

**DOMESTIC VIOLENCE AND STUDENT'S ACADEMIC PERFORMANCE IN  
UGANDA: A CASE OF SELECTED SECONDARY SCHOOLS OF RUBAARE  
TOWN COUNCIL, NTUNGAMO DISTRICT**

**ANITA AYESIGA**

**S18/BBUC/MSW/002**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, Ayesiga Anita, declare that this dissertation arising out of a study conducted to examine the effect of domestic violence on the academic performance of secondary school students with specific interest in selected secondary schools of Rubaare Town Council, Ntungamo District is my original work that has never been submitted in any institution of higher education for any award. In all cases where other people's views have been used, they have been duly acknowledged by complete references.

Signature:



Date:18/08/2025

**AYESIGA ANITA**

**S18/BBUC/MSW/002**

**APPROVAL**

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

15/5/2023 

**SIGN.....**

**MRS. ATUKUNDA CATHERINE MASIKO**

**RESEARCH SUPERVISOR**

## **DEDICATION**

This thesis is dedicated to my beloved parents, Mr and Mrs Kaleega William who believed in me right from my childhood.

## **ACKNOWLEDGEMENTS**

I successfully put this work to order with the effort of some individuals who deserve appreciation.

I extend my sincere appreciation to the university supervisor Mrs. Atukunda Catherine Masiko for the brilliant direction given to this work. She was available and provided quick response and constructive criticism which made me refine this work to detail.

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## LIST OF ACRONYMS

|                  |  |
|------------------|--|
| <b>BIP:</b>      | Batterer Intervention Programs             |
| <b>CDC:</b>      | Centre for Disease Control                 |
| <b>HIV/AIDs:</b> | Human Immune Virus and Deficiency Syndrome |
| <b>SPSS:</b>     | Statistical Package for Social Science     |
| <b>UNICEF:</b>   | United Nations Children Fund               |
| <b>WHO:</b>      | World Health Organization                  |

## ABSTRACT

In a few secondary schools in the Rubaare Town Council, Ntungamo District, the study looked at how domestic violence affected students' academic performance. In particular, the study determined how physical, sexual, and emotional violence affect students' academic performance in the secondary schools in Rubaare Town Council, Ntungamo District. The study used cross-sectional, descriptive, and survey designs to collect data from a sample of 134 people through interviews and a questionnaire survey. The descriptive analysis, Pearson correlation analysis, and regression statistics were performed on the data using the SPSS packages. The study revealed that physical violence, sexual violence and emotional violence had high positive and significant effects on the academic performance of students bearing  $P < 0.05$  (.000) with Pearson Regression ( $R = .992^{**}$ ,  $.985^{**}$ , and  $.979^{**}$ ). It was also affirmed that physical violence, sexual violence and emotional violence were responsible for a 98.3%, 96.9%, and 97.9% variability in the change in academic performance of students in Rubaare Town Council, Ntungamo District, respectively. It was concluded that domestic violence (physical violence, sexual violence and emotional violence) had a significant effect on the academic performance. It was recommended that parents and caregivers are encouraged to model calm and patient behavior to help reduce aggressive reactions that contribute to a more supportive home environment where there are alternative conflict resolution methods that emphasize dialogue and emotional support. Local authorities and schools should establish clear, transparent and confidential reporting mechanisms for students to report any inappropriate sexual requests from parents or caregivers based on clear communication as this would foster a sense of trust and safety to enhance academic performance. Secondary schools should implement programs that promote positive reinforcement and parental education on constructive feedback helping parents understand the detrimental effects of constant criticism on children's self-esteem and academic success.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The purpose of this study was to investigate the impact of domestic violence on the academic performance of secondary school students, with a focus on Rubaare Town Council, Ntungamo District secondary schools. In this study Domestic violence was acknowledged as the independent variable (IV), while academic performance was perceived as the dependent variable (DV). Even more significant, the study's conceptualization of the predictor variables was as follows: actual physical, sexual, and domestic violence, all of which are believed to have a significant impact on the academic performance of students attending the selected optional schools in the Rubaare Town Council, Ntungamo Region. The chapter thus presented among others the background of the study, the statement of the problem, general objective of the study, the specific objectives of the study, research questions, justification of the study, conceptual framework, scope of the study, and the significance of the study.

### **1.1 The background of the study**

Since the early times, academic performance has reflected students' cognitive, emotional, and social development (Peng & Zeng, 2025). Over time, the degree to which learners acquire foundational skills has had a significant influence their academic outcomes, specifically when external factors like domestic violence disrupt their emotional stability and learning environment (Haq & Khan, 2024). Tragically, small kids in Kenya have been adversely associated into a general public of mocking, retaliation, and natural selection because of the great pace of abusive behavior at home (Sambo & Aaron, 2016).

According to UNICEF (2015) domestic violence is a widespread global problem that has affected the lives of millions of children worldwide. Miller (2010) says that children who do well in school have access to a wide range of educational opportunities and experiences that help them develop their social skills and build positive relationships with peers and adults. Any type of brutality committed against an individual or the danger of viciousness committed against that individual by someone else with whom that individual has been or alternately is in a homegrown relationship is viewed as aggressive behavior at home under the Follow up on Security Against Abusive behavior at home (PADV, 2015). As per Abuya and Onsomu (2012), youngsters who were presented to mishandle are every now and again utilized as imperceptible losses in forceful way of behaving at home.

Between 500 million and 1.5 billion children worldwide were the victims of various forms of violence annually, according to UNICEF. However, according to Edleson (2009), 7 to 14 million children witness aggressive behavior at home. Richards (2011) declares that the early years, when occurrences of brutality lastingly affected youngsters' prosperity and improvement, were related with a critical number of the serious risks presented by abusive behavior at home. According to Sterne and Poole (2010), research has shown that young children's academic performance and educational outcomes are significantly affected by their exposure to domestic violence at home.

More than 80% of children in sub-Saharan Africa reported experiencing domestic violence. Maltreatment of youngsters was more normal in these countries. According to a study by Sherr, Hensels, Skeen, Tomlison, Roberts, and Macedo (2015), community and domestic violence rates are high in Malawi and South Africa. According to Sherr et al (2015) 45% of children in both countries who witnessed their mothers being beaten were affected by the violence. In East African nations, domestic aggressive behavior rates have been widely attributed, particularly through the media. According to Devaney (2015), the majority of communities in Kenya, Uganda, and Tanzania had reported instances of domestic violence, such as child abuse and fights that were detrimental to the well-being of children. According to a UNICEF (2014) report, 47% of children in Kenya are victims of domestic violence, making them particularly at risk. In the workplaces of the Area Judges, there were constant arguments about how to behave forcefully at home (UN, 2014).

Abuya and Onsomu (2012), Narae (2013), and Gichuba conducted national dimensions of domestic violence studies on its manifestations. These studies raised concerns. Kids had the best effect; their schooling endures because of abusive behavior at home (Gichuba, 2017). As a result, children in the Sotik Sub-Province have been the victims of domestic violence. Chebogut and Ngeno, 2017, UNICEF (2014); Raphaela (2015) recommended conducting beneficial research into the ways in which parents' experiences of violence against their children have an effect not only on the outcomes of their children's education and learning but also on their opportunities throughout their lives. Consequently, the objective of this study was to fill this void by examining the effects of domestic violence on children's learning and academic performance. Ntungamo positions fourth among the areas with the most noteworthy level of crime, following Arua, Mbarara, and Lira, as per the 2018 yearly bad behavior report delivered by Uganda Police around the finish of May 2019. Lira had 6,726 offenses, followed by Mbarara with 5,261 offenses, Arua with 4,961 offenses, and Ntungamo with 4,731.

Ntungamo says that as a result, the neighborhood's supplementary schools have performed poorly.

## **1.2 Statement of the problem**

Countrywide, over 10 million children are enrolled in school, with a big fraction of them benefiting from the different environments that support personal growth, learning, and communication. Yet, for a vast proportion of them, the right to education remains compromised by domestic violence which occurs just within homes. Although these spaces are meant to offer safety and support, they seem not favorable to some school-going children in violation of the Child Amendment Act of 2016. According to the Humanitarian Violence Against Children and Youth Survey (2022), 75% of Ugandan school-going children have endured emotional, physical, and sexual abuse. Frighteningly, the same report further reports that, more  $\frac{1}{3}$  of girls and  $\frac{1}{6}$  boys reported experiencing sexual violence. In the same report, it was found out that abuse led to 21% school absenteeism among boys and 25% of girls. This reveals how violence directly affects access to education.

In Uganda, children from dysfunctional households still confront major obstacles to their academic achievement. According to Mutasingwa and Mwaipopo (2022), children from unstable homes had a lower chance of meeting academic milestones. This is supported by other recent research from Uganda, like Kahigiriza and Arinaitwe (2024), which discovered that teenagers from dysfunctional households in Kira Municipality had trouble focusing, attending class, and controlling their emotions—all of which are directly related to subpar academic performance. These difficulties are even worse by exposure to domestic abuse. According to Ntungamo District Report (2023), more than 56% of pupils in Iganga District felt that domestic violence interfered with their education and led to frequent absences, supporting Muwanguzi et al. (2023) relationship between high levels of violence and deficiencies in reading, math, and general knowledge. Ntungamo District local data emphasizes how serious the problem is. According to police reports from 2020–2024 in the post-COVID 19 pandemic period, alcohol consumption and land conflicts were common causes of domestic violence in the town councils of Rubaare, Rwahi, and Rwentobo (Ntungamo District Report, 2024). These social stresses have been demonstrated to have a detrimental impact on children's academic performance; according to Turyahabwe (2025), gender-based violence, family instability, and poverty are the main causes of school dropout and subpar learning outcomes in Uganda. The decision to investigate the effects of various forms of domestic violence on secondary school students' academic performance in the Rubaare Town Council, Ntungamo District.

### **1.3 Objectives of the study**

#### **1.3.1 General objective of the study**

The study's overarching objective was to investigate the impact that domestic violence has on the academic performance of secondary school students in Rubaare Town Council, Ntungamo District.

#### **1.3.2 Specific objectives of the study:**

- i) To examine the effect of physical violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.
- ii) To examine the effect of sexual violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.
- iii) To examine the effect of emotional violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.

### **1.4 Research questions**

1. What is the physical violence effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District?
2. What is the sexual violence effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District?
3. What is the emotional violence effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District?

### **1.5 Research Hypothesis**

$H_{01}$  Physical violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.

$H_{02}$  Sexual violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.

$H_{03}$  Emotional violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District.

### **1.6 The scope of the study**

#### **1.6.1 Geographical scope**

The study would be carried out in selected secondary schools in Rubaare Town Council, Ntungamo District. Mitooma Locale, Sheema Region, and Mbarara Region line the north of the Ntungamo Area from west to east. The Republic of Rwanda is to the south, the Isingiro District is to the east, Kabale District is to the southwest, Rukungiri District is to the northwest, and the district headquarters at Ntungamo are about 66 kilometers (41 miles) southwest of Mbarara, the largest city in the Ankolesub region. The following are the general coordinates of

the district: 00 53S, 30 16E. The analyst would pick schools in the Ntungamo region and Rubaare town chamber on the grounds that, as per police reports from the beyond two years, the area was one of the neighborhood legislatures with the most elevated paces of wrongdoing, and most of the violations were connected with aggressive behavior at home. The most affected are the town groups of Rubaare, Rwahi, and Rwentobo. The selected secondary schools are Ankole Progressive Secondary School, Crane High School, Foundation Secondary School, and Rubaare Secondary School.

### **1.6.2 Content scope**

The study only looked at how domestic violence affected secondary school students in the Rubaare Town Council of the Ntungamo District's academic performance. Academic performance was specifically identified as the dependent variable (DV) and domestic violence as the independent variable (IV) in this study. Even more significant, the study's conceptualization of the predictor variables was as follows: As a result of physical, sexual, and emotional violence, it is hypothesized that students in the selected secondary schools of the Rubaare Town Council, Ntungamo District, have a significant impact on their academic performance.

### **1.6.3 Time scope**

The purpose of the study was to investigate the effects of domestic violence on secondary school students' academic performance from 2016 to 2020 in the Rubaare Town Council, Ntungamo District. Consideration of such a period is based on the fact that secondary school students in Rubaare Town Council, Ntungamo District, were cited as experiencing numerous challenges related to academic performance during that time period (Ntungamo District, 2019).

### **1.7 Justification of the study**

Partners have been astounded by the condition of training in Rubaare Town Committee. There is evidence of a rising trend in secondary school enrollment in recent years. The show of the students from the year 2012 to the year 2018 has been declining appeared differently in relation to other Town Councils in Ntungamo Region, with oppressive way of behaving at home expectation being one justification for the ruin (Ntungamo Region Report, 2018).

Rubaare Town Council is one of the town councils where a project to prevent domestic violence was implemented, despite the fact that cases of domestic violence continue to be common, particularly among families (Uganda Police Report, 2018). Accordingly, the objective of this review is to assess the avoidance of aggressive behavior at home and the scholastic execution of optional school understudies in the Rubaare Town Committee, Ntungamo Region.

## 1.8 Significance of the Study

The study may be of assistance to stakeholders in the education sector in removing obstacles to the prevention of domestic violence, as well as in increasing the academic achievement of secondary students and their attendance at school.

Better methods for identifying and managing victims of domestic violence would be beneficial to educators, school administrators, and policymakers in the education sector.

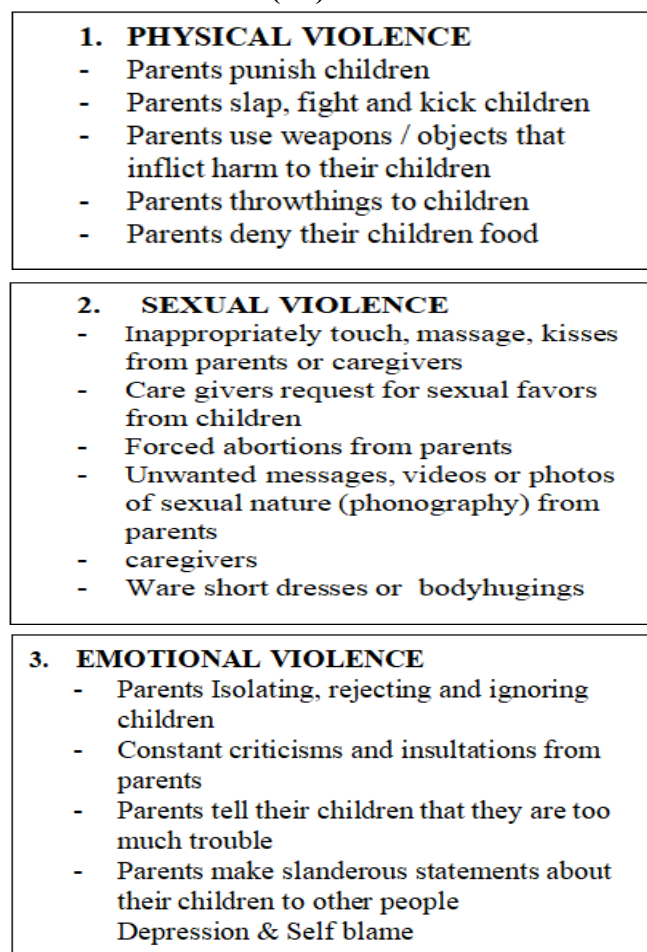
Social workers, the local government, and non-governmental organizations would use the study's findings to develop strategies for preventing and treating domestic violence's negative effects.

