grip et al. (2013) found that the more incidents of domestic violence children were exposed to, the greater the symptoms of behavioral problems they exhibited. Even after intervention, a large proportion of children had clinical levels of behaviour problems. Similarly, the current study also established a weak positive relationship between exposure to domestic violence incidences and pupils' behaviour, however, the relationship was not significant.

Both studies utilized the CEDV scale to assess exposure to physical violence incidents. However, there were notable differences between the two studies. Grip et al. (2022) adapted the CEDV scale to include 8 items, while the current study used an 11-item version. Additionally, the sample size in the study was relatively small, consisting of 62 children and their 53 mothers. In contrast, the current study had a larger sample size of 380 pupils. It's important to note that a small sample size can sometimes provide less accurate correlations, as compared to larger samples, which tend to yield more robust results. One important limitation with Grip et al. (2013) is that it did not categorize exposure to incidents of domestic violence. Categorization simplifies the analysis and interpretation of results.

However, in the current study, despite categorizing incidents of domestic violence exposure as mild, moderate, or severe, the findings still did not yield statistically significant correlations. This lack of significance could be attributed to the nearly equal distribution of domestic violence incidents across all levels of exposure, as indicated in Figure 11. This balanced distribution may have made it challenging to detect any significant correlations with behavioral outcomes. Though in the current study the correlation between exposure to incidents of domestic violence and pupils' behaviour was not statistically significant, it is still important for measures to be put in place to address them.

In this study, Figure 11 showed that more females were exposed to mild incidences while more male were exposed to severe incidences. Exposure to such incidences can be traumatic and there is need for interventions. Similarly, Figure 14 show that more male who were exposed to severe violence incidences experienced more internalizing and externalizing behaviour. Therefore, there is a need for interventions at the individual and family levels to reduce the impact of violence on the children and their parents. Timely interventions for children will ensure that pupils' behaviour problems are addressed and mitigation measures put in place to avoid escalating them into adolescence and adulthood.

The second part of the hypothesis, ($r = -0.251$, $n = 380$, $p = 0.000$) at 0.05 level of significance showed that there was a statistically significant weak negative relationship between the incidences of domestic violence and academic achievement. An increase in levels of incidences of domestic violence led to a decrease in achievement. This means that pupils exposed to severe incidences of domestic

violence like weapon use had poorer education performance compared to those who were exposed to mild levels such as pushing and shoving. These findings are supported by Robinson-Tyrance (2013) who sought to establish if witnessing parental IPV led to lower GPAs among adolescents. From the sample of adolescents involved in the study, majority (n=875) did not witness IPV but there were 256 who reported witnessing some level of physical violence.

Findings indicated that there was a statistical difference between those who witnessed IPV and non-witnesses for truancy and aggression. Students from low-income families were more likely to be exposed to IPV than those from higher income families. Results also indicated that students who witnessed IPV have a lower average GPA compared to non-witness. Further, when witnessing IPV was the only predictor variable, it was significantly and negatively associated with GPA. Similarly, the current study sampled pupils from urban informal settlements which are low-income areas. This could have led to the similarity in findings. The home environment is a crucial factor in determining the academic performance of pupils. It is important that as schools address poor performance among pupils in schools, they need to consider the home environment and establish if pupils are exposed to domestic violence. Interventions should address IPV among parents by sensitizing them on its effects on children's behaviour and academic performance.

The findings were also supported by Aves and Do Prado (2022) who investigated if domestic violence affected the school performance of children who witnessed episodes of violence against their mothers. The study sample constituted 20 students aged between 8 and 13 years enrolled in elementary schools from low-income families. Data was collected through documentary research and analysis of

information recorded in files from two centres in Portugal. The study analyzed the academic performance of students during and after episodes of domestic violence. The results revealed that students had lower academic performance following the cessation of domestic violence. From this study, it can be deduced that despite the difference location, sample size and data collection method, it is evident that there is a correlation between exposure to incidences of domestic violence and academic performance.

A positive correlation was found in a cross-sectional study done among university students in Malaysia (Attalla & Rome, 2020). The students who had experienced domestic violence showed low Cumulative Grade Point Average (CGPA) compared to those who did not experience. According to the findings, the majority of the victims (n=36) had experienced domestic violence during childhood stage (6-12 years) and most of them(n=34) had has lower CGPA compared to those who had experienced domestic violence during the age below 6 years and above 12 years of age. Therefore, exposure not only affects pupils in primary school but even those at other levels of learning such as the University. It is therefore, important to develop mitigation measures specific for a level of education so that they can address the educational needs.

4.4.3 Influence of Type of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

In line with the third objective, the following null hypothesis was formulated:

H₀₃: There is no statistically significant influence of the type of exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

To test the hypothesis Pearson Product Moment Correlation was used.

