

# GREAT JOURNS



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## The Forms of Intimate Partner Violence Affecting Students in Selected Universities in Uasin Gishu County.

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**Abstract:** *Intimate Partner violence is a public issue currently prevalent among university students. It has negative implications on health of student in relationships. Despite universities laid down rules and regulations governing students, the prevalence still escalates as evidenced in Kenyan universities. The purpose of this study was to examine the Forms of Intimate Partner Violence Affecting Students in Selected Universities in Uasin Gishu County. The study was based on social learning. The study employed descriptive research design to anchor the methodology of the whole study. Target population were university students, 384 students and 33 key informants participated in the survey, however only 341 respondents were reached out. Simple random sampling technique was used to respondents, questionnaires with closed and open-ended questions were employed to build Likert scale to get responses from students, interview guide were given to university key informants. To test reliability of the research instruments, piloting was done using tests retest method to ascertain the level of reliability. Content validity were tested by research study supervisors to check the instruments and advice the valid state of the questions, feedback received were used to revise the instruments. Quantitative data gathered from closed ended questions were analysed using descriptive statistics which include frequencies, percentages, means and standard deviations. Qualitative data sought to analyze and capture themes drawn from responses. It can be concluded from the study findings that; the forms of intimate partner violence affecting students in selected universities in Uasin Gishu County include; relationship with their partners has a lot of tension, they address their arguments with their partners with some difficulties, physically hurt by the partners, insults or talked down by their partners, threatened with harm by their partners and they are sometimes being screamed at or cursed by their partners, they have been abused sexually. The reason for being assaulted for the last 12 months include; he forced sex, had another relationship, dating more men, he was drunk with multiple affairs, because of misunderstanding, they denied being raped, he was drunk then slapped me and she denied me sex and slapped me. Violence have occurred to the most of the respondents once which are mostly driven by mistrust/cheating, other drivers to violence include; drug abuse and substance abuse, peer influence and financial constraints. The other forms of intimate partner violence in student partners within the university include; cheating in a relationship, forced relationship, love for money and dating more than one partner. The university should come up with policy framework that clearly stipulates interventions for implementation to prevent all forms of intimate partner violence among university students.*

**Key Words:** *Intimate Partner Violence, Students, Universities, Uasin Gishu County.*

## **I. INTRODUCTION**

According to the World Health Organization (WHO, 2017), one in three women throughout the world will experience physical and/or sexual violence by an intimate partner or sexual violence by a non-partner. Intimate partner violence (IPV) is one of the most pervasive psychosocial problem all over the world (Karljin, Leontien, van der Knaap, use & Lodewijks 2011), that is largely affecting young people especially those in universities. WHO (2012) defines Intimate partner violence (IPV) as any behaviour within an intimate relationship that causes, psychological and social harm to those in a relationship? In this study Intimate partner violence (IPV) refers to an intentional control or victimization of an intimate, partner as influenced by psychosocial factors. Whereas, psychosocial factors refer to depression, emotional abuse, anxiety, post-traumatic stress disorder (PTSD), substance abuse and lack of social support that influence individuals to engage in Intimate partner violence (IPV) of one another or one partner on the other.

University students are considered an elite sector of society, and it could be assumed that attending a higher institution of learning would render individuals less likely to be perpetrators or victims of Intimate partner violence IPV (Kim & Motsei, 2002). Some of these students are studying towards career in which they will need to deal with the victims of

Intimate partner violence IPV. However, there is a scantiness of data relating to university students who are victims of IPV, particularly in public universities. Loxton, Dolja-Gore, Anderson & Townsend (2017), explained that the impact of sexual Intimate partner violence (IPV) goes beyond sexual function and includes psychosocial distress, resulting to high levels of anxiety, depression and suicide. In a study of 31 university samples in 16 countries in Europe, Straus (2004) found that at the median university, 29% of the students had physically assaulted a dating partner in the previous 12 months (range 17- 45%). The significance of Intimate partner violence (IPV) among college students worldwide is further emphasized by two observations. First, dating Intimate partner violence (IPV) can result in physical injury and medical attention-seeking and is associated with psychological distress, low grade-point average, disciplinary problems, and rapid repeat pregnancies. Second, dating Intimate partner violence (IPV) appears to be a precursor of marital Intimate partner violence (IPV).

Since Makepeace (1981) published the first study of physical intimate partner violence in dating relationships, many studies have documented the widespread prevalence of dating Intimate partner violence (IPV) in Canada and the United States. Estimates of the prevalence of violence in college student dating relationships vary from 13% to 74% but the most consistent prevalence rates range from about 20% to 33% (Smith, 2005). For example, in a study by Straus and Ramirez (2002), 34% of college students in dating relationships reported the occurrence of physical aggression in the relationship over the previous 12 months. This replicates numerous findings that show that approximately one third of high school and college students have experienced dating Intimate partner violence (IPV), as perpetrators and/or victims, at one or more times in their dating history (Fincham, 2008).

