

**EFFECT OF DOMESTIC VIOLENCE AND LEARNING
OUTCOMES IN RWANDAN SECONDARY SCHOOLS: A
CASE OF RUTSIRO DISTRICT (2016-2019)**

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Abstract

This study was carried out to examine on the effect of domestic violence and learning outcomes in the Rwandan secondary schools. The study objectives were to determine the effect of physical violence, emotional abuse, verbal abuse and economical abuse influenced their learning outcomes. This study was carried out in 13 secondary schools located in Rutsiro District, that were sampled purposively randomly to constitute study samples. The questionnaire and interview guides were used to collect primary and secondary data. Quantitative data were analyzed using SPSS Version 20 while for qualitative data from open ended questions was thematically analyzed as per the objectives of study. The research involved a population study of 259 student respondents, 14 teachers and administrative staff respondents, 117 Parents respondents from which 393 of sample size was selected and targeted from Rutsiro District. The probability sampling with purposive sampling was used. Other techniques were also used such as documentation, interview, questionnaires with five-point Likert scales and observation. During data processing and analysis editing, coding, and tabulation were also used. The descriptive statistical analysis was using percentages, frequencies, means, standard deviation and inferential statistics including analysis of variance (ANOVA) and regression analysis. The findings revealed that domestic violence perpetrated against children has a significant effect on learning outcomes in Rutsiro district which were presented in the tables. This determined the level of influence the independent variable have on dependent variable. The results of this study revealed that physical violence, emotional abuse, verbal abuse and economical abuse have significant effect on the learning outcomes of students in Rutsiro secondary schools. This study recommends that the findings can give guidelines to the Government, Local leaders, stakeholders and partners, and then local population that they should have to denounce domestic violence against children and its consequences through establishment of heavy penalties to anyone who suspected to commit it.

Keywords: domestic violence, learning outcomes, abuse, secondary schools

Domestic violence is one of the human right disobediences or aggressive behavior within home, that has ever existed in all societies around the world since time immemorial. Domestic violence can take shape of physical, verbal, emotional, and economic abuse, which can range from complex and coercive forms to violent physical abuse that can results to poor learning outcomes. According to UNICEF (2015), children in the whole world between 500 million

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and 1.5 billion are facing various consequences of domestic violence each year. However, 7 to 14 million children witness domestic violence at home (Edleson, 2009). Studies have found that children's exposure to domestic violence at home has a great impact of preventing young children from performing well in school according to Sterne and Poole (2010), hence affecting their educational outcomes. Domestic violence has become a global and a widespread phenomenon that has affected millions of children lives globally (UNICEF, 2015). Domestic Violence according to the Act on Protection against Domestic Violence (PADV) (2015), is any form of violence against a person, or imminent danger or a threat of violence to that person, by other person with whom that person has been, or is in a domestic relationship. According to Abuya and Onsomu (2012), in domestic violence households, children are often involved as invisible victims who are exposed to the abuse. In East African states, occurrences of domestic violence have been reported widely in the media. Tanzania, Uganda, Kenya and Rwanda were found to have more cases of domestic violence, including children as victims, than other countries in the region (Devaney 2015).

The Rwanda government in 2011, introduced the free 12 years basic Education for all children, all children in Rwanda got an occasion to learn than before. That is meant that each child in Rwanda has an opportunity to access education (UNICEF, 2015). This was in the framework of meeting the goal of Education for All (EFA) by 2015. However, UNICEF (2018) reported that more than 50% of children in Rwanda remain victims of sexual, physical or emotional violence. According to Kimetto (2018), domestic violence has a negative influence on children's education. According to Lloyd (2018), children exposed to domestic violence are disrupted in their education and this compromises their learning outcomes. Any mistreatment of children may lead to emotional trauma, physical and mental blocks to their education, as well as bad behavior in their schools.

1.1. Statement of the problem

Even though the Government of Rwanda has a political will to exterminate the problem of domestic violence, it is unmoving because of socio-cultural and societal variables. Such as culture and tradition, inequality between women and men in terms of power, and poverty (Ministry of Gender and Family Promotion (MIGEPR OF 2011). In addition, a number of studies, like those of Plan International (2013), Georgia (2015) and Human Right Watch (2001), show that incidents of domestic violence among families occur all over the world. In Rwanda, gender based violence is incontestably extensive (Asemota & Randell 2011); and the latest data from MIGEPR OF illustrate that approximately 17 000 incidents of domestic violence took place in Rwanda (Munezero 2017). Demographic and Health Survey (2020) reported that in Rwanda, more than a half of all girls and 6 out of 10 boys are exposed to some violence during the early ages.

A lot of studies have been conducted to examine the effect of domestic violence on children's education. Yet, there are very few studies on the effect of domestic

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violence on children's learning outcomes specifically in Rwanda. This study was conducted to contribute to the existing knowledge with regard to domestic violence and learning outcomes in Rwandan secondary schools. The author believes that the findings of this study will be very useful for the Rwandan Government by providing information regarding the status of domestic violence among Rwandan families and how this affects the children's learning outcomes. The provided statistics will then help the government to find solutions about the effect of domestic violence and learning outcomes in Rwandan secondary schools, case of Rutsiro District.

Objectives of the Study

The present study was conducted mainly to assess the effect of domestic violence and learning outcomes in Rutsiro district secondary schools of the western province of Rwanda. It covered the period of 2016 until 2019. Specific objectives were: To find out the effect of domestic physical abuse against children on learning outcomes in Rutsiro District secondary schools; to establish the effect of domestic emotional abuse against children on learning outcomes in Rutsiro District secondary schools. To find out the effect of domestic economic abuse against children on learning outcomes in Rutsiro District secondary schools. To establish the effect of domestic verbal abuse against children on learning outcomes in Rutsiro District secondary schools.