Table 8

Pearson Product Correlation on Types of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

		Pupils' Behaviours Scores	Academic Performance Scores
Nature of Exposure	Pearson Correlation	0.043	-0.263*
	R ²	0.002	0.069169
	Sig. (2-tailed)	0.408	0.000
	N	380	380

*Correlation is significant at the 0.05 level

The findings in Table 8 present the relationship between the type of exposure to domestic violence on pupils' behaviour and academic performance. The results show that there is a weak positive relationship between the type of exposure to domestic violence and pupils' behaviour in public primary schools, ($r=0.043$, $n=380$, $p=0.408$) at 0.05 level of significance however, the correlation was not statistically significant therefore we retain the null hypothesis. The conclusion is that there is no statistically significant correlation between type of exposure to domestic violence and pupils' behavior. There was a weak negative relationship between the type of exposure to domestic violence and the academic performance scores, ($r= -0.263$, $n=380$, $p=0.000$) at 0.05 level of significance. The relationship is statistically significant. Therefore, we

reject the null hypothesis. The conclusion is reached that there is a statistically significant negative correlation between the type of exposure to domestic violence and academic performance scores.

The research findings that there is no significant relationship between types of exposure to domestic violence and pupils' behaviour is not supported by those of other researchers. A study conducted by Doroudchi et al. (2023) who conducted a systematic search across four databases established that children who witness domestic violence were at a higher risk of developing behavioural problems compared to children who were not exposed. The likelihood of developing externalizing problems in children who witnessed severe domestic violence was 3.7 times higher than those who have not been exposed. The study also established that about a third (30%) of those who had witnessed severe domestic violence had also experienced another trauma. The differing results can be attributed to the fact that Doroudchi et al. (2023) referred to 18 peer-reviewed studies that had enormous data compared to the current study. Further, unlike the current study the explored exposure as witness, victim or both, Doroudchi et al. (2023) only assessed exposure through witnessing.

Wolbers et al. (2023) established that co-occurrence of interparental violence and child physical abuse had a significantly greater negative impact on behaviour than exposure to interparental violence only. Participants who were both exposed to interparental violence and abuse exhibited internalizing and externalizing symptoms that fell within the clinical range more frequently. Those exposed to interparental violence alone had displayed internalizing and externalizing behaviour symptoms more frequently than those who were not exposed nor subjected to parental violence.

Though the current study did not establish a significant correlation between types of exposure to domestic violence and behaviour, research findings show they experienced behaviour problems (See Figure 17). Pupils with exposure as victims and witnesses had the highest prevalence of behaviour problems. Stokkebekk et al. (2019) asserts that preteens who get involved in conflict between parents may experience strong emotions concerning conflicting loyalties to parents. These can create stress which translates to strong emotions like anger, aggression and fear. These emotions account for high prevalence of internalizing and externalizing behaviour among pupils exposed as witnesses and victims.

It is important that the behaviour problem of the affected children is addressed. Schools can develop a screening tool to identify the type of domestic violence that children are exposed to and their behaviour. The tool would be instrumental in guiding interventions that are appropriate. Schools can have behaviour modification programmes that can help pupils learn to manage their emotions and cope with stress emanating from home. Teachers can be retooled to build their capacity in assisting learners in behaviour modification techniques.

The second part of the hypothesis found that there was a weak negative relationship between the type of exposure to domestic violence and the academic performance scores, ($r = -0.263$, $n = 380$, $p = 0.000$) at 0.05 level of significance. This means that the more pupils are exposed either as witness, victim or both witness and victim, the poorer their academic performance.

This finding is supported by other researchers. In a longitudinal study, Kiesel et al. (2016) assessed the association between children's experiences of child maltreatment (CM) and IPV, alone and in combination, with children's academic performance. A sample of 2914 children from the Minnesota departments of Education and human services was used. Data provided opportunity to study single or combined experience (CM or IPV; CM-IPV), and longitudinal observe how scores in class are affected by aggression to compare it with the general population. It was referenced that children exposed to CM and IPV either individually or in combination underperformed in school with IPV exposed having the poorest scores in classwork. Therefore, child maltreatment and exposure to IPV had a negative and significant association to academic achievement.

Other researchers considered the social environment from which the children came from. For example, Musizvingoza et al. (2022) established that witnessing family violence was a predictor of low reading levels among children aged 12 years from low-income urban families. Adeeb et al. (2020) found that children who were victims of domestic violence had their participation in school affected by exposure to domestic violence. Olanireti et al. (2017) examined the impact of domestic violence on academic performance among secondary school learners in Owo Local Government, Nigeria. The study showed that child academic performance differed significantly among students exposed to violence $F(4,450) = 12.664, P < 0.05$ indicating that domestic violence significantly affected child academic performance. Students who had witnessed or experienced violence had low performance compared to those who had not.

From the aforementioned studies, the negative relationship between exposure to domestic violence and academic performance cuts across pupils at different levels of learning (primary and secondary) and social environment. The current study was conducted in an urban informal settlement that is characterized by low social-economic status which is a risk factor for domestic violence (Burns et al., 2020). Lack of educational resources due to meagre finances can be an impediment to attainment of quality education. Schools can provide pupils from such home resources to enable learning. Schools can liaise with stakeholders who can support in the provision of learning resources to cater for needy pupils.

