COLLEGE OF ARTS AND SOCIAL SCIENCES
CENTER FOR CONFLICT MANAGEMENT

EFFECT OF FAMILY CONFLICTS ON CHILDRENS' ACADEMIC PERFORMANCE IN NAMIBIA: A CASE STUDY OF KATUTURA WEST CONSTITUENCY

DISSERTATION SUBMITTED TO THE UNIVERSITY OF RWANDA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE OF ARTS IN PEACE STUDIES AND CONFLICT TRANSFORMATION

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CERTIFICATION

I hereby certify that the thesis titled "Effect of family conflict on children's academic performance in Katutura West Constituency" has been completed by Katarina Uupindi in partial fulfilment of the award of a Master's Degree in Peace Studies and Conflict Transformation, during the academic year 2018/2019 under my supervision.

Signature…………….............................. Date…………………………………

DEDICATION

To my father late Gabriel UUPINDI, my brother late Bonifatius Shikolonya UUPINDI, my Sister late Veronica Mashuna UUPINDI-SHIMWANDI, My brother late Ignatius Amakuyu UUPINDI, my mother Sylivia NEGUMBO-UUPINDI and my daughter Sameera Salim SAIN.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

DNEA   Directorate of the National Examinations and Assessment

MOE   Ministry of Education

NLAC   Namibia Legal Assistance Centre

UNICEF   United Nations Children Educational Fund

ABSTRACT

Family conflict is a common problem in today's world. The family relationship seems to be vulnerable and it's connected effects on individuals like children in school needs some special focus in research and policy making circles. This phenomenon is a huge social problem in developed countries and has been increasing in developing countries as well.

As the literature review below shows family conflict can have a negative effect on the academic performance of children. This study therefore aimed to assess the effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek Namibia. The objectives of the study were: (a) to determine the effects of family conflict on children's academic performance in Katutura West Constituency; and b) to determine the strategies that can be used to mitigate the effect of family conflict on academic children's academic performance.

The study explored existing theories through which family conflict has been described by various researchers. These include the social conflict theory and the social development theory. The target population of the study was 310 people in Katutura West, which included parents, school teacher's community leaders and MOE officials. From this population, sample of size of 33 which was representative of the four aforementioned groups was established. A qualitative research design was used for the study, using questionnaires and interviews and documents reviews as data collection instruments.

Data gathered during the study were analyzed using Microsoft excel to produce the graphs. The study revealed that forms of family conflict experienced in households of school children in Katutura include verbal disagreements, verbal fights, physical fights and other conflicts, with verbal fights or quarrels, and verbal disagreements being the most prevalent. This can be attributed to stress and misunderstandings.

Family conflict was certainly found to have negative impact on children's academic performance, leading to decline in academic performance, academic failure and school drop-out. However among these factors, school drop- out was found to have a major effect on academic performance of children in Katutura, which implies that family conflict has the potential to influence children's motivation towards in school, thereby resulting in them dropping out. Thus introducing both learners and parents to psychologists is one of the possible solutions to counter the problem.

CHAPTER ONE: GENERAL INTRODUCTION

Introduction

The main focus of this study was to assess the effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek Namibia. The Introductory part to this the study provides an overview of the background of the study which shows in general what the study covers and the uniqueness of the study in the Namibian context. This is followed by the statement of the problem where gaps in both theory and practice are identified. These gaps are further explained in the literature review which in essence indicates that Namibia lacks literature to directly answer the research questions and fulfill the research objectives.

Therefore, a methodology was devised to cover the gaps and solve the research problem. In this light the qualitative method is presented and justified. It is further shown that interviews, questionnaires and document review were used to gather the information followed by data analysis. In conclusion this study presented a summary of the main points and made final conclusion. From these final conclusions both theoretical and pragmatic recommendations were formulated.

1.1 Background

Family conflict is a common problem which has been escalating over the years and dramatic changes have been experienced in family life across all parts of the world. According to Clark & Braunder, (2015) in Sub-Saharan Africa, family conflict is major concern, which leads to divorce and have dire consequences on academic performance.

Bahrassa, (2011) established that in Asian Americans, there is a slightly impact of family conflict on academic performance. This was restricted to generation of Asian Indian children and families living in metropolitan. These studies run to oppose the current assumption that family conflict leads to problems of children behavior therefore, more research should be carried to establish the effects of family conflict on academic performance of Asian Americans.

Recently, Namibia has been battling with this problem which continues to skyrocket in both urban and rural areas. When family members become agitated, it can snowball into conflicts lead to violence and subsequently divorce. In a report by Burton, Leoschut & Popovac (2011, P26) it is revealed that "Physical assaults within the home often included the use of

weapons (36.7%), commonly sticks (43.8%), axes, and pangas or bush knives (31.3%) .The severity of these family disputes was evident in the percentage (10.4%) of attacks that warranted medical attention for the victim's injuries (17.1%)."

In a study conducted by UNICEF (2015) children enrolled in Grade 1 in Namibia, attendance rates drop significantly, down to 90%, when they reach Grade 5. A Numbers of children begin to fall even more quickly in Grades 6 and 7 which is slightly less than 8 out of 10 children move on to secondary phase. Thus, the Ministry of Education (MOE) is making considerable efforts to create favorable environment, to ensure that all children in Namibia meet the constitutional right to education and complete 5 years of schooling through the Universal Primary Education.

The right to education is preserve in Article 20 of Namibia's Constitution as well as in the Education Act, Act 16 of 2001 which is in line with vision 2030. Academic performance in public schools in Katutura West constituency has been a disturbing trend. Katutura is constituency situated in western of Windhoek, the capital city of Namibia. Brackney and Karabenick, (1995) stated that mental distress may influence children' academic performance in a different ways, such as by reducing their motivation. Furthermore, the researcher made use of the idea of risk and resilience seeking to understand the link between family conflict and academic performance.

Whilst Amato, (2000); Harold & Conger (1997), opined that family conflicts are mostly caused by men with desire to obtain power and control over woman. Hence, they believe that healthy relationship depends on our own understanding to manage conflict in order to live in peace. The authors gave different views on the advantage of saving or ending the relationship. They further, stressed that parents who are involved in conflicts usually make children suffered. Thus, suggesting to ending relationship will be good for the children and their wellbeing.

Moreover, Poudel (2010) said the abuses of alcohol, infidelity, harsh attitude toward each other are the contributing factors of uneasiness in families. He added that children from family where there is conflict feel insecure, lack confidence, and have no sense of belongingness, parents are suppose give children love and provide physical, moral, emotional and spiritual guidance.

Families are confronted with many problems such as lack of parental guidance, poverty, violence, alcohol and drug abuse, and psychological which is considered to be the cause of learners' behavioural problems. In addition, there is also lack of warmth, acceptance, provision of basic needs to children which can leads to anger and unacceptable behaviour. He further suggested that factors such as divorced, parental fighting, stressful life and violence in everyday life will make children to feel insecure.

Thus, children may suffer from pain, shock and anger which render them vulnerable to anger, depression, revenge, alcohol, crimes, drugs and even attempt to kill themselves. On the other hand, Bellon, Ngware and Admasu (2017) asserted that academic performance is important to the community, parents, teachers, government and other stakeholders. Although much has been done which generated relevant evidence on academic performance, clarification is required on what drives academic performance. In the same vein, Padilla & Gonzalez (2001) and Aremu & Sokan (2003) both indicated academic failures among children and attempt to find the basis behind the alarming rate of failures.

1.2 Problem statement

The tasking demands of parenthood require a commensurate yield in the outstanding performances of their children. Nevertheless, the roles of caregivers, teachers formal/informal are contributory factors to give it a holistic dimension. In Namibia, there has been a growing trend of academic failures in primary and secondary schools. Particularly, the District Education record in Katutura West Constituency, reports a consistent 5% (percent) decline in academic performance of learners since 2010.

However, some Namibian scholars have attributed this development to unfavourable home environment, family background, absenteeism, dropouts, low parental involvement, inadequate government policies on education and burdens of domestic responsibilities (Nayak, et al, (2017), Maemeko, Nkengbeza and Ntabi (2017), Gerd and Mostert (2010), Simanu (2015), Nekaro (2001), MOE, (2011).Maganga (2016) defines academic performance as an attainment in standardized test or examinations exemplified by students.

These standards are shaped and instituted through government policies implemented by MOE. Niebuhr (1995) further asserts that academic performance of students is usually assessed by teachers through ratings, tests, and examinations.

Consequently, the Namibia MOE reported a lower success rate in January 2017, with the graded entries dropping by 1,1% from the 95,5% recorded in 2016 to 94,4% for that year, (Shapwale, 2018). This decline may be linked to the 7 % percent increase in the rate of violence in the family recorded under the rubric of domestic violence in the same region since 2017, according to Namibian Police crime records registry (2018).

Furthermore, Burton, Leoschut, & Popovac, (2011, P26) posit that through questionnaires administered on students, "One in ten respondents (12.4%) reported having ever seen a member of their household intentionally hit, kick, push, slap or attack another member of their household with a weapon. The victims in these attacks were most likely siblings (34.1%) or other relatives (43.9%) besides parents and grandparents. Siblings (36.4%) were the most common perpetrators in these attacks."

This suggests an affiliation between the poor academic performance of children in that region and family conflicts. Therefore, this research seeks to establish the link (if available), to determine the effects and strategies to mitigate the effect of family conflict affects on children's academic performance.

1.3 The purpose of the study

The purpose of the study was to assess the effect of family conflict on the children's academic performance with special focus on Katutura West Constituency.

1.4 Research objectives

Based on the purpose of the study which in turn is derived from the topic of this study, the specific objectives of this study are formulated as follows:

a) To determine the effects of family conflict on children's academic performance in Katutura West Constituency.

b) To determine the strategies that can be used to mitigate the effect of family conflict on academic children's academic performance.

1.5 Research Questions

From the research objectives stated above, the study seeks to address following research questions:

a) What are the effects of family conflict on children's academic performance in Katutura West Constituency?

b) What strategies can be used to mitigate the effect of family conflict on academic children's academic performance?

1.6 Scope and Delimitation of the study

The scope of this study was to assess the effect of family conflict on the children's academic performance. The study was carried out in Katutura West Constituency, over a period of six months. The study was limited to Katutura West Constituency.

1.7 Significance of the study

This study is significant as it can guide policy and decision-making including monitoring and evaluation of any initiatives which may be made in line with what is to be recommended in this study. It can also be used by other researchers to make further research and Namibian readers can use it to improve family and child well-being through self-knowledge or use in relevant institutions.

To this end, this study will also add value to the existing academic literature on family conflict, for researchers to support their arguments. On a theoretical level, this study can contributes to the family and education cross-cultural field in a number of ways, by analyzing the nexus between family conflicts and education analysis and providing non-Namibian literature to propose answers to a community (Namibia) based research approach vis-a-vis Katutura West Constituency, Windhoek.