LITERATURE REVIEW

To WHO (2012), the term 'domestic violence' is used to talk about partner violence however it can also comprise child, elder abuse or abuse by any member of a household. WHO (quoted in Heise and Garcia-Moreno, 2012), views domestic violence as Intimate Partner Violence and takes it as any behavior within a present and/or former intimate relationship that causes physical, psychological (emotional), verbal, sexual or economic harm. The findings of previous studies regarding to the effect of domestic violence and learning outcomes, forms of domestic violence perpetrated in Rwandan secondary schools. Furthermore, this study explains the theoretical framework that outlines the relationship of the research is grounded.

Theoretical Review

According to Tony (2002) the term "domestic" is derived from the Latin word 'domus' which means 'home'. Domestic violence according to the Nevada Attorney General's Office is a violent offense committed in the circumstance of an intimate relationship. It is further characterized by actions of power, pressure and violence intended to regulate another person's actions (Nevada Attorney General, 2011). Hence, the term domestic means anything happening at home or in a family residence. Children exposed to domestic violence are in danger to recapitulate their experience in the subsequent generation, either as perpetrators or as victims of violence in their future intimate affairs (Holt & Devaney, 2015). UNICEF (2014), revealed that in Rwanda, children affected by DV are forced to live on streets or somewhere else they consider safe than their homes, thus

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majority of them lack a good environment for learning. This is might be an indication that force is prevalent in Rwandan families and it may affect children's learning. The majority of the studies done mainly focused on domestic violence forms and impacts on children development (Sterne & Poole, 2010, Carlson, 2012, Abuya & Onsomu, 2012, wolfe & Jaffe, 2015, Gichuba, 2017).

However, when the child's ability to perform well in school is hampered particularly because of domestic

violence taking course in the nuclear family, children lack trust at home and externalize to other environments like school hence cases of absenteeism, nonattendance, poor learning outcome and drop outs (Prior & Glaser, 2006). This study was rooted in Family systems theory by Bowen (1974) is based on the idea that every individual members of a family should be seen in relation to transitions, effect and interactions within families and not in isolation. A significant ideology of this theory is that whatever affects an individual family member also upsets the whole family system and also what affects the family structure also does affect individual members of the family. Family systems theory offers a basis for seeing and understanding: the broad characteristics of social and human relationships, ways in which emotions are transferred to children, individual functioning within the nuclear family system and transmission of behavioral patterns over the young members, particularly children in an attempt to understand domestic violence.

Forms of domestic violence

Domestic violence may take different forms depending on how it is exercised. These include physical abuse, emotional abuse, verbal abuse, and economic abuse.

Learners' emotional abuse and learning outcomes: Emotional abuse is an attempt by the perpetrator to control another person without using physical forms of harm but rather using emotion as his weapon of choice. Emotional abuse (psychological or mental abuse) can include shaming the victim privately or publicly, taking full control over the victim, denying access to information, doing something to make the victim feel diminished or embarrassed intentionally, isolating the victim from friends and family, implicitly blackmailing the victim by harming others when the victim expresses independence or happiness (Chhikara et al., 2013). Tony, 2003 outlines the non-physical behaviors as acts or omission by a member of family unit through terrorizing, control, immediate or aberrant dangers, embarrassment, affronts, unfounded complaints and whatever other activity that debilitates passionate wellbeing. An investigation by Crowe, (2011) contended that when a student is presented after some time to struggle, cerebrum working can be adjusted because of stress hormones which may prompt impeded reasoning which can result to inevitable passionate strain, absence of critical thinking abilities and memory issues; thus

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disabling scholastic execution, and they lose concentration leading to low academic performance.

Learners' physical abuse and learning outcomes: Physical Violence is any act where an individual attempt to harm another through physical means (Wangui Wanjai I.M., 2018). Thus, physical violence is a more severe form of aggression, which include tripping, shoving, slapping, punching, beating, biting and others. According to Wolfe, Zek, and Wilson (2006), students who are victims of physical violence suffer injury or death. Negative feelings such as withdrawal, depression, abnormal fears, regression, learning problems or a decline in school performance and truancy are some of the negative influences. When the impact is not noticed on time asserts Carlson, (1984), further influence may come along such as bullying, difficulty in building and maintaining relationships, impulsiveness, behavioral problems, denial and emotional problems are coupled with daily activities of learners who suffer or witness domestic violence.

Learners' verbal abuse and learning outcomes: Crowe, (2011), asserts that Verbal abuse is a manipulation tactic used by one person to control another through non-physical means. This may be by name-calling, insults and criticism. According to Brendgen, (2007) majority of learners turn into the objective of verbal assaults. The reason might be that Verbal abuse was explored in homes and the perpetrators were parents and other adults. It is quite clear that there was need to find out the influence of DV on secondary school student academic performance in order to fill the gaps.

Economic Abuse and learning outcomes: Economic abuse is that type of abuse when one person has a control over the other one's access to economic resources. That leads the victim to financially depending on the perpetrator. Weaver et al. (2009) argued that it is a type domestic violence that affects a person financially and declines his/her efforts to become economically immaculate. This implies that the victim is likely to end in a poverty trap which led him/her to low learning outcomes fond of missing of various instructional materials.

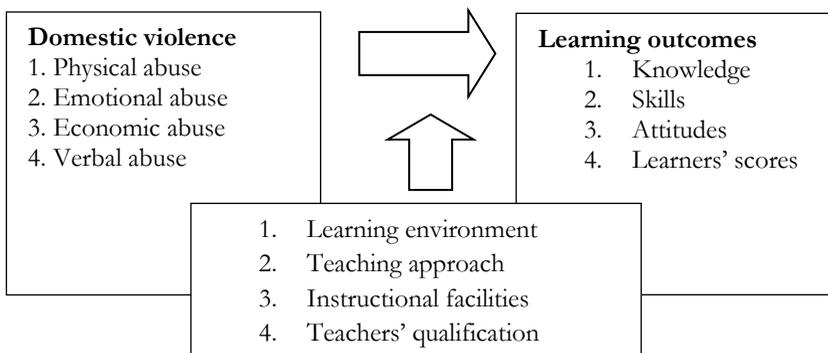
Conceptual framework

The figure below shows the conceptual diagram showing impact of domestic violence on learning outcomes of pupils who experience domestic violence. Domestic violence is the independent variable and it influences learning outcomes, which is the dependent variable factor.