Further, pupils are affected by exposure to domestic violence whether as witness, victim or both. It is important that mitigation measures address all the variants of exposure so that all pupils exposed are addressed. The current study showed that children who are both witness and victim experience more internalizing and externalizing behaviours. Therefore, providing counselling services to address the behavioural problems would be important for these learners. There is need for further research to identify the specific educational challenges that pupils experience, especially those living in urban informal settlements so that programmes can be instituted to meet specific needs.

4.4.4 Influence of Age at Exposure to Domestic Violence on Pupils' Behaviour

In line with the fourth objective, the following null hypothesis was formulated:

Ho₄: There is no statistically significant influence of age at exposure to domestic violence on behaviour and academic performance of pupils in public primary schools in informal settlements, Nairobi County, Kenya.

To test the hypothesis Pearson correlation was used. Analysis is shown in Table 9.

Table 9

Pearson Correlation Test on Age at Exposure to Domestic Violence, Pupils'

Behaviour

		Pupils Scores	Behavior	Academic Achievement scores
Age of Pupils	Pearson Correlation	.130*		-.279*
	Sig. (2-tailed)	0.011		0.000
	R2	0.017		0.078
	N	380		380

*. Correlation is significant at the 0.05

The findings in the Table 9 present the relationship between age at exposure to domestic violence on pupils' behaviour and academic achievement. The results show that there was a weak, positive correlation between age at exposure to domestic violence and behaviour ($r= 0.130, n=380, p=0.011$) at 0.05 level of significance. The null hypothesis is rejected. The conclusion is reached that there is a statistically significant correlation between the type of exposure to domestic violence and academic achievement scores. The null hypothesis is rejected. The conclusion therefore is, there is a significant weak negative correlation between age at exposure and academic achievement.

The findings for the first part of the hypothesis are supported by Fogarty et al. (2019), who used a longitudinal study to examine the behaviour of children exposed to IPV. The findings showed that children who had directly witnessed IPV were more likely to have externalizing behaviour symptoms that were above the clinical cut off for their age. However, internalizing symptoms were not found to be significant. According to the researchers Fogarty et al. (2019) internalizing behaviours could have

been subtle and therefore missed out. They conducted their study among young children aged 2 and 3 years. However, the current study was conducted among preteens who are a stage where they experience significant emotional growth and therefore able to express their feeling and emotions. This could have contributed to the current findings (see Figure 20) on prevalence of internalizing behaviour for children between 10-12 years.

Cherrier et al. (2023) investigated the relationship between IPV against women and Children behavioural and school problems. The study established that exposure to severe physical IPV and sexual IPV was associated with school and behavioural problems. Even after adjusting socio-demographic variables, severe IPV was still associated with aggressive behaviour in school and school problems. The study was conducted among children aged between five and twelve years. The findings from the current study established a significant correlation between age at exposure and behaviour. These findings imply that children's behaviour is affected by exposure to physical violence irrespective of age and severity of exposure. The current study sampled targeted preteens and assessed exposure to physical IPV at varying levels from low to severe. Further studies can be conducted to establish if the exposure was significant for each of the levels depending on severity.

The second part of the hypothesis established a significant negative correlation between age at exposure and academic achievement ($r = -.279$, $n = 380$, $p = 0.000$) at 0.05 level of significance.

These results are consistent with the descriptive results of the study Figure 21 whereby the older the age of the pupil, the poorer academic achievement. The findings are agreeable with studies done by other researchers. For instance, Renner and Hartley (2022) established a decline in school attendance for children who were exposed to IPV. Further, maths and reading proficiency also declined at a faster rate for children exposed to IPV who were from Child Protective Services (CPS) involved than a comparison group. The sample was children who were 8-10 years of age. School attendance and academic achievement were monitored for 4 years. From the findings, it is evident that exposure to domestic violence and age affects children irrespective of whether they are sampled from the community or child protective services. Though Renner and Harley (2022) followed up their respondents over a period of four years, a similar study that follows up pre-adolescents would provide important data that would guide on educational interventions. The study would shed light on the strength of the relationship over time.

In a cross-sectional study conducted by Klencakova et al. (2023), a noteworthy correlation was observed between exposure to intimate partner violence (IPV) and school performance. This association extended to both the acquisition of average term marks and regular school attendance. Similarly, a longitudinal investigation carried out in Malawi by Psaki et al. (2017) spanned seven consecutive years to meticulously assess the impact of IPV exposure on a child's academic scores. Their findings indicated that domestic violence was linked to subsequent dropout rates among females, while it resulted in increased absenteeism among males, ultimately contributing to a decline in academic performance.

The aforementioned studies used children of different ages, countries, from protective services and others randomly sampled from the population. Age at exposure to domestic violence is negatively correlated with academic achievement.

The study finding is also inconsistent with earlier studies. Karanja (2022) found that there was no relationship between perceived interparental conflict and academic performance among grade 5 and 6 children living with their parents. In their study, the researchers used the Pearsons correlation to show the relationship between perceived interparental conflict and academic performance. The contradictory findings could be attributed to the data collection tools. The current study assessed actual exposure to parental violence using the Child Exposure to Domestic Violence Scale while Karanja (2022) assessed perception using the Children's Perception to Interparental Conflict Scale. Therefore, there is need for further research to address the inconsistency.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research findings, conclusions and recommendations on what emerged from the study. It is divided into four sections: The first section introduces the chapter organization. The second section gives a summary of the study findings according to the objectives and related null hypotheses. The third section draws the conclusions while the fourth section gives the study recommendations for policy and further research.

