

**GENDER-BASED VIOLENCE AND ACADEMIC PERFORMANCE IN AYIVU
DIVISION, ARUA CITY**

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DECLARATION

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DEDICATION

This research report is dedicated to my beloved mother Mrs. Lekuru Sarah and the guardians and sponsors Mr. Martin Wiche and Mrs. Bettina Wiche who have made all things possible to support me. The unwavering encouragement and love have been a constant source of strength and inspiration. May the favor of Almighty Lord continue to bless and reward each of you abundantly.

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LIST OF ABBREVIATION AND ACRONYMS

CBOs.....	Community-Based Organizations
CDC.....	Centers for Disease Control and Prevention
CSOs.....	Civil Society Organizations
DV.....	Dependent Variable
FGM.....	Female Genital Mutilation
FRA.....	Fundamental Rights Agency
GBV.....	Gender-Based Violence
GDP.....	Gross Domestic Product
IRC.....	International Rescue Committee
IV.....	Independent Variable
NCADV.....	National Coalition Against Domestic Violence
NCRB.....	National Crime Records Bureau
NGOs.....	Non-Governmental Organizations
NSPCC.....	National Society for the Prevention of Cruelty to Children
PTSD.....	Post-Traumatic Stress Disorder
SPSS.....	Statistical Package for the Social Sciences
UBOS.....	Uganda Bureau of Statistics
UNESCO.....	United Nations Educational, Scientific and Cultural Organization
UNHCR.....	United Nations High Commissioner for Refugees
UNICEF.....	United Nations International Children's Emergency Fund
VAWA.....	Violence Against Women Act
WHO.....	World Health Organization

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ABSTRACT

The study was about Gender-Based Violence and Academic performance in Ayivu Division, Arua City. The general purpose of this study is to investigate the effects of Gender Based Violence on academic performance of primary school children in Ayivu division, Arua city. The study reviewed literature from different scholars based on the theoretical review and the study objectives. The literature indicates that indeed GBV is influences Academic performance which the literature alludes to. The study was based on a case study and descriptive cross section research design which involved establishing the relationship between the independent variable and the dependent variable. Both qualitative and quantitative approaches were used in this study. The sample of 50 respondents was used and questionnaires and observations have been used as research instruments. The findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that the gender-based violence affects children negatively and that something must be done to stop the practice. The research has a set of developed solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the problem of gender-based violence.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and the conceptual framework.

1.1 Background of the study

Gender Based Violence (GBV) is a social vice that targets those with a certain gender and has bearing on most aspects of life including educational. GBV as described by the United Nations (UN, 2020), is any act which is perceived to be negative and is committed against any person based on gender, resulting from the injustice in the distribution of power between males and females as well as negative cultural practices. In the context of this study, gender-based violence incorporates the use of physical force, sexual harm and verbal attack directed at people, mainly females, because of their gender and power relations in society.

In Europe, and especially, despite numerous legal guarantees for women, gender-based violence is still an issue. The authors, McCloskey et al., (2021) note that between 18-20% children in Europe are exposed to domestic violence which compromises their performance. For example, research conducted in the United Kingdom demonstrated that 15 percent of the students who are affected by GBV have difficulties in literacy and numeracy than seven percent among their counterparts. Similarly, the study from Italy shows that affected children have high rates of truancy and Emotional withdrawal and thus there is need for school-based interventions.

Gender based violence remains rampant In Africa with high tendencies attributed to economic instability and adherence to cultures. Namuli et al., (2021) identified that in Uganda, children in GBV affected households had 50 % higher chances of dropping school, the girl child being at an extremely high risk of early marriage. In sub-Saharan Africa, about 35% of children suffer or know someone close who has been subjected to

GBV at home resulting in distress, skipping school regularly, and poor grades. For example, studies reveal that schools in Kenya that are in GBV affected regions reveal that 40 percent of the affected children do not progress to higher classes. Namuli et al. (2021)

Many Asian countries experience high levels of GBV, and what most cultures and societies accentuate GBV. For instance, Patel and Bose (2020) suggest that 30% of children in South Asia are exposed to, or become victims of GBV, which affects their education. For instance, learning from India, children, raised in homes where GBV exists are 40% less likely to finish secondary school, specifically girls because of other cultural vices. Additionally, study conducted in Philippines showed that quarter of the GBV affected students demonstrated behavioral changes which directly impacted their learning.

Gender violence is a concern in the Americas especially for the low-income areas they inhabit. Finkelhor et al., 2021 propose that in the United States, one in four children lives in a home where GBV is witnessed, likely affected academic focus, and leading to increased dropout rates., in Latin America, the picture is no different; for instance, in 2019, UNICEF revealed that one in every three children who endure GBV will develop anxiety and poor academic performance which will define their educational and social outcomes in future. UNICEF (2019)

A study by Betancourt et al. (2020) provided a meta-analysis of studies from around the world and showed that student victims of GBV scored 15% worse on average on achievement tests. Teachers in the GBV affected areas also agree with other effects to the extent of complaining of high incidence of indiscipline and low learners' attendance and participation in class, which has an impact on the performance of the learners. The different ways that psychological consequences of GBV manifest in children around the world include; anxiety, depression, post-traumatic stress disorder among others. These conditions greatly reduce the learning process.

The world has not been static in its response to how GBV has affected education. School based counseling interventions in Sweden have shown the grades of children affected by GBV have improved by 20% (Lindberg et al., 2019). However, there are schools in sub-Saharan Africa that have not even a single counselor to attend to affected students, as only 30% of the schools have got a counselor. Other programs such as UNICEF's "Safe to Learn" currently running in Latin America and African region are designed to fill this gap, but funding is always a problem. The findings show that GBV affects academic performance in varied ways, and this justifies call for baseline and population-level interventions. Educational based advocacy programs like the UNESCO's Safe Schools program has raised academic effectiveness in pilot schools by twenty five percent across the world (UNESCO, 2022).

1.2 Problem Statement

Gender-Based Violence is now a public health and educational issue with multiple impacts on the learning achievements of children in primary schools in the Ayivu Division of Arua City. A Uganda Bureau of Statistics UBOS survey in 2021 estimated that 42% of Ugandan children had experienced violence, the incidents typically associated with family and community stress factors. A study done estimates that increased GBV in a country leads to high truancy rates and poor academic achievement among primary school learners. According to the Ministry of Education and sports (2020), children who are violated are 35% more likely to miss school, children in Ayivu division for instance, are 38 % more likely to miss school than other children (Namugerwa & Muhangi, 2019). This implies to the result that affected children only get to understand 15-20% of the general lessons in core subjects such as reading and mathematics as compared to children in safer environments (Musisi et al., 2021). These discrepancies reveal an essential reason why education remains unequal, and thus a policy and intervention-orientated issue that demands attention.

The analysis of educational outcomes for GBV- affected children shows an only too pressing and complex issue that calls for more targeted, research- informed interventions. Violence risks showed in Ayivu Division, and the children are 38% likely not to complete lower primary school rates higher than the national average

(Namugerwa & Muhangi, 2019). This risk covers the direct violence which women and girls experience as well as systemic weaknesses within learning institutions that does not offer the safety and support its functions expect. It is therefore important that these challenges are tackled through a concerted blend of provided therapy, raising public awareness, and welcomes policy changes in order to build up the ‘buffer systems’ in the learners that would ensure that they passed through their early primary school education in Ayivu Division to safer tomorrow.

1.3 Purpose of the study

The general objective of this study is to investigate the effects of Gender Based Violence on academic performance of primary school children in Ayivu division, Arua city. Therefore, the research seeks to identify the level to which GBV influences academic performance among the targeted learners.

1.4 Specific objectives

1. To examine the prevalence of Gender-Based Violence among children in primary school in Ayivu Division, Arua City.
2. To identify the effects of GBV on children in primary school in Ayivu Division, Arua City.
3. To identify the existing support systems and interventions in place to address GBV and its implications on the academic performance of children in Ayivu Division.

1.5 Research questions

1. What is the prevalence of Gender-Based Violence among children in primary school in Ayivu Division, Arua City?
2. What are the effects of GBV on children in primary school in Ayivu Division, Arua City?
3. What support systems and interventions are currently in place to address GBV and its implications on the academic performance of children in Ayivu Division?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in Ayivu West constituency, located within Arua City in the West Nile region of Uganda. The constituency comprises a mix of urban and peri-urban areas and includes several parishes that are significant for this study, such as Oli, Manibe, Adumi, Pajulu, Awindiri, Oluko and Ocoko. These parishes have different demographic and socio-economic status, and therefore offer a complex environment within which the effect of GBV on academic achievement of primary school children can be studied across various community settings.

