

**INFLUENCE OF DOMESTIC VIOLENCE ON ACADEMIC PERFORMANCE OF  
PRIMARY SCHOOL PUPILS: A CASE STUDY OF KASHUMBA SUB-COUNTY,  
ISINGIRO DISTRICT**

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**DECLARATION**

I hereby certify that I am the author of this research report and do confirm that it has not yet been submitted for consideration for another degree or professional certification. Furthermore, this work explicitly acknowledged both my contributions to this work as well as those made by the other writers.

Signature:  ..... Date: 28/7/25 .....

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## APPROVAL

I hereby certify that this research work by Twagirayesu Vicent was done under my supervision as the research supervisor.

Signature.....



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University Supervisor

Date.....

28/7/2025

## DEDICATION

This research dissertation on influence of domestic violence on academic performance of primary school pupils is dedicated to my mother Ms. Patricia Nyirabakarani, my dad Mr. Emmanuel Mawalio, my wife Grace Muhoza and Windle International Uganda for the tremendous support given to me through my studies to make sure that I complete my bachelor degree in social work.

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## ABSTRACT

Domestic violence (DV), particularly intimate partner violence (IPV), remains widespread across the globe and has widely established effects on children's learning. This study examined the effect of domestic violence on learning performance among primary school pupils in Kashumba Sub-County, Isingiro District. The study aims were to determine types of domestic violence indicated by pupils, assess learning performance among affected pupils, and suggest ways of mitigating its effects on learning. A quantitative research design and cross-sectional study were employed, where information was gathered from 66 respondents, comprising pupils, teachers, parents, and Child Development Center (CDC) workers. The data were analyzed using SPSS and tabled, charted, frequencies, and percentages. Male respondents accounted for 86.4% while females accounted for 13.6%, with a majority being between the ages of 20-40. The greater majority of learners were in upper primary, 53% accessed government schools, and 74.2% lived in rural settings. The most reported forms of domestic violence were emotional abuse (mean = 4.53), economic hardship (mean = 4.45), and witnessing violence (mean = 4.36). Results showed that domestic violence significantly lowers academic achievement (mean = 4.76), lowers support from parents (mean = 4.52), and leads to truancy (mean = 4.32). Interventions recommended were counseling (mean = 4.73), teacher training (mean = 4.77), school-community partnership (mean = 4.65), financial assistance (mean = 4.45), and public awareness campaigns (mean = 4.27). In essence, domestic violence undermines students' education through absenteeism, poor performance, and low attendance. The study recommends low-cost counseling, teacher training, and improved joint working

between schools, local authorities, community organizations, and child protection agencies to deal with the underlying problems and safeguard children's education.

## **CHAPTER: INTRODUCTION**

### **1.0 Introduction**

This study assessed the influence of domestic violence on academic performance of primary school pupil with a specific focus on Kashumba Sub County, Isingiro district. The independent variable was domestic violence, while the dependent variable was academic performance of primary school pupils. In this context, domestic violence is defined as an outline of behavior in a relationship aimed maintaining power and control over others, which may be in different forms such as emotional, economic and sexual abuse. Academic performance, on the other hand refers to an important aspect of educational attainment, typically measured by grades, test s, and the pupil's active involvement in the learning process. This chapter included the following sections; background of the study, problem statement, objectives of the study, research questions, significance of the study, scope, conceptual framework and definition of the key terms.

### **1.1Background of the Study**

Domestic violence (DV), particularly intimate partner violence (IPV), is still widespread globally and has well-documented effects on children's education. An estimated one in three women, about 30%, aged 15 to 49 have faced physical and/or sexual IPV in their lives. Around 13% have experienced it in the past year, according to 2018 estimates published in 2021 (World Health Organization (WHO, 2021). Living in a home with DV is linked to poor attendance, lower concentration, and diminished test scores among

young learners. These issues arise from trauma, anxiety, disrupted sleep, and caregiving responsibilities (Briggs-Gowan et al., 2021; Murry et al., 2021; UNICEF Innocenti, 2021).

At the same time, the global education crisis has worsened. By 2022, an estimated 70% of 10-year-olds in low- and middle-income countries could not read and understand a simple text, a situation described as "learning poverty." This statistic highlights how additional barriers, like DV, might further lower academic performance (World Bank et al., 2022).

The impact of Domestic Violence is especially severe in Sub-Saharan Africa (SSA). Whose regional findings show that the lifetime rate of IPV among women in SSA stands at about 33%. In Eastern Sub-Saharan Africa (ESSA), it is even higher, with approximately 38% experiencing it over their lifetime and 24% in the past year (WHO, 2021). These high rates intersect with significant educational challenges. Only one in ten 10-year-olds in SSA shows reading comprehension at age 10, and out-of-school rates are the highest in the world (UNICEF/UNESCO, 2022; UNESCO Institute for Statistics, 2023). These factors increase the likelihood that Domestic Violence at home may lead to poorer academic results for young students due to compounded disadvantages in their learning environments (World Bank, 2022; UNESCO Institute for Statistics, 2023).

Domestic violence, particularly intimate partner violence, is widespread around the world and significantly impacts children's education. An estimated one in three women, or about 30%, aged 15 to 49 have faced physical or sexual intimate partner violence at some point in their lives. Thirteen percent experienced it in the past 12 months, according to 2018 data published in 2021 by the World Health Organization. Children

exposed to domestic violence at home often struggle with poor attendance, lack of focus, and lower test scores. This happens due to trauma, anxiety, sleep disruption, and additional caregiving responsibilities. The studies by Briggs-Gowan et al. (2021), Murry et al. (2021), and UNICEF Innocenti (2021) highlight these pathways. Meanwhile, the global learning crisis has worsened. By 2022, an estimated 70% of 10-year-olds in low and middle-income countries could not read and understand a simple text, a situation referred to as "learning poverty." This emphasizes how issues like domestic violence can further harm academic success, as noted by the World Bank et al. (2022).