5.2 Summary

The study was designed to investigate the prevalence of exposure to domestic violence, domestic violence incidences, types of domestic violence and age at exposure to domestic violence on pupils' behaviour in public primary schools in informal settlement. Summary of the key findings in relation to the objective of the study and null hypotheses are as follows:

5.2.1 Prevalence of Exposure on Pupils' Behaviour and Academic Performance

The objective sought to establish the influence of prevalence of exposure to domestic violence on pupils' behaviour. Analysis of the prevalence of exposure to domestic violence showed that for low levels of exposure to violence, there were more females (27%) exposed compared to males (21%). However, for high levels of exposure, there

were more males (16%) compared to females (12%). Generally, there were more pupils exposed to low levels of exposure to domestic violence.

Similarly, more females than males exposed to low prevalence had more internalizing behaviour (29.7% vs 20.9%) while more males than females exposed to high levels had externalizing behaviour (28.6% vs 19.0%). An interesting finding was the gender disparities in internalizing and externalizing behaviour. Further, there were more pupils exposed to low prevalence who had above average (16.8%) compared to those with below average performance who had 4.2%. Similarly, more pupils with high levels of exposure had below average performance (9.2%) compared to all the other levels of exposure. Level of performance declined with prevalence of exposure.

The Pearson correlation showed that there was a weak positive relationship between the prevalence of exposure to domestic violence and pupils' behaviour, $n=380$, $r=0.052$, $p=0.315>0.05$. It also showed that there was a weak negative relationship between the prevalence of exposure to domestic violence and academic achievement scores among pupils, $r=-0.262$, $p<.005$.

5.2.2 Exposure to Incidents of Domestic on Pupils' Behaviour and Academic Performance

The objective sought to determine the influence of exposure to incidences of domestic violence on pupils' behaviour. There was an almost uniform distribution on incidents of domestic violence across the different levels although more female (50%) compared to male (38.9%) were exposed to mild incidences of domestic violence, while more male (52.4%) compared to female (42.9%) were exposed to severe

incidences of domestic violence. There were more female than male with higher levels of internalizing and externalizing behaviour for mild exposure to incidences of domestic violence. Conversely, there were more male than female with higher levels of internalizing and externalizing behaviour for exposure to severe incidences of domestic violence.

Generally, majority of respondents had average performance with those exposed to mild incidence having higher prevalence than the other levels (22.1%). Pupils with below average performance who had severe exposure to incidences of domestic violence were almost twice as many as those who had above average performance (8.2% vs 4.2%). Results from Pearsons Correlation showed that there was a weak positive relationship between exposure to incidents of domestic violence and pupils' behavior, $n=380$, $r=0.023$, $p=.654 > 0.05$. It also showed a weak negative relationship between the exposure to incidents of domestic violence and academic achievement scores, $n=380$, $r=-0.251$, $p < .005$.

5.2.3 Type of Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

The objective explored the influence of type of exposure to domestic violence on pupils' behaviour. An almost equal number of males and females were exposed as victim (41.2% vs 43.1%). More females than males were exposed as a witness (47.8% vs 37.3%), while more males compared to females were exposed as both victims and witnesses (47.3% vs 34.5%). There were more pupils with internalizing (12.9%) and externalizing (16.1%) as victim and witness. The frequencies were higher than any

other type of exposure. The majority of pupils had average performance, with higher frequencies for the three types of exposure (victim, witness and victim and witness) than for those who had above average and below average. Below average performance had more pupils who were a witness (5.5%) and witness and victim (10%) compared to those who had above average performance at 2.9% each. Results from Pearson's Correlation showed that there was a weak positive relationship between types of exposure to domestic violence and pupils' behaviour, $n=380$, $r=0.043$, $p=.408 > 0.05$. There was also a weak negative relationship between types of exposure and the academic achievement scores, $n=380$, $r=-0.263$, $p < .005$.

5.2.4 Age at Exposure to Domestic Violence on Pupils' Behaviour and Academic Performance

The objective sought to investigate the influence of the age at exposure to domestic violence on pupils' behaviour. There were more females than males below 10 years to eleven years exposed to domestic violence though the differences were minimal. However, from age 12 year to 14 years, there were more males than females exposed to domestic violence with the largest difference at twelve years old. At this age, males exposed to domestic violence were almost double females at 21.1% and 12.1% respectively. There was a trend in behaviour according to age that showed that younger children (below 10 years and 10 years) had more internalizing behaviour than externalizing while adolescents (13 and 14 years) had more externalizing behaviour than internalizing behaviour. Pupils in preteen years (10-12 years) had higher prevalence for average performance at 15.8%, 16% and 10% respectively compared

to above average and below average. From age 10-12, above average performance declined while below average performance increased with age.