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Independent variables

Dependent variables



Moderating Variables

Research gap

A lot of people and researchers still wonder about the cause of poor learning outcome from learners that come from domestically violent families. Furthermore, people were still thinking about factors that might cause such poor learning outcomes. Nevertheless, studies on DV and learning outcome are still few. That is, further researches would be carried out to unearth the relationship between learning outcome and domestic violence. In this respect, this research shed more light onto the prevailing situation of domestic violence and learning outcome in secondary schools of Rutsiro District. The study investigated the way in which children were abused in their families and its impact on the learning outcomes.

Research Methods, Design and Data Collection

Research introduction

The section is divided into subsections, including; introduction and Research Design, study population, the sampling procedures, Methods of Data Collection and Data Analysis Procedures

Research Design

The study design was adopted for the present study and since it allows exploration of the phenomena and reported as it was and further it allowed the collection of both primary and secondary data. The term research design refers to the conceptual structure within which research would be conducted, (Lodico, et al., 2010). The purpose of this study, as stated previously, was to examine the learning outcomes and domestic violence in secondary schools of Rutsiro District. The study design was fit for this research because it helped in collecting, recording, describing, analyzing and interpreting the information concerning domestic violence relation to learning outcome of students.

Study population

A population is a group of elements or cases, whether individuals, or events, that conform to specific criteria to generalize the results of the research while a sample is the group of elements, or a single element, from which data are obtained, (Mcmillan, 1996). The study was conducted in Rutsiro secondary schools, Western Province, in Rwanda. The target population for this research is 23031; this number comprises parents, learners and administrative staff (teachers head teachers and deputy of studies). All schools in Rutsiro district are 53, which have 15344 students, 6880 parents and 807 teachers including Head teachers from 53 secondary schools within Rutsiro district.

Sampling

A sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

The researcher used the Yamane formula of sample calculation to determine the sample that was used in this research, as cited by Kasunic (2005). The formula assumes a 95% confidence level and the maximum variance ($p = 0.5$). The formula is $n = \frac{N}{1 + N(e)^2}$. Where: n is the sample size, N is the population size, e specifies the desired level of precision, where precision $e = 1 - \text{precision}$, $p = 0.95$. In this study, N is equal to 23031, $e = \text{margin of error} = 1 - 0.95 = 0.05$. Thus, $n = \frac{23031}{1 + 23031(0.05)^2} = 393.17 \sim 393$

Rutsiro district has 53 secondary schools, among these schools; we selected 13 schools because the district has 13 sectors, which means one secondary school per sector. The sampling technique used here is purposive sampling technique which is also known as judgment, selective or subjective sampling), a sampling technique in which a researcher relied on his or her own judgment when choosing members of population to participate in the study.

Methods of Data Collection and Data Analysis Procedures

Questionnaire method and Interview method were used in collecting the required data from the informants of the study. Documentation (from journal articles, books, theses, etc.), data analysis, data processing, editing of data, coding of data and ethical consideration were utilized in description and interpretation of results via tables. The Statistical Package for Social Sciences (SPSS version 20) application was used in analyzing the collected data.

The questionnaire contained close-ended questions only in the form of Likert scales (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree). The questionnaire was to be filled by ticking in the appropriate box with regard to the participants' understanding.

Data Analysis, Presentation and Discussion

The results and findings of data, interpretation and analysis. The overall work is to analyze the DV and learning outcomes in Rwandan secondary schools. A case of Rutsiro District (2016-2019). The analysis covered the data from socio-

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demographic factors of the study variables addressing the research objectives. The learning outcomes has a relationship with domestic violence which results into negative implications, there are: Physical abuse, emotional abuse, verbal abuse and economic abuse. The results were in descriptive statistics, cross tabulations as t-test analysis.

Response Rate

This study showed that 259 students participated out of 262, i.e. 98.8% returned their questionnaires, 111parents participated out of 117 i.e. 94.8% returned their questionnaires while 14 out of 14, i.e. 100% teachers handed in theirs. Therefore, there was response rate of 97.7%, i.e.384 out of 393 respondents for both students, parents and teachers' questionnaires.

Demographic characteristics descriptive of respondents

The descriptive results are tabulated as below.

Table 4.2a: Descriptive statistics of student respondents

Factor	Attribute	Frequency	Percent
Gender	Male	112	43.2
	Female	147	56.8
	Total	259	100.0
Age	Less 13 years	17	6.6
	13-15 years	141	54.4
	16-20 years	71	27.4
	20-25 year	25	9.7
	>25	5	1.9
	Total	259	100.0
Family type	Nuclear	153	59.1
	Single-Mother or Father	78	30.1
	Single-separated	6	2.3
	Single by choice	22	8.5
	Total	259	100.0

This study indicated that there were more female than male student respondents. The female respondents were comprising of 56.8% percent while male respondents were comprising of 43.2% percent. The results showed that there was a gender disparity between male and female student respondents, this is in line with Ministry of education statistics in 2019 which states that the total enrollment is 70% for females. Rwandan population is composed of mostly women as stated by 2012 Rwanda National Institute of Statistics general population and housing census data that mention 51.8% are females. The results in this study showed that

majority of the student respondents in the study of domestic violence and learning outcomes in Rwandan secondary schools are aged 13-15 years with a relative frequency of 54.4 percent. The other age groups of the respondents are aged 16-20 years with a percentage of 27.4 percent and those below 13 and above 25 years were the minority groups with relative percentages of 6.6 and 1.9 respectively.

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The research showed that majority of student respondents came from nuclear families with a relative frequency of 59.1 percent, followed by those from single mother or father (30.1%). those from single parent by choice with 8.5% and those from single-separated family with a relative frequency of 2.3 percent. The higher number of single-mother parent matches with findings of an NGO (better care net work.org) that found out that in Rwanda the percentage of children under 18 who have lost at least one parent (single and double orphans combined) is 13.5%. During these recent years, Rwanda has also experienced the high increase of girls that are impregnated before they are officially married, this fact has increased the number of children from single-parents.