## **1.2 Problem Statement**

While several studies have examined the causes and effects of domestic violence on families, there is limited research on how such violence specifically affects the academic performance of primary school pupils in rural Uganda. In Kashumba Sub-County, teachers and local leaders have reported declining academic performance and increased school absenteeism among pupils suspected to be from violent homes. Despite this, little has been done to investigate the correlation between domestic violence and pupils' academic outcomes. This study seeks to fill this gap by examining how domestic violence affects the academic performance of primary school pupils in Kashumba Sub-County.

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

To examine the effect of domestic violence on the academic performance of primary school pupils in Kashumba Sub-County, Isingiro District.

### **1.3.2 Specific Objectives**

1. To identify the forms of domestic violence experienced by pupils in Kashumba Sub-County.
2. To assess the academic performance of pupils affected by domestic violence in Kashumba Sub-County.
3. To propose strategies for mitigating the impact of domestic violence on pupils' education in Kashumba Sub-County.

## **1.5 Research Questions**

1. What forms of domestic violence are experienced by primary school pupils in Kashumba Sub-County?
2. How does domestic violence affect the academic performance of pupils in Kashumba Sub-County?
3. What strategies can be adopted to reduce the negative impact of domestic violence on pupils' education in Kashumba Sub-County?

## **1.7 Significance of the Study**

This study will be significant to several stakeholders. To educators, it will provide insights into the behavioral and academic challenges faced by pupils from violent homes. Policymakers and child protection agencies will gain a better understanding of the local dynamics of domestic violence and its impact on education, thus informing targeted interventions. Parents and guardians will also be sensitized on how domestic violence indirectly hampers their children's academic success. Furthermore, the findings will contribute to academic literature and form a basis for further research.

## **1.7 Scope of the Study**

The scope of this study was divided into three namely; content, geographical and time scope.

### **1.7.1 Content scope**

This study was limited to examining the effects of domestic violence on the academic performance of primary school pupils in Kashumba Sub-County, Isingiro District. Specifically, the objectives were to; identify the forms of domestic violence experienced by pupils; assess the academic performance of pupils affected by domestic violence; and explore the strategies for mitigating the impact of domestic violence on pupils' education in Kashumba Sub-County.

### **1.7.2 Geographical scope**

The study was conducted in Kashumba Sub County, Isingiro district located in western Uganda. Isingiro district is well known for hosting refugees from the Great Lakes region. The majority of the occupants depend on subsistence farming and most of the population is semi-literate.

### **1.7.2 Time scope**

The research investigated pupils in selected primary schools, teachers, and a few parents or guardians within the sub-county and this was conducted in a period of 8 months from January to August 2025.

## **1.8 Conceptual Framework**

The conceptual framework was developed based on the ideas of ecological systems theory by Bronfenbrenner (1979), which emphasizes how different environmental systems, including family, influence a child's development and performance. In this context, the home environment, particularly domestic violence, serves as a critical factor influencing the academic outcomes of the child. The framework further explored how exposure to violence at home affects emotional well-being, concentration, school attendance, and ultimately academic performance.

## **1.9 Definition of Key Terms**

**Academic Performance:** The level of achievement of pupils in school work, usually measured through grades, test scores, and teacher assessments.

**Domestic Violence:** Any physical, sexual, emotional, or psychological abuse that occurs within the home, particularly among family members.

**Kashumba Sub-County:** A rural administrative unit in Isingiro District, southwestern Uganda, where the study is conducted.

**Primary School Pupils:** Children enrolled in the first cycle of formal education, typically from grades P1 to P7 in Uganda.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Introduction

Focusing on Western Uganda, police statistics highlight several issues with local policing. This literature review looks at how domestic violence impacts the academic performance of primary school students. It uses Bronfenbrenner's Ecological Systems Theory as its main framework. The article relies on up-to-date research to address the types, effect, and ways in which domestic violence can be reduced in schools.

### 2.1 Theoretical Review

This study was guided by Bronfenbrenner's Ecological Systems Theory. The theory provides a synthesized framework of how the different levels of a child's point of view; i.e., family, school, and larger social systems; interact to influence their development. Within home family violence environments, the proximal microsystem (family) also becomes a primary source of trauma with direct effects on the child's learning, behavior, and emotional health.

The microsystem is the direct environment of the child, as defined by Bronfenbrenner (1979), where family and school are their environment. Where there is violent environment, the psychological well-being of the child is then undermined, influencing their school attendance. Another such study by Adegboyega et al. (2020) found that children who had faced domestic physical or verbal violence had lower rates of concentration and greater absenteeism. Such disruptions in learning environments

could impact performance in curriculum areas that require continuous engagement and focus.

Bronfenbrenner's mesosystem comprises the interrelation between different elements of a child's microsystem, such as teachers and parents. Parents do not work at school or are not talking to teachers in families where there is domestic violence. In families suffering from domestic violence, parents are not very active in school or do not talk to teachers. Kihara and Muriithi (2019) highlight that inadequate collaboration between parents and teachers often goes alongside lower grades, especially among children who are from violent homes. This reduced participation also keeps children further away from supportive structures.

The exosystem consists of environments that indirectly affect the child, e.g., a parent's workplace or the justice system. Stress or abuse in these environments may manifest as violence when the caregivers bring it home. According to a study by Tumwesigye and Namutebi (2021) conducted in Uganda, poverty and insecurity at work frequently strain relationships within households, boosting the possibility of domestic violence. The resulting trauma hinders children's school participation and capacity for success.

The macrosystem reflects broader society standards, including cultural tolerance of violence. Male dominance and corporal punishment are socially accepted in certain Ugandan societies and therefore domesticate domestic violence as a normal act. According to Okello and Musisi (2018), such societies are behind intervention and subject children to long-term psychological harm. Such social tolerance could make

affected students apprehensive of seeking help, thus perpetuating cycles of poor performance and emotional distress.