1.8 Chapter summary

This chapter presented the general introduction of the study with a clear description of the content of each chapter. It further provided a background on the study and the problem statement. The purpose, objectives and research questions were also presented in this chapter, as well as the significance of the study, and the scope and delimitation knowledge.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter deals with the literature review of the study. It provides the clarification of key concepts, and presents the local as well as international perspectives around it. The chapter further presents the conceptual and theoretical framework for the study, and provides overview on discussions from various literatures in regards to family conflict and its effects on children's academic performance.

2.1 Clarification of key concepts

Before delving into the literature review it is trite to consider the key terms and concepts which are used frequently in this study. Some of the complementing definitions and explanations are given in the literature review and or elsewhere. These concepts and terms in italics have been defined in the context of this study and are arranged according to alphabetical order.

Academic performance: This is how children are graded in terms of educational achievement. However, in this study academic performance is how children fair in their studies as compared to others. Academic performance is influence by various factors. These can be of social, economic and psychological nature. Family conflict, as manifested through such factors, can directly or indirectly affect the academic performance of children (Wanjiku 2010).

Anxiety: an emotional process in response to threat. Threats are categorized as "real" (i.e., imminent and highly likely to materialize) or "imaginary" (i.e., not imminent but nonetheless enduring, irrespective of whether they will ever materialize). Response to a real threat is called acute anxiety. Response to an imaginary threat is called chronic anxiety. Bowen theory represents a particular effort to understand how anxiety:

(a)   is present in human relationships systems, beginning with the human family;

(b)   may be contained within a relationship system and transmitted among other members of the same system;

(c)   may be transmitted from one relationship systems to another;

(d)   may be transmitted from one generation to another over many generations; and

(e)   in the author's view, may be transmitted from one species to another. (Bowen, 1978).

Assessment: A way of collecting information about a student's special learning needs, strengths, and interests to help make educational decisions. An assessment may include giving individual tests, observing the student, looking at records, and talking with the student and his/her parents, (James, 2010).

Bullying: this term refers to being teased or threatened by others because of, for example, appearance, choice of clothes, style, sexual orientation, gender or because of being a member of a minority. Often takes place in schools and can contribute to the low performance rate of children (Elinof; Chafouleas and Sassu, 2004)

Childhood: The period of time in a person's life between their conception and their leaving home as a truly independent, self-supporting adult. (United Nations Children's Educational Fund/UNICEF, 2005).

Cognitive disability: the significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance (Parmenter (2011).

Conflict: Conflict is the struggle, disagreement or fight occurring between two or more parties seeks to achieve or defend incompatible principles goals, values, needs and interests (Steers, 1991)

Conflict management: Approach based on the idea that conflicts are neutral but the outcome of a conflict may turn out to be negative or positive according to the actions of the parties. This perspective does not make any value assumptions on how to manage conflicts – these can range from military interventions to stop an assumed genocide, to long-term dialogue projects at the grass-roots level. (Thakore, 2013)

Conflict prevention: Approach based on the assumption that conflicts are necessarily negative and will, most often, end in violence. In this approach, conflicts should be stopped from taking place. Prevention methods usually include careful monitoring of potentially violent disputes, establishing early warning mechanisms, using planned co-ordination to prevent the

creation of conflict and institutionalizing the idea of preventing conflict at the local, regional and international levels (Thakore, 2013).

Culture: The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals and clothing, to name a few (Spencer-Oqatey, 2012).

Divorce: a legal process, an emotional/spiritual process, a court event, a state of mind, and a societal event, statistic, and stressor. Mates can begin divorcing psychologically long before physical separation and/or legal dissolution occurs (Amato 2010).

Education records: All records about the students that are maintained by an educational agency or institution; includes instructional materials, teacher's manuals, films, tapes, test materials and protocols. (Wenkart, 2015).

Emotion: the automatic response of a person to his or her environment, including others with whom the person is in relationship. A natural, living systems is one that is shaped by the selective forces of nature which affect whether and how the system survives from generation to generation. Emotions may be transmitted between and among individuals who are members of the system and it is through this emotional process that each member of a system may affect the functioning of other members of the system. (Comella 1996.Wierzbicka 1992; Gendron 2010)

Extended family: Traditionally, an extended bio(logical) family is comprised of a child's several generations of living genetic and legal relatives (Forsyth, 2014).

Family Conflict: Refers to problems, oppositions or differences that occur within family setting. In this study, it is refers to problems or   differences that children face in their family. (Wanjiku 2010)

Family: two or more people who feel significantly bonded by some mix of emotions, commitments, history, genes (perhaps), legal contracts (like a marriage license, parenting agreement or order of protection, last names, memories, customs, and ongoing dependencies.

Many families include one or more minor or gown children, and others do not other than siblings and parents – i.e. the group of all aunts, uncles, cousins, and grandparents. Thus, a

nuclear family plus an extended family gives us "the whole family." Some people use "extended family" to mean all related members. In general, it is a group of people related by blood, marriage or adoption (Wood 2011, Forsyth, 2014).

Marriage: can means many things -a legal contract, a vowed commitment to another, a commitment ceremony, a social and legal status, a state of mind, a special (often conjugal) relationship between two partners, a cultural and social "institution," and a spiritual and religious covenant and sacrament. Mates may or may not share the same mix of meanings for "were married." A divorcing person may change their original definition of "marriage"(Forsyth, 2014).

Needs: needs are that which is necessary. When someone is in need, they lack of something desirable or useful. Needs may be cultural (values, ideas, principles), material (resources) or social (power balance, status, or role in a group). (Wood, 2011)

Neglect: intentionally disregarding the needs and welfare of a dependent child or adult. (Children's Bureau, 2016)

Paradigm: A set of assumptions, values, practices and concepts that constitutes a way of viewing reality, shared by a community, especially in an academic discipline. (Lamanauskas 2008)

Parent and Parenting: is the dynamic process of intentionally trying to fill a dependent child's primary developmental and other needs. It is related to care giving which means intentionally providing for only special needs for example a nurse, teacher, etc; provides limited childcare, not full parenting (James, 2011).

Sexual abuse: This mainly refers to when a person is engaged into a sexual act against his or her own will or conscious consent. In this study it can be any form of ill-treatment to learners/ pupils including incidences such as rape or incest exposure to offensive acts or pornography forcing someone to do any sexual act or forcing a person to engage in prostitution any other sexual behaviour that is abusive, embarrassing or demeaning (NLAC 2005).

Submission: Approach to conflict in which one party gives in to the other in order to save the relationship between them. For the purposes of this study submission happened when one of

the parent in conflict give in by admitting at fault in order to manage conflict. (Vuchinich (1987)

Suspension: Removal from all school programs by administrative action for gross disobedience or misconduct. That is to debar temporarily (Wood, 2011).

Toxic relationship: a relationship which consistently impedes filling one or both partners' current and long-term primary needs. Symptoms of a toxic relationship occur when one or both partners often feel significant inner pain or emotional numbness and are often controlled by a protective false self. Until in meaningful wound-recovery, the ruling sub-selves of such people usually choose and endure toxic relationships because they distrust or don't know other options, (Brown 2017).

Violence: Physical and psychological assaults on other human being. Go ing against some one's rights or failure to observe them (Wood, 2011).

Young people or youths: People that are no longer children or adolescents but who have not yet completed the transition to full, independent adulthood. Young people are aged 15 to 24 in the United Nations definition, although other institutions, such as the Council of Europe, use broader age ranges, from as young as 13 to as old as 35 (Perovic, 2017).

Educational performance: Refers to the different levels of measurable and observable behavior of learners. It is often used synonymously with academic performance, academic achievement and learning outcomes (Bruce and Neville 1979).

2.2 International and regional perspectives on performance and family conflict

Internationally, scholars are at variance on the point when exactly family conflict starts. It has been generally accepted that family conflict and use of power in those roles can have an effect on the beginning of conflict. Although the studies of family conflict is attached to role theory, which was developed before the 80s under the more common topic of work family conflict by authors such as Greenhaus and Beutell, (1985), the conceptualization of family conflict between 1980 and the present has changed. In the 1980s, family conflict was considered as a multi-dimensional construct by many researchers such as Kopelman et al., (1983); Cooke & Rousseau, (1984) and Bedeian, (1988).

Mechanic & Hansell, (1989) define family conflict as a state in which parents or adults disagree or fight, with each other. Moreover Brackney & Karabenick, (1995) submit that mental distress caused by family conflict may influence children' academic performance in different ways such as reducing their motivation. These researchers made use of the idea of

risk and resilience seeking to understand the link between family conflict and academic performance and their literature remain relevant to date.

In the context of this study it can be said that available literature, internationally family conflict can negatively affect the performance of children in school. Indeed, family conflict can lead to the divorce or separation of parents or partners. In this light McLanahan & Sandefur (1994) found that children from separated family are likely to drop out of school compared to children from stable family. In a similar fashion, Wallerstein (1980), determine negative relationship between divorce and school attendance, academic performance, attitude towards learning and the ability to focus.

Based on the above argument, it is believed that when conflict become more tense children suffer severely and even after divorce because both parents have equal right to children, thus problem might continue as they quarrel over them . Taking a peek at the basis and role players, Harold & Conger (1997) opine that family conflicts are mostly caused by men with desire to obtain power and control over woman. In this case, men sometimes feel that they are striped off their masculinity because of gender equality and believe that women no long respect them, so conflict sometimes is rising because of power struggle.

Literature also shows that family conflict can be verbally communicated or manifest in violence. In this context Walker (1999) indicates that when one form of violence exists in the family, other forms are also expected to occur and that violence in the family has a direct relationship to community violence and other forms of aggression and gender-based violence. Conflicts in family can affects the entire society when problem escalates into violence as many people get involves.

This interaction can affect children's academic performance. The complicating fact is that the police are reluctant to get involved in family conflicts, (Walker 1999). In fact, the paradox is that the police work in difficult and sometimes stressful environments and they themselves suffer from work-family conflicts in their own homes. As Fantuzzo et al, (2000) wrote, this shows the veracity of the submission that academic performance of any child cannot be separated from the home environment in which the child grows up. When children's education performance is in crisis, home environment among other factors have to be first investigated.

Therefore, a home has a great influence in psychological and emotional state of the child. This is why Ajila & Olutola (2000) said that family conflict can affect individual since parents play a big role in the children's life. As such, it does not matter who is the cause of the conflict. The position is that there is family conflict affecting the academic performance of the child and no further analysis was done.

As this study implies, family conflict is linked to children's academic performance. Aremu & Oluwole, (2001) referred to academic performance as the level where a child successfully performs in general or how child graded in school. These authors also stated that educational system is vital for every child in the world, as strong foundation and effective education system can boost the development of a country.