## **II: LITERATURE REVIEW**

Globally, spousal violence among women aged 15-44years account for 70% of total violence happening across the world (Gutierrez & Boselli, 2010). Violence against women arises from a combination of individual, biological and psychological characteristics as well as social, economic and political factors. Several studies such as Abramsky (2011), Djikanovic (2010) and Walton-Moss (2005) in the recent past have examined the factors associated with IPV in universities in different parts of the world. Some of these studies indicated the role of personal factors while others demonstrated the role of the environment, attitudes and cultural factors. Understanding the causes of the Intimate Partner Violence is substantially more difficult than studying a disease (Jewkes, 2002). Jewkes (2002) further poses that, diseases usually have a biological basis and occur within a social context, but intimate partner violence (IPV) is entirely a product of its social context.

Centers for Disease Control and Prevention (CDC) reported that in United States, about 4.3 million women suffer physical attacks and 16.6 million experience psychological assaults committed by their spouses annually (Black, Basile, Breiding, Smith, Walters, Merrick, Chen & Stevens, 2011). Other scholars have reported higher rates elsewhere. For instance, in Russia, the rate of wife murder or and femicide is as high as 16000 annually (Violette & Barnett, 2014). Partner violence incidences in Calcutta and Bangladesh are as high as 79% and 87% respectively. According to Pandey (2014), partner violence rates are higher among adolescent and married women worldwide.

Various researches have discussed a combination of numerous forms of violence that involve psychological, physical, economic and sexual violation of women by their partners (Odongo (2001), Zeoli, Rivera, Sullivan and Kubiak (2013). In Nigeria, investigating types of Intimate Partner Violence (IPV) students suffered, consequences and predictors of Intimate Partner Violence (IPV), Umana, Fawole and Adeoye (2014) studied the prevalence of intimate partner violence (IPV) among students of University of Ibadan, Nigeria. After surveying female students who resided in hostels on campus, the researchers estimated that the prevalence lifetime of Intimate Partner Violence (IPV) experience was 42.3%, with majority of the students (4 1.8%) reporting that they had suffered psychological abuse; 7.9% and 6.6% reporting physical and sexual violence respectively. Types of physical injuries sustained included cuts, punctures, bites (55%); scratches, abrasions, bruises (48.3%); sprains, dislocations (18.3%), while psychological effects of intimate partner violence (IPV) experienced included loss of concentration (71.1%), loss of self-confidence (68.9%) and school absenteeism (56%). The study also established a correlation between respondents who used substances such as alcohol or cigarettes experienced inter-parental violence and their attitudes towards intimate partner violence (IPV).

In Kenya, a study by Odongo (2012), which examined the influence of drug abuse on domestic violence in central Turkana, revealed that women experienced physical, emotional economic and sexual violation from their partners. This study however focused on married partners in the community and did not explore forms of violence experienced by male partners in the hands of their female counterparts. According to the Kenya National Bureau of Statistics-

KNBS (2010) health survey conducted in 2010, married women in Kenya experience various forms of violence which vary in intensity. The statistics reported an overall of 47% married women experiencing partner violence. Among them 37% experience physical violence, 30% sexual violence while 17% experienced emotional violence. This survey also revealed other non-physical form of violence meant to control women such as demeaning, intimidation, subjugating, punishing, isolation, humiliation and threats. Zeoli (2013), conducted a qualitative study in Midwestern County in the US with nineteen women who had separated from their abusive spouses examined the post separation abuse of women and their children. The study findings revealed that findings the women and their children had experienced various types of abuse from their husband. The women experienced emotional abuses such as being threatened with loss of children custody, isolation from friends and family members, physical abuse such as being threatened with a gun, inflicting injuries such as broken ribs and throwing objects to the victim.

Other studies by Ghairabeh & Oweis (2009) and by Al-Badayneh (2012) on Jordanian women revealed extra marital affairs by the husband, marrying another woman against the wife's wish or sexual abandonment as other form of violence. Neill & Peterson (2014) finds that women in abusive relationships commonly experience physical and/or sexual violence accompanied by psychological and emotional abuse. Goldstein (2007), form of violence depends on cultural ethnic, educational and economic background of the perpetrator. Violence may happen one repeated or on an escalated pattern of over a period of months or years. While most studies have mentioned violence among marital partners Krug (2002) revealed that between 10 and 69% of women in their survey had reported intimate partner violence at some point in their lives. Studies are beginning to estimate domestic violence occurrences within marital relationships but, as the understanding has evolved, the research scope has been extended to include non-marital relationships.

Tjaden (2000), identified stalking as a common form of violence among intimate partners. According to him stalking involved harassing and threatening behavior that individuals engaged in repeatedly. It includes but not limited to sending the victim unwanted presents, following or laying in wait for the victim, damaging or threatening to damage the victim's property, appearing at a victim's home or place of business, defaming the victim's character or spreading rumours, or harassing the victim via the Internet by posting personal information. Normally stalkers are motivated with desire to exert control over victims.