The chronosystem forms transitions and changes within the life of the child, such as prolonged violence exposure. Longitudinal research indicates repeated domestic violence exposure leads to chronic stress that affects brain development and memory storage, central aspects of learning. Mbabazi et al. (2022) stated that children who grew up in violent homes always lagged behind their counterparts from non-violent homes in various terms within schools.

Children exposed to violence are likely to develop depression, anxiety, and behavioral disorders. These issues impact learning and classroom participation. In research by Musuya and Nabisere (2020), emotional trauma from domestic violence was directly linked to suboptimal cognitive functioning and learning deficits. This is particularly alarming during early primary school years when skills are being developed.

There are also gender variations in the effects of domestic violence on pupils. Both girls and boys are impacted, but girls are more likely to develop other dangers such as sexual violence or forced domesticity that disrupt schooling. Nabukeera and Byaruhanga (2021) explain that physically abused girls at home had higher dropout rates via responsibilities or early marriages, which exacerbate school underachievement.

Schools can either worsen or mitigate the effects of domestic violence. Teachers and school counselors with proper support can identify and aid vulnerable students. However, in most Ugandan primary schools, such support mechanisms are weak or nonexistent. Katende and Mugisha (2023) argue that lack of psychosocial support within

schools generally translates to unseen and untreated trauma, eventually hampering pupil performance.

The theory of Bronfenbrenner offers a multi-determined account of how domestic violence relates with the school achievement of the child. It points out that the growth of children is embedded in interrelated, dynamic systems. In order to boost students' academic performance in violent households, intervention efforts must be directed not just at the individual child but also at the home, school, and neighborhood environments. This theoretical viewpoint encourages holistic programming and evidence-based policy interventions in education and child welfare.

## **2.2 Empirical Review**

### **2.2.1 Forms of domestic violence experienced by pupils**

Domestic violence is a common phenomenon that exists in various forms, some of which are either directly or indirectly affecting children, particularly primary school students. Physical violence is one of the most common types of violence students face, typically in families where guardians use force as a weapon of choice in disciplining. As Abubakar et al. (2020) argue, children exposed to or witnessing physical abuse, such as beatings, slapping, or coercion into hard labor at home, are likely to display emotional distress in addition to difficulty in concentrating intellectually in school settings. Such physically abusive treatment shatters a child's feeling of safety and impacts their behavior in school in regard to fatigue, injury, or absence.

Emotional and psychological abuse is also a prevalent form of domestic violence experienced by the majority of students. This includes verbal abuse, threats, humiliation, and constant belittling by guardians or parents. These actions tend to make kids feel unworthy or unloved, and they hinder their self-esteem and overall learning capability. According to Ochieng and Ngugi (2019), children who are emotionally abused tend to internalize the negative messages and develop anxiety, depression, and lower-class participation and achievement.

Neglect is a form of domestic violence that almost escapes attention. Neglect refers to the inability of guardians or parents to provide adequate food, shelter, education, supervision, or medical care. Victims of neglect report to school hungry, tired, or in worn-out attire, affecting their concentration and socialization with other children. A study by Namutebi and Ssenyonga (2021) in central Uganda showed that the neglected pupils performed poorly due to poor school attendance, inappropriate hygiene, and inadequate school supplies.

Sexual abuse is one of the most stressful forms of domestic violence that may occur in the home environment, and its impact on students is demeaning. Sexually abused or molested children are likely to develop serious psychological issues, including PTSD, fear, and shame, which all disrupt concentration and learning at school. Based on their research, Kassa and Kibret (2020) showed that victims of child sexual abuse had dropout rates much higher and lower academic scores than peers.

One of the types of domestic violence that students are exposed to is economic abuse in the household. This occurs when household resources are seized by a single parent

and such necessities as school fees, school uniform, or scholastic materials withheld. Besides inhibiting a child from attending and performing well in school, the economic deprivation also adds to stress and a sense of helplessness. Muwonge and Nabushawo (2022) proved that in families where control of the economy was used as a tool of domination, academic performance of children was typically disrupted by persistent absenteeism and guilt of not meeting school requirements.

Witnessing domestic violence is also seen as domestic violence suffered by students. While they are not seen to be victims directly, domestic violence exposure within parents or guardians has catastrophic psychological effects. Psychological effects of watching such acts have the potential to breed aggression, withdrawal, or attention disorders, all which negatively affect participation in academia. Students exposed to household fighting in a survey conducted by Tumushabe and Aguti (2019) were typically found to be less interested in academic activity and built problems within school.

Sibling violence in the home is yet another new research area in child domestic violence. It involves physical abuse, intimidation, and psychological harassment among siblings against one another, which can be initiated or escalated through parental neglect or partiality. Muriithi and Kivuva (2021) establish that children subjected to repeated violence from their siblings have reported feeling rejected and are most likely to absent themselves from school or perform poorly due to the emotional burden brought into school.

Cultural practices and gender-based violence also are some of the domestic violence that is injurious to students in a negative way. In some communities, girls are forced

into early marriage, withholding of education, or over domestication that inhibits their normal school attendance or performance. A UNICEF (2020) report indicates the issue of harmful traditional practices such as early marriage and gender stereotyping of domestic work contributing significantly to dropout from school, specifically girls residing in rural communities. Parental drug and alcohol abuse is a root cause of domestic violence that indirectly affects children. If the care-givers abuse alcohol and drugs, they become violent, neglectful, and emotionally unavailable and turn home to an unsafe place for students. Nalugya and Mugumya (2021) conclude that children from such homes are likely to experience multiple forms of abuse and exhibit poor concentration, poor attendance, and low academic motivation.

Finally, religious or spiritual manipulation within the home can be a subtle form of psychological abuse in the guise of forcing children to relinquish school for religious devotion or in informing them that learning is against spiritual ideals. This type of ideological violence denies the child the right to education and personal growth. As noted by Kayaga and Lule (2022), all this manipulation is now prevalent in some Ugandan communities where students are dissuaded from attending school due to dogmatic religious interpretations, which consequently affect their academic achievements.