Beside differences in families   parents should bear in mind that they have obligation to care, protect and at the same have obligations not to infringe children's right to education. In order for children to perform well, the home environment needs to be good and because they need have peace of mind in order to concentrate on their academics. Peaces can also create mutual relationship between parents and their children. Aremu (2000) described Poor academic performance as performance of children in school measured against a setting standard by a teacher or examiner and with the outcome falling below a desirable standard. Thus, the results are evaluated and interpreted based on requirements or criteria and ultimately judgments are presented on academic performance.

Similarly, Aremu and Sokan (2003) indicated that the assessment of poor academic achievement is endless putting forward some factor such as motivation orientation, self-esteem, emotional problems ,and poor interpersonal relationships as a among other fact to be the cause of children's poor academic performance . This implies that children's academic performance is significantly connected to the environments in which a child is brought up and it is also driven by diverse factors ,which both parents and teachers have to work on to enhance their performance.

2.3 Family background and Academic Performance
A family is social unit which a child is connected to ever since he or she was born. Moreover, families are informal socialization who share same blood line but is different in behaviours, dignity and children's upbringing. In this regard, Ajala&Iyiola (1988) pointed out

that children from nuclear family are performing better than children from polygamous and broken home, because they are brought up in home where there is support and supervision.

Family categories are proven to have influence on the academic achievement. The writer, gave clarity, make distinct between families and confirmed that parents or guardians behaviours play a major role to influence children's academic performance either in positive and negative ways. Ogbemudia and Aiasa (2013) made reference to house with lowest load bearing for pupils as can influence academic performance of students. Researchers share the same sentiment with (Ajala & Iyiola who put the blame on the unfavourable home environment and the society in which children live.

Similarly, Caplan(2002) et al, cited in Diaz(2004 stated the emotional bond that family have whilst Buote (2001) established that family relationships is considered to be capable to contribute to children's academic achievement. The authors are with the same opinion that good academic performance can only be achieved through support and encouragement of children by families by demonstrating the significance of education. Beside, when parents get involves in children's education, they tend to do better in school.

Kulkarni (2005,P963) suggested that "conditions which cause emotional problems in children viz chronic neglect, sexual abuse, parents getting divorced or losing a sibling might cause long term distress resulting in academic under achievement". This implies that, children who inhibit one of those factors are usually experience academic failure compared to those who are well cared for. On this note, Michael & Ogunleye (2016) stressed that the existence of misunderstanding especially in matrimonial leading to divorce and separation will have a detrimental effect on children's academic performance, whilst Kulkarni (2005) concluded that whose children exposed to unfriendly environment become mild intellectual impairment, shorten concentration, violent/aggressive all resulting to poor school performance.

In light of this , children who witness quarrel or fights in their family may get depressed leading to poor concentration in school and subsequently affects their academic performance The researcher's opinion is that young people suppose to be trained by parents at home through informal way to become handy in society. Mohanty &Mohapatra (2017) also concurs with the above points and indicates that disturbing factors at home including quarrels

between parents and siblings, broken homes, substance abuse like alcoholism in parents make children to performer poor compared to high achiever as a healthy family environment promote their academic performance.

This is a true reflection that children with chronic emotional stress tend to performance poor compared to children who are stress free. Additionally, lack of parent-teacher association, domestic violence, and depressive thoughts were among of the contributing factors indentified to influence children's academic performance This emphasizes the importance of providing educational support to children in order to enhance their performance.

Likewise, West and Pennell (2003) submit that children from separated family or divorced are likely to have behavioural problems, perform below average at school and become school dropout. In addition, they highlight that children from stepfamilies and with single parents do not fare well in school. In a slightly different kind of argument Aremu&Sokan (2003) assert that poor academic performance is related to, low self-worth, emotional problems, poor study behaviour and poor interpersonal relationships.

The researcher agreed with both author's opinion saying that broken home can cause destruction, create fear and distort children's mind to lose focus and conversely become hopeless. Generally, majority of children who got separated from their parent's biological parent become street wanders as step family careless about them. According to Lansford (2009) Family conflict, such as divorce, can cause stress, anger, and anxiety which may lead to poor academic performance.

Furthermore, children may also develop poor memory, feel insecure and may struggle with future relationships. Similarly, Fish, Pavkov, Wetchler, &Bercik, (2012) said that Children in divorced families are less supervised and likely to perform poor in school, because of the absence of one parents which is unlikely when leaving with both parents.
However, family conflict would not only influence children's behaviours, but it can cause instability in the family.
Family conflict is not just a psychological health issue. It spills over to physical health of the child as well. This is argued by Fabricius & Luecken, (2007), who say that, family conflicts can cause an accumulation of stress which can lead to long term physical health effects such

as high blood pressure, premature aging and would also increase the risks of mental illnesses caused by anxiety and depression.

Similar to this Kim & Cain (2008) found that there was chronic distress, as well as family conflict which have a negative impact on the psychological and physical well-being which interfered with children academic performance. Both scholars argument are based on misery that leading to stress and distress as result of conflict in the house hold which may impact negatively on children's academic performance.

Thus, considering the foregoing, Ellis (2012) asserts that when both parents are present and loving in peace, children will be happy because they will be provided with basic needs. On this note the Australian Family Court (2013, P1) has said that "in families where there is a high level of conflict and animosity between parents, children are at a greater risk of developing emotional, difficulties with concentration and educational achievement". When parents are not living in harmony, they tend to neglect their children. Furthermore, children who left unattended become vulnerable and eventually perform poor in school. Similarly, Saikai (2017) stated that a broken home can create fear, self-doubt and lack of confidence which would make children to lose interest in school.

Recent literature has shifted a little bit in concentrating on the causes and effects of poor parenting or family conflicts on the external activities like schooling of the children. Bellon, Ngware&Adamassu (2017) assert that academic performance is important to the community, parents, teachers, government and other stakeholders. On a more recommendatory note Maina&Kitainge (2018) stated that some children may be relieved by separation of their parent as they no longer experiencing violence, unlike others who might feel sad because they missed the presence of one parent. On the foregoing, decision to end the relationship or create peace and stay has to be well weighed.

This tells us why the courts always look into the concept of "the best interests of the child" in judicial separation or divorce cases, a concept which has produced a lot of literature on its at both international and domestic in earlier literature such as Maithufi, (2000); UNHCR, (2006); Kangandjela&Mapaure (2009); Supaat, (2015) and Mass, (2018).

2. 4 Namibian perspectives

There is no literature which has specifically touched on the effect of family conflict on children's academic performance in Namibia. Even when one researches on adolescents who are out of school, they are met with reports saying: There is little information on young people in Namibia (Mulongeni, 2017). There are reported cases of school going children who commit suicide after family conflicts (Haidula, 2018). This extreme end of family conflict terminating the schooling of a child reported by Haidula (2018) shows that there was an element of poverty that led to the adolescent committing suicide after quarrelling with his mother over food.

Namibia's Multidimensional Poverty Index (MPI) is estimated to be 0.187, with 40 per cent of the population in multidimensional poverty (UNDP, 2013). Numerous reports have also appeared in the media where couples kill each other or themselves after a family conflict (Kamwi& Van Wyk, 2018); (The Namibian, 2018). These reports however do not show whether there were children involved and if there were, whether these conflicts affected their schooling.

There is also literature which may guide in answering the research questions for this study but does not go into details on the nexus between the independent and dependent variables as mentioned in the background of the study. It is noted that much of the literature that is available on Namibia, is on domestic violence (Legal Assistance Centre, 2008); Legal Assistance Centre, 2010); and children's rights (Ruppel O. C. (2009),2009); Bangamwabo, (2010); LeBeau& Spence, (2004); Naldi, (1991); Terry, (2007); Hubbard & Wise (1998). Some of the literature is on the general aspects of children in the family (Coomer& Hubbard, (2009); Legal Assistance Centre, (2011); Namiseb, (2009); Sloth-Nielsen, Wakefield &Murungi, (2011).

There is evidence that there has been a decline in the pass rate in the country. MOE report (2008) cited in Simanu (2015) shows that between 2007 and 2008 rate of failure was recorder in grade 8 at 25% followed by grade 1 at 21%. The study further revealed that majority of the children dropped out during that period but no research was carried out to establish the rationale behind the scene. The cause of the drop is reported to be combinations of factors which make one assume that in some individual children there might have been some effects of family conflicts.

In support with the argument above, Swarts (2004) argued that academic performance in Namibia does not meet the expectations of MOE, the parents and the community, because most of the learners' are performing below average and poor academic performance has attracted negative comment for decades in the country. This shows that poor performance is a concern which requires a holistic approach from all stakeholders to address the hassle.

This literature hold up with the evidence of Namupala (2013) who asserted that despite the effort by the government of investing more on education and provide free education, poor academic performance among learners in Namibia remained a challenge.

 However Mostert (2003) related academic failure to low parental involvement and emotional stress to have a negative effect on children academic performance and progress. In a similar view, (Njagi&Amukowa (2013) indicates that unfavourable home environment,family backgrounds, and absenteeism to be among the factors accountable for learners' poor academic performance. This problem needs the nature of study as the present one to establish this link with more empirical evidence. One of the closest research outputs on Namibia in relation to this study is the one by Burton, Leoschut & Popovac (2011).

 This study concentrated on violence in the schools and analyzed it back to the communities where the learners come from as well as their families. Consequently, the researchers found that that children and youths experience various forms of violence, both as victims and as witnesses, across a range of settings, including the school, their home and the broader community in which they live. This study is a true reflection that children witness conflict in the homes and communities which turned into violence as children put it that they witnessed family members intentionally assaulting each other.

This literature indicates that there is indeed family conflict as children agreed of having seen a member of their household intentionally hit, kick, push, slap or attack another member of their household with a weapon. (Burton, Leoschut, &Popovac, 2011). Although this piece is very relevant to this study on the existence of family violence which is transplanted or transmuted to the schools it does not spell out whether family violence has an effect on the educational performance of the children.

In the same year other research similar kind was carried out on the causes of drop outs from school. This document comes closest to helping in the understanding of the drop-out in

educational performance of children in the country. This study by Nekongo-Nielsen, Mbukusa, Tjiramba, &Beukes (2011) found that, for all the learners interviewed, 50% of learners dropped out due to pregnancy, 20% dropped out due to economic factors, 15% due to system factors, 11% due to lack of parental involvement, and 4% due to cultural factors. On the basis of the findings a number of recommendations are made to mitigate the dropout phenomenon. The information above has to be analyzed further to understand whether there was any family conflict issues involved.

In essence the dropout phenomenon in Namibian schools is understood to be highly complex (Nekongo-Nielsen, Mbukusa, Tjiramba, &Beukes, 2011). None of the social factors pointed to family conflict. When it came to the issue of economic factors it was noted that parents subject their children to child labour as a survival strategy. It was not clear whether there was family violence behind this practice defined as parental neglect.