4.2b. Demographic characteristics of teacher respondents

The study sought for facts regarding to the teacher respondents. The information was analyzed using descriptive statistics. The descriptive results are tabulated in table 4.3 below.

Table 4.3: descriptive statistics of teacher respondents

Factor	Attribute	Frequency	Percent
Gender	male	8	57.1
	female	6	42.9
	<u>Total</u>	<u>14</u>	<u>100.0</u>
Age	<30	1	7.1
	31-40	5	35.7
	41-50	5	35.7
	>50	3	21.4
	Total	14	100.0
Marital status	Married	10	71.4
	Single	4	28.6
	Total	14	100.0
Education level	A2	3	21.4
	A1	5	35.7
	A0	6	42.9
	Total	14	100.0
Work experience	2-4 years	2	14.3
	5-8 years	4	28.6
	Above8years	8	57.1
Total		14	100.0

The study indicated that there were more female teacher respondents than male teacher respondents. The female teacher respondents were 57.1 percent while male respondents were 42.9%. Regarding marital status, results in table 4.4.5. show that most of the teacher respondents were married with a frequency of 71.4% while those who were singles were 28.6%. The majority of them were aged both 31-40 and 41-50 years with 35.7 % and 35.7%, these groups were followed by who were above 50years with 21.4% and those below 30years were minority with 7.1%. Concerning education level of teachers' respondents; 21.4% of teachers had A2, 35.7% had A1 level of education and 42.9 % had A₀ degree. The results also indicated that most of teachers in Rutsiro district schools had worked in their current station for over 8 years with a relative frequency of

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57.1%. The other teachers had worked in their current station for;5-8 years (28.6 %).

4.2c Demographic characteristics of parent respondents

Table4.4 : Descriptive statistics

Factor	Attribute	Frequency	Percentage(%)
Gender	Male	51	43.5
	Female	66	56.4
Age	21-30years	15	12.8
	31-40years	32	27.3
	41-50years	40	34.1
	>50years	30	25.6
	Total	117	100
Status	Married	101	86.3
	Single-Separated	15	12.8
	Divorced	1	0.8
	Total	117	100
level of studies	Never went to school	25	21.3
	Primary level	69	58.9
	Secondary level	12	10.2
	University level	6	5.1
	Others	5	4.2
	Total	117	100
Occupation	Farmers	89	76
	Businessmen	21	17.9
	Public services	7	5.9
	Total	117	100

The research showed that the female respondents have the highest percentage (56.4%), compared to the male respondents (43.5%) The majority of them were aged 41-50 with 34.1% this group was followed by those aged 31-40 with 27.3% and above 50years with 25.6%, the group aged 21-30years was a minority one, with 12.8%. Regarding marital status, results in table 4.4. show that most of the parent respondents were married with a frequency of 86.3% while those who were Single separated were 12.8%and then 0.8%was a divorced.

Concerning education level of parent respondents; the majority of them had finished primary level at 58.9% and 21.3%of them never went to school. The results show that 10.2%had a Secondary level and 5.1 a university level. Those groups were followed by others who had other knowledge out of formal education at 4.2%The above statistics show that the majority of parent respondents were farmers with 76% and 17.9% were businessmen, the minority were those of the public services with 5.9%.

4.3 Reliability test results

Mugenda (2005) describes reliability as a measure of degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. The reliability was established through the test re-test method for the questionnaires. The results from the tests were analyzed and

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comparisons made using Cronbach's Alpha Coefficient, to establish the consistency of the contents in the questionnaire.

Table 4.3: Reliability Results

Variables	Number of items	Cronbach's Alpha	Comments
PA	15	0.813	Accepted
EMA	15	0.828	Accepted
ECA	15	0.801	Accepted
VA	15	0.791	Accepted

Note: PH=Physical Abuse, EMA= Emotional Abuse, ACA= Economic Abuse VA= Verbal Abuse
 About an exploratory, it is suggested that reliability should be equal to or above 0.60(Straub et al,2004). Hinton et al (2004) have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90) moderate reliability (0.50-0.70) and low reliability (<0.50). The alpha coefficient value founded is considered accurate enough for the purposes of research. It was therefore concluded that the research instruments were reliable.

4.4 Presentation of Findings

4.4.1. Descriptive statistics on physical abuse

	N	Min	Max	Mean	Std.Dev.
My parents beat me when I make a mistake	259	1.00	5.00	3.5367	1.02753
My parents are used to inculcate a culture of bullying into me at home.	259	1.00	5.00	3.1274	1.21489
My parents use punishment which put me in Anxiety atmosphere.	259	1.00	5.00	3.2934	1.30547
A quarrelsome atmosphere at home.	259	1.00	5.00	3.6216	1.21189
Sexual molestation occurs at home.	259	1.00	5.00	2.7838	.99201
My parents slap me whenever a wrong occurs.	259	1.00	5.00	3.3127	1.02615
I am punched by parents whenever a mistake occurs.	259	1.00	5.00	3.3127	1.13039
My parents bite me when I make a mistake.	259	1.00	5.00	2.8147	1.10514
My parents use corporal punishments like hitting, belt, shoe, shaking or pulling hair or boxing ears.	259	1.00	5.00	3.6178	.95471
There is a violent atmosphere at home	259	1.00	5.00	3.2471	1.15836
Overall	259			3.2667	1.11265

Note: Strongly Disagree= [1-2]=Very Low Mean; Disagree= [2-3]=Low mean; Neutral= [3-4]=moderated mean; Agree= [4-5]=High mean Strongly Agree = [5-]= Very High Mean Source:

Research data

The results in table 4.6 show that the most of respondents agreed that the following 8 physical abuse variables influence the decrease of student learning outcomes in Rutsiro secondary schools with a moderate mean. Such as, those who were beaten when they made a mistake at home(mean=3.5367and STD=1.02753), inculcated a culture of bullying (mean=3.1274 STD=1.21489), punished like (forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion as washing children's mouths out with soap or forcing them to swallow hot spices) mean=3.2934 STD=1.30547, and those there was quarrelsome atmosphere at home(mean=3.6216 STD=1.21189, with being slapped mean=3.3127 STD=1.02615 , were Punched whenever a wrong occurs(mean=3.3127 STD=1.13039 , they received corporal punishments like hitting (smacking, slapping, spanking) children, with the hand or with an implement, stick, belt, shoe, pulling hair or boxing ears,(mean=3.6178 STD

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0.95471). There was a violence atmosphere at home (mean=3.2471 STD=1.15836). On contrary, the results also show that some respondents have disagreed and disagreed strongly that the following two variables influence the student learning outcomes through domestic violence in Rwanda with a low mean. These are namely: were Sexually molested at home (mean=2.7838 STD=.99201), were bitten when a mistake was made at home (mean=2.81471 STD=1.10514). The results in table 4.6 show that the overall mean level of agreement and disagreement with physical abuse variables is moderate ($\mu = 3.26679$) and the overall standard deviation is (STD=1.11265).