### **2.2.2 The academic performance of pupils affected by domestic violence**

Domestic violence is a very serious societal issue with far-reaching effects, especially on the educational well-being of children. Children exposed to domestic violence typically struggle to concentrate, are apathetic, and display behavioral problems, all

which negatively affect their grades. Kids exposed to domestic and emotional violence in the home perform far worse in school than others who are not from violent homes, according to Ajayi et al. (2021). Trauma related to domestic violence interferes with cognition, memory, and attention during learning processes. Psychological impacts of domestic violence are major determinants of poor learning among children. Victimized students tend to develop anxiety, depression, and poor self-esteem, which hinder their participation in the classroom and performance in school. Wamuyu et al. (2020) note that young children brought up in violent homes are likely to be labeled with learning disabilities and emotional disorders, resulting in chronic absenteeism and poor performance in class. Emotional instability affects the ability of students to interact positively with staff and peers, limiting their participation in group sessions and learning groups.

Behavioral problems are also common among students exposed to or who witness domestic violence. These students become withdrawn, fight back, or exhibit defiant behaviors, all of which disrupt learning. According to Lereya et al. (2020), behavioral disruptions caused by exposure to domestic violence often result in disciplinary action, school suspension, or expulsion, further closing the door on learning opportunities. These behavioral disruptions establish an academic failure and emotional distress cycle that can persist during adolescence and adulthood.

The school setting tends to be ill-equipped to manage the special needs of students subjected to domestic violence. Teachers in most cases are ill-prepared to recognize or react in the right way when they notice symptoms of abuse and trauma. According to Choudhry and Elmi (2021), schools without child protection policies and support

mechanisms tend to contribute to the woes of affected students unknowingly. Without support, these children tend to fall behind academically and socially. School counseling interventions and trauma-informed pedagogy have gained increasing importance in addressing such problems.

Gender disparities also make domestic violence exert more impact on the academic performance of students. Research has confirmed that girls may internalize the trauma through depression and anxiety, while boys may externalize the trauma through aggression or truancy (Matope & Mafa, 2020). They also influence the academic performance of boys and girls as well as their perceptions by teachers. Gender-responsive interventions must hence be used to ensure male and female students receive the interventions they need to perform well in school irrespective of home difficulties.

Parental support of a child's education is a significant predictor of academic performance. However, in households where domestic violence is present, parental support is limited or impaired. Domestic violence may create a climate of fear, low trust, and negative communication patterns, leading to minimal support for the educational welfare of the child (Otieno & Mukunya, 2022). Lack of emotional support and academic support at home undermines a student's motivation and ability to perform well academically.

Moreover, domestic violence often results in unpredictable home lives that affect students' school attendance and enrollment. Families prone to violence usually change residences frequently, hide, or become involved in court cases, all of which interfere

with a child's education (Abubakar & Mwangi, 2021). Such interferences result in poor study continuity, resulting in learning gaps and poor performance at school. In extreme cases, students may not attend school at all.

Social stigma and silence regarding domestic violence also deny students timely intervention. The majority of children do not report abuse due to fear, shame, or lack of trust in authorities. This silence delays intervention and prolongs the negative impact on their academic work. Mumbi et al. (2022) observe that there is a necessity to create safe reporting channels within schools whereby students can anonymously report and be offered psychosocial support.

Community and government support systems play an important role in limiting the educational effects of domestic violence. Parental education, counseling, and children's rights protection programs can be applied to limit the educational performance effects related to domestic violence. School and community-based mental health programs and outreach programs have been proven to improve the academic performance of victims (Muturi & Karanja, 2020). But such interventions must be properly funded and supported by trained personnel in order to be of effect.

In all, domestic violence significantly impairs academic success of students via psychological, behavioral, and social disarrangements. Domestic violence needs to be dealt with by school, family, and community collaborating to provide safe, supportive, and responsive environments for children growing up with domestic violence. Targeted interventions, trauma-informed teaching, gender-responsive strategies, and availability

of counseling are required in helping these students overcome challenges to academic success.

### **2.2.3 Strategies for mitigating the impact of domestic violence on pupils' education**

Domestic violence continues to be a source of concern for the school achievement and psychological development of children in schools. Domestic violence in most instances is physical, emotional, sexual, or economic exploitation resulting in trauma that is inherently incompatible with learning. Several experts argue that to address this challenge, a multi-sector response is called for that involves families, schools, communities, and policymakers. In accordance with Chirwa et al. (2021), it is possible to enhance educational achievements by implementing trauma-informed school interventions that are geared towards imparting teachers with competencies to identify indicators of abuse and provide psychological support to victims among the students.

Among the impactful strategies that have come into vogue is the offering of school-based counseling and psychosocial support services. Interventions in such cases assist students to manage emotional distress resulting from having endured domestic violence. An example is McKay and Khashu (2020), which points out the necessity for trauma-sensitive school counselling centres with staff able to manage traumatic cases and assist children with developing resilience against being traumatized. The support models are refuges where students can relate their life experiences without fear of reprisal or ridicule.

Teacher training to identify and respond to symptoms of domestic violence is also recommended as a measure of mitigation. Teachers are most likely the first adults that will detect changes in children's behavior. It is, thus, crucial for their ability to be utilized as early interventionists. Asena et al. (2022) state that teacher capacity-building programs enhance teachers' ability to use emotional first aid, manage classroom trauma-induced behaviors, and refer students to the right services.

School partnership with Community-Based Organizations (CBOs) is another possible approach. School partnership with CBOs facilitates easier access to external resources, such as shelters, legal aid, and medical care for domestic violence victims. From Oloo and Wanjohi (2021), studies showed that where schools partnered with local NGOs, school attendance and student performance substantially improved for students from violent families. CBOs further help generate awareness among communities regarding the effects of domestic violence on children's education.

Parent involvement programs with strategies for non-violent parenting and conflict resolution have been shown to reduce the effects of domestic violence on education. If the caregivers are aware that domestic violence affects how children learn at school, they will be more likely to employ other methods of resolving conflicts. Nsereko and Kaggwa (2020) found that parenting workshops reduced domestic violence by a tremendous extent and improved children's school attendance. The programs also help parents to inculcate the value of education within the home, strengthen school-family relations.