One important factor which shows that family conflicts cause children to drop out is the economic factors especially under this label of poor parenting. This poor parenting is evidencing family conflict in one recorded statement where a parent would say to the school authorities "that child, I am also tired of him, just dismiss him from school" Nekongo-Nielsen, Mbukusa, Tjiramba, &Beukes (2011, P109).

When teachers enquired what is going to happen to the child after being dismissed from school, the parent apparently responded, "I do not know, he will know himself" Nekongo-Nielsen, Mbukusa, Tjiramba, &Beukes (2011, P109) These statements need careful analyses so that one can understand if there is family conflict where a parent plays a major role in facilitating the drop out of a child.

There are a few cases which show that family conflicts can lead to violence and court cases. For example the case of FN v SM (2012) 2 NR 709 is about the excessive violence applied to children for the purpose of discipline. The court ruled that, that conduct constituted domestic violence and justified final protection order and re-assessment of abusive parent's custody of children. This case indicates that domestic violence can lead the court to separate the children from their parents for the sake of avoiding further family conflict. It is unknown whether family conflict had an effect on the academic performance of these children.

A study by Embassy of Finland which sponsored a programme called Family of Hope Services aimed at the protection of children, mentioned violence in the home as one of the factors which may lead to drop outs Katutura and elsewhere. After stressing the causes of suffering in the high density areas occupied by low income earners the Finish Embassy officials further stated that: "These effects often manifest in intense emotional stress caused by neglect, physical, sexual or emotional abuse, the lack of compassion, caring in their homes and community environments where everyone is struggling.

As a result of this trauma, many children drop out of school and are unable to develop life or educational skills to pull themselves out of their situations" (Embassy of Finland, 2015, P1). The above quotation shows that, there is a link between family conflict and dropouts from school.

A study conducted by UNICEF Consultancy (2006) for the Ministry of Gender and Child welfare showed that "one out of four (25%) of the 10- to 14-year-old respondents in the sample had experienced one or more forms of sexual abuse by a parent or caregiver, as well as 15% of the 15- to 24-year-olds" (UNICEF Consultancy, 2006,P13). This is violence in the family which is closely related to conflict and indeed as the Report concludes domestic violence has negatively affected the well-being of the children.

The case of CS v EZ (2014) 1 NR 18 shows that the failure to pay maintenance is a form of economic abuse; a factor of family conflict to consider in sentencing under the Maintenance Act 9 of 2003). These cases however do not reveal the dependent variable of the effects of those family conflicts caused by maintenance disputes regarding children. The case of S v EZ allows a researcher to conclude that when there is economic violence due to disputed maintenance issues, the child's education can be regarded as having been affected. It has to be noted that these cases came to the fore because of available legislation and constitutional provisions on the subject. In this context one ought to note further that Article 20 of the Namibian constitution is the foundational provision is regarding the right to education.

Family conflicts are actually an affront to the right to education especially where the family conflict affects the well-being and performance of the child. The academic performance of the child has to be promoted in order for a family conflict to pass the constitutional muster. It must be noted further that family conflicts can be a violation of Article 15 of the Namibian Constitution which stipulates in Article 15(1) that the children shall have the right "to be

cared for by their parents" (Constitution of Namibia, 1990,P 16). Parental neglect and conflict which affects their performance in education which is protected under Article 20 is a further violation of this right. Even if this study does not concentrate on the violation of these rights it is important that these rights inform the philosophy which legitimizes and justifies this study. Hence, the research will have to be taken seriously, as it informs national policy in general at the end.

2.5 Conceptual framework

INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**
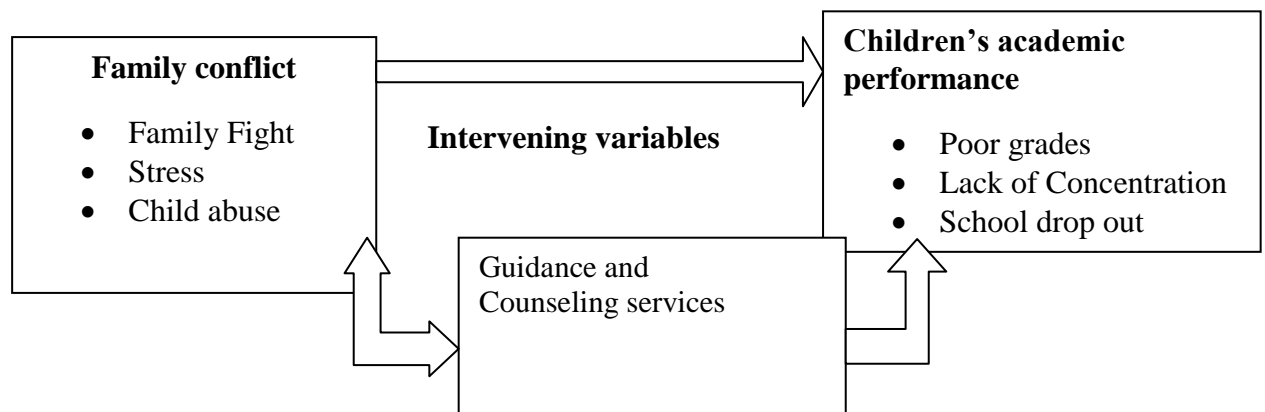
Through guidance and counselling children may achieve high academic standard to improve on poor grades reduced school dropout and enhance the level of concentration in school. It can also serve an eye opener to parents to realise that leaving in harmony allows them to focus on their children academic performance.

2.6 Theoretical Framework

This part will concentrate `on the identification of the theory to be used in order to explain the relationship about variables in this study. According to Gabriel (2013), the theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Jarvis, 1999). A theoretical framework can be thought as a map with conceptual direction (Ravitch, and Riggan (2017). It is like the lenses through which you view the world (Henning et al, 2005)

2.6.1 The Social Conflict Theory

According to Hammond & Cheney (2018), social conflicttheory is a set of interrelated concepts used to describe, explain, and predict how society and its parts are related to each other. This study used the social conflict theories of the family to explain the relationships

between family conflict and children's academic performance of children. The Conflict Theory is a macro-theory (Hammond, 2018; Turner, 2003). Macro-theory is a sociological theory designed to study the larger social, global, and societal level of sociological phenomena (Parsons, 1961).

In essence it postulates that the existence of inequalities is a contributing factor to the ever-existing differences in power and its exercise in the society (Allan, Kenneth, 2006; Calhoun, 2002).

The social conflict theory is here narrowed down to the family and the analysis of conflict in the family will most fittingly be understood through symbolic interactions perspective. Scholars such as Sprey, (1969) have submitted that a family extends to a social group in which its members are linked to each other through marriage, ancestry, living together including relationships cemented together by adoption.

In addition, they care for each other and share economically as a family in the sense of married or cohabiting couples is an element of a larger family in the sociological sense hence it is regarded as the basic unit of society (World Family Organization, 1998). According to Eiroa-Orosa, Lomas & Rowe, (2018) family conflict is theoretically assumed that a family is not a harmonious grouping or unit (Social change factors caused by the exercise of power and unequal distribution of power inherently fuel conflict in the family. Conflict theorists have also seen the family as a social arrangement benefiting men more than women, allowing men to maintain a position of power (Eiroa-Orosa, Lomas & Rowe, 2018).

Their decline in educational performance be accelerated when they also lack confidence in their education (Herrenkohl, Sousa, Tajima Herrenkohl&Moylan, 2008) This assumption may hold water in many case studies and court cases heard in various jurisdictions. The assumption above may also be buttressed by the fact that the traditional family form in most cultures is patriarchal, contributing to inequality between the sexes. Males tend to have more power and women and children tend to have less.

On this assumption the children may not do well in school when the father is abusing their mother in the family (Herrenkohl, Sousa, Tajima Herrenkohl&Moylan, 2008). For Namibia, this may hold water as it is already found elsewhere that less supportive and more conflictual family environments were associated with greater depressive symptomatology both

concurrently and prospectively as submitted by Sheeber, Hops, Alpert, Davis & Andrews (1997).

Furthermore, on this assumption the man is responsible for the economic aspects of the family and has to provide more for the well-being of the children at school, thus family conflict can be escalated when the man neglects his duty or for any reason, he is unable to provide for the family. Therefore, the conflict theory of the family will inform this study very well in this context as Poudel (2000) submits. One may note further that related to the above points the traditional family is also an inequitable structure for women and children.

Poortman & Van Der Lippe (2009) says that women may also be employed and spending hours of work and getting paid highly as their husbands, they still do more of the housework and child care. As implied by Harrenkohl, Kosterman, Hawkind& Mason (2009) Thus this theory can lead one to assume further that if a conflict arises in that situation of imbalance of power and extent of support for the children in school, the children are the biggest victims hence their performance in school can go down.

2.6.2 The social development theory

Having looked at family conflict it is important now to connect it to performance of the children in school. The dependent variable to this study focuses on the performance of the child in school. This aspect of the study is better understood by analyzing it using the social development theory. According to social developmental theory, strong interpersonal bonds and attachment to social institutions, like school, should protect against the negative effects of family conflict by exposing children to positive norms, role models, and healthy expectations of those within those settings (Mikulincer & Shaver 2001).

Therefore, one can assume that even through there may be some family conflict, the child's bonding with the school can mitigate the effects of what is happening at home with school programmes. This assumption can be obtain in Namibia as we note that the social development theory with its smaller elements such as the bonding theory hypothesizes that bonding to school should increase academic achievement, promote good school activities, and lessen the risk of psychosocial problems.

This can be done by bringing a child's beliefs and behavior in line with those of the school. However, this bonding may need the communication between the conflicting parents on one

side with the teachers on the other side about the welfare of the child at school. That is called the mediating role of parent-teacher relationships (Moorman, Sheridan, Kwon&Koziol, (2013).

This method can be assumed to be effective as it has already been in other contexts tool in some school in Namibia. Research on "effects of parental involvement in education" done in Namibia (Erlendsdóttir, 2010) is testimony to the workability of interventions of parent teacher engagements under the social developmental theory.

2.7 Chapter summary

This chapter presented the conceptual and theoretical framework of the study. It further provided literature review to interrogate the issue of family conflict and its effects on children's academic performance, and went theories on family conflict and children's academic performance.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter presents the methodology used during the study. It provides the research design, sample size and sampling techniques and the data collection methods and validity and reliability. The chapter further highlights ethical considerations abided to by the researcher.

3.1 Research Methodology and Design

According to Rudestam& Newton (2007) a methodology refers to a discussion of the underlying reasoning why particular methods were used. This discussion includes describing the theoretical concepts that informs and places methods to be applied within the more general nature of academic work and analyses of relevant literature.