4.4.2. Descriptive statistics on emotional abuse

	N	Min	Max	Mean	Std.Dev.
My parents always make me sad when I make a mistake	259	1.00	5.00	3.4402	1.08160
My parents always make me angry when I make a mistake	259	1.00	5.00	3.4247	1.05522
My parent neglect me at home	259	1.00	5.00	3.1390	1.11889
My parents ill-treat me at home	259	1.00	5.00	2.8378	1.50347
My parent humiliate or constantly criticize me at home	259	1.00	5.00	3.1660	1.10996
My parents blame and scapegoat me at home	259	1.00	5.00	3.3359	1.10632
My parents make me perform degrading acts at home	259	1.00	5.00	3.0618	1.14967
My parents leave me alone, no babysitter or a caretaker at home.	259	1.00	5.00	3.0695	1.09748
There is no parental supervision	259	1.00	5.00	2.8147	1.14645
My parents put me in fear at home .	259	1.00	5.00	2.4556	1.50482
My parents put me in the conditions of anxiety at home	259	1.00	5.00	3.3629	1.00364
Overall	259			3.4108	1.28775

The results in table 4.7 showed that most of the student respondents agreed that seven options on emotional abuse influenced the students to decrease the learning outcomes through domestic violence in Rutsiro secondary schools at with a moderate mean. Those options include: always made sad by parents when they made a mistake, (mean=3.4402, STD=1.08160) being always made angry when they made a mistake, (mean=3.4247 STD=1.05522) to be neglected at home, (mean=3.1390 STD=1.11889), were humiliated or constantly criticized at home (mean=3.1660 STD=1.10996). with being blamed and scapegoated at home (mean=3.3359 STD=1.10632), were made performed degrading acts by parents at home (mean=3.0618 STD=1.14967), were left alone, no babysitter or caretaker at home (mean=3.0695 STD=1.09748), were put in anxiety at home (mean=3.3629 STD=1.00364).

On contrary, the results show that most of respondents disagreed with four options regarding on emotional abuse decrease of student learning outcomes in Rutsiro secondary schools at with low mean. The options are namely: To be ill-treated at (mean=2.8378 STD=1.50347), there was no parental supervision, which led to physical harm, sexual abuse, or criminal behavior (mean=2.8147 STD=1.14645), their parents put them in the fear condition at home (mean=2.4556 STD=1.50482).

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The results revealed that emotional abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.4108$ and overall standard deviation $STD = 1.28775$).

4.4.3. Descriptive statistics on student Verbal Abuse

	N	Min	Max	Mean	Std.Dev.
I am insulted when I make mistake	259	1.00	5.00	3.1429	1.09918
My parents shout at me when I make a mistake at home	259	1.00	5.00	3.4054	1.04998
My parents scold at me when I make a mistake.	259	1.00	5.00	3.0270	1.07978
My parents do not encourage me, support and nurture me	259	1.00	5.00	3.0579	1.27305
My parents call me abusive names at home	259	1.00	5.00	3.0154	1.13769
My parents make me a subject of jokes, or sarcasm to hurt me	259	1.00	5.00	2.7490	1.09028
My parents always withhold to me when I ask my personal rights.	259	1.00	5.00	3.0965	1.14558
My parents blame me not working when I start studying	259	1.00	5.00	3.4517	1.10697
To be criticized at home whenever I make a mistake	259	1.00	5.00	3.2432	1.19052
My parents accuse me of something wrong when I ask to be supported in my studies.	259	1.00	5.00	3.3938	1.16444
Overall	259			3.15828	1.13374

The results in table 4.8. showed that the most of respondents agreed that the following nine options on verbal abuse variables influenced the decrease of student learning outcomes in Rutsiro secondary schools with a moderate mean. Namely: Those who were always insulted by the parents when they made a mistake (mean=3.1429 $STD = 1.09918$), that were shouted when they made a mistake (mean=3.4054 $STD = 1.04998$). with being scolded when they made a mistake (mean=3.0270 $STD = 1.07978$). Not to be encouraged, supported, and nurtured (mean=3.0579 $STD = 1.27305$); were called abusive names at home (mean=3.0154 $STD = 1.13769$).

Those were withholding at home whenever they asked their personal rights (mean=3.0965 $STD = 1.14558$), who were always blamed for not working when they start studying at home (mean=3.4517 $STD = 1.10697$), those who were criticized whenever they made a mistake (mean=3.2432 $STD = 1.19052$), were accused of something wrong when they asked to be supported in their studies, like, (school materials, hygiene products and clothes) (mean=3.3938 $STD = 1.16444$).

On contrary, the results show that one of respondents disagreed with regarding on verbal abuse of decreasing the students' learning outcomes in Rutsiro secondary schools at with low mean. Such as, that they had been made a subject of jokes, or using sarcasm to hurt them (mean=2.7490 $STD = 1.09028$). The results revealed that verbal abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.06626$ and overall standard deviation $STD = 1.12166$).