Knowing how to handle and care for children would also help parents.

The government would get the information it needs from the study to make protective laws to prevent domestic violence and increase school attendance.

## 1.9 Conceptual framework

### Domestic Violence (IV)



### Academic Performance (DV)

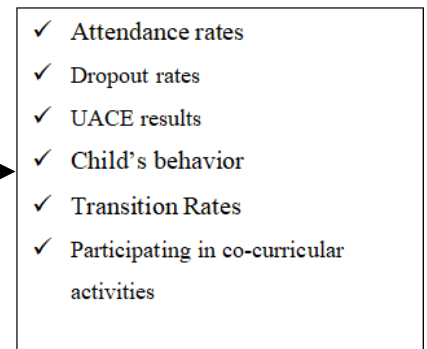


Figure 1.1: Conceptual framework of the study

**Source:** Adopted and modified from the work of Malik et al. (2025); Peng & Zeng (2025); Higgins et al; 2025; Burr et al. 2024.

The conceptual framework that demonstrates how domestic violence affects the academic performance of Rubaare Town Council, Ntungamo District, secondary school students. A conceptual framework, according to Amin (2005), is a diagrammatic tool or model that provides a deeper comprehension of the relationship between study variables. Figure 1.1's conceptual framework identifies academic performance as the dependent variable (DV) and domesticity as the independent variable (IV). Academic performance was primarily evaluated in terms of; Participation rates, Dropout rates, UACE results, overall behaving, Change Rates, Taking part in cocurricular exercises. Despite the fact that this study took into account predictors like physical, sexual, and emotional violence as forms of domestic violence that have an impact on students' overall academic performance,

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

In accordance with the study objectives and the theoretical review, this chapter provided a review of related literature that highlighted the findings or observations of various authors. These include various citations from this case's textbooks, reports, journals, and magazines. It draws attention to the theoretical and empirical literature as well as the omission or omissions in the literature that this study sought to fill.

#### 2.2 A Theoretical Review

Kurt Lewin's 1958 theory of change served as the foundation for this investigation. The theory of change narrative suggested that intervention was carried out by individuals; acted to assist domestic violence survivors, made well-informed decisions, and raised community awareness of domestic violence prevention and the possibility of improved secondary school academic performance. Domestic violence prevention became clear to survivors and potential perpetrators as a result of these activities. Others understood domestic violence prevention, potential perpetrators rethought their actions, and survivors made decisions.

Local support and response, crisis counseling, medical, psychosocial, police, and legal support all contributed to the identification and support of domestic violence survivors, according to the theory. Pro-social action prevented domestic violence against women and school-age children as well as bystander intervention. Counselors, community mobilizations, community volunteers, and groups of women, men, and young people were all envisioned as working together to effect individual and collective change with the ultimate goal of preventing domestic violence.

The following was assumed by the theory of change: Crisis counseling and intervention services are still available and effective; Counselors were in place and had received training in crisis intervention and counseling. Local area colleagues were in post, had been prepared with information and abilities in anticipation of and mediation against viciousness kids, bunch help and local area preparation. Police and medical services suppliers considered savagery inside them transmit, upheld preparing drives, kept rules in answering brutality and satisfy their obligations.

## **2.3 Review of related literature**

### **2.3.1 Physical violence and academic performance**

According to Mutasingwa and Mwaipopo (2022), academic performance of secondary school students is greatly impacted by the effects of physical violence, regardless of whether the violence is experienced personally or witnessed. Injuries that are not the result of an accident, such as cuts, burns, beatings, or the use of weapons, are examples of kinds of child abuse that leave emotional and physical scars that are profound (Kisaakye et al., 2024). Young people who are subjected to violence, whether it is in their homes or in their communities, frequently experience considerable mental distress. This suffering can present itself in the form of disruptive or unfocused behavior in the classroom. According to Muwanguzi et al. (2023), this exposure results in a reduction in academic advancement, which makes it difficult for youngsters to participate completely in their schooling.

According to Duke (2020), there is a correlation between adversity experienced by adolescents, which includes being exposed to violence, and lower levels of school attendance and academic achievement. Whether it is a factor that exacerbates the impacts of such violence or one that helps to mitigate them, the academic environment plays a significant influence. Through the development of resiliency and academic self-efficacy, a school environment that is positive and has strong relationships between students and teachers can help alleviate some of the effects of these factors. On the other hand, Zysberg and Schwabsky (2021) say that when students experience feelings of insecurity or lack of support, their self-assurance and ambition to accomplish academically diminish, which makes it more challenging for them to be successful.

Jiménez-Barbero et al. (2020) discovered that bullying, particularly in settings that involve physical education, might result in sentiments of isolation and further impair academic engagement. Additional disruptions to the academic experiences of kids are caused by bullying, which is another type of violence. Additionally, Armitage (2021) revealed that, bullying does major harm to the mental and physical health of children, which in turn has a negative impact on the children's capacity to perform well in school. When taken as a whole, these instances of violence—whether they occur at home, in school, or during physical education—create conditions that hinder a child's capacity to concentrate, attend school on a consistent basis, and perform well academically.

Cusick et al. (2024) discovered that households with a greater number of children frequently face heightened stress, research indicates that larger families are more likely to encounter family conflict and child maltreatment. It is estimated that between 10 and 20 percent of children in the United States are victims of domestic violence (Wallace et al., 2024). This includes children who are victims of physical violence in the home, which affects a considerable number of children each year. Not only does this family conflict have a detrimental impact on the connections that exist inside the household, but it also has a negative impact on the academic performance of children. This is because children who are attending school are more likely to be preoccupied, emotionally distressed, and disengaged. youngsters' cognitive and emotional development is disrupted when they are exposed to violence, whether it be direct or indirect. This makes it harder for youngsters to dedicate their attention to their academic pursuits.

As Malik et al. (2025) points out, children who are subjected to repeated acts of violence are at an increased risk of developing mental health illnesses such as Posttraumatic Stress Disorder (PTSD) and Oppositional Defiant Disorder (ODD) which could reciprocate into poor academic performance. This is in addition to the obstacles that they face. The problems that children experience in school are further compounded by these disorders, which frequently lead to an overall decline in academic performance as well as disruptive behavior in the classroom (Mwanguzi et al., 2023). Adversity experienced by adolescents, such as being exposed to domestic abuse, has a direct impact on both their attendance at school and their academic performance, as Duke (2020) notes. It is common for children who have been touched by violence to have difficulty maintaining their relationships to their schools, which can be an essential component in minimizing the adverse impacts of such hardship.

According to Zysberg and Schwabsky (2021), two of the most important tactics for increasing students' academic performance include promoting a favorable school atmosphere and enhancing students' academic self-efficacy. School officials have been tasked with the responsibility of providing additional support to pupils who have been affected by violence in order to address the complicated repercussions that violence has on academic achievement. It is possible for learners to develop resilience through the presence of a supportive and secure school environment, which enables them to concentrate more on their academic pursuits in spite of the difficulties they encounter at home (Mutasingwa & Mwaipopo, 2022). Therefore, in order to address the impact that physical violence has on secondary school students, a holistic

approach is required. This approach should include support for mental health, the promotion of pleasant school climates, and the enhancement of student self-efficacy.

According to Tsunga et al. (2025), children who have been exposed to a greater amount of violence have lower comprehension in the areas of reading, mathematics, and general knowledge. Haq and Khan (2024) discovered that children who came from households that were dysfunctional had a decreased possibility of being successful in their academic endeavors. Children who have a propensity for violence may be less likely to seek academic possibilities or have pleasant interactions with other people. It has been found by Wallace et al. (2024) that children who have experienced trauma frequently have difficulty maintaining friendships. The presence of traumatic experiences has been shown to be associated with increased instances of regretted working, the promotion of insecure relationships, and the influence of mother-child hostility (Mooren et al., 2024).

According to Kisaakye et al. (2024), learners who are in social and academic settings often copy every other child. Teenagers who live in a house and neighbourhood deemed to be unpleasant may undoubtedly reflect and bring the acquired behaviors to the surroundings of the review lobby. Children often copied the behavior of individuals engaged in their contacts with other people, especially in social environments (Mutasingwa & Mwaipopo, 2022). Teachers could observe, for example, the power of imitation when other students in the classroom copy the bad behavior of one student for a variety of reasons. One could find this to be a quite fascinating phenomena to witness. Ciecuch et al. (2024) claim that students' increased networking with peers who have similar interests makes the imitation and socializing process pertinent to the formation of identity.

The environment of the homeroom was a typical one in which children were exposed to various forms of brutality. According to Gill and Stewart (2024), youngsters were able to design solutions that prevented detrimental and hazardous conditions by utilizing their strong adaptability and critical thinking skills. It is possible that children who have been subjected to viciousness have a favorable association between being bullied and impersonating one another. The likelihood of children considering bullying to be a favored or acceptable way of communication was increased when they either witnessed bullying themselves or were bullied by others in their household or area. According to Peng and Zeng (2025), students who harassed their classmates had lower expectations for positive outcomes and higher expectations for bad consequences. A student who had a larger desire to physically fight was more likely to expect

that the student who was being targeted would behave aggressively in response. This is because the student who was being targeted had a greater want to physically fight.

As indicated by Turyahabwe (2025), more youthful kids might accuse themselves since they miss the mark on capacity to fathom the elements of inter-parental brutality. Most of students' experience sensations of responsibility, stress, and nervousness when they fault themselves, which can affect scholarly execution and social co-operations. Furthermore, an understudy who had everyday negative actual communications beyond the homeroom might be bound to see actual hostility as the standard. Because the greater the likelihood of witnessing violence, the greater the risk of academic decline and problematic relationships, school personnel had an increased responsibility to address the process of healthy imitation in young abuse victims. There may be different responses to violence in social and academic settings. More energetic young people could integrate abuse related inconvenience as a fierce result to poor or inadequate execution. Malik et al. (2025) state that younger children who are subjected to violence are more likely to have delayed physiological, emotional, language, and cognitive development.

Furthermore, exposure to violence can cause really significant developmental delays (Duke, 2020). Children exposed to violence are more likely to suffer from delayed physiological, emotional, language, and cognitive development, all of which directly affect their capacity to achieve academically, Haq and Khan (2024) stress. This is consistent with Armitage (2021), who emphasizes that children's physical and mental health suffers long-lasting negative consequences from bullying and violent exposure, therefore compromising their academic engagement and general well-being. In educational environments, violent behaviour could potentially permeate peer interactions as pupils copy the hostility they have seen or gone through. Jiménez-Barbero et al. (2020) note that school bullying—especially in physical education—is a popular way for kids to vent their aggressiveness acquired from violent surroundings. This starts a circle of violence that affects not only the offenders but also the victims, therefore compromising the academic performance and social contacts of all the engaged parties. Schools have to create safe surroundings and offer focused interventions to help students impacted by violence to lessen these consequences (Zysberg & Schwabsky, 2021).

Younger children living in hazardous surroundings may show reduced prosocial emotions and more individual problems when confronted with tragedy, claims Wojtyna and Gierczyk (2024). Christoffersen and Thorup (2024) found that children who had seen violence were more likely than those who had not to report having difficult life events. Children who had experienced abuse, for example, were more likely to be enraged, fight often, and threaten other classmates. For these young people, other classroom-related problems included eating disorders, trouble focusing, generalized anxiety, and an increase in physical complaints (Goetz, 2024). Looking at the types of abuse children are most likely to see, Higgins et al. (2025) found that younger children were more likely to witness aggressive interactions than physical abuse. Neupane and Lourdasamy (2024) also found that younger children were less likely to see traumas linked to criminality such as shoving, hitting, and shooting.

For teenagers, violence can have different effects on classroom behavior and academic achievement (Zysberg & Schwabsky, 2021). While working with abusive conduct at home casualties, optional teachers could observe different approaches of behaving in the school environment. Children raised in repressive surroundings were destined to show unsettling actions (Bhattacharyya, 2025). Teenagers were found to lack interest in social events and to have lower self-esteem (Feng et al., 2024), avoid their peers and maintain unhealthy relationships, exhibit increasing rebellion and defiance in the school environment. Duke (2020) states that their experiences with trauma and stress were more likely to affect their neurodevelopment and maybe lead to alcohol use. Children and teenagers will probably need more resources inside the supportive systems of the school environment in order to meet their requirements and enhance learning results given the actual educational repercussions of exposure to violence (Jiménez-Barbero et al., 2020).

Teenagers might develop abusive behavior patterns in social networks and romantic relationships (Kisaakye et al., 2024). Children who are conscious of their hostile surroundings and lack of good support structures are more prone to be depressed by peers, claims Hamilton (2024). According to Mottershead et al. (2024), peer victimizing and provocation can result in weapon use, injuries, and several offenders. Burr et al. (2024) claims that middle and high schools reported most of the school violence. Therefore, a rise in violence and its degree can affect school affairs. Teenagers who deny abuse may find it challenging to fit in with their peers while keeping their family life hidden. Notwithstanding their mischief both inside and outside, young people are almost sure than children of preschool or school age to seek for help

when they see violence, per Bessant et al. (2025). This study focused on how genuine revenge affected academic execution of youngsters overall. Children and teenagers who see violence could come across academic, personal, and societal damage.

### **2.3.2 Sexual violence and academic performance**

According to the United Nations Children's Fund (2017), the most common perpetrators of sexual assault against females and men were boyfriends, girlfriends, or romantic partners. This percentage was 47% for males, 43% for females, and 21% when it came to females. Higher levels of child sexual violence were found to be associated with a variety of mental health conditions, including but not limited to depression, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns, repression, denial, sexual issues, and relationship troubles (Sherril & Singg, 2023). It was believed that the most well-known long-term negative effect among survivors was a feeling of helplessness. According to Hartman (2017), survivors may have trouble externalizing the abuse, which can lead to a bad opinion of themselves. After a considerable amount of time spent engaging in gloomy self-reflection, survivors experienced feelings of helplessness and distanced themselves from other people because they came to terms with the fact that they did not bring anything to the table (Long, 2016). This resulted in a devastating portrayal of children.