Providing economic empowerment to vulnerable families has also been suggested as a preventive intervention. Economic stress is an acknowledged precipitating factor of domestic violence and by economically empowering families, the frequency and intensity of abuse may be reduced. Kinyua and Odhiambo (2021) suggest school-linked livelihood initiatives like savings groups or vocational training for parents on the argument that financially secure families expose children to fewer episodes of domestic conflict and can concentrate on studying.

Policy-level actions are essential in institutionalizing domestic violence response and prevention in education systems. Governments and ministries of education can enforce and enact policies that mandate protection of pupils from abuse, ensure compulsory reporting of suspected cases, and provide safe school environments. According to Musimenta and Ninsiima (2019), Uganda's education policy framework has strengthened addressing gender-based violence in schools but needs enforcement. Strengthening policy enforcement can ensure consistency in protecting pupils.

School feeding programs have also been a silent but successful intervention. Children who witness domestic violence may be deprived of these basic needs at home, and it affects their concentration and school attendance. In Mirembe and Ayo (2022), school meals alleviated the pace of absenteeism among abused children, to whom going to school provided security and reliability. This is an indirect action against neglect, which is the most common result of domestic violence.

Peer initiatives have also been cited as another successful approach. Establishing peer clubs or mentorship clubs in schools involves students in taking care of one another and

provides those who are struggling at home with a feeling of belonging. Ndagire and Mugisha (2021) add that peer-led initiatives can be highly effective in de-stigmatizing conversation on domestic violence, making it possible for victims to access assistance and continuation of education.

Finally, sensitization and awareness campaigns in schools and communities are crucial. Sensitizing the parents, learners, and the community on the effects of domestic violence on education requires collective responsibility and early intervention. Kimani and Mugo (2023) believe that once communities become aware of the long-term effect of violence on education for children, they can be more willing to act and rescue the victims. These can include drama, debates, and workshops to enable the message to penetrate.

### **2.3 Research Gap**

Despite copious literature that documents primary school children being exposed to the various forms of domestic violence, such as physical, emotional, sexual, economic abuse, and neglect, and their established link with poor academic performance, there remains a gap. Despite the fact that researchers have explored the impact and general influences of domestic violence on the education of children, there is limited local research in regard to how such forms of violence influence pupils' learning in rural Ugandan settings, particularly within Kashumba Sub-County, Isingiro District. Most studies either become ostensibly national or regional in scope or are focused on the urban context while neglecting rural districts.

In addition, whereas different mitigation measures such as trauma-informed pedagogy, school counseling, and community engagement have been proposed in the general setting, empirical research about their effectiveness, implementation challenges, and applicability within Ugandan primary schools is meager. This provides an opportunity for evidence-based, context-specific interventions aimed at Kashumba Sub-County's socio-economic and cultural setting.

As such, this study bridges an essential knowledge lacuna through the exploration of how specific forms of domestic violence affect the performance of students at school in a rural Ugandan setting and through the evaluation of recommended mitigation strategies' local applicability and sensitivity. The findings aim to inform context-specific interventions and policy reforms towards the support of education attainment for vulnerable students in similar under-researched populations.

## **2.4 Chapter Summary**

This chapter has provided a critical examination of empirical and theoretical work on the effect of domestic violence on primary school children's performance at school. The chapter used Bronfenbrenner's Ecological Systems Theory, which is a multi-dimensional approach to understanding how various levels of the environment like the family (microsystem), school-parent relationship (mesosystem), and society (macrosystem) contribute to the development and learning of a child. The theory identified the way in which violation of such systems, i.e., domestic violence, was able to critically impair a student's ability to perform academically.

Empirical studies identified different forms of domestic violence that children had experienced: physical abuse, emotional and psychological abuse, neglect, sexual abuse, economic deprivation, witnessing parental violence, violence among siblings, gender violence, parent alcohol and drug abuse, and spiritual manipulation. Each of the above-mentioned forms was found to considerably impair the emotional, physical, and cognitive readiness to learn in a child, ultimately affecting classroom behavior and academic achievement.

Studies (e.g., Abubakar et al., 2020; Kassa & Kibret, 2020; Namutebi & Ssenyonga, 2021) highlighted the reality that victims of domestic violence are likely to find it challenging to concentrate, experience emotional disorders, and acquire behavior-problems that hinder learning. Gender differences were noted, with girls also facing the added burdens of early marriage and domestic duties, while boys presented with externalized behaviors like aggression and school absenteeism.

Academically, children who had been subjected to domestic violence were shown to repeatedly underachieve based on trauma-induced intellectual impairment, low confidence, truancy, and interrupted education. Schools did not have the capacity to offer necessary intervention because there was limited training, inadequate child protection systems, and poor psychosocial services (Wamuyu et al., 2020; Choudhry & Elmi, 2021).

To prevent these effects, various intervention strategies were discussed. These are trauma-informed education, school counseling, collaboration with community organizations, non-violent parent interventions, economic empowerment of families,

peer support, school feeding, and education campaigns (Chirwa et al., 2021; Oloo & Wanjohi, 2021; Mirembe & Ayo, 2022). As encouraging as these interventions are, they continue to face implementation challenges, particularly in rural settings.

The research gap pointed out that most existing literature focuses on urban or national environments as a whole, and there is very little focus on rural settings like Kashumba Sub-County in Isingiro District. Secondly, while many have been proposed, very few have looked into their local contextual applicability or efficacy in Ugandan primary schools.

Overall, the chapter highlighted the complex and multifaceted impact of domestic violence on the learning and well-being of students. It highlighted the need for localized, evidence-driven policies and interventions that recognize the socio-economic and cultural environments of rural Ugandan communities. This chapter forms a good foundation for the study's aim of examining these dynamics in Kashumba Sub-County.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter outlined the methodology adopted in examining how domestic violence affects the academic achievement of primary school pupils in Kashumba Sub-County, Isingiro District. The chapter included the following subsections; research approach, design, research area and population, sample size determination, data collection tools, research procedure, data analysis methods, ethical issues, and plan for dissemination.