Results from Pearson's Correlation showed that there was a weak, positive correlation between age at exposure to domestic violence and behaviour ($r = 0.130$, $n=380$, $p=0.011$) at 0.05 level of significance. There was a weak negative correlation between age at exposure to domestic violence and academic achievement ($r = -.279$, $n=380$, $p=0.000$) at 0.05 level of significance.

5.3 Conclusion

The findings of this research provide empirical support for the presence of a correlation between variants of exposure to domestic violence on pupils' behaviour. The observed results were in line with the conceptual framework that was originally constructed to illustrate the interplay between the variables under investigation. The study hypothesized that the prevalence, incidences, types, and age at exposure to domestic violence would have an influence on the behavior of students. The postulated correlation was derived from the framework of family stress theory and an evaluation of pertinent research, which suggested that when a family experiences a stressful event and lacks enough support for the parents, it may lead to the occurrence of domestic violence, subsequently impacting the behavior of children.

The study concluded that there is a relationship between prevalence of exposure to domestic violence and pupils' behaviour albeit weak. An increase in prevalence of exposure to domestic violence increases pupils' behaviour.

There exists a need to raise awareness among parents about the consequences of children's exposure to domestic violence on their behavioural patterns, with the aim of mitigating the prevalence of such exposure. Programs designed to enhance parental competence in conflict resolution would contribute to the reduction of domestic violence exposure within households. Implementing early intervention strategies may effectively mitigate the progression of problematic behavior throughout adolescence and adulthood, hence disrupting the detrimental cycle of violence.

There is a relationship between prevalence of exposure to domestic violence and academic performance. An increase in prevalence of exposure to domestic violence decreases academic performance of pupils. The relationship is weak. This suggests that high levels of exposure to domestic violence has a detrimental impact on pupils' academic performance, resulting in difficulties in maintaining focus during classroom instruction. Educational institutions have the capacity to provide an optimal setting whereby students may effectively engage in the process of acquiring knowledge. One potential strategy is the implementation of educational initiatives aimed at extending the duration of pupils stay in schools, especially after formal classes. This approach serves the dual purpose of shielding learners from domestic abuse and offering them opportunities to engage in extracurricular activities that provide secure environments for social interaction and educational development.

There is a relationship between exposure to incidences of domestic violence and pupils' behaviour. An increase in exposure to incidences of domestic violence increases pupils' behaviour. However, the relationship is weak. Exposure to

incidences of domestic violence affects the behaviour of pupils. There is need to address gender disparities in exposure to incidences of domestic violence when providing mitigation measures as female are exposed more to low incidences while more male are exposed to severe incidences. Similarly, there are gender differences in behaviour where more female had internalizing behaviour while more male had externalizing behaviour.

Schools can institute programmes, with focus on gender, that build psycho-social care and equip pupils with knowledge and attitudes on domestic violence. Exposure to domestic violence incidences can also be a traumatic experience especially when the incidents are severe, therefore there is need for proper psychosocial support and referral for pupils who are affected. Teacher can have their capacity built to identify symptoms of trauma in pupils so that interventions can be timely.

There is a relationship between exposure to incidences of domestic violence and academic performance. An increase in exposure to domestic violence decreases academic performance of pupils. The relationship is weak. Though majority of pupils had average performance, pupils with above average performance had more pupils exposed to mild incidents of domestic violence while pupils with below average performance had more pupils exposed to severe incidences of domestic violence. There is need to develop the capacity of teachers to identify trauma symptoms in children and provide appropriate interventions and referrals. Provision of individualised education programmes for pupils whose performance is affected by exposure to severe incidences of domestic violence can help address their academic needs at their pace. Academic sanctions and reward system should take cognizant of

pupils whose performance is affected by exposure to domestic violence and not sanction them when factors in their home environment contributed to their academic performance.

There is a relationship between types of exposure to domestic violence and pupils' behaviour. An increase in types of exposure to domestic violence increases pupils' behaviour. However, the relationship is weak. An almost equal number of males and females were exposed as victims only. More females were exposed as witness while more males were exposed as victim and witness. The highest prevalence for externalizing and internalizing behaviour was among pupils exposed as both victims and witnesses. The screening pupils in educational institutions to determine the type of exposure to domestic violence is crucial for the implementation of suitable remedies. Pupils who have experienced victimization or have been witnesses to such incidents may display externalizing behaviours, such as conduct difficulties including absenteeism. These behaviours, which might be misinterpreted as acts of indiscipline, may result in disciplinary actions being taken against the pupil. Given that these behaviours may be attributed to influence of exposure to violence, it is essential to conduct screenings of students exhibiting behavioural issues in order to implement appropriate interventions. The implementation of sensitization programs aimed at parents serves to foster knowledge of the detrimental consequences associated with exposure to domestic abuse. Parenting programs are of utmost importance in order to prevent parents from projecting their own issues to their children and engaging in harsh or physically abusive behavior. It is important to provide parents with training in emotional management when confronted with a domestic crisis.