Brazo (2013) conducted a study on intimate partner violence among undergraduate students in two universities of the state of Sao Paulo in Brazil. Findings from the study revealed that 75.9% of the interviewees suffered some kind of violence throughout life. Psychological violence was the most prevalent type, followed by sexual violence, both suffered and perpetrated. Spencer (2016), studied intimate partner violence in tertiary institution in South Africa. This study sampled students from Faculty of health and social sciences. Findings from the study indicated that 54.9% of the students had suffered emotional abuse, 20% physical abuse while 8.9% sexual abuse. The general prevalence of Intimate partner violence (IPV) in the university was 42.6%. Spencer also noted that students from the health department were aware of where to seek help as compared to the latter. This study however revealed the importance of future study expanding the scope and nature of violence experienced by students.

A study carried out by Barrick (2013) indicated that younger students, more than older ones, were more likely to report intimate partner violence (IPV) victimization. Also, compared with married women or those in a form of domestic relationship, single women were less likely to report experiencing any intimate partner violence (IPV) type. A study by Njagi (2012), on intimate partner violence on students of Nairobi University found that, slapping; pushing; spitting; arm twisting and shoving were not considered by students as acts of violence. The study evidenced that in most campuses a majority of cohabiting students had a routine, where by both students attend classes in the morning, but the girl does not attend the noon classes because she goes to prepare lunch for both of them. The above studies however noted the importance of future study expanding the scope and nature of violence experienced by the students.

## **2.1 Social Learning Theory**

This study was guided by Social Learning Theory, developed by Bandura (1997). The theory proposes that people are born knowing nothing; they learn a behavior from their immediate environment. Bandura suggested that social learning occurs in four main stages of imitation: Close contact, imitation of superiors, understanding of concepts and role model behavior. Violence, thus, is learned by an individual as he/she grows up. Rotter (1945) proposes that the effect of behavior has an impact on the motivation of people to engage in specific behavior. People wish to avoid negative consequences, while desiring positive outcomes. Social learning theory suggests that behavior is influenced

by environmental factors and psychological factors. The theory predicts that prevalence rates of partner aggression will be higher for those “who have witnessed others they admire using aggression against a partner” (Sellers, 2005). According to Wareham, Bootz and Chavez (2019), social learning theory explains the development of individual pro-social and criminal behaviours through observation of others’ behaviours, internalization of attitudes and values learned from others, imitation of the behaviours of role models, and reinforcement of behaviour through positive and negative punishment. The theory also predicts that those who hold definitions approving violence, who associate with perpetrators of violence, and who anticipate rewards (getting one’s way) with fewer costs will also have higher prevalence rates of partner aggression (Sellers, 2005).

Social learning theory is relevant to this study as it emphasizes socialization processes as the reason why intimate partner violence is present in society. In most campuses, men who are seen to be cohabiting with their girlfriends tend to have greater benefits. This means that they have their food prepared for them, their rooms are kept clean and their clothes are washed regularly. Violence seems to take place when the female counterpart stops carrying out her duties. In most universities a majority of cohabiting couples have a routine, both attend classes in the morning, but the girl does not attend the noon classes because she goes to prepare lunch for both of them. Therefore, this theory is relevant to this study in that it emphasizes socialization processes as the reason why intimate partner violence is present in society. In most universities, men who are seen to be cohabiting with their girlfriends tend to have greater benefits.

Culture plays an important role in the prevalence of Intimate Partner Violence in Kenya. This is also seen in the university setting. Most cultures allow for a man to hit a woman when he feels she has wronged him. In campus, this is also true; men, especially from rural and urban areas who begin relationships with female students are more likely to slap a female student when they disagree because it is a learned behaviour. A majority of the female students do not take slapping, pushing, spitting, arm twisting and shoving to be acts of violence. They have seen this happen to their mothers, sisters, friends and neighbours and these women did not complain about it. They took it as a normal occurrence and went on with their daily lives. From the above literature, despite a bounty of empirical literature on Intimate Partner Violence, the general social learning perspective represents one of the few theoretical frameworks that address the etiological underpinnings of Intimate Partner Violence among university students. Such research draws on a loose learning framework that suggests that abusive behavioural patterns are communicated and passed from parents to their children through an intergenerational transmission of violence (Delsol & Margolin, 2014). That is, dysfunctional parents become role models for their children regarding the appropriateness of using anger and aggression to deal with stressors and frustrations when interacting with their intimate partners.

From the observation of the theory, modelled behaviours are reinforced when the individual perceives favourable outcomes from the use of aggression and violence. Thus, witnessing and experiencing violence within the home during childhood is postulated to have residual effects which impact the use of physical aggression in adult intimate relationships (Corvo, 2016). Therefore, this theory is relevant to this study by showing that Intimate Partner Violence is a learnt behaviour emanating from childhood experiences. Students may witness violent behavior in their families, communities, or media, and this exposure can shape their attitudes and beliefs about violence. If they observe violence as an acceptable way of resolving conflicts or exerting control, they may be more likely to engage in intimate partner violence themselves. The theory also emphasizes the importance of reinforcement for learning behavior. If students observe others being rewarded or experiencing minimal consequences for engaging in violence, they may be more likely to replicate those behaviors. Conversely, if they witness negative consequences or disapproval, they may be deterred from engaging in violence. Students may identify with and model their behavior after individuals they perceive as powerful, influential, or respected. If they admire individuals who use violence to assert dominance or control, they may emulate those behaviors in their own relationships. The theory highlights the influence of social norms and socialization processes. If there is a prevailing belief among students that violence is an acceptable or even expected behavior within intimate relationships, it can contribute to the perpetuation of violence. Socialization within peer groups, families, and cultural contexts can shape attitudes, beliefs, and behaviors related to violence (Townsend, 2017).