Dubrow-Marshall and Dubrow-Marshall (2023) revealed that survivors often show more self-destructive behaviors and have more suicide thoughts than those who had not been mistreated. Sanchez (2025) claims that survivors of child sexual abuse show despair, suicide thoughts, insomnia, and changed eating habits. When the grown-up stopped the sexual abuse, it could be challenging for the children to view the offender in a bad perspective, which would then equip them insufficiently for witnessing what happened as not their issue. Many times, survivors internalize negative self-talk and blame themselves. Boy Sexual Viciousness is a progressive loop when the grown-up purposefully tests the child's boundaries using their knowledge of the child's economic situation or abilities to exploit the youngster (Madden, 2024). Child sexual violence is the non-physical or physical interaction between an adult or a minor directed at providing sexual arousal and gratification to the other.

As per McLead, (2015), youngster sexual brutality is broadly thought to be as liable for adverse consequences on kids' scholastic accomplishment. Physically mishandled understudies would in general have less focus length in class. Olatunji (2014) conducted a study on the impact of child sexual abuse on classroom behavior and academic performance among Etiki State,

Nigeria, primary and secondary school students. It was suggested, based on the findings; In the education policy forum, among other things, the effects of child sexual abuse on children's classroom behavior and subsequent academic performance should be addressed; and that parents ought to always have a loving relationship with their children and meet their needs. In schools, these side effects manifest themselves through understudies' powerlessness to focus, complete homework in time, or grasp homework; being unfortunate, disappointed, regretting themselves; accomplishing low grades; as well as being called lazy or slow (Larkin, 2016).

A study by Young et al. (2025) shows that among rape survivors, posttraumatic stressors (PTSD) disarray and hitting the bottle hard are usual. The trauma the victims had gone through was handled with booze. Furthermore, shown to be employed as coping techniques include narcotics and other illegal substances (Gilmore et al., 2018). Those who just possessed one type of poor adaptation skill were destined to seek for competent help to heal their damage. Negative co-occurring coping mechanisms less likely victims would seek professional help. The most ridiculous of casualties with bad co-happening adaptability to look for competent aid were those suffering with PTSD and hard-core boozing (Kirkner, Relyea & Ullman, 2018). Because it influences her emotional and behavioral condition, sexual abuse can negatively affect a woman's physical health.

A gradual process, child sexual violence occurs when an adult consciously tests the boundaries of the kid by taking advantage of the child's familiarity with the child's social standing or power (Madden, 2024). This is a gradual process. The term "child sexual violence" refers to any form of interaction, whether physical or non-physical, that occurs between an adult or a juvenile and a child, with the intention of providing the adult or minor with sexual excitement and gratification. United Nations Children's Fund (UNICEF) (2017) showed that the most common perpetrators of sexual assault against females and males were boyfriends, girlfriends, or romantic partners, accounting for 47% and 43% of the cases, respectively. Neighbors came in second, accounting for 27% and 21% of the cases, respectively.

Higher degrees of melancholy, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociation patterns, repression, denial, sexual problems and relationship problems had all been linked to child sexual assault. The most often occurring long-term symptom among survivors turned out to be depression. Because survivors find it difficult to externalize the abuse, they may start to view poorly of themselves (Hartman, 2017). Following years of negative self-thoughts, survivors avoided people because they felt they had nothing to offer and felt worthlessness (Long, 2016). This led to poor performance of children. As Taj,

Mulukuri and Raj (2024) notes, survivors of child sexual abuse suffer from sadness, suicidal thoughts, irregular sleeping and eating patterns. When an adult sexually abused a child, it could be difficult for them to perceive the offender in a bad way, thereby rendering them unable of recognizing what happened as not their responsibility. Many times, survivors blame themselves and absorb unfavorable self-perceptions. Unlike individuals who had not been abused, survivors often show more self-destructive actions and experience more suicide thoughts.

As stated by McLead (2015), there is a widespread belief that the harmful consequences of child sexual assault on children's academic ability are regarded to be accountable for the situation. Students who were subjected to sexual assault typically had a shorter ability to concentrate in class. Olatunji (2014) described the findings of a study that investigated the impact of child sexual abuse on the behavior of students in the classroom as well as their academic performance among students attending primary and secondary schools in the state of Ekiti in Nigeria. In light of the findings, it was suggested that, among other things, the effects of child sexual abuse on children's behavior in the classroom and later academic performance should be given attention in education policy forums. Additionally, it was suggested that parents should always relate to their children with love and affection and provide for their needs. These symptoms present themselves in schools when students are unable to concentrate, finish their coursework on time, or grasp what they are supposed to be doing; when they are afraid, upset, or feel horrible about themselves; when they receive low grades; and when they are told that they are slow or lazy (Larkin, 2016).

According to Gilmore et al. (2018), drugs and other illegal substances can perform the function of coping techniques. When it came to dealing with their trauma, victims who had only encountered one sort of negative coping technique were more likely to seek professional assistance or counseling. The likelihood of victims seeking professional assistance was lower when they had negative coping techniques that occurred simultaneously. According to Kirkner, Relyea, and Ullman (2018), victims who suffered from post-traumatic stress disorder (PTSD) and binge drinking were the least likely of victims who had negative co-occurring coping abilities to seek professional assistance. It has been suggested by Gilmore et al. (2018) that the impacts of sexual victimization on the victims' emotional and behavioral states may have a negative impact on the physical health of the female victims.

### **2.3.3 The influence of emotional violence on secondary school children academic performance**

Moore and Pepler reported that verbal abuse were more likely than other kinds of abuse to affect children's view of themselves (2006). Additionally , Iwaniec,Larkin and McSherry's research indicates that emotional maltreatment such as verbal and/or emotional abuse is particularly damaging to a child's self-esteem (2007). This is typically a result of the constant belittling and targeting a child's worth due to verbal and/or emotional abuse.

According to Romeo, the emotional violence of the family is critical to the child's development of self esteem and self- image “ (2000, p.183). for example, in a stable and emotionally healthy family environment, a child senses and feels love and accepted or wanted.

Because of this and the parents loving and positive interactions with the child, they express to their child that he/she is a “good” and “valued” member of the family. As a result, the child develops positive self – esteem and self- worth and overall , has a positive self-image, as one who is “good.” However, in a verbally and/or emotionally abusive family, a child feels unloved and unwanted. The parents constantly reject the child and have negative and abusive interactions with the child. As a result, the child is deprived of the psychological nurturing necessary for a child's psychological growth and development. Furthermore, emotional abuse does not happen just once, instead it is a continuous behavior by the abuser that breaks down a child's self- concept to the point where the child feels unworthy of respect, friendship, love and affection (Romeo, 2000)

Victims experience drastic emotional and behavioral changes (; Federal bureau of Investigation, 2018). These changes trigger stress, anxiety, depression, social withdrawal, fear, post traumatic stress disorder, agitation and the need to cope with the trauma from their assault ( Campbell, Cabral, & Dworkin, 2009) which results into low concentration in class thus leading to poor academic performance.

In conclusion, emotional violence inhibits a child's happiness and well-being. Children look to their parents for love and understanding when they do not receive this, they become sad, withdrawn and may separate themselves from others. Emotionally violated or neglected children can become angry, mad at everyone, putting the child on a path of destruction.

As a child grows older, the effects of emotional abuse become worse. They have difficulty paying attention in class, which results in poor academic performance. They have a hardtime making friends; their anger increases they might fight a lot. The child's action and attitude

make it difficult for others to give him warm and positive messages so the problems continue and worsen.

## **2.4 Empirical gaps identified**

Particularly the difference between direct and indirect exposure, the study does not investigate the long-term academic effects of various kinds of violence. It also ignores the part socioeconomic elements and cultural differences in shape responses to violence play. Moreover, little studies on successful school interventions outside of creating favourable surroundings—that is, particular psychological or academic support systems—exist. Though it mostly addresses the negative effects of violence, the literature does not adequately address resilience elements or how certain pupils could overcome difficulty. Lastly, more attention to the particular experiences of various age groups and gender-specific replies might help to enhance results.

The literature reveals substantial deficiencies in comprehending the enduring impacts of sexual abuse on academic achievement, particularly within varied cultural contexts. Many studies concentrate on the psychological and emotional effects but lack thorough data on how these elements directly affect children's academic performance. Furthermore, there is insufficient investigation on gender-specific disparities in coping strategies and recovery, along with the impact of supportive interventions in educational settings. There is a paucity of research about the intersection of socioeconomic variables and sexual abuse, which may further complicate the challenges encountered by survivors in educational environments. There are deficiencies in comprehending how to efficiently involve families and communities in preventative and support initiatives.

The research reveals multiple deficiencies in the examination of child sexual violence. The examination of how the protracted grooming process influences a child's capacity to identify and reject abuse is limited. Secondly, although the emotional and psychological repercussions, including PTSD and self-blame, are addressed, there is insufficient emphasis on their effects on long-term academic performance and conduct in educational environments. Furthermore, the coping strategies employed by victims, such as excessive drinking and substance abuse, require further investigation to elucidate their impact on hindering victims from pursuing professional assistance. Finally, deficiencies persist in analyzing how educational programs might more effectively mitigate the harms of child sexual abuse.

## **2.5 Summary of literature reviewed**

From the reviewed literature, it is significant that majority of children worldwide are victims of domestic violence. When a child's environment is infected by violence, all the ordinary aspects of growing up and even performance in school is adversely affected. Outcomes of their research revealed statistically that children are suffering from violations from parents. This reveals that domestic violence is on the rise in Uganda and more children are at risk, thus more research ought to be conducted by relevant stakeholders. The experience of domestic violence is often traumatic and 30 consequences to pupils' performances ought to be analyzed critically (Abuya & Onsomu, 2012; Narae, 2013; Gichuba, 2017). The link between forms of domestic violence and academic performance of young children in early secondary education settings in Uganda require more investigation. This research therefore sought to fill this gap.

The researcher acknowledged that while the literature was relevant to the current study, it was sourced from a wide range of authors whose methodologies differed and their study locations varied significantly. Also, the researcher acknowledges that the authors' contexts differed significantly. Therefore, by virtue of this, the researcher identified methodological, geographical, and contextual gaps regarding the impact that domestic violence has on the academic performance of secondary school students in Rubaare Town Council, Ntungamo District. Therefore, the researcher vied to fill these gaps by conducting an in-depth investigation. The literature presented provides the international, regional, and local contexts regarding the study theme.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The section examined and portrayed exhaustively the strategies, apparatuses, methods, and methodology that were utilized in executing the exploration. The study's findings and methods' reliability and validity were the primary topics of the chapter.

#### 3.1 Research design

The study adopted a cross-sectional, descriptive, and survey designs were utilized in this study. Cross-sectional in light of the fact that the ongoing review expects to examine on the peculiarities (abusive behavior at home and scholastic execution) at a solitary/specific moment and for the briefest timeframe (Creswell, 2012). According to Creswell, a descriptive design was also used to describe the characteristics of the study elements, such as gender, age, academic background, and longevity. According to Orondo (2003), a descriptive research design also entails distributing a questionnaire to a sample of respondents in order to collect data. Finally, the survey design was used because the study used a 134-response sample and the researcher wants to apply the findings to other contexts (Amin, 2005).

Additionally, both approaches were used to speed up processing of numerical and non-numerical data, respectively. According to Flick (2014), the study's elimination of bias were made easier by using both qualitative and quantitative methods because each method was used to check and fill in the gaps left by the other (Creswell, 2009).

#### 3.2 Study Population

According to Mugenda and Mugenda (2008), a study population is a group of people or things from which the sample, or actual study participants, would be chosen (Amin, 2005). This study included 160 participants, including parents, A-level students, directors, and teachers (Rubaare Town Council, Ntungamo District, 2019). The population consisted of 100 A-level students because each of the four selected schools had 20 A-level students (10-senior five and 10-senior six), and 10 teachers included two class teachers from each school: eight teachers from four schools and two senior teachers from the two schools with the lowest performance, one for senior 5 and the other from senior 6.5 directors, with one director at each school, with the exception of one with two directors and 45 parents or caregivers.

### 3.3 Sampling Size and Determination

Amin (2005) characterizes an example as a piece of the whole populace decided to partake in the review. From a population of 160 people, the roll call sheets of students and the school register for teachers identified 100 A-level students, two class teachers and two senior teachers from the two schools with the worst performance, and five directors—one from each of the four schools, with the exception of one that had two directors—from the population. An example size of 134 was drawn in view of Krejcie and Morgan table (1970). From the total population of 100, 80 A-level students were selected to participate in the study. Each school was represented by 20 students from the four selected schools, and 10 teachers were chosen, including two class teachers from each school: one for senior 5 and one for senior 6, bringing the total to eight teachers from four schools and two senior teachers from the two schools that performed poorly. Each school selected four directors, with each director representing a specific school. 40 parents or caregivers were chosen, with one parent or caregiver for each child.

**Table 3.1: Population, Sample Size and Sampling Techniques**

| Category of Respondents | Population Size | Sample size | Sampling technique     |
|-------------------------|-----------------|-------------|------------------------|
| Students (A-level)      | 100             | 80          | Simple Random Sampling |
| Teachers                | 10              | 10          | Purposive Sampling     |
| Directors               | 5               | 4           | Purposive sampling     |
| Care givers and parents | 45              | 40          | SimpleRandomSampling   |
| <b>TOTAL</b>            | <b>160</b>      | <b>134</b>  |                        |

*Source: Rubaare Town Council, Ntungamo District, (2019)*

### 3.4 Sampling methods and procedures

The study used simple random sampling and purposive sampling as its sampling methods. As per Creswell (2014), the researcher utilized this strategy for testing in light of the fact that every individual from this populace had an equivalent possibility being remembered for the example, which brought about results that were not one-sided. A simple random method of sampling was

used to select the students, teachers, and any parents or caregivers. For instance: for the A-level understudies the researcher got little bits of paper and composed on "yes" and "no", the complete number of the "yes" bits of paper were 20 and the "no" bits of paper were 5. The researcher gathered the A-level students and threw the 25 pieces of paper on the ground. The students who selected the 20 pieces of paper that said "yes" were the ones who took part in the study.

Because they were well-versed in the subject matter of the study, directors and teachers of the selected secondary schools in Rubaare Town Council were selected through the use of purposeful sampling. Purposive sampling empowered the analyst to gather subjective reactions, bringing about superior bits of knowledge and more exact exploration discoveries.

### **3.5 Methods for Collecting Data**

#### **3.5.1 Questionnaire Survey Method**

This is the method for collecting data in which a questionnaire is distributed to those who are concerned and they are asked to answer the questions and return the questionnaire. This study used a questionnaire with both open-ended and closed-ended questions. Because the population was large and geographically dispersed, the questionnaire survey method was used because it was the cheapest and quickest way to collect data. It also gave respondents enough time to respond.

#### **3.5.2 Interview method**

This was one of the methods used to collect data. Because the researcher was able to interact with respondents face-to-face, she was able to gather more in-depth information about students, teachers, and parents or caregivers. The researcher collected, edited, and tabulated story-generating questions, which provided more meaning information that was beneficial to the study, particularly for inference. This strategy was utilized on chiefs who were the critical sources.