### **3.1 Research Approach**

The study adopted a quantitative research approach to enable the collection of measurable and statistically analyzable data. This approach was selected to establish the extent and nature of the relationship between domestic violence and academic performance using standardized tools and numeric data.

### **3.2 Research Design**

A descriptive cross-sectional survey design was used in this study. This design enabled the researcher to collect data at a single point in time from a sample representing the population, and it was suitable for examining the prevalence and correlation between domestic violence and pupils' academic performance.

### **3.3 Area and Study Population**

The study was conducted in Kashumba Sub-County, located in Isingiro District, Western Uganda. The sub-county consists of several government-aided and private primary schools. The study population included primary school pupils in upper primary classes (Primary 5 to Primary 7), their teachers, and selected school administrators. These groups were targeted because they are directly involved in the academic process and are likely to be aware of the pupils' home environments and academic outcomes.

### **3.4 Sample Size Determination**

Using Krejcie and Morgan's (1970) sample size determination table, the sample size was calculated. The population of upper primary pupils in the selected schools was approximately 400. According to Morgan's table, for a population of 400, the required sample size is 196 respondents. Simple random sampling was used to select pupils, while purposive sampling was employed for teachers and administrators.

### **3.5 Research Instruments**

The study utilized structured questionnaires as the main instrument for data collection. The questionnaires consisted of both closed-ended and Likert scale items and were divided into three sections: demographic data, experiences of domestic violence, and academic performance indicators. The questionnaires were pre-tested in a neighboring sub-county to ensure reliability and validity.

### **3.6 Research Procedure**

The research began with seeking permission from Uganda Christian University (UCU) research committee. Following that, introduction letters were presented at Isingiro District Education Office and head teachers of schools under study. Participants and guardians consented before data collection. Questionnaires were asked by the researcher with the help of trained research assistants to obtain accurate and consistent information.

### **3.7 Data Analysis Plan**

Data collected from the field was entered into SPSS software version 26 for analysis. Later, descriptive statistics was used to get the results which were presented in form of frequencies, means, and standard deviations.

### **3.8 Ethical Considerations**

The researcher sought the university approval from the Uganda Christian University-Bishop Barham University College to go to the field which was granted. The researcher sought another permission from the Chief administrative officer Isingiro district to conduct research from the chosen primary schools in Isingiro district. Participants were educated about the purpose of the study, and consent was sought from both the pupils and their guardians. Privacy and confidentiality were ensured by assigning codes to questionnaires instead of names. It was voluntary, and the respondents were free to withdraw at any stage without any penalty.

### **3.9 Dissemination Plan**

The findings of this study will be compiled in a research report and will be submitted to Uganda Christian University. Moreover, the findings will also be presented to the local education authorities in Isingiro District, head teachers of sampled schools, and members of the community in summarized form upon request. And also, the researcher will publish the work in the UCU journals.

## CHAPTER FOUR: PRESENTATION OF RESULTS

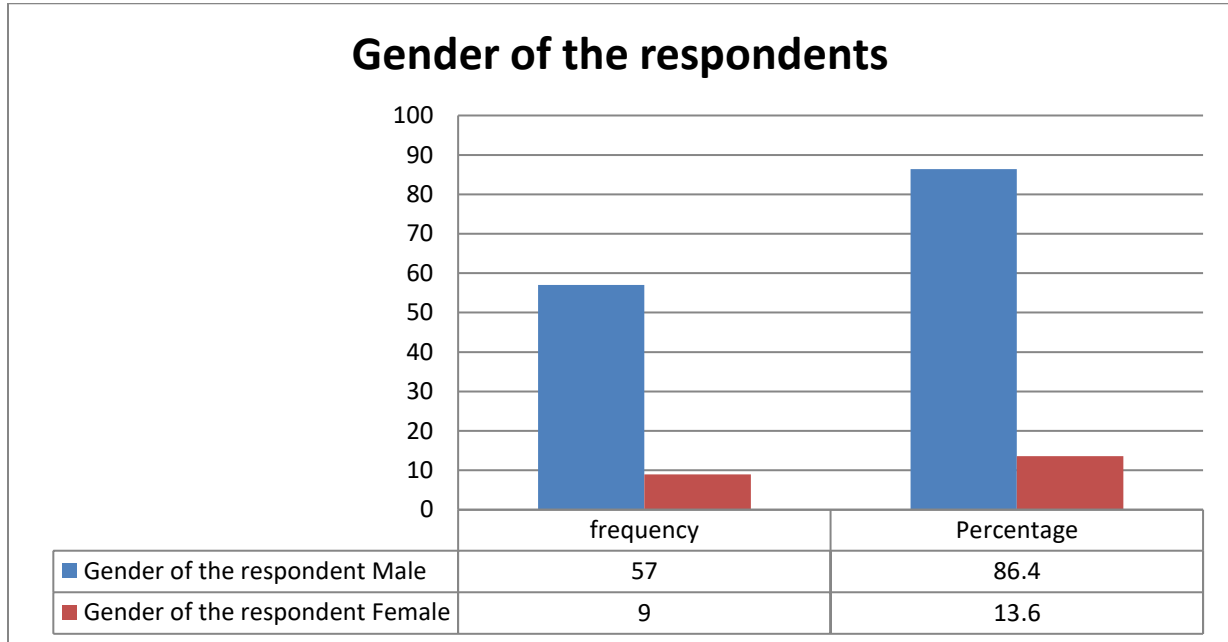
### 4.0 Introduction

This chapter presents the results of the study on the influence of domestic violence on the academic performance of primary school pupils in Kashumba Sub-County, Isingiro District. The data presented were obtained from the field through questionnaires, interviews, and focus group discussions conducted with pupils, teachers, and parents. The purpose of this chapter is to analyze and interpret the findings in line with the study objectives, which focused on: identifying the forms of domestic violence experienced by pupils, examining how domestic violence affects their academic performance, and establishing possible strategies to address the problem.