### **III: RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study adopted a descriptive survey research design. According to Orodho and Kombo (2006), The study adopted a survey design to describe the existing research concern by asking students and university administration about various forms of Intimate partner violence (IPV), contributory factors to Intimate partner violence (IPV) and university supportive structures. This research design is appropriate for collecting, analysing and presenting the data.

This study employed both qualitative approach and quantitative approach, which will help clarify some sections of the study. Lieber and Weisner (2010) argue that mixed methods approach encourages the use of multiple worldviews by combining inductive and deductive thinking which helps to answer questions and provide more comprehensive evidence in numbers and words for studying research problems than either quantitative or qualitative. According to the duo, mixed paradigm research entails philosophical assumptions that guide the direction of the collection and analysis of data; qualitative and quantitative in many phases in the research process. They contend the central premise of this method as being the use of the combination of the two approaches to provide a better understanding of a research problem rather than using one of the two. Mixed methods research provides strengths that offset the weaknesses of both qualitative and quantitative research.

Within the mixed method paradigm, quantitative approach is predominant. The convergent (or parallel or concurrent) model which is a design in mixed method paradigm was used to analyze the qualitative and quantitative data. For example, an investigator might collect quantitative data as well as qualitative individual or group interview data and combine the two to best understand variable under study (Muijis, 2006). The data analysis will therefore consist of merging data and comparing the two sets of data (qualitative and quantitative) and results to make the most appropriate conclusions and recommendations.

### 3.2 Research Site

The study was conducted in University of Eldoret, Kisii University Eldoret campus, and Moi University which are all based in Eldoret town -a cosmopolitan area: Eldoret town is the biggest capital town within Uasin Gishu County which is one of the 47 counties of Kenya It measures 3,328 km<sup>2</sup>. It borders Nandi, Kericho, Baringo, Elgeyo-Marakwet, Trans-Nzoia, and Kakamega counties. Eldoret is its main town as well as its commercial centre. The county has three constituencies; Eldoret East, Eldoret South and Eldoret North. The researcher selects Kisii University Eldoret, University of Eldoret and Moi University because of the recent high incidences of Intimate partner violence (IPV) reported as compared to other university campuses in Kenya hence, gave a variety of data which goes to add credibility and dependability.

### 3.3 Target Population

A target population refers to a group of people or study subject who share similar characteristics and who form the anchor of a study. This study targeted the Kisii University students in Eldoret Campus. Moi University students in main campus and University of Eldoret students. Therefore, the study applied Krejcie& Morgan table (1970) to generate a sample of 384 Respondents.

### 3.4 Determination of Study Sample

Below is the sampling table that bears the name of the universities, total students' population from each university, the research tools and techniques and the sample size to be used in collecting data.

Name of university	N. Population	Tools/Techniques	Sample size through proportionate
Kisii university	40125	Questionnaire by using simple random sampling	22
Moi university	52,815	Questionnaire by using simple random sampling or group discussion	210
University of Eldoret	33,000	Questionnaire by using simple random sampling	132
Totals	112,830	-	384

Moi university	50	Interview guide by using purposive sampling	25
Kisii university	17	Interview guide using purposive sampling	4
University of Eldoret	20	Interview guide using purposive sampling	4
Totals	87		33

**Sources:** Moi university -dean of student's office; Kisii University -student's registry (Eldoret) office 2019, University of Eldoret- student's registry office 2019.

n = sample size

N = Population size

By the year 2019 approximated number of students were as follows: - Moi University was 52,815, University of Eldoret was 33,000 and Kisii University was 27,015. This totals to 112,830 students.

### 3.4.1 Sampling Procedure

Using Krejcie & Morgan (1970) the above table of sample determination, the researcher generated a total; number of students drawn from the three universities to participate in the study. The target population for this study will be 112,830 students which is above 100,000 and this according to Krejcie and Morgan table above, a population of and above 100,000 is computed to yield a sample of 384 (Krejcie & Morgan, 1970). As indicated at the right bottom right corner of the table, but according to researcher study population 384 respondents was selected as appropriate sample for this study and 33 key informants. In practice, the researcher used simple random sampling to assign numbers 112,830 paper clips, each number 1-112,830 corresponding to a student. Meaning Kisii University were 1- 27,015 that generated a sample size of 92 students: Moi University 52,815 sample size of 180 students and University of Eldoret 33,000 generated a sample size of 112 students. The paper slips were folded and mixed in a plastic container and using the rule of sampling by replacement, in the overall 384 student respondents were selected, visited and interviewed using the questionnaire. The sample size in each of the three universities is of 112,830, therefore to select for each university the same sampling procedure described above used.