### **3.6 Data Collection Instruments**

#### **3.6.1 Questionnaire Survey method**

A survey is a reformulated put down set of inquiries to which respondents account their responses, for the most part inside rather firmly characterized other options (Kothari, 2014). When you want to get information from a larger number of people, a simple survey is very helpful. The method helped reduce interviewer bias, gave respondents time to respond, allowed them to remain anonymous, and allowed the researcher to obtain a lot of information from a large sample. The students, teachers, and parents or caregivers all self-completed the survey.

The questionnaire was made up of closed-ended, strictly structured questions whose variables were assessed using a 5-point Likert scale (five strongly agree, four strongly agree, three neutral, two disagree, and one strongly disapprove). The most effective method for formulating the various questions for measuring various items from various variables is the 5-point Likert scale. Every variable had a bunch of inquiries drawn based on the markers as represented in the calculated structure in part one. A duplicate of the survey is attached in appendix I.

### 3.6.2 Interview guide

The interview guide was unstructured catching inquiries on every one of the four factors of the concentrate that is to say: Sexual savagery, close to home viciousness, actual brutality and scholastic execution. According to Ragin (2007), the advantage of using the interview guide is that it ensures that the interviewees are probed for additional information, clarified, and their facial expressions are recorded. Interviews were directed basing on the up close and personal rule. Oral verbal responses and the presentation of oral verbal stimuli were part of the interview process. The directors of the selected secondary schools were the subjects of interviews. According to Maxwell (2011), interviews have the advantage of ensuring that the interviewees are probed for additional information, clarified, and their facial expressions are recorded. They also allow for in-depth investigation of issues, the discovery of how people feel about a topic and the reasons behind their opinions, and the investigation of the use, effectiveness, and usefulness of specific library collections and services. The appendix (ii) of the list of appendices includes a copy of the interview guide.

## 3.7 Data Quality Control

### 3.7.1 Validity

The ability of an instrument to measure what it's supposed to measure is what was termed as 'Validity' by Amin (2005). Here the process involved subjecting the tool to content expert so to make sure it had both valid and invalid items (Gay, 1996). The researcher then computed validation data from expert into the Content Validity Index (CVI) equation below;

$$CVI = \frac{\text{Number of items considered valid by experts}}{\text{Total number of items}}$$

**Table 3.2: Presents Content Validity Index Results for the Questionnaire**

| Variables         | Number of items | Valid Items | CVI  |
|-------------------|-----------------|-------------|------|
| Physical Violence | 5               | 4           | 0.80 |

|                      |   |   |      |
|----------------------|---|---|------|
| Sexual Violence      | 4 | 4 | 1    |
| Emotional Violence   | 4 | 4 | 1    |
| Academic Performance | 6 | 5 | 0.83 |

Since almost all the variables had a CVI that was above 0.7, imply that the questionnaire was valid since it was appropriately answering / measuring the objectives and conceptualization of the study. According to Amin (2005) the tool can be considered valid where the CVI value is 0.7 and above as is the case for all the four variables provided above.

### 3.7.2 Reliability.

Reliability measures of the extent to which a research tool crops the same results after being repeatedly used (Mugenda & Mugenda, 2008). Hence, Unwavering quality alludes to the degree to which an estimation test is steady, reliable, and unsurprising and stable (Kumar, 2005). There are many different kinds of reliability, and each one is different in how it is determined. For this review, Quantitative Unwavering quality of the instrument was laid out in light of the primer outcomes got from the pilot study. According to Kumar, Test-retest reliability, also known as "stability reliability," was used to determine the questionnaire's reliability. In this instance, the researcher carried out a pilot study with ten respondents from a population that was comparable elsewhere. Here the researcher trailed through the following stages; First administered the test instrument to an appropriate group, after some time (5 days) had passed (that allowed respondent's ability to answer some items with changes due to intervening learning or maturation), the researcher then administered the same test to the same group, correlate of two sets of scores (Reliability test one and test two) were computed using Pearson or Spearman correlation. And finally evaluate and interpretation of the results was conducted based on (P-value) so as to ascertain whether the results of the first test and the second test are statistically related, hence suggesting that the tool was reliable (since it was able to produce the same results when used for more than one time).

**Table 3.3: Presents Correlation statistics for reliability test**

| Variable             | Valid Items | CVI  |
|----------------------|-------------|------|
| Physical Violence    | 4           | .968 |
| Sexual Violence      | 4           | .942 |
| Emotional Violence   | 4           | .960 |
| Academic Performance | 5           | .967 |

*Source: Primary Data, (2022).*

The reliability scores presented in Table 3.3 affirm that the Cronbach Alpha of 0.967 was adequate whose implication entailed that the items in the questionnaire were deemed consistent and reliable to enable the researcher to investigate the impact that domestic violence has on the academic performance of secondary school students in Rubaare Town Council, Ntungamo District.

### **3.8 Data analysis**

#### **3.8.1 Quantitative data analysis**

During the design phase of the research, preliminary codes were created prior to the data collection process. The completeness, uniformity, and accuracy of the data were then checked through editing (Amin, 2005). The researcher edited to ensure accuracy, checked for errors, and then entered the data into Statistical Package for the Social Sciences (SPSS) version 21 to be considered for further analysis (SPSS Guide, 2012). Next, the researcher generated numerical codes based on the Likert scale. Bio information data was broke down utilizing 'Unmistakable examinations where the two tables and pie outlines were introduced in rates. More so, depending on the nature of objectives of this study which aims at establishing the relationship, the researcher also computed 'Pearson Correlation analysis' so as to establish whether there was or there wasn't no relationship / effect between the variables under study (Amin, 2005). 'Regression analyses were also carried out so as to establish the extent to which the independent variable (IV) and its dimensions, cause change/variability in the dependent variable (Mugenda & Mugenda, 2008). The decision was then based on R-Square from the Model summary table; P-value from the ANOVA table and Beta values from Table of Coefficients respectively (Amin, 2005).

#### **3.8.2 Qualitative data analysis.**

According to Gay (1996), the process of qualitative data analysis involves making sense/ meaning out of the text and images. The study applied a "Thematic Data Analysis". Here the researcher first prepared data for analysis where participant's voice recording was transcribed into verbatim so as to generate a tertiary document (Yin, 2009). The researcher then reads through the data to verify the information's accuracy and familiarize themselves with or get a general sense of it. They then code the data using predetermined codes, labeling paragraphs with terms or descriptive labels, creating themes based on or aligned with the research objectives, integrating themes, and finally interpreting the themes' meanings by comparing findings with previous literature or theoretical information to improve data presentation (Creswell, 2008).

### **3.9 Ethical considerations**

**Honesty:** The researcher desisted from fabricating, falsifying, or misrepresenting research data. To avoid plagiarism, works of different authors were acknowledged whenever they were cited.

**Informed Consent:** involved an assurance that their consent to participate would be free and voluntary rather than coerced. According to Sekaran (2003) participant's informed consent was obtained either through a letter or form that clearly specified what the research involved

**Anonymity and Confidentiality:** Respondent's names were withheld to ensure anonymity and confidentiality in terms of any future prospects. In order to avoid bias, the researcher interviewed the respondents one after the other.

**Privacy:** all the information given from the respondents was used for that particular purpose without revealing the details unnecessarily.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter provides the analysis, presentation and interpretation of study findings computed and analyzed using SPSS (Statistical Package for Social Researcher); here descriptive results on respondent's biodata and on each study, variables are summarized in pie-charts, bar graphics and tables highlighting both the frequencies, percentages mean and standard deviation. However, corresponding qualitative are discussed underneath so as to support the statistical findings.

#### 4.2 Response rate

The researcher computed the response rate to determine the degree of participation of respondents as shown in Table 4.1 below:

**Table 4.1: Response rate (Both interviews and questionnaire)**

| <b>Tool administered</b> | <b>Target sample</b> | <b>Actual Responses</b> | <b>Response</b> |
|--------------------------|----------------------|-------------------------|-----------------|
| Interview guide          | 4                    | 3                       | 75%             |
| Questionnaire returned   | 130                  | 128                     | 98.4%           |
| <b>Total response</b>    | <b>134</b>           | <b>131</b>              | <b>99.1%</b>    |

*Source: Primary Data*

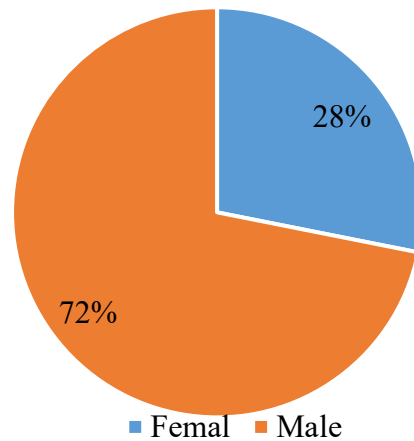
The response rate was computed at 99.1% including 75%(3 out of 4) and 98.4%(128 out of 130). The rate was deemed adequately representative and appropriate for the researcher to examine the impact that domestic violence has on the academic performance of secondary school students in Rubaare Town Council, Ntungamo District.

#### 4.3 Background characteristics of the respondent

The study considered the following variables as the background information of the elements; respondent' gender, respondent's age group, respondent's and education levels. Descriptive findings on those elements are presented and interpreted below.

#### 4.3.1 Gender of the respondents

Figure 4.1: Gender of the respondents (n=128)



Source: Primary data (2022)

Figure 4.1 above presents that the majority of the respondents 72%(92) were male while the females were 28%(36). The findings affirmed that the researcher was interested in engaging both men and women in the study because domestic violence academic performance involve both sexes.

#### 4.3.2 Respondents age groups

Table 4.2: Respondents age groups

| Age group (years) | Frequency  | Percent     |
|-------------------|------------|-------------|
| 15-20             | 63         | 49%         |
| 21-26             | 9          | 7%          |
| 27-32             | 12         | 9%          |
| 33-38             | 29         | 23%         |
| 39-44             | 15         | 12%         |
| <b>Total</b>      | <b>128</b> | <b>100%</b> |

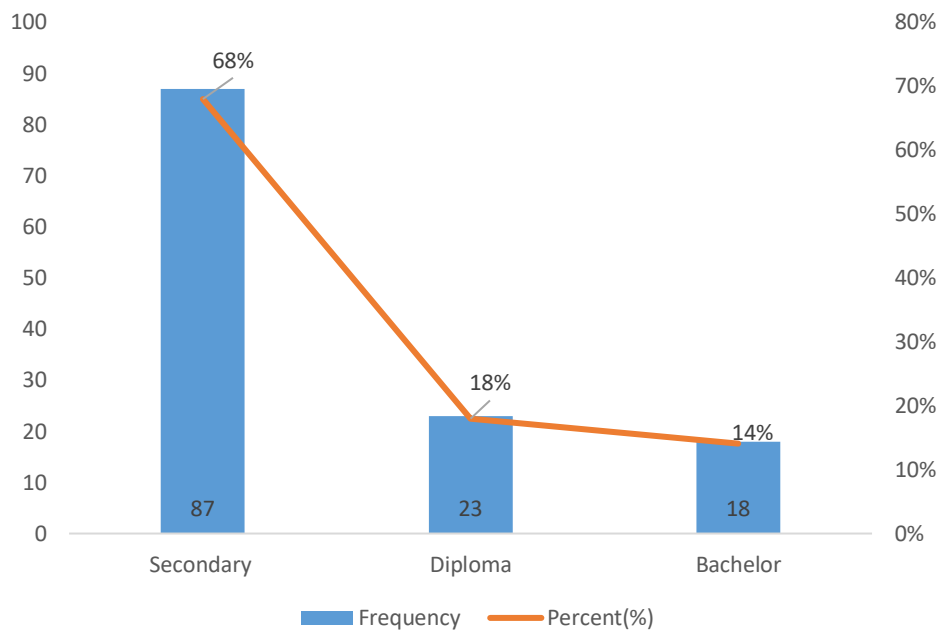
Source: Primary data (2022)

As per Table 4.2, the majority of the respondents 49%(63) were aged between 15-20 years, 34%(44) were between 33-43 years, 23%(29) were between 33-38 years, 12%(15) were between 39-44, 9%(12) were between 27-32 years, and the least 7%(9) were between 21-26

years of age. Since domestic violence cuts across all ages, the researcher endeavored to include all individuals regardless of their age.

### 4.3.3 Respondent education levels

**Table 4.3: Respondents level of education**



*Source: Primary data (2022)*

Figure 4.2 revealed that the majority 68%(87) were still in school ('A' Level) while 18%(23) held diplomas while 14%(18) were holding bachelor's degree. The researcher sought to explore the distribution of the levels of education to ascertain whether it influenced domestic violence and academic performance in secondary schools.

### 4.4 Physical violence

The first objective examined the effect of physical violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District. The results are shown in the Table 4.4 below:

**Table 4.4: Perceptions on physical violence**

| Physical violence  | SD |      | D  |      | Not sure |      | A  |      | SA |      | Mean | Std. Dev |
|--|----|------|----|------|----------|------|----|------|----|------|------|----------|
|  | f  | %    | f  | %    | f        | %    | f  | %    | f  | %    |      |          |
| Whether parents punish their children  | 19 | 14.8 | 18 | 14.1 | 5        | 3.9  | 40 | 31.3 | 46 | 35.9 | 3.59 | 1.466    |
| Whether parents or caregivers slap, fight and kick children.                           | 18 | 14.1 | 31 | 24.2 | 6        | 4.7  | 30 | 23.4 | 43 | 33.6 | 3.38 | 1.501    |
| Whether parents or caregivers use weapons/objects that inflict harm to their children. | 18 | 14.1 | 10 | 7.8  | 2        | 1.6  | 59 | 46.1 | 39 | 30.5 | 3.71 | 1.352    |
| Whether parents or caregivers throw things to children.                                | 27 | 21.1 | 16 | 12.5 | 10       | 7.8  | 40 | 31.3 | 35 | 27.3 | 3.31 | 1.515    |
| Whether parents or caregivers deny their children food.                                | 32 | 25.0 | 54 | 42.2 | 18       | 14.1 | 14 | 10.9 | 10 | 7.8  | 2.34 | 1.193    |
| <i>Source: Primary data-2022, n=128</i>  |    |      |    |      |          |      |    |      |    |      | 3.27 | 1.41     |

Regarding whether parents impose discipline on their children, the largest proportion of respondents 67.2%(86) agreed with the statement while 28.9%(37) disagreed and 3.9%(5) were not decided. The mean value (3.59>3) was an indication that the majority of the respondents were of the view that parents imposed discipline on their children. However, a standard deviation of 1.466 demonstrated mixed reaction regarding the statement. This revelation further supported by qualitative findings from participant P and T stated during an interview as per the following verbatim;

*“...On the issue of parents punishing their children, most parents are driven by the disagreements with their spouses and end up transferring all the anger to their children. Most of the punishments given to these children would be digging the whole day during school time. Instead of the child going to school they are busy home working and this will disorganize the child’s learning...In most cases children are scared to discuss such issues with fellow students or teachers at school for fear of getting ashamed or being talked about in class by other children and this in the long run will affect the academic performance of the child because of always missing classes”...Participant P*

Also, another participant added saying that:

*“we need a parent-teacher-student day where parents, teachers and children come together to share the issues pressing them. Such open days would help address such issues of punishing children because some parents do it (giving*

*punishments to children) thinking it is a small thing not knowing that it affects their children's performance negatively"...Participant T*

The verbatim affirmed that physical violence usually stems from disagreements between the parents which transcends to the children in the due process notwithstanding the reciprocal effects on performance of such acts.