1.6.2 Time scope

The study period is from November, 2024 to March, 2025 thus embracing a four months period to ensure that all the trends are recorded and all data required for study is harvested.

1.6.3 Content scope

The subject scope of this study considered Gender-Based Violence as the Independent Variable and Academic Performance as the Dependent Variable which are guided by the research objectives that deeply focused on prevalence, effects of GBV among primary school children and ways on how to it can be intervened and prevented in the area of Ayivu Division.

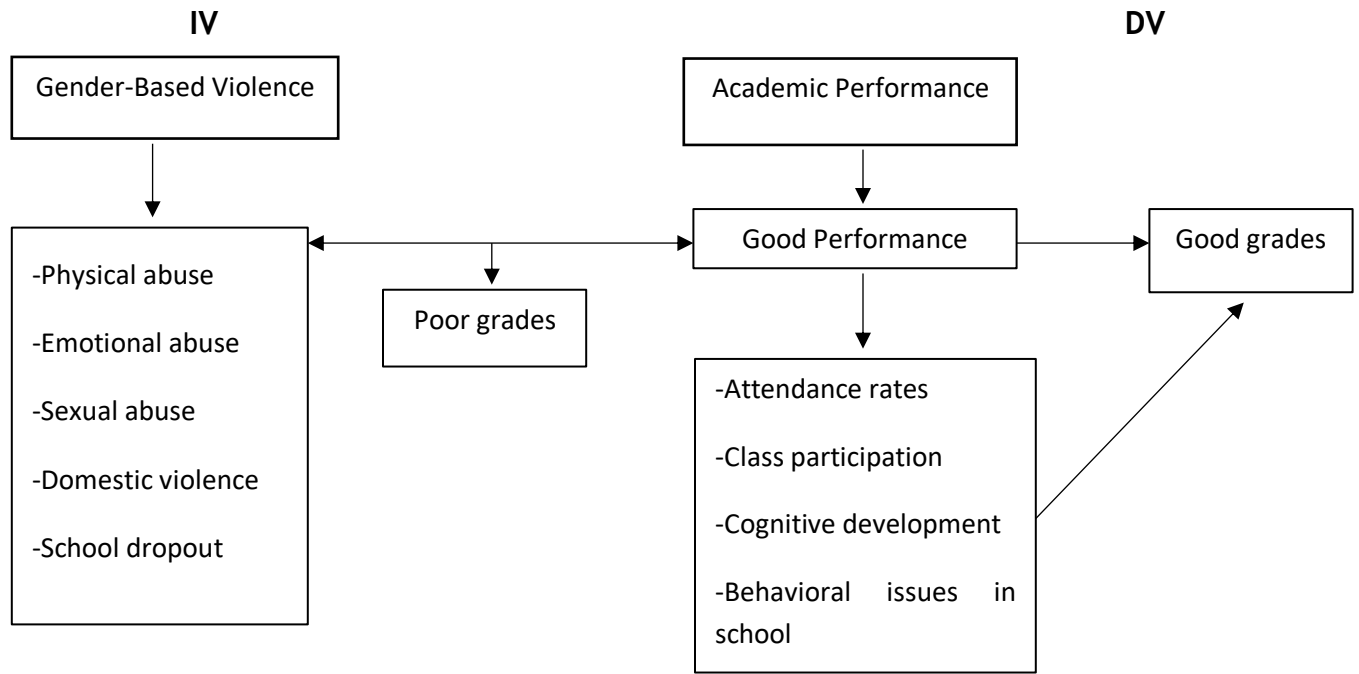
1.7 Significance of the study

The research would be of great importance for the future researchers who have interest in conducting their research on this subject matter with the information provided in the study.

The research would also help the policy makers, planners and implementers of various development to know how Gender-Based Violence affects Academic performance of children and thus furthermore, information established here in this study, would be used to educate and sensitize the local people in the area, who would be ignorant regarding issues concerning Gender-Based Violence and Academic performance of children in primary school and this would help in prevention of GBV and its implications

on academic performance of the children in the area.

1.8 Conceptual framework



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objective of the study outlined in chapter one.

2.1 Theoretical Review

Social Learning Theory, introduced by Albert Bandura, suggests that children learn behaviors by observing and imitating those around them (Bandura, 1977). This theory gives a rationale as to why children who hear or witness Gender Based Violence (GBV) in their homes or their neighborhoods learn and imitate what they see. For instance, children exposed to spouse abuse are 50% more likely to exhibit all forms of undesirable behaviors such as aggressiveness or withdrawal that reduces their classroom participation and score (Margolin & Gordis, 2000). Research done in the United States showed that 40% of children who witnessed intimate partner violence had poor concentration in school and therefore poor academic performance as well as low involvement in learning exercises (Finkelhor et al., 2014).

According to Maslow's Hierarchy of Needs Theory, the safety and security are fundamental to reaching (higher) goals like education (Maslow, 1943). GBV disrupts these basic needs and has a disruptive impact on stress, anxiety and focus on learning. For example, a research shows that children who live in homes that suffer GBV are 40 percent more likely to be absent or to have lower academic achievement than comparable children (McLeod, 2017). In Uganda, a study found that children from violent households were nearly twice as likely to drop out of school due to fear and instability at home (UNICEF, 2019).

According to the Social Learning Theory, one is able to understand how GBV affects classroom behavior; the child who learns to accept and react violently may either

become a bully or may socially exclude others. For instance, Fitzpatrick and Boldizar (1993) observed that 25 % of the children involved in domestic violence cases were bullying their fellows and them seizing classroom time and order. It leads to a development of a vicious cycle which makes children encounter other academic difficulties because of lack of proper friendly relations as well as punishment.

The theory of Maslow emphasizes the need of safe and supportive environments dealing with academic challenges of the children that have suffered GBV. School based counseling and trauma informed programs can intervene to restore children's sense of safety thus allowing for focused on studies. For instance, Carlson et al. (2012) discovered that in groups that used trauma informed school program, children attended more often and 30% more likely to get the grade level academic performance, compared with those who access to such support.

2.2 The prevalence of Gender-Based Violence

FRA's study shows that at least 20% of children in Europe face sexual violence at least once in their childhood; girls are even more vulnerable and are the most targeted (FRA, 2017). In the United Kingdom alone, about 10% of children suffer sexual abuse before they grow up and girls are at a higher risk compared to boys at 4:1 chance (NSPCC, 2019). Also, in most homes, children become unbearable victims because they directly experience violence on their mothers, or female guardians, which results in psychological complications. The Council of Europe has called for enhancement of laws and protection of children against cases of violence especially in cases of domestic violence and sexual abuse.

Gender Based Violence in Asia is, therefore, diverse in that it can be triggered by cultural and religious practices and other socioeconomic factors making it almost impossible to pinpoint a single reason why violence against women and girls continue to occur frequently. In South Asia 37.7 percent of women and girls suffer physical or sexual violence by an intimate partner of this 37 percent, 61 percent are married before the age of 18 which is main cause in South Asia (WHO, 2013). In India, 2019, according to the National Crime Records Bureau in India more than 33000 rape cases reported of

which 94% of the crime is done to the girls below the age of 18 (NCRB, 2019). The same trend has been confirmed by many countries including Philippines and Indonesia where 20-30% of girls experience sexual violence before they reach the age of 18 years (UNICEF 2016). The continued practice of other culture bound abuses like child marriages and dowry related abuses, thereby makes women and girls more vulnerable to GVB.

NCADV 2019 reveals that 1 in 15 children in the United States are exposed to intimate partner violence every year with 90% of such children experiencing the violence directly. It is worst in Latin America, with Mexico and Brazil among the worst offenders in femicide and other acts of violence towards girls. In Mexico 40% of women and girls know in some way domestic violence and 7 women are killed every day because of gender-based violence (INEGI, 2018). Gender based violence is a global concern that affects women, girls and children and have junior high school education or less, have experienced severe intimate partner violence, been raped at some point in their lives and have been exposed to gender-based violence through domestic violence or being directly abused. (CDC, 2018).

Africa continues to record some of the highest levels of GBV in the world with women, girls and children being the most affected. It is estimated that 45.6% of women and girls in sub-Saharan Africa have undergone physical or sexual violence by an intimate partner, and at least 10% of girls aged under 20 have undergone forced sex, and other traditional destructive practices such as FGM and early marriage (WHO, 2013). GBV is more prevalent in South Africa; it is considered the second pandemic: one in three women is abused domestically, and 41% of the reported rape cases were of children in 2019 (Statistics South Africa, 2019). Many African girls are still subjected to Child marriage and Female Genital Mutilation; 76% of girls in Northern Nigeria and 27% girls in Ethiopia, have undergone FGM before they are 18 years (UNICEF 2020). The effects on children in Africa are extensive and result in continuous psychological, physical, and educational effects.