4.4.4. Descriptive statistics on student economic abuse.

	N	Min	Max	Mean	Std.Dev.
My parents do not pay for me necessary instructional materials	259	1.00	5.00	3.0270	1.18912
My parents do not give me food when I am mistaken.	259	1.00	5.00	2.7220	1.17464
My parents refuse to give me access to money when I need it.	259	1.00	5.00	3.1660	1.15447
My parents withhold to me the daily life necessities.	259	1.00	5.00	3.0811	1.05525

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My parents blame me to mismanage resources.	259	1.00	5.00	3.1081	1.13263
My parents use physical force to engage me in their activities generating income.	259	1.00	5.00	3.0849	1.08573
My parents control my resources access like food, drinks, clothes..	259	1.00	5.00	3.1853	1.12599
My parents threaten me to be evicted from the house	259	1.00	5.00	2.9807	1.18273
Overall	259			3.04438	1.13757

The results in table 4.9 showed that most of the student respondents agreed that the six statements on economic abuse influenced the student domestic violence and learning outcomes in Rutsiro secondary schools with a moderate mean. Namely: parents refused to pay for necessary instructional materials (mean=3.0270 STD=1.18912); were refused to be given access to money whenever they need it, (mean=3.1660STD=1.15447); that were not withholder to necessities, including medicine and personal hygiene products;(mean=3.0811 STD=1.05525) that were blamed for an inability to manage economic resources, (mean=3.1081STD=1.13263). physical force, or threatened of violence, engaged in their activities generating income (mean=3.0849STD=1.08573) with being controlled their access to economic resources when they were present at home like food, drinks, computers, clothes, soaps, and other forms of isolation (mean=3.1853STD=1.12599).

On contrary, the results show that two of respondents disagreed with regarding on economic abuse of influencing domestic violence and learning outcomes in Rutsiro secondary schools at with low mean. Like that they were not given food (mean=2.7220 STD=1.17464) were threatened to be evicted from the house when a mistake occurs (mean=2.9807STD=1.18273), they had been made a subject of jokes, or using sarcasm to hurt them (mean=2.7490 STD=1.9028).

The results revealed that economic abuse influenced their academic performance at with a moderate overall mean ($\mu = 3.04438$ and overall standard deviation $STD = 1.13757$).

4.5. Regression analysis of physical abuse

4.5.1. Regression Analysis the effect of physical abuse on learning outcomes

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372 ^a	.138	.031	.07401

a. Predictors: (Constant), physical abuse

The results on primary data indicated that the predictor variables were able to explain much of the movement of the dependent variable as shown in Table4.5.1. The R square was 37.2%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

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Table 4.5.2 Analysis of variance for physical abuse as domestic violence related variables and learning outcomes.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.007	1	.007	1.284	.290 ^b
1 Residual	.044	8	.005		
Total	.051	9			

Dependent Variable: learning outcomes

Predictors: (Constant), physical abuse

This test is directed by F statistic which indicated that its *p* value of .290 is less than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.5.3: Regression coefficient for physical abuse.

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.456	.274		12.612	.000
1 physical abuse	-.095	.084	-.372	-1.133	.290

a. Dependent Variable: learning outcomes

Results in Table 4.5.3. revealed that there was a positive and significant relationship between dependent and independent variable. This means that a unit of change in independent decreases dependent by 0.095 units while holding constant. Furthermore, there was a negative and significant relationship between physical abuse and students learning outcomes. $Y = 3,252 - 0.034X_1$ Where: Y refers to factor 2 as dependent variable (students learning outcomes) X_1 refers to factor 1 (physical abuse).

4.6. Regression Analysis the effect of emotional abuse on learning outcomes.

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.6.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.150 ^a	.022	-.086	.10480

a. **Predictors:** (Constant), emotional abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.6.1. The R square was 2.2%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

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Table 4.6.2: Analysis of variance for emotional abuse.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.002	1	.002	.207	.660 ^b
1 Residual	.099	9	.011		
Total	.101	10			

Dependent Variable: learning outcomes; Predictors: (Constant), emotional abuse

This test is directed by F statistic in Table 4.6.2 which indicated that its *p* value of .66 is greater than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.6.3: Regression coefficient for emotional abuse

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.971	.340		8.729	.000
1 emotional abuse	.050	.109	.150	.455	.660

a. Dependent Variable: learning outcomes

Results in Table 4.6.4 revealed that there was a positive and significant relationship between independent and dependent ($\beta = 0.050$, *p* value = 0.05). Furthermore, there was the independent variables significantly effect on students learning outcomes. $Y = 2,602 + 0.172X_1$; Where: Y refers to factor 2 as dependent variable (students learning outcomes); X_1 refers to factor 1 (Emotional abuse)

4.7. Regression Analysis the effect of verbal abuse on learning outcomes.

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.7.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.108	-.003	.07545

a. Predictors: (Constant), Verbal abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.7.1. The R square was 10.8%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

Table 4.7.2: Analysis of variance for verbal abuse

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
Regression		.006	1	.006	.973	.353 ^b
1 Residual		.046	8	.006		
Total		.051	9			

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Dependent Variable: learning outcomes; Predictors: (Constant), Verbal abuse

This test is directed by F statistic in Table 4.7.2 which indicated that its *p* value of .353 is less than α of 5% for each variable's coefficient hence statistically significant different from zero. This meant that at 5% significance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Based on results above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.7.3: Regression coefficient for verbal abuse.

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	3.506	.365		9.616	.000
1 Verbal abuse	-.114	.115	-.329	-.986	.353

a. Dependent Variable: learning outcomes

Results in Table 4.7.3 revealed that there was a positive and significant relationship between factor

3 and factor4 ($\beta = -114$, *p* value <0.05). This means that a unit of change in verbal abuse increases learning outcomes by -114 units, while holding constant. Furthermore, there was a negative and insignificant effect on students learning behaviors. $Y = 3,506 - 0.114X_1$ Where: Y refers to factor 2 as dependent variable (learning outcomes); X_1 refers to factor 1 (verbal abuse as domestic violence)

There was a negative and insignificant relationship between factor 3 and factor 4.

4.8. Regression Analysis the effect of economic abuse on learning outcomes

This section presents the findings on the regression analysis affecting to the Domestic violence and learning outcomes in Rutsiro secondary schools. This section includes model summary, analysis of variance and regression coefficients.