Concerning whether parents or caregivers slap, fight and kick children, a large proportion 57%(73) agreed while 38.3%(49) disagreed and those that were not decided constituted 4.7%(6). The mean score (3.38>3) was an affirmation that the respondents were of the view that parents and caregivers slap, fight and kick children as a disciplinary approach. With a mean score (3.38<3), it was affirmed that majority were of the view that parents and caregivers had a tendency of slapping, fighting and kicking children as a disciplinary approach. Nevertheless, the standard deviation was an affirmation of divergent views in the response distribution. The quantitative findings were further attested to by key informants view as per the following verbatim:

*"I say it is there because some children go to school with bruises and scratches on their faces and arms indicating that they are beaten at home. When a parent is angry, any slight mistake you do were accompanied by a slap. This sometimes will make children not to attend class because of the many questions that might be asked by their fellow students or teachers to understand what could have happened to them." [Participant Y].*

*"Okay if a teacher identifies such a child with bruises or scratches, he or she calls the child in office and tries to find out what the issue could be at home and firmly tells the child not to fear anything like what he or she has said to be revealed to the parent. Then the teacher finds a way to speak with the parent especially like on visitation days on how to improve the child's academic performance by reducing violence at home." [Participant T].*

A key informant revealed the essence of utilizing motivation speeches to condemn the act of physical violence against children like slapping, fighting, and kicking them as per the following verbatim:

*"I think it would be better if there are always motivation speeches on how we should value each other. Because if you value each other then there is no way you would end up thinking of slapping or fighting the other one and maybe also in*

*those motivational speeches maybe we also talk about how to control our anger. Because anger is what drives us to do all that. So, if we would have those sessions occasionally. It can't be an everyday thing but if we have them once in a while then I think it will resolve the fighting and kicking of children" ...Participant P*

In regards to whether parents or caregivers use weapons/objects that inflict harm to their children, the largest proportion 76.6%(98) agreed while 21.9%(28) disagreed and the minority 1.6%(2) were not decided. A mean score (3.71>3) implied that the majority of respondents were of the view that parents and caregivers use weapons/objects that inflict harm to their children. However, the standard deviation greater than one (1.352>1) entailed mixed reactions implying that while the use of weapons and objects was prevalent among parents, it may not be necessarily upheld among others individuals. During an interview, participants also posited that:

*"Sometimes but not so much. Sometimes they do but it all comes with anger like someone has wronged you and the person finds whatever that is around them and hits you. Most times when a parent is angry any slight mistake you do they will end up throwing objects at you which might hurt the child. Someone just can't wake up one morning and throw something at you unless they saw someone doing it and they also end up doing it.so, it is there and most parents usually transfer their anger to their children" ...Participant Z*

The verbatim affirms the act of using objects to discipline children which stems from the level of anger at the moment notwithstanding the outcomes. Such kind of violence may negate the children's academic performance both in the short- and long-run.

Upon being asked whether parents or caregivers throw things to children, the majority 58.6%(75) agreed with the notion while those that were in disagreement were 33.6%(43) and those that were not decided were 7.8%(10). Having obtained a mean greater than three (3.31>3), it was upheld that a large proportion of respondents were of the view that parents or caregivers threw things to their children in the process of disciplining them. The standard deviation of 1.515>1 was an affirmation of divergent opinion in the response distribution implying that parents and caregivers' actions of throwing things to their children may not be common in some cases. In tandem with the quantitative findings, a key informant stated this in verbatim:

*“Yes, we have noticed that parents use weapons that could inflict harm to their children revealed from the way some children be walking and putting on sweaters the whole day so that the injuries on their arms could not be seen which could raise a lot of questions that they would not want to respond to. Some children end up being aggressive due to the experience they go through at home and this might reduce on their concentration in class”... Participant T*

The verbatim affirms that parents sometimes use objectives that they throw at their children as a way to discipline them yet this is a form of violence whose resultant outcomes may negatively affect their overall academic performance.

Regarding whether parents or caregivers denied their children food, the majority 67.2(86) disagreed while 18.8%(24) agreed. Those that were not decided were 18(14.1%). A mean less than three ( $2.34 < 3$ ) affirmed that the majority of the respondents were of the view that parents or caregivers did not deny their children food. This notion bore mixed reaction by virtue of the standard deviation greater than one ( $1.193 > 1$ ) which implied that parents and caregivers may not necessarily deny their children food.

#### 4.4.1 Correlation analysis results of sexual violence and academic performance

The researcher computed correlation analysis to determine the direction of effect of physical violence on academic performance as presented in Table 4.5 below:

**Table 4.5: Correlation analysis results of physical violence and academic performance**

|                      |                     | Physical violence | Academic performance |
|----------------------|---------------------|-------------------|----------------------|
| Physical violence    | Pearson Correlation | 1                 | .992**               |
|                      | Sig. (2-tailed)     |                   | .000                 |
|                      | N                   | 128               | 128                  |
| Academic performance | Pearson Correlation | .992**            | 1                    |
|                      | Sig. (2-tailed)     | .000              |                      |
|                      | N                   | 128               | 128                  |

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

Table 4.5 presents a statistically significant positive correlation ( $r=.992$ ) between physical violence and academic performance of secondary school students in Rubaare Town Council, with a  $p$ -value  $< 0.05$ . The strong positive correlation affirms the acceptance of the alternative hypothesis: “Physical violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District”. The strong positive correlation suggests that changes in physical violence can automatically result in good students’ academic performance. The correlation further demonstrates how reduction in punishing children, slap, fights, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food could reciprocate into high attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

#### 4.4.2 Regression analysis for physical violence and academic performance

Regression analysis computed the magnitude of effect of physical violence on academic performance as presented in Table 4.6 below:

**Table 4.6: Regression results for physical violence and academic performance**

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate | Sig (2 tailed), 95%, confidence level (P<0.05) |
|-------|-------|----------|-------------------|----------------------------|--|
| 1     | .992a | .984     | .983              | .978                       | .000   |

a. Predictors: (Constant), Physical violence

Data Source: SPSS Data

With the regression Coefficient ( $R=.992^{**}$ ),  $R^2 (.984)$ , and Adjusted  $R^2 (.983)$  being significant at Sig (2 tailed,  $P-v=000$ ) as Table 4.6 presents, it was affirmed that physical violence was responsible for a 98.3% variation in the change in academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. The system findings affirmed that the physical violence (punishing children, slap, fights, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food) had a strong positive and significant effect on academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. It was thus inferred that any efforts to suppress physical violence would significantly enhance the academic performance of students.

With the Adjusted R Square, the system findings revealed that physical violence was responsible for a 98.3% ( $.983 * 100\%$ ) variation posed against academic performance of students. The remaining 1.7% could be attributed to other circumstances other than physical violence. It was clearly indicated that any arrangements made by parents and caregivers to reduce punishing children, slapping, fighting, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food would significantly improve the attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

The first hypothesis stated that; “*H<sub>1</sub> Physical violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District*”.

With the trend of the regression results, the alternative hypothesis was accepted and the null was rejected.

#### 4.5 Sexual violence

The second objective examined the effect of sexual violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District, and the results are presented in Table 4.7 below:

**Table 4.7: Perception on sexual violence**

| Sexual violence  | SD |      | D  |      | Not sure |      | A  |      | SA |      | Mean | Std. Dev |
|--|----|------|----|------|----------|------|----|------|----|------|------|----------|
|  | f  | %    | f  | %    | f        | %    | f  | %    | f  | %    |      |          |
| Children are inappropriately touched, massaged, kissed by their parents or caregivers.                               | 23 | 18.0 | 24 | 18.8 | 10       | 7.8  | 39 | 30.5 | 32 | 25.0 | 3.26 | 1.470    |
| Whether parents or caregivers request for sexual favors from children.   | 30 | 23.4 | 44 | 34.4 | 2        | 1.6  | 28 | 21.9 | 24 | 18.8 | 2.78 | 1.490    |
| Whether parents or caregivers force their children who are identified as pregnant at school to abort                 | 56 | 43.8 | 57 | 44.5 | 7        | 5.5  | 3  | 2.3  | 5  | 3.9  | 1.78 | .947     |
| Whether parents or caregivers share unwanted messages, videos, or photos of sexual nature (phonography) to children. | 46 | 35.9 | 33 | 25.8 | 18       | 14.1 | 7  | 5.5  | 24 | 18.8 | 2.08 | 1.214    |
| <i>Source: Primary data-2022, n=128</i>  |    |      |    |      |          |      |    |      |    |      | 2.06 | 1.28     |

The study findings in Table 4.7 above revealed that the majority 55.5%(71) agreed with the notion that children are inappropriately touched, massaged, kissed by their parents or caregivers while 36.8%(47) revealed otherwise and the minority 7.8%(10) were not decided. Having obtained a mean score greater than three ( $3.26 > 3$ ), it was revealed that largest proportion were of the view that children were touched, massaged, kissed by their parents or caregivers but this notion bore mixed reaction given the standard deviation greater than one ( $1.470 > 1$ ). During an interview on contrary, some key informants stated in the following verbatim that;

*“it happens because some female children are always shy, alone and do not usually associate with male students for fear of the same behavior that happens at home being done to them. To some children these inappropriate touches especially from parents make them fear to go back home and also fail to concentrate in class because they were thinking about the intentions of the adult who touched or hugged them inappropriately especially during discussions with other children about such issues”...Participant Z*

The verbatim above reaffirms that some parents or caregivers abuse their children by touching them inappropriately which negates their concentration while in school and causes them to withdraw from the rest due to fear.

During a face-to-face interview with one of the participants, it was emphasized that, despite the fact that there are only a few instances in which such behavior occurs at home, teachers should involve the parents in the fight against sexual violence as a way to improve their academic performance as stated in the verbatim below:

*“During certain interactions with students in case a teacher notices a child who is being so distant with male students and always alone, the teacher tries to speak to the student to know what could be bothering the child. If the teacher finds out that the issue is coming from home then he will try to call the parent to school so as to discuss the issue at hand though it is not easy to disclose such issues among parents because most of them were in denial and ashamed to accept what they do to their children”...Participant P*

*“Where a parent or caregiver is found engaging in intimate relationship with a child, it is highly recommended that such a parent should attend counselling sessions especially from elders of the church because this demoralizes children who will never feel safe at home or even school because they know that both these environments should protect them and not destroy their future”...Participant T*

From the verbatim, it was affirmed that the involvement of parents in the fight against sexual would improve sensitization against bad practices that may victimize children and lower their academic concentration.

On whether parents or caregivers request for sexual favors from children, the majority 57.8%(74) disagreed with the notion while 40.7%(52) agreed and the least 1.6%(2) were not decided. A mean score of 2.78<3 indicated that the majority were of the view that parents or caregivers did not request for sexual favors from children. However, the standard deviation

greater than one ( $1.490 > 1$ ) indicated divergent opinion about the notion. This was also supported by the qualitative verbatim from a key informant interview with respondent T who affirmed that there were limited cases where parents or caregivers request for sexual favors from children as per the following verbatim:

*“There have been many community outreaches about such a behavior and most reverends in churches condemn such a behavior among their followers in the community. Therefore, most parents or caregivers would be scared to ask for sexual favors from children for fear of being discriminated in the community and their children failing to study due to the misbehavior of their parents. Parents or caregivers are more careful not to engage in such a behavior so that their children are able to concentrate on their studies”...Participant Z*

The verbatim was an affirmation revealing that parents’ requests for sexual favors from their children was highly condemned by the religious leaders which creates some remorse among them to limit such bad behavior.

In respect of whether parents or caregivers force their children who are identified as pregnant at school to abort, the largest proportion 88.3%(113) disagreed with the notion while 6.2%(8) agreed and 5.5%(7) were not decided. The mean value ( $1.78 < 3$ ) was a clear indication that parents or caregivers did not force their children who are identified as pregnant at school to abort and this notion was upheld among the majority as per the standard deviation less than one ( $.947 < 1$ ). The quantitative findings were supported by participant T during an interview who had this to say.

*“No parent would allow their child to abort when found pregnant at school. Most of them take their children home then after giving birth and the child wants to go to school again, they allow them. Knowing that abortion is illegal and most of the complications that come with it no parent would accept their child to go ahead with an abortion knowing that it might affect their life in the long run”...Participant T*

The verbatim affirms that it was less likely for parents or caregivers to force pregnant girls to abort. It was as well recommended that responsible authorities should try to talk to students identified pregnant and further engage their parents / caregivers so that even when they are

expelled from school as per the school's policy, the family remains supportive as per the following verbatim:

*“Me specifically I believe that abortion is illegal and not even it being illegal it might end up to death or some diseases or internal complications. so, I would advise in case a child is caught pregnant and the child is scared. Maybe of going home because she believes the parents were angry and furious. the management can call the parents to office, and they try to speak to this parent and child together that would reduce this because some students end up doing it not because they are forced but because they are scared of maybe their parents or maybe their caregivers who are looking after them. So, I believe if they would speak with the parents together with the child then this issue would be solved” ...Participant P*

The school should always find possible ways to accommodate student found pregnant towards or during UNEB examinations to give them a choice of not missing out on the one-time opportunity in the education cycle as per the following verbatim:

*“Like the child had just begun senior five when they realized it, so they had to chase the child away, so the girl went back home stayed for the nine months so after giving birth that's the whole year .so, after giving birth the next year when the child came back and asked them if they can still allow her in to come and study beginning from senior five then goes to senior six, they accepted so when the next year began the child came back. And she became okay because students didn't act so different to her. they began asking her how the child is, how everything is so the child felt welcomed again back to the school” ...Participant T*

The verbatim affirms that it was necessary to give pregnant girls a chance to continue with their education if found pregnant to enable them complete their course of education.