Child sexual abuse is a worldwide problem, and its incidence rate varies worldwide. According to Council of Europe (2017), approximately 10 - 20% of children in Europe are

sexually abused, and most of the victims are girls. According to UNICEF (2016), in Asia, one in three girls in India had been sexually abused before the age of 18 years. Sexual violence against children is all too common in Africa, especially in the areas experiencing conflict. For our current generation's girls in the Democratic Republic of Congo, 40% have said and proven to be sexually violated; this is in most cases perpetrated by armed forces and groups (UNHCR, 2019). These numbers show how necessary an international response is to prevent exploitation of children in this way.

Family violence is one of the most common forms of GBV and has the most impact on children. Witnesses of the domestic violence are considered as 'bystanders' meaning they experience emotional and or psychological abuse notwithstanding the fact that they might not be physically assaulted. One in every three children living in households with domestic violence in Europe is likely to have more behavioral and emotional problems (FRA, 2017). In the African countries for instance in South Africa and Nigeria, childhood experiences in the environment of domestic violence precede school dropout and eventual youths' engagement in criminal activities in future as observed by UNICEF, 2020. The concern of developing intergenerational cycle of violence is relevant, observant, children subjected to domestic violence are likely to become, either offenders or victims of violence in their future.

Forms of gender-based violence include harmful traditional practices like child marriage, female genital mutilation, and honor killings, all of which most often affect girls and young women. Today, 125 million African girls and women have been cut, with rates highest in Somalia (98%), Guinea (97%) and Djibouti (93%) (UNICEF, 2020). Despite multiple bans to the practice, honor killings are still reported taking place in countries such as Jordan and Pakistan, where women and girls are killed by family members, either committing or threatening to commit crimes, as they see unfit for social norms. The violation of such rights, both rights of girls and women, have also long-term consequences on their health, education and the more general wellbeing of these girls and women.

Finally, although gender-based violence is prevalent at high levels globally, there have been many global efforts to eliminate the problem particularly in relation to children, women and girls. On this line, International organizations of United Nations and World Health Organization Launched the End Violence Against Women campaign is initiative to raise awareness and galvanize action to end GBV by 2030. Second, in both the African Union and in Africa, the Maputo Protocol has been fundamental in moving women's rights and GBV forward, with 42 of the 55 African Union member states ratifying the protocol (African Union, 2019). The movement has ushered much of the attention the issue of femicide and GBV have been drawing towards women and girls and has been overwhelming the advocacy and policy reforms to date. Granted, these are commendable efforts, however political will, funding and grassroots advocacy will continue to be required to reduce the prevalence of GBV around the world.

2.3 The consequences of Gender-Based Violence on children

The UNICEF (2017) states that a child who is exposed to gender-based violence is subject to greater risk of injury or trauma, and can lead to developmental problems that can follow into adulthood. Children living in violent households are also more likely to develop PTSD and depression, with up to 40 percent of these children found to live in high-risk communities (Evans et al. 2016). Gender Based Violence is of great impact in children both on its physical psychological and academic development.

The psychological effects of Gender based violence on children is serious. In witnessing or doing violence, children often become anxious, have low self-esteem, and have difficulty in developing healthy relationships. Research by Deb and Modak (2010) discovered that children who experienced domestic violence symptoms of anxiety and depression, 30 percent showing significantly high levels of emotional distress. They may also develop maladaptive coping mechanisms that may work to slow future social and emotional growth (Smith et al., 2015).

Gender based violence also affects children's academic performance globally. The study by Chander et al. (2017) shows that many children living in violent houses learn

less, find it challenging to concentrate and attend less in school. We learnt that academic scores for 25 percent of GBV affected children are lower compared to peers. Holt et al. (2008) add further weight to this correlation between academic performance and exposure to violence, since they find that children who have been subjected to gender-based violence are often absent and frequently suffer disruption to their education because of psychological trauma.

Gender based violence also takes a hit on physical health. Children who are exposed to violence are more likely to have physical problems, like chronic headaches, asthma and sleep disorders (Wolfe et al., 2003). In households where there is such high GBV, the World Health Organization (2016) estimates that around 20 percent of children report frequent somatic complaints. Living in a violent environment can cause a stress which damages a child's immune system and so a child becomes more prone to infections as well as other health problems (Anda et al., 2006).

Exposure to gender-based violence affects outcomes in social development and behavioral outcomes. We know from studies that if children in the home witness violence, they are more likely to be aggressive or withdrawn. One such example is that of boys exposed to violence are prone take on aggressive tendency while girls become socially withdrawn (Fergusson & Horwood, 2003). Children from violent households are about 30 percent likely to act disruptively in school, where they are socially isolated and the resulting risk factors for future violence (Kitzmann et al., 2003).

Moreover, the exposure in early childhood to gender-based violence predicts perpetration of or violence in adulthood. A longitudinal study by Widom (1989), which followed GBV children into adulthood, also showed that those GBV children are 50% more likely to experiential later on lifetime violence as victims or perpetrators. The violence can cycle right back from generation to generation causing intergenerational trauma that affects families and communities. According to social learning theory children follow the exposures to GBV and this makes their violent behavior in later life a risk (Bandura, 1977).

Gender based violence in children can hinder cognitive development because children brains are very sensitive to stress. De Bellis et al (2009) study showed that violence and stress can retard development and cause retardation of cognitive ability. In violent environments, just under 15 percent of children scored below average on cognitive assessments, the researchers found. What is long lasting is the effect on our cognitive development: many children struggle academically.

The economic cost of GBV and its impact on children is the last to be realized. Gender based violence can affect children who may need additional health care, counseling, and academic support that will place a strain on public resources and have long term economic consequences. A report by the World Bank (2019) also finds that violence against children has substantial economic impact - amounting to 3% (or more) of GDP, and that disease care and lost productivity account for most of the costs. Consequently, gender-based violence and its impact on children can be viewed as moral imperative as well as an instrument for raising social and economic outcomes, and socially even into adolescence and adulthood (Shonkoff et al., 2012).

2.4 The existing interventions in place to address Gender-Based Violence

Gender-Based Violence is rampant in the world touching the lives of millions of people and not just on the individual level but in regards to the whole society. To combat and counter impact of these effects a number of supporting structures and measures have been introduced at individual; community and Institutional levels. One of the major strategies particularly worth mentioning embraces provision of survivor-oriented services, like trauma therapy and medical treatment. A study about survivor-centered counseling shows that this counselling approach can help in decreasing the level of PTSD by 40 per cent for each affected person and this is according to Heise et al. (2019). Post-traumatic care includes extended medical and psychological support that will help the children and their families begin a new life.

Baker-Henningham et al., (2017) noted that school programs that entail awareness training, anti-bully policies and safe whistle blowing mechanisms are effective in ameliorating the effect of Gender based violence on academic as well as social

performance by a third. These programs equip teachers with knowledge on how to identify the early indications of GBV, provide safe environment for learner where they can easily to and continue with their schooling without much interruption. School based programs are another very important intervention for young survivors or witness of GBV. School based prevention and intervention programs focused on developing fierce, nurturing environments for students have proved to be quite successful.

Non-governmental organizations are also involved in combating Gender based violence, especially in areas where government may be lacking in resources to do so. Some of the NGOs include, Amnesty International and International Rescue Committee (IRC) which offer legal services, counseling and shelter for survivors of GBV. IRC (2017) estimated that Safe Homes which they adopted as a strategy for reaching out survivors in conflict affected areas has been able to halve GBV incidences by 22 percent. These stakeholders mainly support policy reforms and collaborate with local government scales and strengthens GBV programs.

In as much as medical personnel especially surgeons and physicians can give all round solutions for all levels of tantamount violence against women, it is crucial to have community-based support systems on gender-based violence. Due to the social change advocacy as well as to reduce the culture of acceptance of GBV practices, CBOs offer advocacy, group therapy, and paralegal assistance. Anderson and Cramer (2018) in their paper were able to show that community-based strategies adopted in remote areas reduced GBV incidents by 18% within five years. In order to address the cultural justifications of continued occurrence of GBV, CBOs engage in public sensitization.