Table 4.8.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 ^a	.024	-.139	.07392

a. Predictors: (Constant), Economic abuse

The results on primary data indicated that the predictor variables were able to explain of the movement of the dependent variable as shown in Table 4.8.1. The R square was 2.4%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have effect on the dependent variable.

Table 4.8.2: Analysis of variance for economic abuse

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
Regression		.001	1	.001	.147	.715 ^b
1	Residual	.033	6	.005		
Total		.034	7			

Dependent Variable: Learning outcomes; Predictors: (Constant), Economic abuse

Based on results This test is directed by F statistic in Table 4.8.2 which indicated that its *p* value of .715 is greater than α of 5% for each variable's coefficient

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hence statistically significant different from zero. This meant that at 5% insignificance level, the study rejected the null hypothesis and inferred that the independent variables in focus were jointly statistically significant in predicting the value of changes in domestic violence and learning outcomes in Rutsiro secondary schools. Above, the study concluded that the independent variables significantly influence the dependent variable.

Table 4.8.3: Regression coefficient for economic abuse as domestic violence related variables and learning outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.386	.582		5.820	.001
1 Economic abuse	-.073	.191	-.154	-.383	.715

a. Dependent Variable: Learning outcomes

Results in Table4.8.3. revealed that there was a positive and significant relationship between factor 4 and factor5 ($\beta = -0.073$, p value < 0.05). This means that a unit of change in economic abuse increases learning outcomes by -0.073 while holding constant. Furthermore, there was a negative and significant relationship between economic abuse as domestic violence and students learning outcomes.

$Y = 3,386 - 0.073X_1$ Where: Y refers to factor 2 as dependent variable (students learning outcomes) X_1 refers to factor 1 (economic abuse as domestic violence)

4.9. Descriptive statistics on learning outcomes

	N	Min	Max	Mean	Std.Dev.
My performance in school exams has not improved in 5years	259	1.00	5.00	3.1815	1.10753
My performance in class works exams has not improved in 5years	259	1.00	5.00	3.1699	1.08999
In the last 5years my English speaking skills has not improved	259	1.00	5.00	3.2317	1.07491
In the last 5 years my English writing skills has not improved	259	1.00	5.00	3.0927	1.12370
In the last 5 years my listening skills in English has not improved	259	1.00	5.00	3.1776	1.07081
During 5 years my reading skills in English has not improved	259	1.00	5.00	3.2510	1.12182
In 5years my understanding in all lessons has not improved.	259	1.00	5.00	3.0386	1.13030
In 5 years my critical thinking skills hasnot improved.	259	1.00	5.00	3.1583	1.07565
In the previous 5 years my learning ability has not improved.	259	1.00	5.00	3.0232	1.12384
In 5 years ago,my concentration to lessons has not improved	259	1.00	5.00	3.1390	1.07652
For 5 years my participation in class has not improved	259	1.00	5.00	2.9112	1.09784
In 5 years finished my ability to solve problems has not improved	259	1.00	5.00	3.2317	1.03073
Overall	259			3.13386	1.09363

The results in table 4.9 showed that most of the student respondents agreed that the eleven options on learning outcomes of physical, emotional, verbal and economic abuse influenced domestic violence and learning outcomes in Rutsiro secondary schools at with moderate mean.

Those options were: they did not improve their performance in 5years, (mean=3.1815STD=1.10753); not to improve their performance in the class exams in 5 years, (mean=3.1699STD=1.08999). in the 5 years they did not

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improve their English speaking, (mean=3.2317STD=1.07491), those did not improve their English writing skills in 5 years were (mean=3.0927 STD=1.12370). During 5 years, they did not improve their English listening skills, (mean=3.1776 STD=1.07081) agreed for not improving their reading skills in English in the last 5 years, (mean=3.2510 STD=1.12182) they didn't improve their understanding in all lesson in 5years, (mean=3.0386 STD=1.13030) their critical thinking skills wasn't improved in 5 years, (mean=3.1583 STD=1.07565. they agreed that their learning ability wasn't improved in 5 years, (mean=3.0232 STD=1. 12384.they agreed that there was no concentration improvement to the lessons in the previous 5 years, (mean=3.1390 STD=1. 07652); their ability to solve problems in the class was not improved in 5 years, (mean=3.2317 STD=1.03073). Differently, the results also show that the minority of respondents have disagreed that the following of the physical, emotional, verbal and economic abuse variables influenced the domestic violence and learning outcomes in Rutsiro secondary schools with a low mean. That is namely: Those their participation in the class has improved in the last 5 years (mean=2.9112 STD=1.09784). The results in table 4.9 show that the overall mean level of agreement and disagreement with the physical, emotional, verbal and economic abuse variables is moderate ($\mu= 3.13386$) and the overall standard deviation is (STD=1.09363).

4.5. Discussion and Interview

Kenneth (1978:96) defines the interview as a conversation about what researchers try to get information from the interviewees. parents from Rutsiro District that have students in Secondary Schools. Researcher's observation and interview 117 parents and 14 staff. These involved 14 administrative staff (Teachers, Head teachers, Director of studies) and 1 police officer from Gihango Police station) were selected using purposive sample. Questionnaires, oral which focus group discussion were used as instruments to collect.

4.5.1.a. Interview to parents

different parents pointed out that DV exists in their community and they know it. Results show that they have different but similar ideas on how they explained the issue. Some respondents' description embodies some critical like, abuse, aggressive behavior, violation, rough treatment, confrontation and misunderstanding in the households and families. Others of the respondents' description such as any assault committed who either shares a living arrangement with or is involved correlation with the assault. During the interview the parents responded kindly that they the forms of which happened in their families and community.

The respondents said *"This simply highlights that in homes children do actions that make them feel useless or worthless. Their parents use abusive language to make children obey their commands. And added that his violence harms children's feelings and thinking which affect their learning outcomes.* "Another, noted a physical violence. They reported that sometimes physical abuse occurs at homes. Respondents explain this violence through

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examples. The women said *“when our husband drunkard used to: beating (slapping or kicking), pushing and assault with both me and my children. This violence harms or pains children at same time results to failing and not studying freely”*.