With regard to whether parents or caregivers share unwanted messages, videos, or photos of sexual nature (phonography) to children, the majority 61.7%(79) disagreed with the notion while 24.3%(31) agreed. Those that were not decided constituted 14.1%(18). The mean score (2.08>3) indicated that the majority were of the view that parents or caregivers did not share unwanted messages, videos or photos of sexual nature (pornography) to children although this notion bore divergent opinions in the response distribution given the standard deviation greater than one (1.214). A key informant during an interview gave a contradictory view that;

*“Okay, it is there although it is not so much and usually happening because their parents' phones at home so children have access to internet and end up watching whatever they want so a child might see something and incase the parents does*

*the similar act to them then they will think it is okay. So, it happens though it is not so much.*”...**Participant Z**

*“Okay, I would recommend that parents should put passwords in their phones and make sure that children cannot easily access their phones and also restrictions on the television programs being watched at home.”*...**Participant P**

The verbatim above affirms that children can access pornographic messages, videos, and photos from their parents’ phones which are not overly protected or rated which increase their vulnerability to sexual violence. The verbatim further recommends the use of strong passwords and access rights to protect their children from accessing pornographic materials both offline or online as this would reduce their exposure to intimate materials and increase the likelihood for good academic performance.

#### 4.5.1 Correlation analysis results of sexual violence and academic performance

The researcher computed correlation analysis to determine the direction of effect of sexual violence on academic performance as presented in Table below:

**Table 4.8: Correlation analysis results of sexual violence and academic performance**

|                      |                     | Sexual violence | Academic performance |
|----------------------|---------------------|-----------------|----------------------|
| Sexual violence      | Pearson Correlation | 1               | .985**               |
|                      | Sig. (2-tailed)     |                 | .000                 |
|                      | N                   | 128             | 128                  |
| Academic performance | Pearson Correlation | .985**          | 1                    |
|                      | Sig. (2-tailed)     | .000            |                      |
|                      | N                   | 128             | 128                  |

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

Table 4.8 presents a statistically significant positive correlation ( $r=.985$ ) between sexual violence and academic performance of secondary school students in Rubaare Town Council, with a  $p$ -value  $< 0.05$ . The strong positive correlation affirms the acceptance of the alternative hypothesis: “*Sexual violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District*”. The strong positive correlation suggests that changes in sexual violence can automatically result in good students’ academic performance. The correlation further demonstrates how inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion,

unwanted pornographic messages, videos, or photos, wear short dresses or body hangings could reciprocally affect the attendance rates, dropouts, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

#### 4.5.2 Regression analysis for sexual violence and academic performance

Regression analysis computed the magnitude of effect of sexual violence on academic performance as presented in Table 4.9 below:

**Table 4.9: Regression results for sexual violence and academic performance**

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate | Sig (2 tailed), 95%, confidence level (P<0.05) |
|-------|-------|----------|-------------------|----------------------------|--|
| 1     | .985a | .970     | .969              | 1.324                      | .000   |

a. Predictors: (Constant), Sexual violence

*Data Source: SPSS Data*

The regression Coefficient (R=.985\*\*), R<sup>2</sup> (.970), and Adjusted R<sup>2</sup> (.969) were significant at Sig (2 tailed, P-v=000) as presented Table 4.9, it was affirmed that sexual violence was responsible for up to 96.9% variation in the change in academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. The system findings affirmed that the sexual violence (inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion, unwanted pornographic messages, videos, or photos, wear short dresses or body hangings) had a strong positive and significant effect on academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. By inference, any arrangements made to suppress sexual violence would significantly enhance the academic performance of students.

Having obtained the Adjusted R Square (.969), the system findings affirmed that sexual violence was responsible for a 96.9% (.969 \* 100%) variation in the change in academic performance of students. The remaining 3.1% could be as a result of other conditions other than sexual violence. It was clearly indicated that any efforts made by parents and caregivers

to reduce the intensity of inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion, unwanted pornographic messages, videos, or photos, wear short dresses or body hangings would significantly improve the attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

The second hypothesis stated that; “*H<sub>2</sub> Sexual violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District*”.

With the trend of the regression results, the alternative hypothesis was accepted and the null was rejected.

#### 4.6 Emotional violence

The third objective examined the effect of emotional violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District, and the results are as presented in the Table 4.6:

**Table 4.10: Perceptions on emotional violence**

| Emotional violence   | SD |      | D  |      | Not sure |      | A  |      | SA |      | Mean | Std. Dev |
|--|----|------|----|------|----------|------|----|------|----|------|------|----------|
|  | f  | %    | f  | %    | f        | %    | f  | %    | f  | %    |      |          |
| Whether there is a tendency of isolating, rejecting, and ignoring children by their parents.   | 7  | 5.5  | 4  | 3.1  | 17       | 13.3 | 50 | 39.1 | 50 | 39.1 | 4.03 | 1.072    |
| Whether parents or caregivers tell their children that they are too much trouble.              | 18 | 14.1 | 17 | 13.3 | 4        | 3.1  | 57 | 44.5 | 32 | 25.0 | 3.53 | 1.369    |
| Parents or caregivers constantly criticize, insult and or oppose their children.               | 23 | 18.0 | 21 | 16.4 | 18       | 14.1 | 30 | 23.4 | 36 | 28.1 | 3.27 | 1.478    |
| Whether parents or caregivers make slanderous statements about their children to other people. | 29 | 22.7 | 39 | 30.5 | 6        | 4.7  | 27 | 21.1 | 27 | 21.1 | 2.88 | 1.506    |
| <i>Source: Primary data-2022, n=128</i>  |    |      |    |      |          |      |    |      |    |      | 2.39 | 1.36     |

The majority 78.2(100) agreed with the notion that there was a tendency of isolating, rejecting, and ignoring children by their parents while 8.6%(11) disagreed. 13.3(17) were not decided. The mean score (4.02>3) indicated that the largest proportion of respondent were of the view that there was a tendency of isolating, rejecting and ignoring children by their parents or caregivers. Nevertheless, this notion registered mixed reactions given the standard deviation greater than one (1.072>1). This notion was also echoed in the qualitative findings as per the following verbatim:

*“There are many children who are isolated and rejected by their parents due to certain behaviors they portray or different circumstances at home. For example, a parent might just learn that the husband has another child who he brings home to begin staying with and of course this child might end up*

*attending the schools that these other children of the family go too. The stepmother might end up ignoring the child due to the lie that the husband kept of having another child outside marriage. at school this child was ignored by her stepsisters, and this might make the child isolate herself hence affecting her performance”...Participant Z*

A key informant gave a recommendation on isolated and rejected children sharing the following in verbatim:

*“Yes, I believe that no child would want to be alone or isolated or rejected. So, I believe that management should work together with students and make sure there are interactions. They put even interaction clubs where even these students whom they think they are always alone they can bring them together and try to speak with each other or bring out some few games they can play around together so that they can try to bring them up not to be alone all the time”...Participant P*

The verbatim above affirms that some parents and caregivers tend to reject or isolate children which act of violence creates emotional discomfort that may affect their overall academic performance in school. With a recommendation given, it was recommended that interaction clubs were a refuge for such children in the school setting where victims of isolation and rejection could be rehabilitated. This form of support would enhance their overall academic performance.

Regard whether parents or caregivers tell their children that they are too much trouble, the largest proportion 69.5%(89) agreed with the notion while 27.4%(35) disagreed and 3.1%(4) were not decided. A mean score greater than three ( $3.53 > 3$ ) was an indication that the majority of the respondent upheld a view that parents/caregivers tell their children they are too much trouble although there were divergent opinions in the response distribution by virtue of the standard deviation ( $1.369 > 1$ ) implying some did not necessarily do so. A key informant provided a statement in line with the quantitative findings in the following verbatim:

*“I say so because some children who are very stubborn at home are usually shouted at that they are too much trouble and when a child hears this they would feel that there is nothing they can do in their life. Also parents who view their children as too much trouble can never help their children in case they have an issue with there studies for example if a child needs to be coached in some*

*subjects, the parents will think that it is useless since the child misbehaves a lot and this will affect the academic performance of the child”...Participant P.*

The verbatim affirms that the sentiments where parents and caregivers tell their children that they are too much trouble demoralize them to keep focused in the academic setting which in reciprocal affects their attendance rates, dropouts, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

Concerning whether parents or caregivers constantly criticize, insult and or oppose their children, the largest proportion 51.5%(66) agreed and 34.4%(44) disagreed and 14.1%(18) were not decided. With a mean score greater than three ( $3.27 > 3$ ), it was affirmed that the majority of the respondents were of the view that parents or caregivers endeavored to constantly criticize, insult or oppose their children. This notion bore mixed reactions from several respondents given the standard deviation greater than one ( $1.478 > 1$ ) implying that some parents or caregivers did not prioritize to criticize, insult or oppose their children. In line with the quantitative findings above, a key informant revealed that:

*“I would recommend, there is this saying of “Think before you act”. I recommend people to always think about the words you are going to speak to someone because sometimes you might say a word, to you it is right but to the other person it won't be right so I would recommend that someone should always think through their words before they say them out and they should learn to respect each other. Because if you respect someone you won't just utter out a word to them. you would first value what you are going to say to them”...Participant Z*

The verbatim affirms that in instances where parents and caregivers criticize, insult or oppose their children, it would be wise to apply the saying that goes like “think before you act” as a way to nurture children with conducive words that may encourage their concentration and performance in school.

Regarding whether parents or caregivers make slanderous statements about their children to other people, the majority 53.2%(68) disagreed with the notion although 42.2%(54) agreed.

Those that were not decided constituted 4.7%(6). A mean score less than three (2.11<1) indicated that the majority of the respondents were of the view that parents or caregivers did not make slanderous statements about their children to other although this notion bore mixed reactions in the response distribution given the standard deviation (1.506>1) being greater than one. The quantitative findings were in line with what one of the key informants revealed in the following verbatim:

*“Parents can be angry at their children but they cannot reach the extent of making slanderous statements about their children to other people for fear of them being intimidated and isolated by other people. Family matters remain family matters not public matters”...Participant P*

The verbatim lays out that while parents and caregivers can get angry, making slanderous statements about their children to other people has not been a common phenomenon for the fear of being intimidated and isolated by other people. This was a way of protecting their emotional state of mind whose reciprocal effect may be better academic performance.

#### 4.6.1 Correlation analysis results of sexual violence and academic performance

The researcher computed correlation analysis to determine the direction of effect of emotional violence on academic performance as presented in Table below:

**Table 4.11: Correlation analysis results of emotional violence and academic performance**

|                      |                     | Emotional violence | Academic performance |
|----------------------|---------------------|--------------------|----------------------|
| Emotional violence   | Pearson Correlation | 1                  | .990**               |
|                      | Sig. (2-tailed)     |                    | .000                 |
|                      | N                   | 128                | 128                  |
| Academic performance | Pearson Correlation | .990**             | 1                    |
|                      | Sig. (2-tailed)     | .000               |                      |
|                      | N                   | 128                | 128                  |

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

Table 4.11 presents a statistically significant positive correlation (r=.990) between emotional violence and academic performance of secondary school students in Rubaare Town Council, with a p-value < 0.05. The strong positive correlation affirms the acceptance of the alternative

hypothesis: “*Emotional violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District*”. The strong positive correlation suggests that changes in emotional violence can automatically affect students’ academic performance. The correlation further demonstrates how parents isolating, rejecting and ignoring children, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people could affect attendance rates, dropouts, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

#### 4.6.2 Regression analysis for emotional violence and academic performance

Regression analysis computed the magnitude of effect of emotional violence on academic performance as presented in Table 4.12 below:

**Table 4.12: Regression results for emotional violence and academic performance**

| <b>Model</b> | <b>R</b> | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> | <b>Sig (2 tailed), 95%, confidence level (P&lt;0.05)</b> |
|--------------|----------|-----------------|--------------------------|-----------------------------------|--|
| 1            | .990a    | .979            | .979                     | 1.091                             | .000   |

a. Predictors: (Constant), Emotional violence

*Data Source: SPSS Data*

The regression Coefficient ( $R=.990^{**}$ ),  $R^2 (.979)$ , and Adjusted  $R^2 (.979)$  were significant at Sig (2 tailed,  $P-v=000$ ) as presented Table 4.12, which affirmed that emotional violence was responsible for up to 97.9% variation in the change in academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. The system findings affirmed that the emotional violence (parents isolating, rejecting and ignoring children, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people) had a strong positive and significant effect on academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District.

By inference, any arrangements made to address emotional violence would significantly enhance the academic performance of students.

With the Adjusted R Square (.979), the system findings affirmed that emotional violence was responsible for a 97.9% (.979 \* 100%) variation in the change in academic performance of students. The remaining 2.1% could be as a result of other conditions other than emotional violence. It was clear indication that any efforts made by parents and caregivers to reduce parents isolating, rejecting and ignoring children, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people would significantly improve the attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

The third hypothesis stated that; “*H<sub>3</sub> Emotional violence has a significant effect on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District*”. The regression results being positive and significant, the alternative hypothesis was accepted and the null was rejected.

#### 4.7 Academic performance

With the effect of physical, sexual, and emotional violence, the statements on the academic performance were perceived in terms of attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities as Table 4.13 below presents:

**Table 4.13: Perceptions on academic performance**

| Academic performance   | SD |      | D  |      | Not sure |      | A  |      | SA |      | Mean | Std. Dev |
|--|----|------|----|------|----------|------|----|------|----|------|------|----------|
|  | f  | %    | f  | %    | f        | %    | f  | %    | f  | %    |      |          |
| For the past 2 years, the school has not registered an increase in the attendance rates of learners / students.                | 25 | 19.5 | 24 | 18.8 | 4        | 3.1  | 40 | 31.3 | 35 | 27.3 | 3.28 | 1.521    |
| The school registered an increase in dropout rates of students.  | 28 | 21.9 | 48 | 37.5 | 4        | 3.1  | 27 | 21.1 | 21 | 16.4 | 3.38 | 1.613    |
| For the past 2 years, the school has not registered an improvement on its UACE result  | 18 | 14.1 | 17 | 13.3 | 4        | 3.1  | 57 | 44.5 | 32 | 25.0 | 3.53 | 1.369    |
| The behavior of students in this school has not improved for the past 2 years.   | 54 | 42.2 | 52 | 40.6 | 13       | 10.2 | 5  | 3.9  | 4  | 3.1  | 2.03 | .988     |
| The school as in the past 2 years declined on the rate at which students' transit from one class to another (pass rate).       | 36 | 28.1 | 54 | 42.2 | 18       | 14.1 | 12 | 9.4  | 8  | 6.3  | 2.23 | 1.147    |
| For the past 2 years the school has registered a decrease in the number of students participating in co-curricular activities. | 33 | 25.8 | 36 | 28.1 | 15       | 11.7 | 23 | 18.0 | 21 | 16.4 | 2.71 | 1.443    |
| <i>Source: Primary data-2022, n=128</i>  |    |      |    |      |          |      |    |      |    |      | 2.28 | 1.31     |

Concerning whether for the past 2 years, the school has not registered an increase in the attendance rates of learners / students, the largest proportion 58.6%(75) agreed while 38.3%(49) disagreed and 3.1%(4) were not decided. The mean score (3.28>3) indicated that the majority of the respondents were of the view that there no increase in the attendance of learners in the

past 2 years. With the standard deviation greater than one ( $1.521 > 1$ ) was an affirmation of divergent responses on the notion. This was also supported by the qualitative data from a face-to-face interview with one of the participant Z who had this to share:

*“...the school in registering a decrease in the rate at which students attend class, this is because we don't have many students going for A' level studies...in 2019, we had a number of 50 students both in senior five and senior six. 25 in senior five, 25 in senior six by the end of the year we only had 20 in senior five and 22 in senior six. so, if you see that you can really see that the attendance rates keep on decreasing and we are not sure if they will still be more by next year because we are not sure if some might drop out and some might even be promoted to the next class.so, I can't say that the attendance rates are high, they are really decreasing”...Participant Z*

The verbatim affirms that the school had not registered which was a threat to academic performance due to unknown reasons.