The results are presented using descriptive statistics such as frequencies, percentages, and tables for quantitative data, while qualitative responses are summarized and supported with direct quotations where necessary. The presentation follows the order of the study objectives to ensure clarity and coherence.

## 4.2 Demographic characteristics of the respondents

### Gender of the respondents



The results indicate that a significant majority of respondents were male, accounting for 86.4% (n = 57), while female respondents made up only 13.6% (n = 9). This shows a notable gender imbalance among the participants, with males being the dominant group in the sample.

## Other demographic characteristics

Variable	Variable option	Frequency	Percentage
Age	20-30	36	54.5
	31-40	30	45.5
Class of the learner	P3	6	9.1
	P4	7	10.6
	P5	18	27.3
	P6	22	33.3
	P7	13	19.7
School Type	Government	35	53.0
	Private	31	47.0
Location of Residence	Rural	49	74.2
	Urban	17	25.8
Household size	1-6	50	75.8
	Above 6	16	24.2
Relationship to the child	Parent	37	56.1
	Guardian	22	33.3
	Teacher	7	10.6
Education Level of Guardian/Parent	Primary	8	12.1
	Secondary	11	16.7
	Tertiary	47	71.2
	Peasant	16	24.2

Occupation of Guardian/Parent	Farmer	14	21.2
	Nurse	3	4.5
	Teacher	9	13.6
	Humanitarian worker	8	12.1
	Social worker	2	3.0
	Development Practitioner	3	4.5
	Self employed	7	10.6
	Admin	2	3.0
	Student	2	3.0

**Source: Primary data, 2025**

The findings show that most respondents were young to middle-aged adults. About 54.5% were aged 20 to 30 years, and 45.5% were aged 31 to 40 years. Most learners were in upper primary classes, especially P6 at 33.3%, P5 at 27.3%, and P7 at 19.7%. Fewer participants were in lower classes, with P3 at 9.1% and P4 at 10.6%. Slightly more learners attended government schools, making up 53.0%, compared to 47.0% in private schools. A large number of respondents lived in rural areas, accounting for 74.2%, while only 25.8% were in urban settings. Most households had 1 to 6 members, making up 75.8%, while 24.2% had more than six members. When it came to the relationship to the child, parents made up the largest group at 56.1%, followed by guardians at 33.3% and teachers at 10.6%. Educational levels among parents and guardians were generally

high, with 71.2% having tertiary education, 16.7% secondary education, and 12.1% primary education. Occupations varied, with peasants at 24.2% and farmers at 21.2% being the most common. Other jobs included teachers at 13.6%, self-employed individuals at 10.6%, humanitarian workers at 12.1%, nurses at 4.5%, social workers at 3.0%, development practitioners at 4.5%, administrators at 3.0%, and students at 3.0%. This reflects a mix of subsistence and professional livelihoods.

#### 4.3 Forms of domestic violence experienced by pupils in Kashumba Sub County

Statement	1	2	3	4	5	Mean	Standard deviation
1. Pupils are sometimes subjected to physical violence such as beating or slapping at home.	9 (13.6)	3 (4.5)	4 (6.1)	27 (40.9)	23 (34.8)	4.0	1.342
2. Emotional abuse, including insults and humiliation, affects pupils' confidence.	0 (0.00)	1 (1.5)	0 (0.00)	28 (42.4)	37 (56.1)	4.53	.588
3. Neglect of basic needs (food,	5 (7.6)	0 (0.00)	3 (4.5)	17 (25.8)	41 (62.1)	4.35	1.116

clothing, and healthcare) affects pupils' school attendance.							
4. Economic deprivation (lack of school fees and materials) hinders pupils' education.	0 (0.00)	0 (0.00)	0 (0.00)	36 (54.5)	30 (45.5)	4.45	4.45
5. Witnessing violence between parents/guardians negatively impacts pupils' behavior.	0 (0.00)	1 (1.5)	0 (0.00)	39 (59.1)	26 (39.4)	4.36	.572

Source: Primary data, 2024

Scale: 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

The findings show that students are greatly affected by different types of abuse and lack of support at home. Physical violence, like beating or slapping, was reported at a high level (mean = 4.0, SD = 1.342), indicating that many students often face such acts. Emotional abuse, which includes insults and humiliation, received the highest agreement (mean = 4.53, SD = 0.588), showing a strong belief that it damages students' confidence. Neglect of basic needs such as food, clothing, and healthcare was also

widely recognized as a factor affecting school attendance (mean = 4.35, SD = 1.116). Economic hardship, especially the inability to pay school fees and buy learning materials, was identified as a major obstacle to education (mean = 4.45). Additionally, witnessing violence between parents or guardians was seen as having a significant negative impact on students' behavior (mean = 4.36, SD = 0.572). These results emphasize that abuse, neglect, and economic struggles are connected issues that directly harm students' well-being, school involvement, and behaviour.

#### 4.4 The academic performance of pupils affected by domestic violence in Kashumba Sub-County

Statement	1	2	3	4	5	Mean	Standard deviation
1. Domestic violence leads to lower academic performance among pupils.	0 (0.00)	0 (0.00)	0 (0.00)	4 (6.1)	62 (93.9)	4.76	.962
2. Pupils exposed to violence have difficulty concentrating in class.	4 (6.1)	0 (0.00)	1 (1.5)	20 (30.3)	41 (62.1)	4.42	4.42

3. Emotional trauma from domestic violence results in absenteeism.	4 (6.1)	0 (0.00)	4 (6.1)	25 (37.9)	33 (50.0)	4.32	.995
4. Behavioral problems caused by domestic violence affect learning.	4 (6.1)	0 (0.00)	1 (1.5)	27 (40.9)	34 (51.5)		
5. Domestic violence at home reduces parental support for schoolwork.	0 (0.00)	0 (0.00)	3 (4.5)	26 (39.4)	37 (56.1)	4.52	.588

Source: Primary data, 2024

Scale: 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

The results show a clear agreement that domestic violence harms students' academic and behavioural outcomes. Nearly all respondents stated that domestic violence lowers academic performance (mean = 4.76, SD = 0.962) and reduces parental support for schoolwork (mean = 4.52, SD = 0.588). Many indicated that students exposed to violence find it hard to concentrate in class (mean = 4.42). Additionally, emotional trauma from

these experiences leads to absenteeism (mean = 4.32, SD = 0.995). Most respondents also felt that behavioral problems linked to domestic violence hinder learning. Overall, the findings suggest that domestic violence disrupts students' emotional health and negatively affects their concentration, attendance, parental involvement, and academic performance.