The Krejcie and Morgan (1970), sample size determination strategy was chosen because it is proven and commonly used by researchers today. The table offers an opportunity to rely on and use a pre-computed tool for sample size determination. Simple random selection by replacement were used because it offers equal chance of selection and it is random hence fair. Simple random sampling was used to enlist key informants because the researcher intentionally seeks university workers as key informants who have experience working with Intimate partner violence (IPV) cases among university students.

### 3.5 Data Collection Methods

This section therefore presents development of instruments, validity of research instruments, reliability of research instruments and data collection procedures. The study used available information presented in journals, books and research thesis to develop a tailored questionnaire specifically on the research objectives. The validity of the instruments was achieved by involving the supervisors and research experts whereas reliability was achieved by use of pilot data which to help in calculating Cronbach alpha coefficient used as basis of testing reliability.

#### 3.5.1 Development of Instruments.

This study utilized questionnaires and interview guide to get relevant quantitative data from the respondents. The study was concerned with forms of Intimate partner violence (IPV), support structure, and contributory factors to Intimate partner violence (IPV) and the consequences of intimate partner violence. Such information can be best collected through the use of questionnaire and interview technique (Kombo& Tromp, 2007). The questionnaire will be employed in the communication of a set of questions from which the respondents are asked to respond and fill in

their answer's contingent on their considerate perception of the questions in the study. The questionnaires will comprise of both closed and open-ended so as to offer the respondent the option to reply to that which has not been clearly written down in the questionnaire. The reasons of choosing questionnaire are: - was easy to administer; Data that was obtained by use of questionnaires was easy to arrange and analyse. The researcher did not need to be physically present when the respondents were filling the questionnaires hence, providing the respondents with free conducive atmosphere to fill and it can elicit information from respondents. Interview guide are designed for the selected counsellors and other university administrators. The interview guide contained open ended questions. The interview guide were structured based on the research objectives so that an in-depth analysis is achieved, more information is gained within a short period of time, it eliminates unnecessary sources of bias common in other instruments like observations, hence interview guided to help to seek clarification through probing and they were easy to administer since the questions were prepared in advance.

Below is a matrix depicting method of data collection and variable of the study:

Method	Research question	Key variables
Questionnaire	-Forms of Intimate partner violence -Predetermining factor of Intimate partner violence  -Consequences of Intimate partner violence -Support Structures in the university	- Physical violence, psychological violence, Sexual abuse, Verbal abuse, financial abuse - Peer pressure, Drug abuse/Alcohol, Socialization, Accommodation, social media ill, Deficiency of emotional intelligence, Cohabitation - Academic drop outs, Poor academic performance, psychological distress, Death - Counselling services, Dean of students Office, Academic office, Curriculum, Information Education Communication, Outreach Activities, University policies, University Students Associations
Key Informant Interviews	-Forms of Intimate partner violence -Predetermining factor of Intimate partner violence -Consequences of Intimate partner violence -Support Structures in the university	-Seeking views and opinions on <ul style="list-style-type: none"> <li>• Forms of Intimate partner violence</li> <li>• Predetermining factor of Intimate partner violence</li>   <li>• Consequences of Intimate partner violence</li> <li>• Support Structures in the university</li> </ul>
Focus group discussions	<ul style="list-style-type: none"> <li>• Forms of Intimate partner violence</li> <li>• Predetermining factor of Intimate partner violence</li> <li>• Consequences of Intimate partner violence</li> <li>• Support Structures in the university</li> </ul>	-Seeking views and opinions on <ul style="list-style-type: none"> <li>• Forms of Intimate partner violence</li> <li>• Predetermining factor of Intimate partner violence</li> <li>• Consequences of Intimate partner violence</li> <li>• Support Structures in the university</li> </ul>

### 3.5.2 Pilot Testing of Research Instruments

Creswell (2012) observes that it is vital for a researcher to test tools before using them to ensure their validity, reliability and practicability. Therefore, piloting was done in order to ascertain the credibility of the tools by testing clarity of language, time taken to respond procedure of administering, length and layout of tools. This study was piloted with 32 respondents from Moi University, Egerton University and University of Eldoret. The participants were encouraged to comment and make suggestions which were used to improve the research instruments.

### **3.5.3 Reliability of Research Instruments**

Reliability is the degree to which the measures of the instruments can give consistent results and be repeatable. To test for reliability of the instruments, the researcher piloted the study instruments with 32 respondents from the three universities. The study adopted a test-retest format where the questionnaire instrument was administered twice to the same respondents to test for the internal consistency. The two results are correlated and calculated to check for the reliability index which if it exceeds 0.7 shows acceptable reliability (Kothari, 2004). The reliability index was calculated using the Cronbach Coefficient Alpha formula. The main purpose of pre-testing the instruments was to establish clarity of meaning and comprehensibility of each item in the study instruments.