This production revealed and demonstrated that legal frameworks and policies are crucial instruments for managing Gender-based Violence. The Violence Against Women Act in USA, the Domestic Violence Act in South Africa are essentially used in holding the offenders to book and assisting the victims. In low- and middle-income countries, Abramsky et al. (2011) later showed that improvements in legal infrastructure decreased GBV by 15%; Therefore, legislation should act. Such systems assist in

achieving a situation where the survivor is protected, and the offender is punished hence having a deterrent effect in the society.

One empirical study done by Grossman & Tierney (2018) established that people who engaged in peer support programs had a quarter probability of contracting Gender-based violence again. These programs are informal but effective way of helping survivors to regain a normal life, which is the goal of any good recovery. Follow-up, support from peers and mentors also help the survivors to regain their social support network to build the feeling of shame and gender-based violence. Organizations such as child protection units provides survivor with companionship, and brings back their lost confidence and prepares them to face life challenges.

Last but not the least; there is need for advocacy for GBV and public awareness in order to deal with the causes of the violence. Other campaigns like that of the UN Women have made people be aware of Gender-based violence and had people demand change. McKay and Mazurana (2019) further note that in the places where these awareness campaigns are ongoing, reporting of GBV cases went up by 30% due to increased survivor agency. Mass campaigning not only helps survivors but also brings a positive change by changing those norms that justify or endorse GBV.

2.5 Knowledge Gaps in Existing Literature

Hence, despite the commendable efforts that have been made in the attempt to determine the prevalence and impact of Gender Based Violence and the existing support structures, the present study seeks to fill the following research gaps. What we don't know is the specific levels of incidence of GBV in some of the most vulnerable and isolated groups. While it is estimated that globally one third of women experience either physical or sexual abuse, there isn't enough data regarding the indigenous peoples, women in rural areas and the lesbians, bisexual and Transgender people. Such information is essential when designing interventions as it enables providers to understand if and what problems certain at-risk groups experience sufficiently enough to warrant the reach of the intervention provided. In addition, prevalence research that

is currently conducted may not capture the unique prevalence of Gender-based violence experienced by both male and non-binary survivors within Sri Lanka due to cultural taboos against male and non-binary feminisms and the targeted of existing interventions.

A similar set of unknowns relates to assessing sustainability of support structures and interventions deployed in addressing Gender-based violence. For this reason, regardless of the findings showing that community programs, counseling and legal provisions minimize trauma symptoms and enhance the quality of life in the short term, there are few longitudinal data on the effectiveness of these interventions in the recovery of survivors. For instance, there is evidence that community-based intervention such as Stepping Stones have helped to reduce intimate partner violence by 15 percent (Jewkes et al., 2010), though there is limited follow up data to monitor the impact of interventions a year or more after they have been implemented. Also, it has been found that, through the available trauma-informed counseling methods, PTSD symptoms have been reduced by 40% (Heise et al., 2019) However, this makes it difficult to know if it has had a steady growth and that these changes are long-term. This absence of longitudinal data leaves a major gap in the knowledge regarding what types of interventions help patients sustain positive outcomes vs. the kinds of support that need to be continued or modified over time to have a long-term positive impact.

2.6 SUMMARY

This chapter presents previous research findings on gender-based violence and its effects on primary school children academic achievement. It establishes how culture, poverty, lack of safety laws, and perceived Just culture promotes Physical, emotional and sexual violence in children by presenting data on how many kids have experienced GBV & its impact on them. The review focuses on the consequences of GBV, which is anxiety and depression, truancy, defiance and poor grades, and academic reductionism. Moreover, the chapter discusses current sources of support including school-related policies, community and governmental efforts and interventions towards the challenge of GBV within their shortcomings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a description of the research design, study population, sample and sampling techniques, research instruments, the quality control, research procedures and techniques of data presentation and analysis.

3.1 Research Design

The study was a case study and descriptive cross section research design. It involved establishing the relationship between the independent variable and the dependent variable. The reason for this is because it aimed at describing the current situation so that it can be understood clearly. Thus, the gaps identified in it can be addressed in order to analyze the GBV and Academic performance of children in Ayivu west constituency, Arua city. Both qualitative and quantitative approaches were used in this study.

The quantitative data was obtained using structured questionnaires from different categories of people such as respondents from Ayivu west constituency, while the qualitative data was obtained from key informants, interviews and observations. Qualitative approach was considered because it tries to draw conclusions in terms of concepts and analysis in terms of understanding, what, where, who among other queries, while the quantitative research approach was opted for in cases where data needs to be tabulated or represented in graphs or pie charts for easier comprehension.

3.2 Study population

The study population consisted of respondents from Ayivu West, which had an estimated population of 247,090 in 2014 (Uganda Bureau of Statistics). The target population comprised 100 randomly selected individuals, including CSO members, teachers, local council members, community members, administrators, and police authorities. These respondents provided insights into Gender-Based Violence and its impact on academic performance in the constituency.

3.3 Sample size

The research is based on a target population of 100 individuals. In this context, the researcher considered a sample size of 50 respondents. Of which respondents included; 10 teachers, 02 Ayivu west LCs, 6 CSOs members, 20 Community members and 10 Administrators, 02 Police authorities the study involves these groups of people because of their key roles that they play in their various capacities as key stakeholders. This table is scientifically designed such that the bigger the population sizes, the bigger the corresponding sample size as shown in table 1 below;

Table 1: Sample Size and population of respondents

Category	Population	Sample
CSOs members	20	6
Teachers	15	10
Local council members (LC5)	10	2
Community members	30	20
Administrators	15	10
Police authorities	10	2
Total	100	50

3.4 Sampling Technique

In determination of the respondents, simple random sampling technique was used, which means that, all the individuals have equal change of being selected regardless of their sex. In this procedure, the respondents were chosen randomly and these respective respondents were categorized based on the self-selected criteria of the willingness and availability to participate in the study.

3.5 Data collection instruments

3.5.1 Questionnaires

Data was collected through use of questionnaires and interviews which data was then accumulated for processing and analyses. The secondary data was collected through reviews of literature, surfing the internet and reading the articles from the newspapers.

3.5.2 Interviews

The interview method was used where personal contact between the researcher and the respondent from Ayivu west constituency is needed an interviewing guide, papers and pens aided the researcher at the stage of conducting interviews (sherry Gordon, 2005)

3.5.3 Documentary

This method constitutes the literature review above in chapter two about data and information written by scholars, published and unpublished reports enriched with literature and provided additional information to fill the gaps that were left unanswered by the questionnaires (Amin, 2005)

3.5.4 Observation

This involves the researcher studying the research subjects by critically looking at them with her naked eyes. The method was mainly be applicable where the research subject(s) were overt. Observation as the method is very important to this research as it enables the evidencing of gender-based violence and academic performance while specifically concentrating on the finding got from Ayivu west constituency, Arua city.

3.6 Quality Control (Validity and Reliability)

3.6.1 Validity

Validity confirms that the research actually taps in the intended variables and depicts the phenomenon properly. Reliability is Best met within the research when developing tools to ensure that a range of variables within the objectives of the research are measured adequately and that the tools are valid and understood by the professionals

in the field. Through constant supervision during data collection, one reduces mistakes, and by putting into use multiple sources or ways of data collection increases the validity and usefulness of the findings.

3.6.2 Reliability

Sustainability/Reliability means how 'reliable' the derived research results are and how they remain the same over a period of time. To maintain the reliability, this study uses structured questionnaires and interview guidelines in measuring all the participants. These instruments can actually be pre-tested or pilot- tested so as to detect some questions that are either ambiguous or unclear. This also strengthens reliability since it implies that very similar results would be obtained if the same procedures were applied on similar groups under similar circumstances.

3.7 Data analysis

3.7.1 Quantitative analysis

Data obtained from questionnaires was through identification, cleaning, coding, sorting as well as comprehensibly analyzed with the prerequisite statistical packages comprising of SPSS or Excel to apply descriptive as well as inferential statistics. To establish validity and reliability, Hypothesis testing was performed to examine relationships between variable outcomes. Graphs, tables and charts as tools in presenting findings in a more informed and best understood manner are also common in research.

3.7.2 Qualitative analysis

Narrative data collected from interviews or from open-ended questions were cleaned and analyzed through techniques such as thematic coding and content analysis to determine common themes and associations inherent from the study aims. Interpretation is more focused on the environment and intensity in which participants engage; it makes the research problem more comprehensible.

3.8 Research procedure

An introductory letter was obtained from the department of social sciences, Uganda Christian University. The researcher drew a work plan which guided him carry out planned activities of the meeting respondents, distributors' questionnaires and conducting interviews as well as reporting to the supervisor for more review.

3.9 Ethical consideration

Ethical consideration refers to the morality, uprightness and justification of the researchers conducting carrying out research. The researcher was guide by the following main consideration. Certain information like the name of the respondent was kept confidential on special request by the official.