3.1.1 Research design

The purpose of the study was to assess the effect of family conflict on the children's academic performance with special focus on Katutura West Constituency. A descriptive survey design was deemed suitable for this study, as the design entails the collection and use of data systematically from a given population to describe certain characteristics features of the population (Omoruyi, 2014). In this light, the research design refers to the overall strategy which a researcher chooses in integrating the different components of the study in a coherent and logical way, thereby, ensuring that one may effectively address the research problem.

It is widely recognized that the function of a research design is to ensure that the data obtained enables the researcher to effectively address the research problem logically and as unambiguously as possible (Bryman, 2008, P698). This point is supported by Pearson (2013), who instructed that the research design section constitutes the blueprint for the collection, measurement, and analysis of data. A research design therefore is a plan according to which one obtains research participants (subjects/respondents) and collect information from them as stated by Welman, Kruger &Mtchell (2001).

In this study the qualitative approach was used, because most of the data is explained in prose. It is generally accepted that the qualitative approach is used in studies where information aims not to measure and score statistical processes as well as numerical observations (Bjokluind& Paulson, 2003) cited in Mwanyekange (2014) which process is suited for quantitative methodology.

Furthermore, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). This process involves emerging questions and procedures from data collected in the participant's setting, data analysis inductively and the interpretation of the meaning of the data.

According to Merriam (2009, P11) researchers are interested on how individuals in the study interpret their experiences and construct their words, as well as the meanings attribute to their experiences. Ohen, Manion& Morrison (2011) described research design as a model which gives opportunity for the researchers to explain to the respondent.

3.1.2 Population of the study

In the field of research, a population is a full set of cases from which a sample is taken from. It is the study object and consists of individuals, groups, organizations, human products and events or the conditions to which they are exposed (Welman, et al, 2001). For this study, the general population is all residents in Katutura West Constituency.

3.1.3 Target population

The target population refers to the entire group of individuals to which the researcher is interested in generalizing the conclusion.In this study, the target population were parents, community leaders, MOE officials and teachers from three schools drawn from ten publicschools within Katutura West constituency. The researcher chose this population because those were the schools in which children's academic performance was declining; hence the researcher considered these schools and the surrounding households and communities to be the right people to provide the relevant information for this study.

As such, the target population for the study was constituted as follows: 210 parents (i.e. 70 parents per block), 10 community leaders (i.e. 2 community leaders per block plus 4 additional members from the committee), 30 MOE officials (10 MOE officials per block) and 60 school teachers (20 teachers per block). This added up to a total target population of 310 people. The research made use of statistics from the Namibia National Census document (2011) where relevant, to determine the target population size.

3.2Sampling Techniques and size

3.2.1Sampling technique

According to Kothari (2004) and Fraenkel&Wallen (2000) cited in Wanjiku (2010), are with the same opinion in defining sampling as a smaller group of subjects adapted from the population from which researcher obtain information believe to be useful to the study and make conclusion.(Kombo & Tromp, 2006) described Purposive sampling as a non-

probability sampling technique that is used to select individuals from a given population who have unique personality and have specific information useful to the study.

The authors further indicated that the power of purposive sampling lies in selecting information that can enrich the analysis related to the central issues of the study. For the purpose of this study the researcher used purposive sampling to select three poor performing school in Katutura West Constituency District Education. Three teachers from each of the three affected school, parents having children performing low and believed to be experiencing family conflict, MOE officials responsible for Katutura West Constituency, and community leaders were purposefully selected to participate because they were equally key in the fulfillment of the study objectives.

3.2.2 Sample size

In research, a good sample size is between 10 - 30% of the target population of the study. Hence the sample size for this study was comprised of 9 teachers (3 teachers from 3schools namely A. Shipena, HageGeingob Secondary School and MartiiAtisaari Primal School), 11 parents, 9 community leader and 4 officials from the MOE. This added up to the total of sample size of 33 respondents, which is about 11% of the target population.

3.3Methods of data collection and procedures

It is important to note that accurate and systematic data collection is critical to conducting scientific research (Abawi, 2014). Depending on research type, methods of data collection include: interviews, questionnaires, documents review, observation, informal questioning, or a combination of different methods. However this study used four sets of data collection methods such as Interviews, questionnaires and documents reviews to collect data from parents, community leaders, teachers and MOE officials.

3.3.1 Interviews

Interviews are usually known to be suitable for qualitative approach to data collection. Interviews are also chosen because they allow one on one discussion of the phenomena in question with the persons who may be directly involved. In this study interviews were conducted through face to face with teachers.AsAkawa (2013) stated, structured interviews are ways of discovering and exploring the meanings that strengthening and feelings. According to Gay, Mills, &Airasian, (2011) a semi structured interview is where the

researcher has prepared key questions and have further or follow up questions. Therefore, in this study both structured and semi-structured interviews were used to administered data.

3.3.2 Questionnaires

According to Abawi (2014), a questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents. Semi-structured questionnaires were used in a combination of open and closed end questionnaires as it may allow respondent to provide right information with an explanation about, views and opinions on the effect of family conflict on children's academic performance.

Furthermore, it allowed respondent to provide information that the researcher did not expect from them. To this end a set of open-ended and closed questions were combined on the questionnaires to allow quick and easy answering of the questionnaires and also to ensure that respondent offer their opinions in short sentences at the end.

This is one of the best ways of collecting data in the context of this study and has found support among some scholars (Gay, Mills &Airasian, 2011). Semi-structured questions were used in the questionnaires for parents, community leaders, and MOE officials because they are flexible as they allow the respondents to make use of readily provided answers or make a choice and at the same time have open-ended areas where a person can write answers on their own and express further points and ideas.

3.3.3 Document review

The use of digital libraries including the internet has become a modern trend (Wangila, 2014) thus; these facilities were be utilized as well. The researcher collected data from documents doing desk research and reviewing existing documents and previously researched works in the field of family conflict and its effect on the performance of children in education.

 While the information gathered through this process supplemented data that were collected through the questionnaires, interviews, it was specifically used to establish an overview on the rate of school drop- outs of children in Katutura West Constituency district education.

In this regard, the researcher made use of libraries and relevant offices collect relevant which were not unavailable from the people especially when a relevant stakeholders who were not willing to talk about the topic or is simply unaware of statics or case studies.

3.4 Validity and Reliability

The validity is the precision and meaningfulness of deduction which based on the findings (Mungenda&Mungenda1999). In this study, the validity of the research results was increased by using more than one data collection method such as interviews questionnaires and document reviews. The findings obtained were obtained from the interview were verified with Questionnaires documents reviews especially on academic performance and school dropout claimed to be prevailing in Katutura West Constituency.

In addition, the data was corrected at more than one site (namely A. Shipena, HageGeingob Secondary School and MartiiAtisaari Primal School). This enhanced the reliability of data than relied on a single setting. Ultimately the various groups such as were parents, community leaders, MOE officials and teachers were involved to inform the study on the factors affecting children's academic performance in selected Secondary and primary school in Katutura West Constituency.

In line with this, Malusa(1990)pined that reliability is a measure of exactness of findings which propose the truthfulness of data collected whilst validity measure the appropriateness of the outcome accepted for similar case or location.

3.5 Research ethics

According to Bryman (2008), ethics are practices which ensure that no harm is made to the respondent that participated in this study was out of their own volition, that their privacy respondents is respected and that there is no deception involved in bringing the respondents to the study. The ethics for this research involves multiple stakeholders and at the centre are the school-going children. As submitted by Cater &Øverlien (2014), research involving children in vulnerable situations comprises even more sensitive ethical dilemmas, and when family conflict or violence is involved, special circumstances that influence and complicate research also apply.

Researchers such as Ellsberg &Heise (2002) have discussed domestic violence research in general, while Becker-Blease&Freyd (2006) describe research with abused children and Mudlay& Goddard (2009) discuss their own study about children exposed to domestic violence. All in all, it is important to note that then it comes particularly to the people involved in this research studies can be legitimatized by the possibility that they may contribute to improving support for these groups (Cater &Øverlien, (2014). In this sense

these ethical considerations have been taken into account including the observance of rights of the people and the respecting the laws on research in general.

3.6 Data analysis

Data gathered during the study were analysed using Microsoft excel to produce the graphs present in chapter 4 below.

3.7 Chapter summary

This chapter outlined the methodology used for the study. It provided the research design, sample size and sampling techniques and the data collection methods and instruments. The chapter further indicated the ethical considerations abided to by the researcher.

CHAPTER 4: PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

Introduction

The purpose of the study was to assess the effect of family conflict on children's academic performance. This chapter therefore presents an interpretation of data gathered during the study and further provides a discussion based on the results.

The presentation of data is organised into the following sub-headings in order to comprehensively address the research questions: demographic characteristic of respondents, prevalence of family conflict in households of school children; effects family conflict on academic performance of children; and strategies to mitigate the effects of family conflict on children's academic performance.

4.1 Demographic characteristics of respondents

Data were collected from different respondents who were grouped   per gender, age level of education and the length of employment

4.1.1 Gender representation of respondents

The respondents were grouped based on gender categories. Hence Figure 1 shows the numbers of respondent per group in relation to gender.

Figure 1: Average gender representation of respondents in the study

Gender	parents		School teachers		MOE		Community leaders	
	No	%	No	%	No	%	No	%
Male	5	45.4	2	22.2	1	25	3	33.3
Female	6	54.5	7	78	3	75	6	67
TOTAL	11	100	9	100	4	100	9	100

Source: Data was obtained in December 2018

From figure 1 above, shows that majority 22(67%) of respondents in the study were female, whose number was about twice the number of their male counterparts who were 11 (33.3%). Given the fact that participants were purposely selected to fill in the questionnaires and for the interviews, this implies that female members of the four target groups of the study (parents, school teachers, MOE officials, and community leaders) were ready to participate in the interviews and to fill in the research questionnaires as requested by the research.

Another reason is that the researcher encountered more female members of the target groups during the survey, than male members; hence they had more chances of them being randomly selected for interviews and completion of questionnaires than male members.

4.1.2 Level of education of respondents

The data presented in the table below shows the level of education of respondents who participated in the study.

Figure 2: Average representation of qualifications of respondents

Years	parents		Schoolteacher		MOE		Community leaders	
Numbers	No	%	No	%	No	%	No	%
Secondary education	7	63.6	0	0	0	0	2	22.2
Diploma	3	27.2	0	0	0	0	1	11.1
Degree	0	0	0	0	0	0	2	22.2
Master	1	9.0	8	89	4	100	4	44.4
PHD/Doctorate	0		1	11.1	0	0	0	0
TOTAL	11	0	9	100	4	100	9	100

Source: Data was obtained in December 2018

The figure 2 above, indicates that the majority 7 (63.6%) of parents participated had secondary school certificates, while 8 (89%) were school teachers, 4 (100%) MOE officials and 4 (44.4%) community leaders had master degrees. The study's interest was to establish the average representation of qualifications of respondents participated in this study.