### **3.5.4 Validity of Research Instruments**

Before the administration of the research instruments, it is important to determine the validity and reliability of the questionnaire and the interview items. According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inference, which are based on the study results. This study measured content validity because content validity measures the items of the questionnaires and offer feedback on what needs to be revised. The usual procedures in accessing the content validity are to use professionals or experts in the particular field. The researcher gives the instruments to the supervisors to scrutinize if the instruments are valid. In order to determine the content validity there is a need to use the research question and objective formulated earlier against the expected responses which the item elicited from the field. The study also measured construct validity by ensuring that the items in the questionnaire are measurable and tenable using again, the supervisors.

### **3.5.5 Data Collection Procedures**

The researcher sought for a research permit from the National Commission of Science and Innovation (NACOSTI). The permit obtained was used to obtain permission from the University of Eldoret, Moi University and Kisii University. The respondents who were involved in research were asked to sign an informed consent appended on the questionnaires before they filled them. The researcher utilized the help of trained research assistants, persons who have rapport with university students to explain the items on the questionnaires.

### **3.6 Data Processing and Analysis**

The study used both quantitative and qualitative data analysis methods. Quantitative data obtained from the questionnaires was analyzed using descriptive statistics which included frequencies, percentages, means (which indicates the average measure of the study variable), and the standard deviation which indicates how to spread out a set of scores is around the mean. The inferential statistics which were used was Chi-square test of association to get the significant and statistical relationship between the variables. Analysis was done using SPSS version 25 which is a computerized statistical package by encoding responses from questionnaires and interview guides. For qualitative data, data analysis was done using thematic analysis which involved reading and coding text for emerging themes that pertain to the study. After carefully reviewing the documents, emerging themes was noted and then written down.

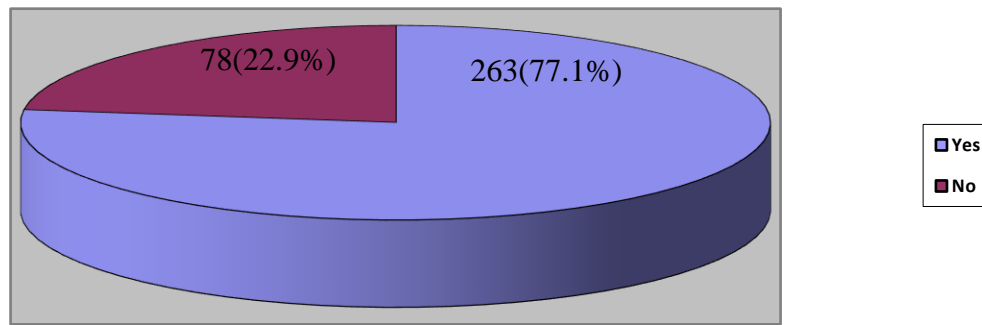
### **3.7 Ethical Considerations**

These are some moral concerns that was considered before undertaking on the study. The responses from the respondents were kept under stringent confidentiality and were not without substantial permission from the universities. The respondents were asked to voluntarily participate in the research and their ability to pull back from the study voluntarily likewise guaranteed. The respondents' privacy was respected and they were asked not to sign their names on the questionnaires. To meet the necessities of anonymity, the respondents were requested not to sign or give names. The surveys were kept under the protection of the researcher alone. The nature and reason for the study was disclosed to the respondents by the researcher to placate any worries of other underhanded motives other than a purely scholarly research. Privacy, confidentiality, sensitivity to cultural differences, sex and anonymity, will then be adhered to. Names of the participants will not be written on the instruments to be administered.

## **IV: RESULTS**

### **4.1 Forms of Intimate Partner Violence among University Students**

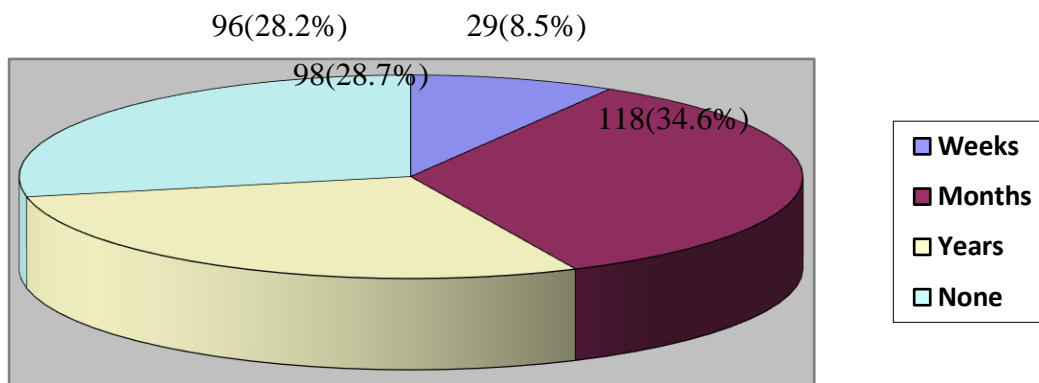
#### **4.1.1 Experienced Intimated Relationship**



**Figure 4.1 Experienced Intimated Relationship**

The respondents were asked whether they have ever been in an intimate relationship with their partners. Majority 263(77.1%) of the respondents indicated yes while 78(22.9%) of them indicated no as shown in figure 4.1. This shows that most of the respondents indicated that they have been in an intimate relationship with their partners.