3.10 SUMMARY

This chapter provided an overview of the proposed research design, the identified study population, the sample, and the data collection and analysis methodologies, where issues of quality control and data use ethically were also discussed. Hypothesis testing used statistical models to solve quantitative research questions; the measurement of variables, on the other hand, used analysis thematic analysis. Validity and reliability indexes were used to maintain the reliability of the instruments while participants' rights were protected. Alone, these methodologies offered a structural guide towards the professional and reliable research conduct.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on the presentation, analysis and interpretation of findings based on the research objectives. Data was presented descriptively and interpretation of the resultant findings of the study. The analysis was based on the summery of key issues from the theoretical and empirical literature. The findings are summarized from primary sources of data and presented in frequency tables and percentage contributions as follows

4.1 Back ground information of the Respondents.

In order to enrich the quality of report in analysis, the background information of respondents was taken note of and variables such as gender, age, marital status and levels of education including the working experience of youth in the study as presented.

Table 2: Showing Gender of the respondents

Sex	Frequency	Percentages
Male	28	56
Female	22	44
Total	50	100

The gender distribution of the respondents is presented on table 2 above. Out of the 50 respondents 28 (56%) were male and 22 (44%) were female. This gender distribution indicates that majority of the respondents were men because on matters of gender-based violence and academic performance among children.

Table 3: Age Distribution of Respondents

Age Range	Frequency	Percentages
18-24	10	20
25-34	20	40
35-44	15	30
45 and above	5	10
Total	50	100

Source: Primary Data

The age groups of all the respondents are presented in table 3. Here 10 (20%) were aged between 18-24 years, 20 (40%) were aged 25-34 and 15 (30%) were between 35-44 and 5 (10%) were in the age 45 and above. This implies that majority of the respondents were in between the age bracket of 25-34 that comprised of mostly civil servants.

Education Level Attained

Table 4: Level of Education of Respondents

Education level	Frequency	Percentage
Secondary	10	20
Diploma	20	40
Bachelor's Degree	18	36
Master's Degree	2	4
Total	50	100

Source: Primary Data

From table 4, it can be seen that the biggest percentage 40% of the respondents had attained diploma level, followed by 36% who had attained Bachelor's degree and 20% who attended secondary level, followed by 4% who attained master's degree level. This means that majority of the respondents attained Diploma level.

Designation

Table 5: Showing Designation of the respondents

Designation	Frequency	Percentage
CSO	6	12
Teachers	10	20
LC5	2	4
Community Members	20	40
Police authorities	10	20
Administrators	2	4
Total	50	100

Source: Primary Data

The Table above indicates that majority of the respondents in this exercise were community members constituting 40% followed by both teachers and police authorities constituting 10% and 4% of whom were both administrators and LC5. This meant that majority of respondents were community members.

4.2 Objective one: The prevalence of gender-based violence among children in Ayivu Division, Arua City

The table showing the responses on physical violence

Rates	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Frequency	2	1	0	22	25	50
Percentage	4	2		44	50	100

As shown from the table above, it indicated that 4% and 2% of the respondents strongly disagreed and disagreed respectively. However, 44% and 50% of the respondents agreed and strongly agreed respectively. This meant that majority of the respondents accepted that physical violence is common and prevalent among children in Arua City.

The table showing the responses on sexual violence

Rates	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Frequency	2	5	1	18	24	50
Percentage	4	10	2	36	48	100

As regards sexual violence, it is indicated that 4% and 10% of the responses were strongly disagree and disagree respectively, as 2% of the respondents were uncertain. On the other hand, 36% and 48% of the respondents agreed and strongly agreed respectively. This clearly meant that most of the respondents accepted the fact that sexual violence is common among children in Ayivu division, Arua City.

The table shows the view of the respondents on psychological and emotional violence

Measure	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Frequency	4	7	2	17	20	50
Percentage	8	14	4	34	40	100

As far as responses on psychological and emotional violence, 8% and 14% strongly disagree and disagree respectively, as 4% of them were uncertain. On the other hand, 34% and 40% agreed and strongly agreed respectively. This clearly indicated that majority of the respondent agreed that psychological and violence are prevalent among children in Ayivu Division, Arua City.

The table shows responses on Neglect and child marriage

Measure	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Frequency	3	4	1	19	23	50
Percentage	6	8	2	38	46	100

On neglect and child marriages, it is established that 6% and 8% of the respondent strongly disagreed and disagreed as indicated in the table above, as 2% were uncertain. However, 38% and 46% agreed and strongly agreed. This clearly means that majority agreed with the view that child neglect and marriages are common in Ayivu division, Arua City.

The table shows the view of respondents on Bullying and harassment in schools

Measure	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Frequency	5	10		20	15	50
Percentage	10	20		40	30	100

From the table above, it indicated that 10% and 20% of the respondent strongly disagreed and disagreed, respectively. While, 40% and 30% agreed and strongly agreed that bullying and harassment of children is a common practice in schools in Ayivu, Arua City. The findings indicate that majority of the views were in support of the prevalence of bullying and harassment in schools.

4.3 Objective two: The effects of gender-based violence on children in Ayivu Division, Arua City.

A table showing respondent views on the effects of gender-based violence

Measure	Responses					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
1. Poor academic Performance						
Frequency	2	3	2	20	23	50
Percentage	4	6	4	40	46	100
2. Increased School drop out						
Frequency	1	1	2	19	27	50
Percentage	2	2	4	38	54	100
3. Emotional and Psychological trauma						
Frequency	2	2	0	18	28	50
Percentage	4	4	0	36	56	100
4. Loss self esteem						
Frequency	4	6	2	20	18	50
Percentage	8	12	4	40	36	100
5. Inter-generational cycle of violence						
Frequency	11	14	4	13	8	50
Percentage	22	28	8	26	16	100

As from the table above especially on poor academic performance, it is indicated that 4% and 6% of the respondents strongly disagreed and disagreed respectively, 4% were uncertain. On the other hand, 40% and 46% represented the views of respondents who

agreed and strongly agreed respectively. This meant that most of the respondent accepted the fact that gender-based violence leads to poor academic performance among children in Ayivu, Arua City.

Concerning increased school dropout rates, it is indicated from the table above that 2% of respondents strongly disagreed and disagreed, as 4% were not so certain. However, 38% and 54% of the respondents agreed and strongly agreed that Gender based violence causes high dropout rates. This clearly shows that most respondents accepted that gender-based violence leads to high dropout rates among children in Ayivu, Arua City.

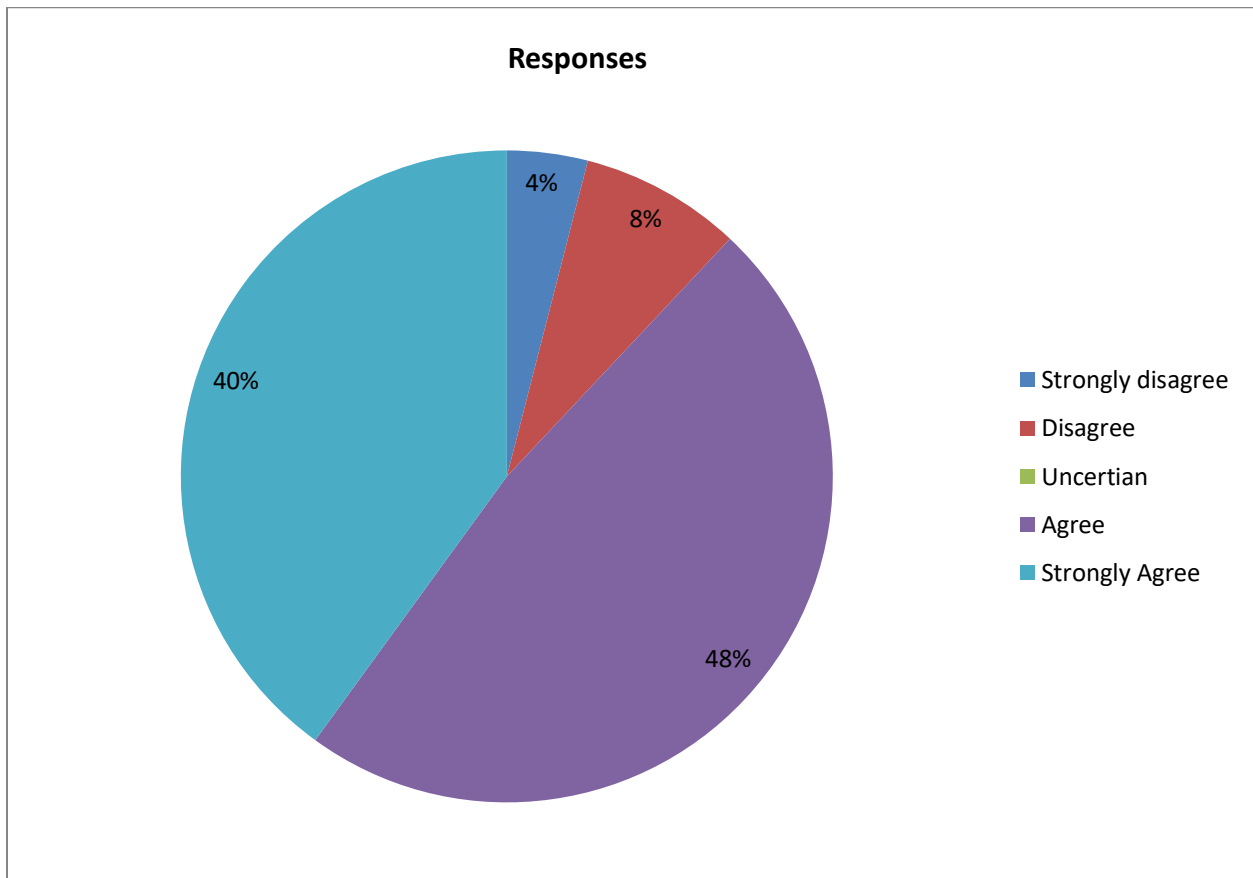
On whether, gender-based violence causes emotional and psychological trauma among children, it is established that 4% of the respondents strongly disagreed and disagreed respectively. On the other hand, 36% and 56% agreed and strongly agreed. This means that majority confined to the view that gender-based violence results in to psychological and emotional trauma.