The study result finding shows that community leaders and parents had the lowest qualification i.e. secondary school, while school teachers recorded the highest qualification which i.e. PhD / Doctorate degree.

While the equal representation of qualifications amongst secondary school certificate holders, diploma holders and master's degree holders serves as a demonstration of the fact that purposive sampling was indeed employed for the study, the outlying low number of PhD holders (just one participant, a school teacher) amongst the participants could merely be due to the fact that PhDs are generally pursued by a limited number of people, as most people deem such a level of qualification to be more about prestige than a necessity.

4.1.3 Age representation of respondents

The respondents were grouped based on their age. Thus, figure 3 describes the respondents in relation with their age.

Figure 3: Average of age representation respondents

Years	parents		School teachers		MOE		Community leaders	
Numbers	No	%	No	%	No	%		%
20-30	4	36.3	0	0	0	0	3	33.3
31-40	6	54.5	4	44.4	1	25	4	44.4
41-50	1	45.4	5	55.5	1	25	2	22.2
> 60	0	0	0	0	2	50	0	0
TOTAL	11	0	9	100	4	100	9	100

Source: Data was obtained in December 2018

According to figure 3 above, majority 5 (55.5%)of school teachers involved in the study were between the age of 41 to 50,years as depicted on the table above , while 6 (54.5%)of the parents were between the age of 31 to 40 years. Further, community leaders and majority of the parents were amongst the youngest of participants in the study (20-30 years old), while MOE officials alone constituted the eldest of respondents on the study (60 years or older.

The study interest was to determine the average age representation of respondents participated in the study. Therefore, the study revealed that, overall, the least respondents were those of 60 years or older. This is due to fact that person between the age of 41 to 50 were in a position to serve represent their households, schools, offices and communities in the survey, as people in this age group are expected to be head of households, schools, government offices and ministries as well as communities.

4.1.4 Length of employment of respondents

The data on figure 4 below shows the employment time span which cited by respondents who participated in the study.

Figure 4: Average length of employment of respondents

Years	Parents		School teachers		MOE		Community leaders	
Numbers	No	%	No	%	No	%	No	%
5	0	0	0		0	0	2	22.2
5-10	0	0	1	11.1	0	0	4	44.4
11-15	0	0	5	55.5	0	0	3	33.3
21-25	0	0	3	33.3	4	100	0	0
26-30	0	0	0	0	0	0	0	0
TOTAL	0	0	9	100		100	9	100

Source: Data was obtained in December 2018

The figure 4 above, indicates that none of the parents involved in the study had any employment, while majority 5(55.5%) of school teachers and 4(44.4%) of community leaders were employed for 11 to 15 years, and 5 to 10 years respectively. On the other hand the entire respondents of MOE officials 4 (100%) were employed for 21 to 25 years. The study interest was to find out the average length of employment of respondents who participated in the study.

These results implied that all parents that participated in the study were stay-home parents who were dedicated to just taking care of the households and the children. Similarly, most teachers who participate in the study were employed for a reasonable period which implies that the information they provided in this study is reliable taking into consideration of the year of service.

4.2 Prevalence of family conflicting households of school children

The data presented on figure 5 below shows the forms of family conflicts experienced in the children household in Katutura West Constituency

Figure 5: Forms of family conflict experienced in households of school children in Katutura, West constituency

Frequency	Parents		Community leaders	
	No	%	No	%
Verbal disagreement	5	45.4	2	22.2
Verbal fight/quarrels	4	36.3	4	44.4
Physical fight	2	18.1	3	33.3
Total	11	100	9	100

Source: Data was obtained in December 2018

The figure 5 above, shows that 5 (45.4%) of the parents cited verbal disagreements as the most frequent type of family conflict, while 4(44.4%) of community leaders expressed verbal fights or quarrels as the most frequent forms of family conflict.

This means that overall, majority of the respondents revealed that verbal fights or quarrels, and verbal disagreements are the most prevalent forms of family conflict that occur in households of school children in Katutura West Constituency. Verbal disagreements are a common form of disagreements in households, and households in Katutura are perhaps no exception.

During data collection some parents stated that sometimes family conflict is rising from social economic and fidelity because man who is responsible to provide for the family tends to neglect them as a result of having affairs with other woman outside marriage.

The study interest was to find out the forms of family conflict experienced in households of school children in Katutura West Constituency. Thus, study finding shows that the forms of conflicts presented in figure 5 are justified in the context of the factors that contributing to such conflicts.

Specific observations were made by Jakovljević, Čulić, Benko, Jakupčević, Stepan et.al (2010), that factors such as stress were identified as the contributing factors to family conflict. It was further found in the same study that conflict can occur when people misunderstand each other and jump to the wrong conclusion.

Issues of conflict that are not resolved peacefully can lead to arguments and resentment. On this basis, higher proportion of verbal fights or quarrels, and verbal disagreements compared to physical fights and other forms of conflicts imply that family conflict in households of school children in Katutura West Constituency is mainly a result of misunderstandings and misjudgements among family members.

4.2.1 Frequency of family conflict in households of school children

The more family conflict is prolonged, or reoccurring, the grater the effect. On this note, figure 6 shows how frequent family conflict come to light in the household of school children in Katutura west Constituency.

Figure 6: Frequency of family conflict incidents in the household of Katutura West Constituency

frequency	Parents		Community leaders,	
	No	%	No	%
Daily	1	9.0	0	00
Weekly	1	9.0	2	22.2
Monthly	5	45.5	4	44.4
Once every 6 months	2	18.1	0	00
Once a year	2	18.1	3	33.3
Total	11	100	9	100

Source: Data was Obtained in December 2018

From (figure 6 above, majority of parents 5 (45.5%) and 4(44.4%) community leader leaders expressed that family conflict occurs monthly. However, the least respondents 2 (22.2%) of the community leader revealed that family conflict in Katutura West Constituency is the order of the week. According to Holst (2014), family conflict may occur rarely or often depending on the behaviour of family members and their reaction towards issues in the household.

Based on this reasoning, it follows that family member in households of school children in Katutura West Constituency react positively towards issues in householders, and are perhaps able to deal with such issues more maturely.

The study interest was to find out the Frequency of family conflict incidents in households of school children in Katutura West Constituency. Although these results may partially suggest that family conflict in households of school children in Katutura West Constituency is less frequent, the monthly occurrence of family conflict revealed by majority participants can still be a major cause for concern for households and communities in Katutura West Constituency.

The monthly prevalence of conflict could result in bad influence amongst households in the community, which might lead to a state where regular occurrence of family conflict in households is regarded as normal.

4.2.2 Duration of family conflict prevalence in the households of school children i.e for how long has the conflict been going on?

Academic performance can significantly affect children's academic once the problem family persists for years or more often without immediate intervention. Figure 7 represent data collected from respondents of time scale of family conflict occurrences in the household of children in Katutura West Constituency

Figure 6: Duration of family conflict occurrences in households of school children in Katutura West Constituency

Frequency	Parents		Community leaders	
	No	%	No	%
Once off	6	54.5	2	22.2
For days	0	0	2	22.2
For weeks	2	18.1	2	22.2
For years	3	27.2	3	33.3
Total	11	100%	9	100%

Source: Data was obtained in December 2018

From figure 7 above, 6(54.5%) parents revealed that family conflict in households of school children in Katutura West Constituency mostly occurs once-in-a-while; while community leaders opined that the frequency of family conflict may range from one-off to occurring for years.

According to Blood (1995), family conflict may occur over lengthy periods of time i.e. weeks and months, and this can sometimes affect the physical and mental health of family members. Some of the specific signs of family conflict amongst victims include ulcers among men, headaches for women, and nervousness among children (Blood, 1995).

Perhaps the same consequences of conflict are experienced by households of school children in Katutura West Constituency over long periods of time, and this can ultimately affect their academic performance.

Now bearing in mind the fact that most of the respondents revealed that family conflict in households of school children in Katutura West Constituency can occur between once-in-a-while and for years, it could mean that school children and other family members are left vulnerable and at risk of being impacted negatively by such long spells of conflict and vice versa. As the saying goes, 'the longer it takes for the problem to be solved, the more devastating it can get.

The consequences of such long family conflicts for school children could indeed be a decline in academic performance due to several psychological and physical effects that such conflicts might have on them.

4.3 Effects of   family conflict on academic performance of children.

Many scholars highlighted different factors on chapter 2 of the literature reviews. In this study, figure 8 below reflected the reality data collected from different respondents group participated.

Figure 7: Effects of family conflict on academic performance of children in   Katutura west constituency

Effects	Parents		School teacher		MOE		Community leader	
Numbers	No	%	No	%	No	%	No	%
Decline in academic performance	2	18.1	1	11.1	0	0	3	33.3
Academic failure	3	27.2	5	55.5	1	25	1	11.1
Drop out of school	6	54.5	3	33.3	3	75	5	55.5
Others	0	0	0	0	0	0	0	0
TOTAL	11	0	9	100	4	100	9	100

 Source: Data was obtained in December 2018

Majority of respondents 6 (54.5%) of the parents, 3 (75%) of MOE officials and 5 (55%) of community leaders cited school drop-out as the main effect of family conflict on academic performance of children in Katutura West Constituency.

Moreover, majority 5 (55.5%) of school teachers underline academic failure as the overarching effect family conflict on academic performance of children, while the least majority 3 (33.3%) of the community leaders suggested that there is usually they observe decline in academic performance of children as the major effect instead as per figure 8.

 In an interview with some school teachers on the effect on children's academic performance One of the respondent said that:" School dropout is one of the significant effect of family conflict that negatively impacted on children's education. This is usually happening after learners registered for their Grade 10 or 12 examinations because they did not prepare for their exam" (Interview contacted at Katutura West Constituency, Hage Geingob Secondary School, on 27 December 2018).

Another respondent narrated: "When the family is at war, children will not have much time to study or revise their work at home and some of the children get stress when witness their parents or guardians at loggerheads and subsequently they develop emotional problem which leading to low concentration in class, poor performance, academic failure and eventually drop out of school." (Interview contacted at Katutura West Constituency, MartiiAtisaari Primary School, on 28 December 2018).

Despite the variation in views from the different respondents groups, these results indicate that family conflict has the potential to influence children's motivation towards academic activities, thereby resulting in them dropping out. For example, arguments between adolescents and their parents may leave the adolescent feeling upset or sad, which could interfere with motivation or concentration in school (Timmons &Margolin, 2016).

Moreover, unhealthy family states such as bad communication in the context of what was described by Shojaee, Khakhaninejad, Najafi (2018) could also affect the academic performance of learners, as it was found that family communication patterns affect the children's behavior and personality, which may consequently affect their performance at school.

Now negative changes in communication and behavior patterns could be worrying signs among school children, and this could signal lack of interest in school, which might ultimately lead to school drop-out.

On this basis, the reason why school drop-outs were cited by the majority of respondents the family conflict that was being experienced in households of school children, has negatively impacting on the communication and behavioral patterns of the children in terms of their academic commitment.