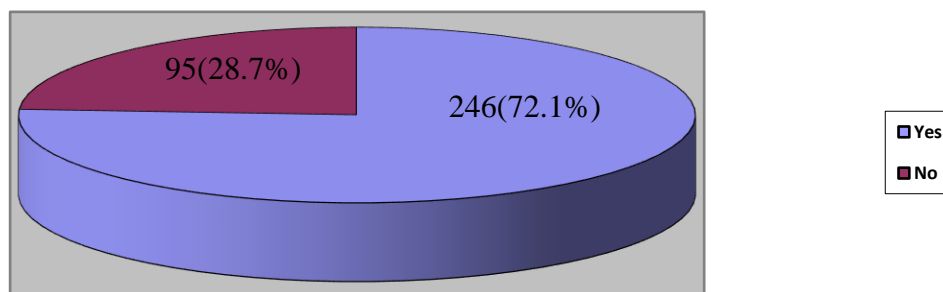
**4.1.2 Period in the Intimated Relationship**



**Figure 4.2 Period in the Intimated Relationship**

The respondents were asked to indicate the period in which they ever have been in an intimate relationship, majority 118(34.6%) of the respondents indicated months, 98(28.7%) years, 96(28.2%) none, while 29(8.5%) of them indicated weeks as shown in figure 4.2. This implies that most of the respondents have ever been in relationship for months.

**4.1.3 Experienced any Form of Violence from Partner**



**Figure 4.3 Experienced any Form of Violence from Partner**

The study sought to find out from the respondents whether they have experienced form of violence from their partners. Majority 246(72.1%) of the respondents indicated yes while 95(28.7%) of them indicated no as shown in figure 4.3. This show that most of the respondent indicated that they have experienced forms of violence from their partners. This concurs with a study by Kordom and Arunachalam (2014) which revealed that that most affected students suffered psychological abuse as the highest type of abuse (65%), followed by financial abuse (39%), physical abuse (34%) and sexual abuse (23%) of the population study.

**4.1.4 Relationship with Partner**

The study sought to find out from the respondents, the situation of their relationship with their partners. More than half 198(58.1%) of the respondents indicated that it has a lot of tension while 143(41.9%) of them indicated it is great as shown in table 4.2.

**Table 4.2 Relationship with Partner**

Relationship with Partner	Frequency	Percent
A lot of tension	198	58.1%
Great	143	41.9%
<b>Total</b>	<b>341</b>	<b>100%</b>

**Source: Research Findings (2020)**

This means that most of the respondents felt that their relationship with their partners has a lot of tension.

**4.2 Partners’ Approach to Address their Arguments**

The study sought to uncover from the respondents on how they address their arguments with their partners. Majority 134(39.3%) of the respondents indicated that they address it with some difficulties, 105(30.8%) address it with great difficulties while 102(29.9%) of them address it will ease as shown in table 4.3.

**Table 4.3 Partners’ Approach to Address their Arguments**

Approach to Address Arguments	Frequency	Percent
With great difficulty	105	30.8%
With some difficulty	134	39.3%
Easily	102	29.9%
<b>Total</b>	<b>341</b>	<b>100%</b>

**Source: Research Findings (2020)**

This shows that most of the respondents indicated that they address their arguments with their partners with some difficulties.

**4.3 Degree of Violence from Partner**

**Table 4.4 Degree of Violence from Partner**

Degree of Violence from Partner	Frequently	Often	Sometimes	Rarely	Never
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Physically hurt you	103(30.2%)	44(12.9%)	59(17.3%)	116(34.0%)	19(5.6%)
Insult you or talk down to you	137(40.2%)	40(11.7%)	93(27.3%)	41(12.0%)	30(8.8%)
Threaten you with harm	29(8.5%)	104(30.5%)	141(41.3%)	41(12.0%)	26(7.6%)
Scream or curse you	19(5.6%)	61(17.9%)	210(61.6%)	24(7.0%)	27(7.9%)