As far as loss of self-esteem is concerned, it is indicated that 8% and 12% of the respondents strongly disagreed and disagreed, and 4% were uncertain. 40% and 36% of them agreed and strongly agreed that gender-based violence leads to loss of self-esteem among children in Ayivu division, Arua City.

Regarding intergenerational cycle of violence, it is indicated that 22% and 28% of the respondent strongly disagreed and disagreed, 8% were uncertain. However, 26% and 16% of the respondent agreed and strongly agreed. The findings here indicate that a slight majority of the respondent defied the view that gender-based violence results in to intergenerational cycle of violence.

4.4 Objective Three: The ways of reducing gender-based violence in Ayivu Division, Arua City.

Figure 1: Pie chart showing the respondents views on community awareness campaigns.



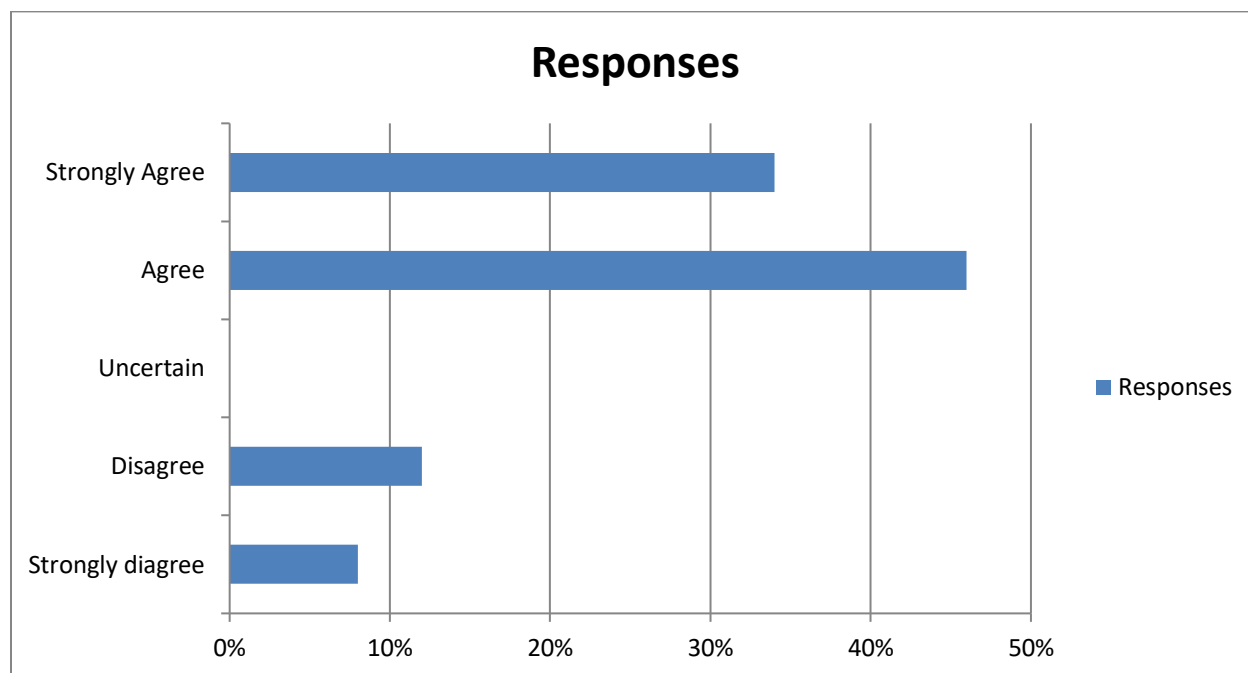
This chart establishes that 40% and 48% of the respondent agreed and strongly agreed that community awareness campaigns can help to reduce gender-based violence against the 4% and 8% that strongly disagreed and disagreed. This clearly means most of the respondent confined to the view that community awareness campaigns can reduce gender-based violence in Ayivu division, Arua City.

A table showing views on extension of legal enforcement

Responses	Frequency	Percentages
Strongly Disagreed	2	4
Disagreed	3	6
Uncertain	2	4
Agreed	19	38
Strongly Agreed	24	48
Total	50	100

As indicated from the table above 4% and 6 % of the respondent strongly disagreed and disagreed, 4% were uncertain, 38% and 48% agreed and strongly agreed. This clearly means that majority of the respondents accepted the fact that extension of legal enforcement can help to minimize gender-based violence among children in Ayivu Division, Arua City.

Figure 2: A bar graph showing responses on school-based intervention



The bar graph above clearly shows that 46% and 34% of the respondents agreed and strongly agreed as opposed to 8% and 12% disagreed and strongly disagreed. This clearly meant that most of the views correspond to the fact that school-based intervention can help minimize gender-based violence among children in Ayivu Division, Arua City.

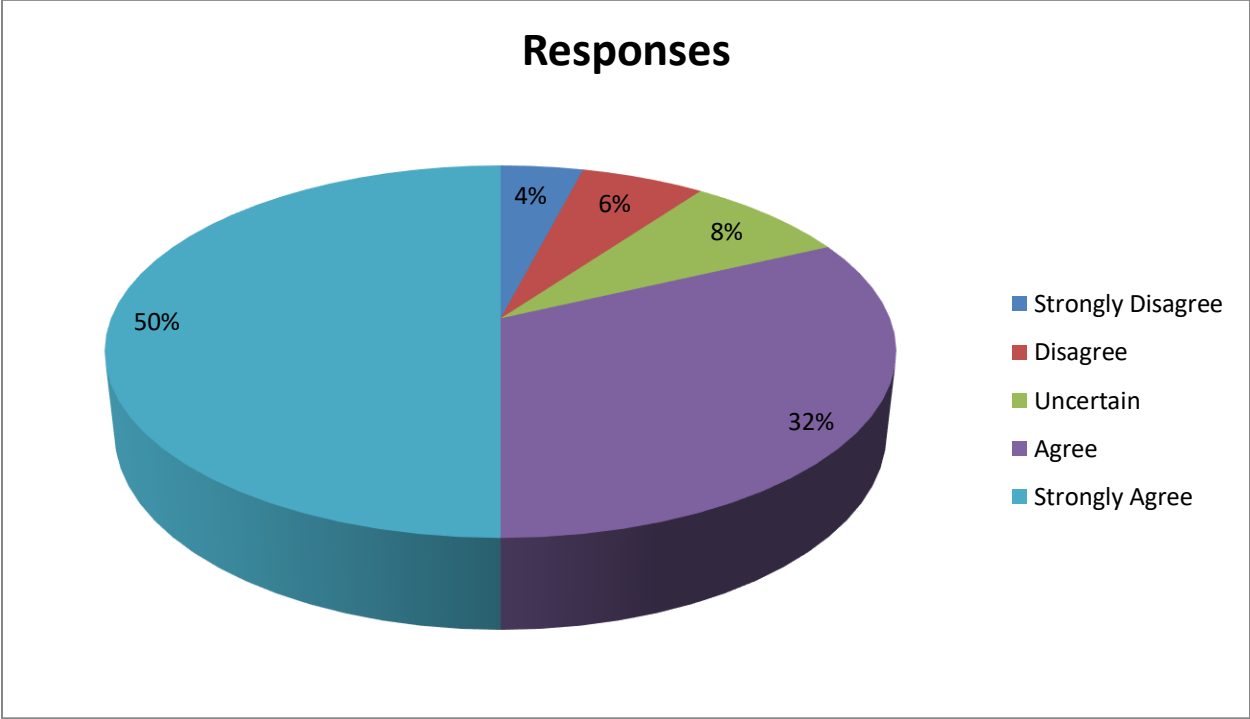
A table showing view of respondents on support service for survivors