Regarding whether the school registered an increase in dropout rates of students, the majority 59.4%(76) disagreed while 37.5%(48) agreed and the least 31%(4) were not decided. The mean of  $3.38 > 3$  affirmed that the majority of the respondents bore the view that dropout rates of students had not increased in the past two years. However, the standard deviation greater than one ( $1.613 > 3$ ) was an affirmation of mixed reactions.

The study findings further revealed that the majority 69.5%(89) agreed to the notion that for the past 2 years, the school had not registered an improvement on its UACE result while 27.4%(35) disagreed. 3.1%(4) were not decided. A mean of  $3.53 > 3$  was an indication that their school had not registered an improvement in its UACE results but this notion bore mixed reactions as per the standard deviation greater than one ( $1.369 > 1$ ). In view of the qualitative findings, the key informants' opinions regarding UACE performance are as presented in the following verbatim:

*“Okay if am to share about the performance, I can't say that it is that good because for the past 2 years that is from 2019, 2020, 2021.the performance generally declined due to different circumstances that children face maybe in their homes or at school but I can't say that the performance is generally good. It is not good”...Participant T*

*“The school has registered a decrease in the performance of the UACE results.....2 years back, I might say that the performance was, okay it was bad but it was a bit promising but for the past 2 years it has not been that good it has kept on decreasing and the administration is asking themselves what would be the problem that would be causing the decrease in the UACE results”...on average the maximum is 15 and some even go with no point”*...**Participant W**

The verbatim ascertains that the performance in the UACE remains poor according to the trend from 2019 through 2021 which present a critical gap to bridge.

With regard to whether the behavior of students in this school has not improved for the past 2 years, the largest proportion 82.8%(106) disagreed with the notion while 7%(9) agreed. Those that were not decided constituted 10.2%(13). The mean score (2.03<3) implied that there was an improvement in students' behavior in the past 2 years as also supported by the standard deviation less than one (.988<1) implying common opinion about the notion.

On whether the school had in the past 2 years declined on the rate at which students' transit from one class to another (pass rate), 70.3%(90) disagreed with the notion while 15.7%(20) agreed. 14.1%(18) were not decided. With a mean (2.23<3), it was an affirmation that the schools had registered an increase in the pass rate in the past two years. Nevertheless, the notion received mixed reaction owing to the standard deviation greater than one (1.147>1). From the qualitative point of view, the key informants revealed contradictory view as per the following verbatim:

*“I can say that there is a decrease on how students' transit from one class to another because most students due to the bad behaviors of the students and due to all the psychological issues, they have in their homes, this child will not be able to go to class and concentrate. of course, this child would be in class but thinking about the issues at home. So, I can say the transition from one class to another is really decreasing due to the issues that children face at home”*...**Participant T**

Another participant during an interview gave a contradictory view stating that;

*“...they become, halfway the class is the one that transits from senior five to senior six. The rest you find they don't have any point, or they have one point, and the teachers feel demoralized to take them to another class because they feel now if they take them to the candidate class what will they do there and they end up either quitting or re-sitting”*...**Participant Z**

Another participant also shared encouraging students through rewarding them as a measure to encourage them to focus and concentrate so as to be able to transition from one level to another as stated in the verbatim below:

*“For now, they have tried to encourage students to perform well by promising them rewards at the end of it all so that in case you transition to another class we will give you this or that. In case you reach these points, we will give you this or that which encourages children to read more and go to the next class though for some it ends up not being the case”...Participant P*

The verbatim affirms that transitioning remains a big challenge that signifies low academic performance negates the overall attendance rates, enhances dropouts, worsen UACE/UCE results, and limited participation in co-curricular activities in secondary schools in Rutaare Town Council.

Concerning whether the school had registered a decrease in the number of students participating in co-curricular activities for the past 2 years, the majority 53.9%(69) disagreed while those that disagreed were 34.4%(44) and those that were not decided constituted 11.7%(15). With a mean of  $2.71 < 3$ , it was affirmed that the school had registered an increase in the number of students participating in co-curricular activities in the past two years. However, the standard deviation score ( $1.443 > 1$ ) indicated divergent opinions in the response distribution.

#### 4.8 Multiple Regression Analysis (ranking method)

Shown in Table 4.14 below are the results for the multiple regression for domestic violence and academic performance of students in secondary schools in Rubaare Town Council, Ntungamo District. Domestic violence—physical, sexual, and emotional violence were ranked to determine how each of them contributes to academic performance of students as shown below:

**Table 4.14: Multiply Regression analysis (domestic violence and academic performance)**

| Model              | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Hypothesis testing |
|--------------------|-----------------------------|------------|---------------------------|--------|------|--------------------|
|                    | B                           | Std. Error | Beta                      |        |      |                    |
| 1 (Constant)       | .294                        | .154       |                           | 1.906  | .039 | Accepted           |
| Physical violence  | .481                        | .046       | .421                      | 10.468 | .000 | Accepted           |
| Sexual violence    | .484                        | .048       | .306                      | 10.147 | .000 | Accepted           |
| Emotional violence | .408                        | .060       | .278                      | 6.816  | .000 | Accepted           |
| R Square           | .997 <sup>a</sup>           |            |                           |        |      |                    |
| Adjusted R Square  | .994                        |            |                           |        |      |                    |
| F                  | 7249.82                     |            |                           |        |      |                    |
| Sig.               | 0.039                       |            |                           |        |      |                    |

a. Dependent Variable: Academic Performance

**Source:** Primary Data (2024)

The predictive power of the model (domestic violence) was found to be 99.4% (Adjusted  $R^2 = 0.994$ ). This result indicates that the variation in physical, sexual, and emotional violence combined accounts for a 99.4% variation in the academic performance in students' performance in secondary schools in the Rubaare Town Council, Ntungamo District. However, the results of this study indicate that sexual violence (beta = .306 and  $p < .000$ ) had the greatest effect on students' performance compared to physical and emotional violence (beta = .481 and .408,  $p < .000$ ).

This was an implication that prioritizing to circumvent sexual violence should be given utmost attention preceding addressing physical and emotional violence. This was a signal that reducing sexual violence ranks first and followed by physical violence and then emotional violence

respectively according to the model. The results further imply that the more efforts exerted in addressing sexual violence comes first in the hierarchy of addressing domestic violence followed by circumventing physical violence and lastly emotional violence. These efforts would increase the likelihood to improve students' academic performance in secondary schools in Rubaare Town Council, Ntungamo District.

The regression model of academic performance was significant ( $F = 7249.82, p < .000$ ) which implied that prioritization to address sexual violence, physical violence, and emotional violence had a high likelihood to enhance students' academic performance. Therefore, secondary schools in Rubaare Town Council in Ntungamo District should consider coming up with interventions that address sexual violence preceding those that address physical violence and emotional. This would increase the likelihood of boosting students' academic performance.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This study was carried to examine the influence of domestic violence on the academic performance of secondary school students in Rubaare Town Council, Ntungamo district. This chapter presents the results summary, detailed discussion, conclusion, recommendations, study limitations, and areas for further research.

#### 5.1 Summary of the Study Findings

##### 5.1.1 Physical violence on the academic performance of secondary school's students in Rubaare Town Council, Ntungamo district

From the descriptive results, the effect of physical violence academic performance averaged at mean (3.27>3) and standard deviation (1.41>1) implying that this type violence had a substantial effect on the academic performance of students in Rubaare Town Council, Ntungamo District. The findings affirmed that punishing children, slap, fights, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food had an effect on the attendance rates, dropout rates, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

The inferential statistics affirmed that physical violence had a high positive and significant effect on the academic performance of students by virtue of  $P < 0.05$  (.000) with Pearson Regression ( $R = .992^{**}$ ). It was also affirmed that physical violence was responsible for a 98.3% variability in the change in academic performance of students in Rubaare Town Council, Ntungamo District.

The qualitative findings affirmed that physical violence through punishing children, slap, fights, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food were preconditions posing a negative effect on attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

### **5.1.2 Sexual violence on the academic performance of secondary school's students in Rubaare Town Council, Ntungamo district**

In the descriptive realm, the effect of sexual violence academic performance averaged at mean (2.06<3) and standard deviation (1.28>1) whose implication entailed that this type violence had a substantial effect on the academic performance of students in Rubaare Town Council, Ntungamo District. The findings affirmed that inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion, unwanted pornographic messages, videos, or photos, wear short dresses or body hangings had an effect on the attendance rates, dropout rates, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

In the inferential realm, sexual violence had a high positive and significant effect on the academic performance of students by virtue of  $P < 0.05$  (.000) with Pearson Regression ( $R = .985^{**}$ ). Regression results further affirmed that sexual violence was responsible for a 96.9% variability in the change in academic performance of students in Rubaare Town Council, Ntungamo District.

The qualitative findings affirmed that inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion, unwanted pornographic messages, videos, or photos, wear short dresses or body hangings were part of the factors posing a negative effect on attendance rates, low dropouts, improve UACE/UCE results, better

child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

### **5.1.3 Emotional violence on the academic performance of secondary school's students in Rubaare Town Council, Ntungamo district**

The descriptive findings revealed that the effect of sexual violence academic performance averaged at mean (2.39<3) and standard deviation (1.36>1) whose implication entailed that it had a considerable effect on the academic performance of students in Rubaare Town Council, Ntungamo District. The findings affirmed that acts involving parents isolating, rejecting and ignoring children, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people had an effect on the attendance rates, dropout rates, UACE/UCE results, child behavior, transition rates, and participation in co-curricular activities in secondary schools in Rubaare Town Council.

The inferential results revealed that emotional violence had a high positive and significant effect on the academic performance of students by virtue of  $P < 0.05$  (.000) with Pearson Regression ( $R = .979^{**}$ ). Regression results further affirmed that emotional violence was responsible for a 97.9% variability in the change in academic performance of students in Rubaare Town Council, Ntungamo District.

The qualitative findings affirmed that inappropriate involving parents isolating, rejecting and ignoring children, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people were part of the factors posing a negative effect on attendance rates, low dropouts, improve UACE/UCE results, better child behavior, enhance transition rates, and participation in co-curricular activities in secondary schools in Rutaare Town Council.

## **5.2 Conclusions**

### **Physical violence and academic performance**

The first objective of the study examined the effect of physical violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District. There was adequate evidence to ascertain the effect of punishing children, slap, fights, kicking of children, use of weapons to inflict harm, throwing things to children, and denial of food to children as influencers of academic performance in secondary schools of students. Therefore, it was concluded that physical violence had a significant effect on the academic performance.

### **Sexual violence and academic performance**

The second objective examined the effect of sexual violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District. from the study findings, it was evident that inappropriate touches, massages, kisses from parents or caregivers, requests for sexual favors from children, forced abortion, unwanted pornographic messages, videos, or photos, wear short dresses or body hangings, had an effect on academic performance of students. It was thus concluded that sexual violence poses a significant effect on the academic performance of students.

### **Emotional violence and academic performance**

The third objective examined the effect of emotional violence on the academic performance of secondary school students of Rubaare Town Council, Ntungamo District. The study bore adequate evidence that isolation, rejection and ignoring children by parents, constant criticism and insults, telling children they were in trouble, and making slanderous statements about their children to other people greatly affect the overall academic performance of students. It was, therefore, concluded the emotional violence had a significant effect on the academic performance of students.

### **5.3 Study recommendations**

From the account of the study findings, several recommendations were conceived including through not limited to the following:

#### **Physical violence and academic performance**

- i. Authorities including the probation office and civil society organizations should encourage parents and caregivers to consistently apply non-violent discipline approaches in a calm and constructive manner as this would create a healthier family environment that fosters trust and open communication between children and their caregivers.
- ii. There is a need for the caregivers to adopt and adhere to alternative methods of disciplining their children to promote the use of positive reinforcement and communication to create a nurturing environment that prioritizes the emotional and physical safety of children.
- iii. Parents and caregivers are encouraged to model calm and patient behavior to help reduce aggressive reactions that contribute to a more supportive home environment where there are alternative conflict resolution methods that emphasize dialogue and emotional support.
- iv. Parents and caregivers should be encouraged to seek support and training on non-violent conflict resolution techniques to prevent any form of intended and unintended physical harm on their children to provide them home for better academic performance.
- v. It was found worthy to education parents and caregivers on the importance of providing consistent nutrition and using non-punitive forms of discipline as this would offer resources and guidance on healthy parenting techniques to improve academic performance.

### **Sexual violence and academic performance**

- i. Schools and child welfare agencies should ensure consistent training and awareness programs for parents and caregivers on appropriate physical boundaries and respect for children's personal space to create safer environments for children and boost academic performance.
- ii. Local authorities and schools should establish clear, transparent and confidential reporting mechanisms for students to report any inappropriate sexual requests from parents or caregivers based on clear communication as this would foster a sense of trust and safety to enhance academic performance.
- iii. Authorities like police and health facilities should collaborate with health and education sectors to provide clear, up-to-date information on the legal rights and health implications for pregnant students to empower families to make informed decisions and prevent coercion which is crucial for improving or maintaining their academic engagement.
- iv. Regulatory bodies and schools should implement and enforce strict policies and education campaigns to curb the spread of unwanted sexual content to children through establishing clear reporting mechanisms for parents to address these concerns to limit exposure and allow them focus on their educational activities without a psychological burden or inappropriate sexual content.

### **Emotional violence and academic performance**

- i. Schools should work closely with parents to ensure they actively engage with their children avoiding isolation or rejection through clear and consistent communication as this would help students feel secure and valued which in turn would promote a positive learning environment that supports academic achievement.

- ii. Secondary schools should implement programs that promote positive reinforcement and parental education on constructive feedback helping parents understand the detrimental effects of constant criticism on children's self-esteem and academic success.
- iii. Communication organizations should work hand in hand with secondary schools to provide resources and training to parents and caregivers on positive parenting techniques, emphasizing the significance of avoiding comments that make children feel like a burden.
- iv. Community leaders and schools should raise awareness through workshops among parents about the harm caused by making slanderous statements about their children as this would foster respectful and positive relationships between parents and children.