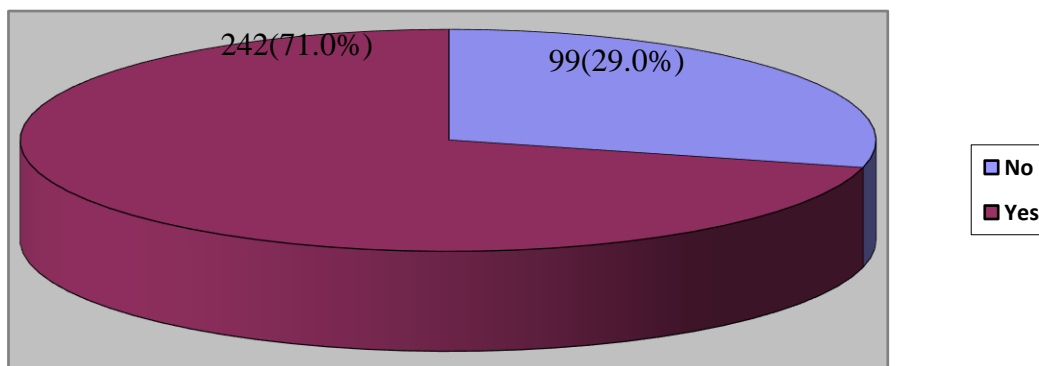
**Source: Research Findings (2020)**

When the respondents were asked, top reveal the degree their partners have physically hurt them, majority 116(34.0%) of the respondents indicated rarely, 103(30.2%) indicated frequently, 59(17.3%) indicated sometimes, 44(12.9%) indicated often, while 19(5.6%) of the respondents indicated never as shown in table 4.4. This implies that most of the respondents are rarely physically hurt by the partners.

The study established that majority 137(40.2%) of the respondents indicated that their partner frequently insults them or talk down to them, 93(27.3%) indicated sometimes, 41(12.0%) indicated rarely, 40(11.7%) indicated often while 30(8.8%) of the respondents indicated never as shown in table 4.4. This means that most of the respondents are frequently insulted or talked down by their partners.

The study also revealed that majority 141(41.3%) of the respondents indicated that their partners sometimes threaten them with harm, 104(30.5%) indicated often, 41(12.0%) indicated rarely, 29(8.5%) indicated frequently, while 26(7.6%) of the respondents indicated never as shown in table 4.4. This shows that most of the respondents are sometimes threatened with harm by their partners. The study further revealed that more than half 210(61.6%) of the respondents indicated that their partners sometimes do scream or curse them, 61(17.9%) indicated often, 27(7.9%) indicated never, 24(7.0%) indicated rarely, while 19(5.6%) of the respondents indicated frequently as shown in table 4.4. This implies that most of the respondents are sometimes being screamed at or cursed by their partners.

**4.4 Abused Sexually**



**Figure 4.4 Abused Sexually**

**Table 4.6 Reason for Assaulted in the Last 12 Months**

Reason for Assaulted in the Last 12 Months	Frequency	Percent
Because of misunderstanding	18	5.3%

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Dating more men	35	10.3%
Had another relationship	65	19.1%
He forced sex	76	22.3%
He was a drunk with multiple affairs	29	8.5%
He was drunk then slapped me	4	1.2%
I denied to be raped	10	2.9%
She denied me sex and slapped me	2	0.6%
None	106	29.9%
<b>Total</b>	<b>341</b>	<b>100%</b>

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**Source: Research Findings (2020)**

Analysis above shows that 76(22.3%) of the respondents indicated they entered into forced sex, 65(19.1%) indicated had another relationship, 35(10.3%) dating more men, 29(8.5%) he was drunk with multiple affairs, 18(5.3%) because of misunderstanding, 10(2.9%) I denied being raped, 4(1.2%) he was drunk then slapped me, while 2(0.6%) of the respondents indicated she denied me sex and slapped me as shown in table 4.6. This means the reason for the respondents being assaulted for the last 12 months include; he forced sex, had another relationship, dating more men, he was drunk with multiple affairs, because of misunderstanding, I denied being raped, he was drunk then slapped me and she denied me sex and I slapped her.

**V: SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

**5.1 Summary of the Findings**

The study revealed that 77.1% of the respondents have been in an intimate relationship with their partners, 34.6% of the respondents have ever been in relationship for months, 72.1% of the respondents have experienced forms of violence from their partners, 58.1% of the respondents felt that their relationship with their partners has a lot of tension, 39.3% of the respondents address their arguments with their partners with some difficulties. 34.0% of the respondents are rarely physically hurt by the partners, 40.2% of the respondents are frequently insulted or talked down by their partners, 41.3% of the respondents are sometimes threatened with harm by their partners and 61.6% of the respondents are sometimes being screamed at or cursed by their partners.

**5.2 Conclusions of the Study**

It can be concluded from the study findings that; the forms of intimate partner violence affecting students in selected universities in Uasin Gishu County include; relationship with their partners has a lot of tension, they address their arguments with their partners with some difficulties, physically hurt by the partners, insults or talked down by their partners, threatened with harm by their partners and they are sometimes being screamed at or cursed by their partners, they have been abused sexually. The reason for being assaulted for the last 12 months include; he forced sex, had another relationship, dating more men, he was drunk with multiple affairs, because of misunderstanding, they denied being raped, he was drunk then slapped me and she denied me sex and slapped me. Violence have occurred to the most of the respondents once which are mostly driven by mistrust/cheating, other drivers to violence include; drug abuse and substance abuse, peer influence and financial constraints. The other forms of intimate partner violence in student partners within the university include; cheating in a relationship, forced relationship, love for money and dating more than one partner.

**5.3 Recommendations**

The university should come up with policy framework that clearly stipulates interventions for implementation to prevent all forms of intimate partner violence among university students.

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