4. 3 Average school drop-out rate per year due to family conflict
Majority of the documents reviewed for the study revealed that on average, less than 20 out of 200 children in Katutura West Constituency drop-out out of school every year due to family conflict. (Ministry of Education Report February 2018). However, the rest of the documents stated that the average school drop-out rate is rather 20 to 50 out of 500 children per year (Ministry of Education Report November 2018). Nevertheless, the justifications provided for figure 8 is equally relevant for document reviewed.

According to King (1998) cited in Timmons & Margolin (2016), adolescents from high conflict homes are two to four times more likely to eventually drop out of school than their peers. The study interest was to find out the average rate of school drop-out amongst children in KatuturaWest Constituency per year due to family conflict. The study findings revealed that majority of children drop out of school.

4.4 Strategies to mitigate the effects of family conflict on children's academic Performance

Family conflict requires proactive approach and prevention measure to counter its effect on academic performance. However figure 10 below shows priority strategies suggested by different respondents groups who participated in this study

Figure 8: Strategies to mitigate the effects of family conflict on academic performance of children in Katutura West Constituency.

Strategies	parents		School teachers		MOE		Community leader	
Numbers	No	%	No	%	No	%	No	%
Professional counselling	6	54.5	4	44.4	2	50	4	44.4
Problem solving skills	1	9.1	1	11.1	0	0	1	11.1
conflicts resolution	3	27.2	3	33.3	1	25	3	33.3
Social awareness	1	0	1	0	1	25	0	0
TOTAL	11	0	9	100	4	100	9	100

Source: Data was obtained in December 2018

Majority of respondents which were 6 (54.4%) parents, 4 (44.4%) of school teachers and 4 (44.4%) community leaders considered professional counselling as one of the best strategies to mitigate the effects of family conflict on academic performance of school children in

Katutura West Constituency, while conflict resolution skills was equally cited by school teachers 3(33.3%) and 3(33.3) of community leaders as one of the best mitigation strategy for family conflict effects on children's academic performance.

The study interest was found out the strategies that can be used to lessen the effect of family conflicts on children's academic performance. Thus study result revealed that different respondents groups has expressed professional counselling and conflict resolution skills among other strategies as effective as far as family conflict mitigation is concerned.

While most strategies in figure 9 above are cited by a number of literature .g. Australian National Association for Prevention of Child abuse and Neglect (2019), seeking professional help from psychologists has been recommended the most by scholars. Professional counselling can help family members and victims of family conflict to work through difficult issues.

Dealing with the effects of family conflict might be more complicated than perceived for school children. The situation can immediately weigh them down psychologically, physically and emotionally. If not carefully handled, traumatic experiences from family conflict can result in severe consequences among children, including (in the worst of cases) suicide. It is therefore imperative to seek professional help from psychologists and counsellors who can provide the children with the necessary guidance and advise they need in order to get through such situations and help them avoid compromising on their lives and studies.

In an interview with one of the school teacher, she suggested the strategy that she sees to be appropriate mitigate the effects of family conflict on children's academic performance as follows " One of the strategy to mitigate the effect is to encourage students to report conflict they are experiencing in their household timely , to allow teachers to intervene before the problem exacerbate, engage parents to discuss the matter and refer them to psychologist. (Interview contacted at Katutura West Constituency, Hage Geingob Secondary school , on 27 December 2018).

Another one explained: "To provide training to life science teacher provide counselling to affected learners in school in order to build up their understanding on poor family relationship". (Interview contacted at Katutura West Constituency, A. Shipena senior secondary school, on 29 December 2018).

While most strategies in figure 9 are cited by a number of literatures e.g. Australian National Association for Prevention of Child abuse and Neglect (2019), seeking professional help from psychologists has been recommended the most by scholars. Professional counselling can help family members and victims of family conflict to work through difficult issues.

Dealing with the effects of family conflict might be more complicated than perceived for school children. The situation can immediately weight them down psychologically, physically and emotionally. If not carefully handled, traumatic experiences from family conflict can result in severe consequences among children, including (in the worst of cases) suicide.

4.5 Major findings

The main objective of the study was to investigate the effects of family conflict on academic performance of children in Katutura West Constituency, Windhoek. In order to pursue this overall objective, three research questions were formulated: (a) what are the effects of family conflict on children's academic performance in Katutura West Constituency? and (b) what strategies can be used to mitigate the effect of family conflict on academic children's academic performance? From the analysis of the data, the researcher derived the following findings, which were group according to thematic areas that the researcher deemed fitting:

4.5.1 Effects of family conflict

The study results indicate that family conflict has the potential to influence children's academic performance thereby resulting in academic failure, decline in academic performance and school dropout. Quarrels in the households especially those between adolescents and their parents may significantly upset adolescents, and this can have major consequences on their academic performance, as it affects with their concentration in class.

However, despite the variation in views from the different respondents groups, majority of community leaders and 5(55,5%) and parents 6 (54,5%) and 44.4% of school teachers strongly emphasize school drop out to be the main effect thus the study yielded that family conflict can indeed influence children's motivation towards academic activities, thereby causing them to drop out of school.

In support of this, the findings obtained from documents reviewed which shows that the average school drop-out rate in Katutura West Constituency is rather 20 out of 200 and 20 to 50 out of 500 children per year. This is evident that family conflict has the potential to reduce

the motivation of school learners towards their studies, and make them to lose interest in going to school. Instead, such children can choose to use substances such as drugs and alcohol, or hang around wild company just so that they can momentarily forget about the traumatic experiences they have at home due to family conflict.

This could therefore imply that the significant drop-out rates recorded among school children in Katutura West Constituency is due family conflict in the households. On the other hand, academic failure was predominantly cited by (55.5%) of school teachers as an effect on children' academic performance in Katutura West Constituency resulting from family conflict.

4.5.3 Strategies to mitigate family conflict

Various mitigation measures for family conflict were suggested during the study. However, seeking counselling and psychological assistance from professionals has emerged as one of the key interventions that can help curb the impact of family conflict on academic performance of school children in Katutura West Constituency.

This also indicates the urgency of the matter, as psychological conditions have the tendency to be hard to reverse if the victims are not given n the necessary attention they need on time. It is therefore imperative to seek professional help from psychologists and counsellors who can provide the children with the necessary guidance and advise they need in order to get through such situations and help them avoid compromising on their lives and studies.

Despite suggestion made from different respondents groups about professional counselling from practitioners, conflict resolution was also signalled out to be of great help to mitigate the effects of family conflict on children academic performance in Namibia, particularly in Katutura West constituency where such effects was established by the this study.

Finally as a law enforcement officer I would engage relevant stakeholders and collectively combine effort to conduct vigorous campaigns to sensitize the public on how to mitigate the effect of family conflict which distrust peace in the household and subsequently affects children's academic performance.

4.6 Chapter summary

This chapter provided an interpretation of data from the study and a discussion based on the results obtained. The results presented and discussed include: demographic characteristics of

respondents, prevalence of family conflict in households of school children; effects family conflict on academic performance of children; and strategies to mitigate the effects of family conflict on children's academic performance.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Introduction
This chapter provides an indication on how the research objectives of the study were achieved, by drawing specific and concise conclusions based on the objectives. The chapter further provides recommendations that can help stakeholders to mitigate the effects of family conflict on children's academic performance, and draws specific conclusions from the study. Finally, the chapter offers some possible areas of further research, as a continuation of the work that has been done under the current study.

5.1 Conclusions
The purpose of the study was to investigate the effects of family conflict on academic performance of children in Katutura West Constituency. Forms of family conflict in households of school children in Katutura include verbal disagreements, verbal fights, physical fights and other conflicts, with verbal fights or quarrels, and verbal disagreements being the most prevalent. This can be attributed to stress and misunderstandings.

Moreover, family conflict in households of school children in Katutura can occur for months and for years and this could mean that school children and other family members are left vulnerable and are at risk of being impacted negatively by such long spells of conflict. School drop-out was found to be the major effect of family conflict on academic performance of children in Katutura, which implies that family conflict has the potential to influence children's motivation towards school, thereby resulting in them dropping out.

5.2 Recommendations
Family conflict has the potential to adversely affect the academic performance of children in Katutura. Below is a selection of the suggested mitigation measures to counter such effects:

- Ministry of Education should establish a social worker position in the structure of schools to timely attend to children affected by family conflict.
- Parents and teachers should monitor academic progress of the children in order to identify the problem early and address it accordingly.
- The school management should advice parents and their children to seeking professional counseling once the problem is detected.

5.3 Suggestion for future research

The study attempted to assess the effects of family conflict on academic performance of children in Katutura West Constituency. Throughout the study, it became apparent that there few literatures conducted on the effects of family conflict on children's academic performance in Namibia, let alone in Windhoek.

It is therefore imperative that further research be carried on the effect of family conflict on children's academic performance at both secondary and primary school level in Namibia which involve parents, teachers and children for generalization of findings. Moreover, another research can be carried out to find out whether poverty is the influencing family conflict.

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TO WHOM IT MAY CONCERN

This is to confirm that **CIP Katarina UWIMANA** is a student of Rwanda National Police College, undertaking a Master's Degree in Peace Studies and Conflict Transformation for the academic year 2018-2019. She is conducting a research on: "Effect of Family Conflict on Children Academic Performance in Rwanda, A case study of Karubasa Constituency" for which she is required to collect data from relevant sources.

Any assistance rendered to her in this regard is highly valued by this College.

F.NTIRUSHWA
CP
D/COMMANDANT & CI

APPENDICES

Appendix 1

Interview guide for school teachers

Research Topic: EFFECT OF FAMILY CONFLICT ON CHILDREN'SACADEMIC PERFORMANCE IN KATUTURA WEST CONSITITUENCY, WINDHOEK, NAMIBIA

Dear responded I am Katarina Uupindi, a Master's degree student in Peace studies and conflicts transformation, faculty of Conflict Management at the University of Rwanda.I am conducting this research onassessing the Effect of family conflict on children's academic performance in Katutura West Constituency in partial fulfilment of the University's requirements in obtaining my qualification

SECTION A: Demographical Characteristics of the Respondents

What is Gender

What is your highest educational qualification?

What is your age category

For how long have you been employed at your current school?

SECTION B: Forms of family conflicts experienced by learners

Have you ever received reports / complaints from learners about conflict in their family or household

If yes, how often do you receive such reports / complaints

Was there any change in the academic performance of learners after the conflicts were brought to your attention?

If yes, describe the change in academic performance of learners that have you observed.

SECTION C: Perceptions on how family conflict may affect academic performance of learners

In your opinion, is family conflict a threat to academic performance of learners?

If yes, how does threaten academic performance of learners?

In your opinion, do learners receive enough support when experiencing family conflict?

If yes, specify the type of support provided.