#### **5.4 Study's Limitations**

This cross-sectional and descriptive study provides a picture of how domestic violence influences Rubaare Town Council, Ntungamo District, academic achievement. Although these designs offer insightful analysis of the problem at a given point, it might not adequately depict the changing nature of domestic abuse and its long-term effects on students' academic paths. Future studies could benefit from a longitudinal approach, tracking changes over time to establish more robust cause-and-effect conclusions, so really understanding the ripple impacts of violence on a child's educational development.

The study concentrated especially on Rubaare Town Council, hence even while the results offer a comprehensive knowledge of the local situation, they might not fairly depict the reality in other areas or districts. Like a secret storm cloud, domestic violence can show differently in different communities depending on distinct socio-economic and cultural elements. Therefore,

extending future research to incorporate more districts could offer a more thorough and generally relevant study.

Moreover, this study only looked at few facets of how domestic violence affects academic performance, so excluding other factors that would help to fully address the problem. For example, little study was done on psychological and emotional damage as well as the part teachers and the classroom environment play in lessening these consequences. Future research might take into account a wider range of elements in order to better grasp how domestic violence affects not only academic results but also students' mental health and social well-being.

Finally, the study period (2016–2020) limits our knowledge of the long-term effects of domestic violence on academic achievement. Domestic violence can leave permanent scars that affect students' resilience, drive, and cognitive development. Longer-term research could provide greater insights on how these impacts develop and linger over time, so enabling a more complex knowledge of how children might be supported in the face of such hardship.

### **5.5 Suggestions for Future Study**

The following are the areas suggested for further research based on the research findings as explained below:

1. It is imperative to look closely at how incidents of parents or caregivers throwing things at children could affect their psychological well-being and academic achievement. Investigating the long-term consequences of this kind of hostility—at home and in the classroom—could help to show how it disturbs emotional stability and learning. This study could provide information on how communities and educational institutions might step in

to lessen the detrimental effects of such home surroundings on the development of their respective children.

2. Comprehensive research on the horrific effects of parents or caregivers asking children for sexual favors and how this influences pupils' academic achievement could provide insightful information. Examining the psychological and emotional effects of such exploitation as well as how it affects a child's focus, self-esteem, and academic development will provide important suggestions for policy makers and educational institutions about establishing safe surroundings for sensitive kids.
3. Examining closely how parents' or caregivers' slanderous remarks about their children to others could provide vital new perspectives on how this kind of emotional abuse influences children's social level, self-worth, and academic success. Examining how such unpleasant stories affect a child's social contacts, peer connections, and school involvement should help to guide suggestions for counseling and community support program addresses of emotional abuse.

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## APPENDICES

### APPENDIX ONE: STRUCTURED QUESTIONNAIRE FOR TEACHERS AND PARENTS OR CAREGIVERS

Dear Respondent, my name is AYESIGA ANITA

I am a student of UCU, conducting a study on domestic violence and secondary school student's academic performance with specific interest in selected secondary schools of Rubaare Town Council, Ntungamo District. This study is being carried out in partial fulfillment of requirements for the award of master's degree in social work of Uganda Christian University.

I would like to request you to spare some time and answer some questions regarding this research. Please fill free to share your views and responses as you will be asked.

Please answer the questions by ticking or circling the alternative that is the most correct in your opinion. I am greatly privileged to have you as one of my respondents during this study.

Thank you in advance.

Instructions: Please tick appropriately in the boxes provided.

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#### Section A: Bio Data

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**A1** Gender  Male  Female

**A2** Education  Primary  Secondary  Diploma  
 Master's Bachelor's  Master's

**A3** Age in  15-20  21-26  27-32  
years  33-43  Above 43  
years

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## Section B: Independent variable

This section is divided into three main parts (Control environment, Risk assessment and Information & communication). In each of these sections you are requested to rate yourself on items that follow using the key where;

| SCALE | 1                      | 2           | 3              | 4        | 5                   |
|-------|------------------------|-------------|----------------|----------|---------------------|
|       | Strongly Disagree (SD) | Disagree(D) | Non decided(N) | Agree(A) | Strongly Agree (SA) |

### PV PHYSICAL VIOLANCE

|             |  |                          |                          |                          |                          |                          |
|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>PV.1</b> | Whether parents punish their children  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.2</b> | Whether parents or caregivers slap, fight and kick children.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.3</b> | Whether parents or caregivers use weapons/objects that inflict harm to their children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.4</b> | Whether parents or caregivers throw things to children.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.5</b> | Whether parents or caregivers deny their children food.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |

### SV SEXUAL VIOLENCE

|             |  |                          |                          |                          |                          |                          |
|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>SV.1</b> | Children are inappropriately touched, massaged, kissed by their parents or caregivers.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.2</b> | Whether parents or caregivers request for sexual favors from children.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.3</b> | Whether parents or caregivers force their children who are identified as pregnant at school to abort.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.5</b> | Whether parents or caregivers share unwanted messages, videos, or photos of sexual nature (phonography) to children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |

### EV EMOTIONAL VIOLENCE

|             |  |                          |                          |                          |                          |                          |
|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>EV.1</b> | Whether there is a tendency of isolating, rejecting, and ignoring children by their parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |

|             |  |                          |                          |                          |                          |                          |          |          |          |          |          |
|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|----------|----------|----------|----------|
| <b>EV.2</b> | Whether parents or caregivers tell their children that they are too much trouble.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>EV.3</b> | Parents or caregivers constantly criticize, insult and or oppose their children.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>EV.4</b> | Whether parents or caregivers make slanderous statements about their children to other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

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**Section C: Dependent variable: ACADEMIC PERFORMANCE**

In this section you are requested to rate yourself on items that follow using the key where;

| SCALE | 1                      | 2           | 3              | 4        | 5                   |
|-------|------------------------|-------------|----------------|----------|---------------------|
|       | Strongly Disagree (SD) | Disagree(D) | Non decided(N) | Agree(A) | Strongly Agree (SA) |

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**AP ACADEMIC PERFORMANCE**

|             |   |                          |                          |                          |                          |                          |          |          |          |          |          |
|-------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|----------|----------|----------|----------|
| <b>AP.1</b> | For the past 2 years, the school has not registered an increase in the attendance rates of leaners / students.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>AP.2</b> | The school registered an increase in dropout rates of students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>AP.3</b> | For the past 2 years, the school has not registered an improvement on its UACE result.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>AP.4</b> | The behavior of students in this school has not improved for the past 2 years.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>AP.5</b> | The school as in the past 2 years declined on the rate at which students' transit from one class to another (pass rate).      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>AP.6</b> | For the past 2 years the school has registered a decrease in the number of students participating in cocurricular activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

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Thanks for your positive response (**May God Bless You!**)

## APPENDIX TWO: STRUCTURED QUESTIONNAIRE FOR STUDENTS

Dear Respondent, my name is AYESIGA ANITA

I am a student of UCU, conducting a study on domestic violence and secondary school student's academic performance with specific interest in selected secondary schools of Rubaare Town Council, Ntungamo District. This study is being carried out in partial fulfillment of requirements for the award of master's degree in social work of Uganda Christian University. I would like to request you to spare some time and answer some questions regarding this research. Please fill free to share your views and responses as you will be asked.

Please answer the questions by ticking or circling the alternative that is the most correct in your opinion. I am greatly privileged to have you as one of my respondents during this study.

Thank you in advance.

Instructions: Please tick appropriately in the boxes provided

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### Section A: Bio Data

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- A1** Gender       Male       Female
- A2** Age    in       15-20       21-26       27-32  
years       33-43       Above  
43 years

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### Section B: Independent variable

This section is divided into three main parts (Control environment, Risk assessment and Information & communication). In each of these sections you are requested to rate yourself on items that follow using the key where.

| SCALE | 1                      | 2           | 3              | 4        | 5                   |
|-------|------------------------|-------------|----------------|----------|---------------------|
|       | Strongly Disagree (SD) | Disagree(D) | Non decided(N) | Agree(A) | Strongly Agree (SA) |

| <b>PV</b>   | <b>PHYSICAL VIOLENCE</b>   |                          |                          |                          |                          |                          |
|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>PV.1</b> | Whether parents punish their children  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.2</b> | Whether parents or caregivers slap, fight and kick children.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.3</b> | Whether parents or caregivers use weapons/objects that inflict harm to their children.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.4</b> | Whether parents or caregivers throw things to children.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>PV.5</b> | Whether parents or caregivers deny their children food.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV</b>   | <b>SEXUAL VIOLENCE</b>   |                          |                          |                          |                          |                          |
| <b>SV.1</b> | Children are inappropriately touched, massaged, kissed by their parents or caregivers.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.2</b> | Whether parents or caregivers request for sexual favors from children.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.3</b> | Whether parents or caregivers force their children who are identified as pregnant at school to abort.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>SV.5</b> | Whether parents or caregivers share unwanted messages, videos, or photos of sexual nature (phonography) to children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>EV</b>   | <b>EMOTIONAL VIOLENCE</b>  |                          |                          |                          |                          |                          |
| <b>EV.1</b> | Whether there is a tendency of isolating, rejecting, and ignoring children by their parents.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>EV.2</b> | Whether parents or caregivers tell their children that they are too much trouble.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>EV.3</b> | Parents or caregivers constantly criticize, insult and or oppose their children.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| <b>EV.4</b> | Whether parents or caregivers make slanderous statements about their children to other people.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|             |  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |

**Section C: Dependent variable: ACADEMIC PERFORMANCE**

In this section you are requested to rate yourself on items that follow using the key where.

|       |                        |             |                |          |                     |
|-------|------------------------|-------------|----------------|----------|---------------------|
| SCALE | 1                      | 2           | 3              | 4        | 5                   |
|       | Strongly Disagree (SD) | Disagree(D) | Non decided(N) | Agree(A) | Strongly Agree (SA) |

| AP   | ACADEMIC PERFORMANCE  |                          |                          |                          |                          |                          |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| AP.1 | For the past 2 years, the school has not registered an increase in the attendance rates of learners / students.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |
| AP.2 | The school registered an increase in dropout rates of students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |
| AP.3 | For the past 2 years, the school has not registered an improvement on its UACE result.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |
| AP.4 | The behavior of students in this school has not improved for the past 2 years.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |
| AP.5 | The school as in the past 2 years declined on the rate at which students' transit from one class to another (pass rate).      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |
| AP.6 | For the past 2 years the school has registered a decrease in the number of students participating in cocurricular activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      |   | 1                        | 2                        | 3                        | 4                        | 5                        |

Thanks for your positive response (May God Bless You!)

### **APPENDIX THREE: KEY INFORMANT INTERVIEW GUIDE FOR DIRECTORS**

I am a student of UCU, conducting a study on domestic violence and secondary school student's academic performance with specific interest in selected secondary schools of Rubaare Town Council, Ntungamo District. This study is being carried out in partial fulfillment of requirements for the award of master's degree in social work of Uganda Christian University. I would like to request you to spare some time and answer some questions regarding this research. Please feel free to share your views and responses as you will be asked.

Please feel free to share your views and responses as you will be asked. You can also choose to ignore any question you feel makes you uncomfortable. But we also assure you that your **identity** and **views** shared to us will be kept **confidential**. Since they will only be used for academic purposes.

Thank you in advance for accepting to participate in this study.

#### **Questions:**

Good morning, sir/ madam?

1. Which position or roles do you hold?
2. Comment on the level of sexual violence in the secondary schools of Rubaare Town Council, Ntungamo District?

Probe on; (*Inappropriately touch, massage, kisses, request for sexual favors, forced abortions, unwanted messages from parents to their children.*)

3. Please throw more light on level of emotional violence on the students in the secondary schools of Rubaare Town Council, Ntungamo District?

Probe on; - (*parents or caregivers isolating, rejecting and ignoring children, constant criticisms and insultations from parents to their children, parents or caregivers telling their children that they are too much trouble*).

4. Could you please comment on the general academic performance of students in the secondary schools of Rubaare Town Council, Ntungamo District?

Probe on: (*Attendance rates, dropout rates, UACE results, child's behavior, transition rates, participating in cocurricular activities*).

5. In your opinion, do you think domestic violence influences positively on the academic performance of students in the secondary schools of Rubaare Town Council, Ntungamo District?

6. If yes, Probe on how domestic violence dimensions of (*physical violence, sexual violence, and emotional violence*) each contribute to the academic performance of students in the secondary schools of Rubaare Town Council, Ntungamo District?

**“Thank you so much for the time and valuable information shared to me.”**

**APPENDIX FOUR: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN  
POPULATION**

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10       | 10       | 220      | 140      | 1200     | 291      |
| 15       | 14       | 230      | 144      | 1300     | 297      |
| 20       | 19       | 240      | 148      | 1400     | 302      |
| 25       | 24       | 250      | 152      | 1500     | 306      |
| 30       | 28       | 260      | 155      | 1600     | 310      |
| 35       | 32       | 270      | 159      | 1700     | 313      |
| 40       | 36       | 280      | 162      | 1800     | 317      |
| 45       | 40       | 290      | 165      | 1900     | 320      |
| 50       | 44       | 300      | 169      | 2000     | 322      |
| 55       | 48       | 320      | 175      | 2200     | 327      |
| 60       | 52       | 340      | 181      | 2400     | 331      |
| 65       | 56       | 360      | 186      | 2600     | 335      |
| 70       | 59       | 380      | 191      | 2800     | 338      |
| 75       | 63       | 400      | 196      | 3000     | 341      |
| 80       | 66       | 420      | 201      | 3500     | 346      |
| 85       | 70       | 440      | 205      | 4000     | 351      |
| 90       | 73       | 460      | 210      | 4500     | 354      |
| 95       | 76       | 480      | 214      | 5000     | 357      |
| 100      | 80       | 500      | 217      | 6000     | 361      |
| 110      | 86       | 550      | 226      | 7000     | 364      |
| 120      | 92       | 600      | 234      | 8000     | 367      |
| 130      | 97       | 650      | 242      | 9000     | 368      |
| 140      | 103      | 700      | 248      | 10000    | 370      |
| 150      | 108      | 750      | 254      | 15000    | 375      |
| 160      | 113      | 800      | 260      | 20000    | 377      |
| 170      | 118      | 850      | 265      | 30000    | 379      |
| 180      | 123      | 900      | 269      | 40000    | 380      |
| 190      | 127      | 950      | 274      | 50000    | 381      |
| 200      | 132      | 1000     | 278      | 75000    | 382      |
| 210      | 136      | 1100     | 285      | 1000000  | 384      |

*Source: Krejcie & Morgan (1970, as cited by Amin, 2005)*

**Where:**

***N* is population size.**

***S* is sample size.**