There is a relationship between types of exposure to domestic violence and academic performance. An increase in types of exposure to domestic violence decreases academic performance of pupils. The relationship is weak. There were more pupils who were witness and victim with below average performance. This could be as a result of physically aggression from parents as well as having to witness their parents in conflict which can compound their behaviour problems. Parents use of physical aggression towards their children needs to be addressed as it affects their performance in schools. Lack of resources at home could be the cause of conflict, which means pupils are not adequately provided for educational resources by their parents. Programmes that are multi-sectoral to include parents, health care providers and psychologists would help to address both parental and child issues.

There is a relationship between age at exposure to domestic violence and behaviour and academic achievement. An increase in age of exposure to domestic violence increases behaviour and decreases academic performance. This means that as pupil grow older, their behaviour problems increased and performance dropped. However, there were subtle difference at different age. There is need to target mitigation measures to address the needs at every age. Generally, remedial classes for pupils affected would address their need to achieve in academic performance.

5.4 Recommendations

Based on the findings of the study, the following recommendations for policy and further research are made:

5.4.1 Policy Recommendations

- i. Sensitize parents on effects of exposure to domestic violence on pupils' behaviour. This can help reduce on prevalence of exposure to domestic violence at home. Institute programmes aimed at capacity building parents on peaceful conflict resolution to reduce use of physical violence to resolve conflict. Schools can provide a conducive environment for pupils and provide programmes that can keep them at school hence reducing time spent at home that would expose them to domestic violence.
- ii. Provision of psychosocial support and referral for pupils who are exposed to incidences of domestic violence that are traumatic. Capacity building of teachers to identify trauma symptoms in pupils can ensure that interventions are timely. Teachers can use individualized education programmes to remediate for pupils whose performance is affected by exposure to violence so that they can be able to learn at their pace.
- iii. Teachers can be supported to develop or use screening tools that would assist them identify pupils exposed to domestic violence and the type of exposure. This would enable them provide appropriate interventions to prevent problems escalating into adolescence and adulthood. Parenting programmes would be crucial to ensure that parents do not project their problems on children and can handle their emotions. A multisectoral approach would ensure that both pupil and parent issues, including economic empowerment, are addressed.
- iv. Provision of remedial classes that are age specific to address the academic needs at each age.

5.4.2 Recommendations for Further Research

The following recommendations were made for consideration for future research:

- i. Further research is recommended to establish the gender differences in behaviour and academic performance among pupils exposed to domestic violence in informal settlements.
- ii. Conduct longitudinal studies that would track influence on the impact of exposure to domestic violence on students' behavior and academic performance in informal settlements over time.
- iii. Despite exposure to domestic violence, not all pupils' performance was negatively affected. There is need for research to investigate factors that could cause resilience in such pupils especially from informal settlements.

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APPENDICES

Appendix I: Consent Form (statement of consent)

The person being considered for this study is unable to consent for him/herself because she is a minor (a person less than 18 years of age). You are being asked to give your permission to include your child in this study.

Dear Parent/guardian

The research your child will participate in is designed to investigate if there is a relationship between exposure to domestic violence at home and child's behaviour. The study will involve use of Likert scale from which he/she will choose appropriate responses. The questions are not any way intrusive and merely seek to establish level of exposure, incidences exposed to and types of exposure. Pupils will be briefed and debriefed according during the exercise.

The information is purely for research purposes. The pupil will not be required to write their name and all information will be treated with ultimate confidentiality during and after data collection.

Kindly sign in the space provided if you agree for your child to participate in the study.

(.....) I agree my child to participate.

Thank you

Yours faithfully,

Peris Waithira Njoroge

PhD student, Maasai Mara University

Appendix II: Pupils' Questionnaire

Section A

Please answer the questions as honestly as possible. All information given will be confidential and will only be used for the purpose of this research.

A. Demographic details

- How old are you? indicate by a putting a tick [√] in the correct box
Below 10 years 10 years 11years 12years
13years 14years Over 14years
- Are you a boy or a girl? Put a tick [√] in the correct box
- Boy Girl
- Which class are you in? indicate by a putting a tick [√] in the correct box
Class 4 class 5 class 6
- Where do you live? _____
- What work does your father do? _____
- What work does your mother do? _____
- Put a circle to show the people you live with at home:
Mother Father Sister Brother
Uncle Aunt Cousin Grandmother
Grandfather Stepmother Stepfather
- How many children are you in your family? _____

Write your marks for the end of term exams last year (2017)





Term 1 _____





Term 2 _____

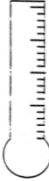
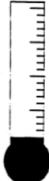


Term 3 _____

Part C (2): Exposure to Domestic Violence Scale – Answer Sheet

Domestic violence is violence between a mother and a father. In the last one year, how many times have you seen each of the following happen between your parents and also happen to you. Put a tick (✓) in the appropriate box

		 Never	 At least one time	 At least once a month	 At least once a week
1.	How many times did you eat bread last year?				
2.	How many times have you seen a woman carried by a motorbike rider?				
3.	How many times have you seen your parent break up utensils at home after a quarrel?				
4.	How many times have you seen a parent throw something at the other?				
5.	How many times has your parent thrown something at you?				
6.	How many times have you seen your parent push or shove each other really hard?				
7.	How many times has your parent pushed or shoved you really hard?				