Responses	Frequency	Percentages
Strongly Disagreed	1	2
Disagreed	3	6
Uncertain	4	8
Agreed	20	40
Strongly Agreed	22	44
Total	50	100

As regards, support services for survivors, it is indicated in the table above that, 40% and 44% of the respondents agreed and strongly agreed that support for survivors can

help to reduce gender-based violence. This clearly meant that majority of the respondents accepted the fact that provision of support services to survivors can help minimize gender-based violence among children in Ayivu division, Arua City.

Figure 3: Pie chart showing responses on Economic empowerment initiatives



Concerning the views on economic empowerment initiatives, it's indicated from the figure above that 4% and 6% of the respondents strongly disagreed and disagreed, as 8% were not sure. On the other hand, 32% and 50% of the respondents strongly agreed and agreed respectively. This clearly shows that majority of the respondents confined that economic empowerment initiatives can help to reduce gender-based violence among children in Ayivu Division, Arua City.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive discussion of the study findings on Gender-Based Violence (GBV) and academic performance among children in primary schools in Ayivu Division, Arua City. The chapter is structured based on the study's objectives: to examine the prevalence of GBV among children, to identify its effects on academic performance, and to assess existing support systems and interventions addressing GBV and its academic implications. The findings are discussed in relation to the literature reviewed and the study's research questions. Finally, the chapter provides conclusions and recommendations for policy, practice, and further research.

5.2 Discussion of Findings

5.2.1 Prevalence of Gender-Based Violence among Primary School Children in Ayivu Division

The study findings indicate that GBV is a prevalent issue affecting many children in primary schools in Ayivu Division. Reports from respondents, including pupils, teachers, and community leaders, highlight that physical, emotional, and sexual violence are common forms of GBV experienced by children as supported by National Crime Records Bureau in India (NCRB, 2019). The study found that GBV is not only perpetrated by peers but also by teachers and family members, making it difficult for victims to report cases. Many children are subjected to corporal punishment in schools and domestic violence at home, both of which create an unsafe environment for learning. Additionally, cultural and societal norms that tolerate violence against children further exacerbate the situation, making GBV a widespread challenge in the area.

Furthermore, the study established that gender stereotypes and discrimination significantly contribute to GBV in primary schools. Girls, in particular, are more vulnerable to sexual harassment and early forced marriages, which disrupt their

education as emphasized by World Health Organization (WHO, 2013). Boys, on the other hand, often face physical abuse as a form of discipline, leading to psychological trauma. Many cases of GBV go unreported due to fear of retaliation, lack of awareness of child protection laws, and inadequate reporting mechanisms. The high prevalence of GBV in Ayivu Division highlights the urgent need for more effective interventions to protect children from abuse and ensure a safe learning environment (UNICEF, 2020).

5.2.2 Effects of GBV on Academic Performance of Children in Primary Schools

GBV was found to have significant negative effects on children's academic performance in Ayivu Division as supported by Chander et al. (2017). Victims of GBV often experience emotional distress, anxiety, and depression, which hinder their ability to concentrate in class as cited by Deb, S., & Modak, S. (2010). Many children who have suffered physical or emotional abuse struggle with low self-esteem and reduced motivation to learn. As a result, their academic performance declines, leading to poor grades and an increased likelihood of repeating classes. Additionally, children who experience GBV frequently develop behavioral issues such as aggression, withdrawal, and defiance, further affecting their interaction with teachers and classmates (Kitzmann et al., 2003).

Another major consequence of GBV is increased absenteeism and school dropouts among affected children. Many victims, especially girls who have been sexually abused or forced into early marriages, discontinue their education due to stigma and societal pressure. Boys who experience physical violence may opt to run away from home or engage in risky behaviors, further reducing their chances of academic success as cited by Bandura, A. (1977). GBV also creates an unsafe school environment, discouraging both victims and their peers from actively participating in learning. These effects highlight the critical need for measures to prevent GBV and provide adequate support to affected children to ensure they achieve their educational potential.

5.2.3 Existing Support Systems and Interventions for Addressing GBV in Schools

The study assessed the availability and effectiveness of support systems addressing GBV and its impact on children's education in Ayivu Division. School-based interventions such as guidance and counseling services have been established in some schools to help victims cope with trauma as supported by Heise, L., (2019). Additionally, some schools have set up anti-GBV clubs and peer support groups aimed at raising awareness about children's rights and reporting mechanisms. However, these initiatives remain limited in scope and effectiveness due to inadequate funding and lack of trained personnel. Teachers and school administrators often lack the necessary skills to handle GBV cases sensitively, resulting in underreporting and lack of proper intervention as emphasized by Baker-Henningham, H., (2017).

Community and government efforts to combat GBV have also been noted, though with varying degrees of success as supported by International Rescue Committee (2017). NGOs and civil society organizations have been engaged in GBV sensitization programs, but coverage remains limited. Local law enforcement agencies and child protection officers play a role in addressing GBV, but weak enforcement of child protection laws and cultural barriers hinder effective intervention. Faith-based organizations have been instrumental in offering psychosocial support and advocating against GBV, but there is a need for stronger collaboration between schools, parents, and community stakeholders as cited by McKay, S., & Mazurana, D. (2019). Strengthening these support systems is essential in ensuring a safer learning environment for children in Ayivu Division.

5.3 Conclusion

It is not a far stretch to see why analysis reveals extensive occurrence of Gender-Based Violence toward primary school children. Primary school children experience frequent physical attacks and emotional abuse together with sexual mistreatment from their peers alongside teachers and family members. Many children do not report their cases because they fear dangerous consequences and they do not understand the protection laws designed to keep them safe. The study results show that society needs critical

interventions to safeguard children in educational settings and communities because of the escalating GBV threat.

The emotional suffering and depression paired with anxiety which victims experience results in deteriorating concentration levels and decreasing motivation as well as poor academic outcomes. The research confirms GBV causes children to develop low self-image and behavioral challenges that result in lower grades and higher risks of academic failures. Students require protection and psychological support through policy measures and programs according to the research results.

According to the study some GBV support systems exist but their effectiveness remains limited because there are insufficient resources and adequately trained personnel are absent. Law enforcement agencies and child protection officers address GBV cases through their work but resource limitations stop them from reaching optimal results. There's need to enhance partnerships between educational institutions and parent associations united with government departments and community members to create safe educational spaces for its children.

5.4. Recommendations

The recommendations were suggested as follows:

5.4.1 Policy Recommendations

- The government should strengthen the implementation of child protection policies, ensuring strict enforcement of laws against GBV in schools and communities.
- Ministry of Education and Sports should integrate GBV education into the curriculum to promote awareness and prevention among pupils and teachers.
- Local authorities should establish a reporting and monitoring system for GBV cases in schools, ensuring timely interventions.

5.4.2 School-Based Interventions

- Schools should enhance guidance and counseling services by training more teachers in trauma-informed care and child protection.

- Teachers should be equipped with skills to identify and support GBV victims while promoting gender-sensitive teaching methods.
- Schools should create safe spaces where children can report GBV cases without fear of victimization.

5.4.3 Community and Stakeholder Engagement

- Community awareness programs should be intensified to challenge harmful gender norms and encourage reporting of GBV cases.
- NGOs and civil society organizations should strengthen partnerships with schools and government agencies to enhance GBV prevention and response mechanisms.
- Parents should be actively involved in promoting a violence-free environment both at home and in schools.

5.5 Future Research Directions

Further studies should explore the long-term psychological impacts of GBV on children's educational achievements.

Research should be conducted to assess the effectiveness of existing GBV intervention programs in primary schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

Dear respondent,

My name is **Alibo Daniel**, am a student at the Uganda Christian University-Arua Campus, conducting a research on the topic; “**Gender-Based Violence and Academic Performance in Ayivu Division, Arua City**”. The information that will be gathered in the course of the study will be used solely for academic purpose and will not be shared with any other source.