Section D: Strategies to mitigate the effect of family conflict on academic performance of learners

What strategies can be used to mitigate the effect of family conflict on academic performance of learners?

What other strategies could be used in this regard?

Appendix 2

 Research questionnaire for parents

Research Topic: EFFECT OF FAMILY CONFLICT ON CHILDREN'SACADEMIC PERFORMANCE IN KATUTURA WEST CONSITITUENCY, WINDHOEK, NAMIBIA

My name is Katarina Uupindi, currently pursuing a Master's degree in Peace studies and conflicts transformation at the University of Rwanda. I am conducting this study, in partial fulfilment of the University's requirements in obtaining my qualification. Thank you for voluntarily agreeing to participate in this survey titled 'Effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Purpose

The purpose of the study was to investigate the effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Right to Participate

There are no foreseeable risks associated with this study, nor are there any direct benefits or losses to you. This is an entirely anonymous survey; no responses will be identifiable in any way. Your participation is voluntary, and you may withdraw from completing the survey at any time. There will be no quoting of individual's names to ensure anonymity and confidentiality. The information gathered in the study will be used for academic purposes only. There are no wrong answers; we just need your opinions.

Kindly use your discretion to complete the questionnaire.

SECTION A: Demographical Characteristics of the Respondents

1. Gender (Please tick):

Male ☐   Female ☐

2. What is your highest educational qualification? Please tick

Primary School ☐   Secondary School ☐

Certificate ☐   Diploma ☐

Degree ☐   Master Degree ☐

PhD/ Doctorate degree ☐

3. Please select your age category (Please tick):

20-30 ☐   31-40 ☐   41-50 ☐

51-60 ☐   Above 60 ☐

SECTION B: Forms of family conflicts experienced children

1. How many school-going children live in your household? Please tick

None ☐   1-2 children ☐

3-4 children ☐   5 or more children ☐

2. Have you ever experienced family conflict in your current household? Please tick

Yes ☐   No ☐

3. If yes, what type of family conflict have you experienced? Please tick

Verbal disagreements	
Verbal fights or quarrels	
Physical fights	
Others (specify)	

4. How often did / does such conflict occur? Please tick

Daily	
Weekly	
Monthly	
Once every 6 moths	
Once a year	

5. How long has / had such conflict been going on? Please tick

Once off	
For days	
For weeks	
For months	
For years	

6. Was there any change in the academic performance of the children since the conflict occurred? Please tick

Yes ☐   No ☐

7. If yes, describe the change in academic performance of children that you have observed. Please tick

Slight decline	
Significance decline	
Failure	
Others (specify)	

SECTION C: Perceptions on how family conflict may affect children's academic performance

1. In your opinion, is family conflict a threat to children's academic performance? Please tick

Yes ☐   No ☐

2. If yes, how does threaten children's academic performance? Please tick

Could lead to decline academic performance	
Could lead to academic failure	
Could lead to drop out from school	
Others (specify)	

3. In your opinion, do children receive enough support when experiencing family conflict? Please tick

Yes ☐   No ☐

4. If yes, specify the type of support provided. Please specify.

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Section D: Strategies to mitigate the effect of family conflict on children's academic performance

1. What measures can be used to mitigate the effect of family conflict on children's

   academic performance? Please tick

Professional counseling	
Problem solving skills	
Conflict resolution	
Social awareness	
Other (specify)	

What other measures could be used in this regard? Please specify.

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Thank you for your time and voluntary participation in this study.

Research questionnaire for community leaders

Research Topic: EFFECT OF FAMILY CONFLICT ON CHILDREN'SACADEMIC PERFORMANCE IN KATUTURA WEST CONSITITUENCY, WINDHOEK, NAMIBIA

My name is Katarina Uupindi, currently pursuing a Master's degree in Peace studies and conflicts transformation at the University of Rwanda. I am conducting this study, in partial fulfilment of the University's requirements in obtaining my qualification. Thank you for voluntarily agreeing to participate in this survey titled 'Effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Purpose

The purpose of the study was to investigate the effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Right to Participate

There are no foreseeable risks associated with this study, nor are there any direct benefits or losses to you. This is an entirely anonymous survey; no responses will be identifiable in any way. Your participation is voluntary, and you may withdraw from completing the survey at any time. There will be no quoting of individual's names to ensure anonymity and confidentiality. The information gathered in the study will be used for academic purposes only. There are no wrong answers; we just need your opinions.

Kindly use your discretion to complete the questionnaire.

SECTION Demographical Characteristics of the Respondents

1. Gender (Please tick):

Male ☐   Female ☐

2. What is your highest educational qualification? Please tick

Primary School ☐   Secondary School ☐

Certificate ☐   Diploma ☐

Degree ☐   Master Degree ☐

PhD/ Doctorate degree ☐

3. Please select your age category (Please tick):

20-30 ☐   31-40 ☐   41-50 ☐

3-5 ☐   Above 60 ☐

4. For how long have you live in your current community here in Katutura West Constituency, Windhoek? Please tick ☐   ☐

5-10 years   6   11-15 ☐   16-20

21-25 ☐   26-30 ☐   31-35 ☐

More than 35 years ☐

5. For how long have you been a community leader in your current community? Please tick ☐

Less than 5 years ☐   6-10 years ☐   11-15 ☐

16-20 ☐   21-25 ☐   26-30 ☐

More than 30 years ☐

SECTION B: Forms of family conflicts experienced children

1. Have you ever received reports / complaints from children or parents about conflict in their family or household? Please tick

   Yes ☐   No ☐

2. What type of family conflict has been revealed / reported to you? Please tick

Verbal disagreements	
Verbal fights or quarrels	
Physical fights	
Others (specify)	

3. If yes, how often do you receive such reports / complaints? Please tick

Daily	
Weekly	
Monthly	
Once every 6 moths	
Once a year	

4. How long has / had such conflict been going on? Please tick

Once off	
For days	
For weeks	
For months	
For years	

5. Was there any change in the academic performance of learners after the conflicts were brought to your attention? Please tick

Yes ☐   No ☐   Not sure ☐

6. If yes, what type change in academic performance of learners have you observed? Please tick

Slight decline	
Significance decline	
Failure	
Others (specify)	

SECTION C: Perceptions on how family conflict may affect children's academic performance

1. In your opinion, is family conflict a threat to children's academic performance? Please tick

Yes ☐   No ☐

2. If yes, how does threaten children's academic performance? Please tick

Could lead to decline academic performance	
Could lead to academic failure	
Could lead to drop out from school	
Others (specify)	

3. In your opinion, do children receive enough support when experiencing family conflict? Please tick

Yes ☐   No ☐

4. If yes, specify the type of support provided. Please specify.

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Section D: Strategies to mitigate the effect of family conflict on children's academic performance

1. What measures can be used to mitigate the effect of family conflict on children's

    Academic performance? Please tick

Professional counseling	
Problem solving skills	
Conflict resolution	
Social awareness	
Other (specify)	

2. What other measures could be used in this regard? Please specify.
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Thank you for your time and voluntary participation in this study.

Appendix 4

Research questionnaire – for Ministry of Education officials

Research Topic: EFFECT OF FAMILY CONFLICT ON CHILDREN'SACADEMIC PERFORMANCE IN KATUTURA WEST CONSITITUENCY, WINDHOEK, NAMIBIA

My name is Katarina Uupindi, currently pursuing a Master's degree in Peace studies and conflicts transformation at the University of Rwanda. I am conducting this study, in partial fulfilment of the University's requirements in obtaining my qualification. Thank you for voluntarily agreeing to participate in this survey titled 'Effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Purpose

The purpose of the study was to investigate the effect of family conflict on children's academic performance in Katutura West Constituency, Windhoek, Namibia.

Right to Participate

There are no foreseeable risks associated with this study, nor are there any direct benefits or losses to you. This is an entirely anonymous survey; no responses will be identifiable in any way. Your participation is voluntary, and you may withdraw from completing the survey at any time. There will be no quoting of individual's names to ensure anonymity and confidentiality. The information gathered in the study will be used for academic purposes only. There are no wrong answers; we just need your opinions.

Kindly use your discretion to complete the questionnaire.

SECTION A: Demographical Characteristics of the Respondents

1. Gender (Please tick):

Male ☐   Female ☐

1. What is your highest educational qualification? Please tick

Primary School ☐   Secondary School ☐

Certificate ☐   Diploma ☐

Degree ☐   Master Degree ☐

PhD/ Doctorate degree ☐

2. Please select your age category (Please tick):

20-30 ☐   31-40 ☐   41-50 ☐

3-6 ☐   Above 60 ☐

3. For how long have you been employed at your current school? Please tick
☐   ☐

Less than 5 years ☐   6-10 years   11-15

16-20 ☐   21-25 ☐   26-30 ☐

More than 30 years ☐

SECTION B: Forms of family conflicts experienced by learners

1. Have you ever received reports / complaints about learners at schools in Katutura West constituency experiencing conflict in their family or household? Please tick

    Yes ☐   No ☐

2. If yes, how often do you receive such reports / complaints? Please tick

Daily	
Weekly	
Monthly	
Once every 6 moths	
Once a year	

3. What type of family conflict was reported to you? Please tick

Verbal disagreements	
Verbal fights or quarrels	
Physical fights	
Others (specify)	

4. How long has / had such conflict been going on? Please tick

Once off	
For days	
For weeks	
For months	
For years	

5. Was there any change in the academic performance of learners after the conflicts were brought to your attention? Please tick

Yes ☐ No ☐ I don't know ☐

6. If yes, describe the change in academic performance of learners that have you observed. Please tick

Slight decline	
Significance decline	
Failure	
Others (specify)	

7. Does family conflict result in school drop-outs. Please tick

Yes ☐ No ☐ I don't know ☐

8. If yes, what is the average rate of school drop-outs in Katutura West Constituency (how many learners per year) due to family conflict? Please tick

0 learners per year	
Less than 10 learners per year	
10 to 50 learners per year	
More than 50 learners per year	

SECTION C: Perceptions on how family conflict may affect academic performance of learners

1. In your opinion, is family conflict a threat to academic performance of learners? Please tick

   Yes ☐   No ☐

2. If yes, how does threaten academic performance of learners? Please tick

Could lead to decline academic performance	
Could lead to academic failure	
Could lead to drop out from school	
Others (specify)	

3. In your opinion, do learners receive enough support when experiencing family conflict? Please tick

   Yes ☐   No ☐

4. If yes, specify the type of support provided. Please specify.

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Section D: Strategies to mitigate the effect of family conflict on academic performance of learners

3. What measures can be used to mitigate the effect of family conflict on academic performance of learners? Please tick.

Professional counseling	
Problem solving skills	
Conflict resolution	
Social awareness	
Other (specify)	

4. What other measure could be used in this regard? Please specify.

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Thank you for your time and voluntary participation in this study.