Some Parents do experience economic abuse they also noted that young students are experienced to economic violence. The participants gave examples of economic violence such as destruction of a student's personal property, withholding of financial support like not providing school fees or uniform, giving a child excessive labor and denying food to a child. Respondents said that this violence may happen as punishment or correct the children. other parents reported the victims were given excessive work for being given food or to be recognized. In addition, one sector reported *“I know the parents who had burnt the children's school text or exercise as punishment to them and children went working in tea plantation to get money for other materials”*. The examples given simply show that youth facing it households and it negatively affects their wellbeing and learning outcomes.

The teacher and parent respondents continued saying that this kind of aggressive and have a lowered. they said that also the old child may begin behaviors change, as to play truant, start to use alcohol or drugs, begin to self-harm by taking overdoses, fighting with others and even dropout occurs. From these results would be dissatisfaction learning outcomes. The researcher targeted Rutsiro police officer (Gihango station) to find out whether cases have been reported to them. *“The police officer reported that there are some cases because there a family keeping secret, so we were making sensitization and mobilizing to culture of reporting cases”* various effect of learning outcomes in Rwanda secondary school but we may state some of them,” said the interviewees”. parents interviewed stated that their teenagers may feel worthless, have low self-confidence and may end up with disorders or other mental illness. Many” Mother parents said, *‘it is better to give all basic necessary to our children, who do not receive necessary medical and hygiene materials this make them feeling unwanted or unimportant damaging to their mental health’*. Due to this above learning outcome become very low.

Both many organizations and families have condemned the different homes. Children's Charter, adopted by the Organization of African Unity (OAU) in 1990, (www.pulp.up.ac.za/./2009-11.pdf).

4.5.2b. Interview to administrative staff

Most of teacher respondents, conceded that children negatively affects education of learner (child) in one way or the other. They said *“there are at school the children who always sad and not active in class and when we analyze well, we found they are D.V such as beats, insults, shouts, ignoring, denying food, destruction of child personal property, which may result to emotional abuse. These states of affairs have great consequences on the victim's learning process since it affects the well-being of the particular victimized child, we try to report to our superior to invite and advise them, the changing was coming further”*.

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In addition, some head teachers and deputy charges of studies respondents said that domestic violence against children affects the victim's education in the sense that it influences the abused child to lose interest in education. Participants added by saying that effect on schooling it sometimes causes the victimized child to arrive late at school. On this note, the children said to us "we had to do a certain work before going to school and these pieces of work often times made them to arrive late at school. The reported pieces of work range from house chores (such as fetching water, cooking or sweeping) to field work" (we used weekly report to try handling this problem through conversation and report to our hierarch). It is meant that the students' absenteeism from school which is another one on schooling children. Parent committee

Respondents that child abused such as excessive labor, verbal aggression, food denial and physical harm, withholding financial support such as not providing school fees, uniforms and other essential things which result to child to be absent from school, dropping out of school. The different groups of teachers and head teachers reported of some parents force them to marry while young on the expense of going to school. Not only that but also emotional harm, and physical pain inflicted to them by which may influence a girl child in dilemma to opt for marriage as abuse relief. These instances will automatically force them to drop out for marriage. During the interview, a 34 years old woman gave testimony by saying that *"I opted for marriage as relief from my stepmother's evil hand though I was young by then."*

4.5.3. Suggested solutions

Both parent and administrative staff respondents suggested various solutions. More said that parents should be educated on children rights, would have a good learning outcomes; Teachers, head teachers and deputy charges of studies expressed that civic educating or sensitizing parents on children's rights aware deserve dignity as adults. And also sensitization of parents may influence adults to change from their bad parental styles to safe parental styles; More parent respondents that community respond easily to those were victimized. And they suggested that local leaders should formulate by laws aiming at preventing violence. By concluding, as the study reflected, respondents reported that it exists; and their homes; both parent and administrative staff interviewed reported that some parents mistreat children.

5. Conclusion and Recommendations

5.1. The conclusion

The conclusions of the study were drawn depending on the research objectives. The research was seeking to examine the influence of physical violence, emotional abuse, verbal abuse and economical abuse on the performance of students in Rutsiro District secondary schools. The research generally found that majority of the teachers and students agreed that students who had been influenced by parental domestic violence were influenced in their academic learning outcomes. In order for this research to be evaluated and up to date, it

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was based on specific objectives each obtained from the main objective of the study that was to analyze the contribution/effect of domestic violence and learning outcomes in Rwandan secondary schools.

5.2. Recommendations

Based on the findings of the study, it is imperative to propose certain recommendations that will help the entire both community and students of Rwanda, especially Rutsiro secondary schools to fight against domestic violence which causing low learning outcomes. These recommendations inflict to the Leaders, stakeholders and partners, and then local population: The leaders should establish heavy penalties to anyone who suspected to commit it, and benear population and make a day by day follow up, and teaching local people, reporting any case which can occur in their areas. By this would enable to overcome the issues of domestic violence; They must put more emphasis on teaching the students their rights to facilitate them even gain confidence in themselves, that results to allow them reporting the violent actions against themselves which can occur; They must put more emphasis on teaching the students their rights to facilitate them even gain confidence in themselves, that results to allow them reporting the violent actions against themselves which can occur; It would be better calling upon both students, school administration, class teachers and the parents for some counselling, reporting the perpetrator parents to police or to local authorities, and assisting the affected students in a special way, like according them supplementary care in their studies. In order to help the students exposed to domestic violence, there should be collaboration between local leaders, police, school managers, NGOs and the affected children so as to have a zero tolerance policy for violence.

The NGOs, civil societies (churches and others) are called for intervention. Sensitize and teaching people to live and learn in good atmosphere rather than violent. The religious institutions, Community Based Organizations and local leaders should educate the community to be productive and to do away with cultural practices and other revealed factors contribution to this social problem. They should also organize couples' seminars from time to time, where professional counselors can be invited to educate them on living happily and shun and on ways to limit DV. collaborations amongst MINEDUC, non-governmental organizations to campaign and crusade of total confrontation against it.

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