Instructions

I would like to kindly appeal to you to find some time and complete the questionnaire below correctly by ticking in the boxes which are offered in the choice in each question. The answers you provide will only be used for this academic purpose and therefore your anonymity will be respected to the highest level. Many thanks for your detail time and support.

SECTION A: Demographic Characteristics

1. Kindly indicate your gender. (Tick as appropriate)

a) Male

b) Female

2. Select your age bracket. (Tick as appropriate)

a) 18-24 years

b) 25-36 years

c) 36-44 years

d) 44 years and above

3. Marital Status

a) Married

b) Single

c) Divorce

d) Widowed

4. What education level have you ever achieved? (Tick as appropriate)

- a) Secondary Level b) Diploma level
 c) Bachelor's degree d) Master's Degree

Any other (specify).....

5. How long have you been living in Ayivu West Constituency?

- a). 1-2 years b). 3-5 years
 c). 6-7 years d). 8 years and above

6. What is your occupation?

- a) CSO member b) Teacher c) Local council member
 d) Community member e) Community development official

SECTION B: THE PREVALENCE OF GENDER-BASED VIOLENCE AMONG CHILDREN IN AYIVU DIVISION IN ARUA CITY.

REMARKS AND INSTRUCTIONS

SA	A	UC	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Please Tick the appropriate response.

		SD	D	UC	A	SA
No.	Response	1	2	3	4	5
A	Physical Violence					
B	Sexual Violence					

C	Emotional/Psychological Abuse					
D	Neglect					
E	Witnessing Domestic Violence					
F	Child Marriage					
G	Exploitation and Trafficking					
H	Bullying and Harassment in Schools					

SECTION B: THE EFFECTS OF GENDER-BASED VIOLENCE ON CHILDREN IN AYIVU DIVISION IN ARUA CITY.

REMARKS AND INSTRUCTIONS

SA	A	UC	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Please Tick the appropriate response.

		SD	D	UC	A	SA
No.	Response	1	2	3	4	5
A	Poor Academic Performance					
B	Increased School Dropout Rates					
C	Emotional and Psychological Trauma					
D	Health Complications					
E	Behavioral Issues					
F	Loss of Self-Esteem					

G	Risk of Exploitation and Child Labor					
H	Intergenerational Cycle of Violence					

SECTION B: THE WAYS OF REDUCING GENDER-BASED VIOLENCE IN THE AREA OF AYIVU DIVISION.

REMARKS AND INSTRUCTIONS

SA	A	UC	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Please Tick the appropriate response.

		SD	D	UC	A	SA
No.	Response	1	2	3	4	5
A	Community Awareness Campaigns					
B	Strengthening Legal Enforcement					
C	School-Based Interventions					
D	Support Services for Survivors					
E	Economic Empowerment Initiatives					
F	Engaging Men and Boys					
G	Strengthening Family Structure					
H	Collaboration with Stakeholders					

APPENDIX II: INTERVIEW GUIDE

1. What do you understand by the term gender-based violence (GBV)?

.....
.....

2. How prevalent is GBV in your community, particularly among families with school-going children?

.....
.....

3. In your view, what are the common causes of GBV in Ayivu Division?

.....
.....
.....

4. Who are the most affected victims of GBV in Ayivu Division?

.....
.....

5. How does GBV directly or indirectly affect the academic performance of children in Ayivu Division?

.....
.....

6. What forms of GBV are most common and do exist in Ayivu Division?

.....
.....

7. Who are the common perpetrators of GBV in Ayivu Division?

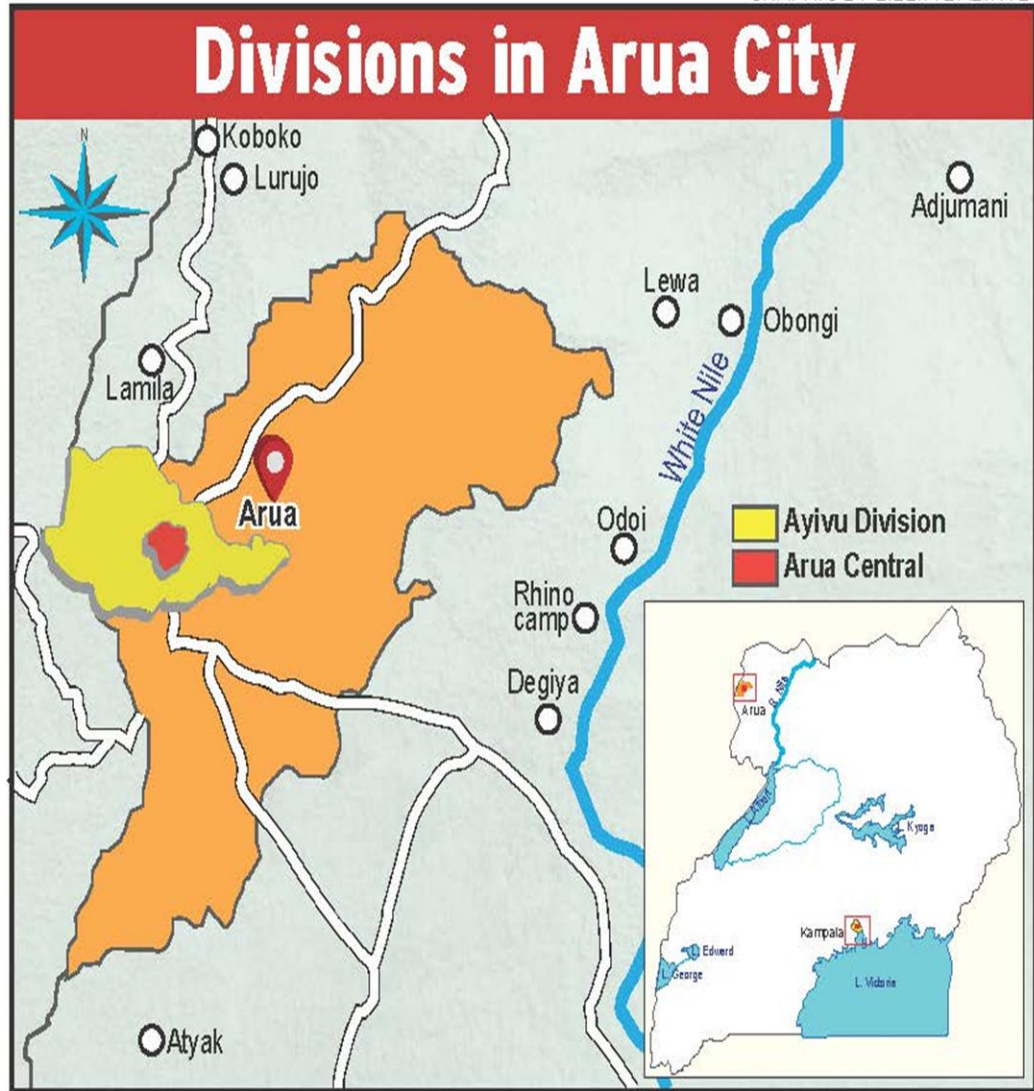
.....
.....

8. What interventions or support systems exist to help children affected by GBV maintain or improve their academic performance?

.....
.....

APPENDIX III: MAP OF AYIVU DIVISION ARUA CITY

GRAPHIC BY LILLIA BABIRYE



APPENDIX IV: INTRODUCTION LETTER FOR DATA COLLECTION



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
ARUA CAMPUS
Office of Head of Department, Social Sciences

December 3rd, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Re: **REQUEST FOR PERMISSION TO COLLECT DATA**

This is to introduce to you **Alibo Daniel**, Reg No: **S22/ASC/BSW/015**, a student at Uganda Christian University, Arua Campus, who is pursuing a course in Bachelor of Social Work and Social Administration as a partial fulfillment of the requirements for the award of the degree mentioned above. Each student is required to conduct a research study. The purpose of the letter is to respectfully request your good office to allow the above student so that he or she has access to your organization and collects some information required for his or her study. The study is on the topic: **Gender Based Violence and Academic performance in Ayivu Division, Arua City.**

The information obtained will be strictly used for the study purposes.

Any assistance rendered to this cause will be highly appreciated.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Eyotaru Loyce'.

Eyotaru Loyce

Ag Head of Department of Social Science



A Complete Education for A Complete Person

P.O BOX 356, Arua; Tel: + (256) 788216725; Email: eyotaru@arua.ucu.ac.ug ; Web: www.arua.ucu.ac.ug

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