		 Never	 At least one time	 At least once a month	 At least once a week
8.	How many times have you parents chased each other with one looking scared?				
9.	How many times has your parent chased you?				
10.	How many times have you watched cartoons on TV?				
11.	How many times have you seen your parent slap the other really hard?				
12.	How many times has your parent slapped you really hard?				
13.	How many times have you seen your parent beat-up the other?				
14.	How many times has your parent beaten you up?				
15.	How many times have you seen your parent point a knife at the other?				
16.	How many times has a your parent pointed a knife at you?				
17.	How many times have you gone shopping at the kiosk?				
18.	How many times have you seen your parent chase the other with a panga?				

		 Never	 At least one time	 At least once a month	 At least once a week
19.	How many times has your parent chased you with a panga?				
20.	How many times have you your parent stab the other with a knife?				
21.	How many times have you your parent threaten the other with a weapon?				
22.	How many times has your parent threatened you with a weapon?				
23.	How many times have you seen your parent hurt the other with a real weapon?				
24.	How many times have you seen a person being arrested by police in your community?				
25.	How many times have you seen children play football?				

When your parents fight, who is usually beaten? Put a circle to indicate.

Mother

Father

Appendix III : Strengths and Difficulties Questionnaire

Random

number:

School: _____ Class: _____

For each item, please mark the box for Certainly true, Somewhat true and Not true. It would help me if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last one year.

#		Certainly true	Somewhat true	Not true
1.	I try to be nice to other people. I care about their feelings.			
2.	I am not able to settle down, I cannot sit still for long			
3.	I get a lot of headaches, stomach-aches or sickness			
4.	I usually share with others my things, for example food, drinks, pencils			
5.	I get very angry and often lose my temper			
6.	I am usually on my own. I usually play alone or keep to myself			
7.	I am usually willing to do what other people want			
8.	I worry a lot			
9.	I am helpful if someone is hurt, upset or feeling sick			
10.	I am for most of the time uneasy, restless and move around			
11.	I have at least one good friend			
12.	I fight a lot. I can make other people do what I want			
13.	I am often unhappy, sad or tearful			
14.	Other people usually like me			
15.	I am easily distracted, I find it difficult to concentrate			
16.	I am uncomfortable in new situations. I easily lose confidence			
17.	I am kind to children			
18.	I am often accused of lying or cheating			
19.	Other people pick on me or bully me			

#		Yes, that is like me	Sometimes	No, that is not like me
20.	I often offer to help others (friends, family members)			
21.	I think before I do things			
22.	I take things that are not mine from home, school or elsewhere			
23.	I am more friendly with older people than people of my own age			
24.	I fear a lot of things, I am easily scared			
25.	I am able to concentrate on a task and finish it			

Appendix V: Application for Research Permit



MAASAI MARA UNIVERSITY (OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

REF: MMU/AA0328/45/2016/VOL1 (25)

DATE: 8th FEBRUARY, 2018

Council Secretary,
National Commission for Science, Technology & Innovation
P.O. Box 30623-00100
NAIROBI-KENYA

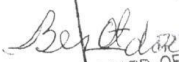
Dear Sir/Madam.

RE: APPLICATION FOR RESEARCH PERMIT: REG. NO. DE04/4005/2012
PERIS WAITHERA NJOROGE

I wish to recommend the above candidate for a permit to enable her collect data for her research. She defended her proposal at the School of Education successfully and has made the necessary corrections. The title is "*Relationship Between Exposure to Domestic Violence and School Related Behaviors: A Survey of Middle School Pupils from Selected Public Primary Schools in Informal Settlements, Nairobi County.*"

She therefore qualifies for a permit to conduct research. Any assistance accorded to her will be highly appreciated.

Thank you.


Dr. Kodak O.B.
DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Ag. DIRECTOR BOARD OF POSTGRADUATE STUDIES

Appendix VI: Research Authorization from Nairobi County Director's Office



**Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION**

Telegram: "BCHB04200", Nairobi
Telephone: Nairobi 833 348489
Email: info@state.gov.ke
education@state.gov.ke

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74527 - 00208
NAIROBI

When replying please quote:

Ref: **RCE/NRB/GEN/I/VOL. 1**

Date: **2nd March, 2018**

Peris Waithira Njoroge
Maasai Mara University
P O Box 861-20500
NAROK

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Relationship between exposure to domestic violence and school related Behavior: A survey of middle school pupils from selected public primary schools in informal settlements, Nairobi County**".

This office has no objection and authority is hereby granted for a period ending **2nd March, 2019** as indicated in the request letter.

Kindly inform the Sub-County Director of Education of the Sub-County you intend to


KINOTI KIOGORA
FOR REGIONAL COORDINATOR OF EDUCATION
NAIROBI

c.c.

Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

Appendix VII : Research permit from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 409 7000,
0713 788787,0733404345
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Wariyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No **NACOSTI/P/18/05644/21609**

Date: **2nd March, 2018**

Peris Waithira Njoroge
Maasai Mara University
P.O. Box 861 – 20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Relationship between exposure to domestic violence and school related Behavior: A survey of middle school pupils from selected public primary schools in informal settlements, Nairobi County”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **2nd March, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30624-00100, NBI
TEL: 341886

The County Director of Education
Nairobi County.

**THIS IS TO CERTIFY THAT:
MS. PERIS WAITHIRA NJOROGE
of MAASAI MARA UNIVERSITY, 0-1000
Thika, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/18/05644/21609
Date Of Issue : 2nd March,2018
Fee Received :Ksh 2000**

**on the topic: RELATIONSHIP BETWEEN
EXPOSURE TO DOMESTIC VIOLENCE AND
SCHOOL RELATED BEHAVIOUR: A
SURVEY OF MIDDLE SCHOOL PUPILS
FROM SELECTED PUBLIC PRIMARY
SCHOOLS IN INFORMAL SETTLEMENTS,
NAIROBI COUNTY.**

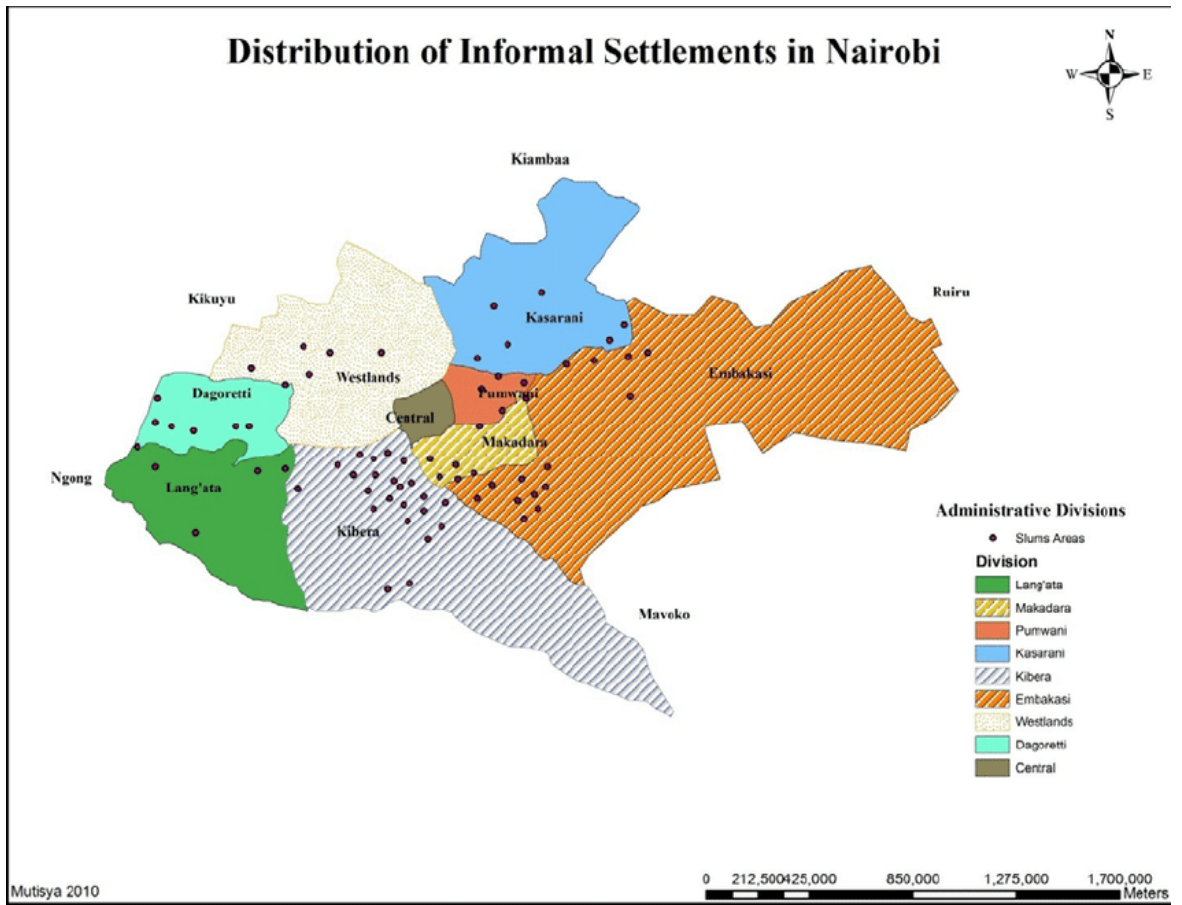


**for the period ending:
2nd March,2019**

AP. Njoro
.....
**Applicant's
Signature**

Dr. Kalawa
.....
**Director General
National Commission for Science,
Technology & Innovation**

Appendix IX : Map On Distribution Of Informal Settlements In Nairobi



Source: Mutisya, 2010

CORRECTIONS

- i. Removed all blank spaces in between Paragraphs

- ii. Corrected Table running across pages
- iii. Italicized journal articles in references
- iv. For thesis references enclosed (Masters Thesis etc)