#### 4.5 Strategies for mitigating the impact of domestic violence on pupils' education in Kashumba Sub-County

Statement	1	2	3	4	5	Mean	Standard deviation
1. Schools should provide counseling services for pupils affected by domestic violence.	0 (0.00)	0 (0.00)	0 (0.00)	18 (27.3)	48 (72.7)	4.73	.449
2. Teachers should be trained to identify and respond to signs of abuse.	0 (0.00)	0 (0.00)	0 (0.00)	14 (21.2)	48 (72.7)	4.77	.422

3. Collaboration between schools and community organizations can help support victims.	0 (0.00)	0 (0.00)	1 (1.5)	21 (31.8)	44 (66.7)	4.65	.511
4. Economic empowerment of families can reduce domestic violence.	0 (0.00)	0 (0.00)	0 (0.00)	36 (54.5)	30 (45.5)	4.45	.502
5. Awareness campaigns can help reduce the effects of domestic violence on education.	0 (0.00)	0 (0.00)	7 (10.6)	34 (51.5)	25 (37.9)	4.27	.646

Source: Primary data, 2024

Scale: 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

The findings show strong agreement on the need for school and community interventions to address the impact of domestic violence on students. All respondents agreed that schools should offer counseling services for affected students (mean = 4.73, SD = 0.449) and that teachers should be trained to recognize and respond to signs of abuse (mean = 4.77, SD = 0.422). There was also significant support for collaboration between schools and community organizations to help victims (mean = 4.65, SD = 0.511) and for economic support for families as a way to reduce domestic violence (mean = 4.45, SD = 0.502). Additionally, awareness campaigns were seen as useful in lessening the educational effects of domestic violence, although there was slightly less agreement on this compared to other interventions (mean = 4.27, SD = 0.646). Overall, the results emphasize a shared belief that combining counseling, teacher training, community collaboration, economic support, and awareness initiatives is essential for reducing the negative impact of domestic violence on education.

## **CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION**

### **5.0 Introduction**

This chapter presents the discussion, conclusion, and recommendations of the study on the influence of domestic violence on the academic performance of primary school pupils in Kashumba Sub-County, Isingiro District. The discussion interprets the key findings presented in Chapter Four in relation to the study objectives and existing literature, highlighting the extent to which domestic violence affects pupils' learning outcomes. The chapter further draws conclusions derived from the study findings, summarizing the major issues identified. Finally, it provides recommendations aimed at addressing the negative effects of domestic violence on children's education, with practical suggestions directed to parents, teachers, community leaders, policymakers, and other stakeholders. These recommendations are expected to contribute to strategies that can safeguard children's welfare and enhance their academic performance.

### **Discussion of the findings**

#### **5.1.1 Forms of domestic violence experienced by pupils in Kashumba Sub County**

The results show that emotional abuse is the biggest challenge for pupils, with a high agreement level (mean = 4.53, SD = 0.588). This aligns with findings from Nakigudde et al. (2021), who reported that insults, humiliation, and verbal threats from caregivers are strongly linked to low self-esteem, absenteeism, and reduced participation in class among pupils in Wakiso District. Evidence from Shields et al. (2020) also shows that

prolonged emotional abuse results in higher anxiety, social withdrawal, and poor academic performance, even in the absence of physical abuse. At the same time, physical abuse (mean = 4.0, SD = 1.342) is still common, highlighting the ongoing use of corporal punishment in homes despite legal bans. Twaijuka and Kyomugisha (2019) proved that over 70% of Kabale and Rubanda District children were physically beaten, which was highly correlated with truancy and poor concentration. This is also supported by UNICEF (2021) in East African studies.

Neglect of fundamental needs was the leading cause of school absenteeism (mean = 4.35, SD = 1.12). Inadequate food, attire, and health care had a significant effect on attendance. This resonates with the work of Kasozi et al. (2018). They indicated that children who were not provided with adequate meals and medical attention attended school for 15 more days on average per term compared to their counterparts. Ouma et al. (2020) also documented such trends in Kenya. They showed how hunger and untreated sickness decreased class attendance and in-class cognitive functioning. Economic hardship (mean = 4.45) worsens the scenario. Kasirye and Hisali (2019) pointed out that inability to pay school fees and school materials is a leading cause of dropout in rural Uganda. The World Bank (2022) also notes that economic shocks, for example, loss of crops or loss of informal income, lead families to pull children out of school to work, perpetuating poverty cycles. In addition, exposure to domestic violence (mean = 4.36, SD = 0.57) has a highly significant impact on pupils' behavior. Mugisha and Nalugya (2020) noted that children who have been exposed to spousal violence are more likely to be aggressive, bully, or withdraw socially. Evidence from international research, such as Holt et al. (2019), confirms that exposure to parent conflict harms

children's mental health and leads to disengagement in schools. The overlap between abuse, neglect, and poverty impacts pupil achievement and relates to Bronfenbrenner's ecological model of child development. The model illustrates how the various negative influences at home cumulatively harm the health of children. Devries et al. (2018) point out that a solution to these problems involves an integrated approach that includes economic support and prevention of violence. The response aims to increase learning and engagement in schooling.

### **5.1.2 The academic performance of pupils affected by domestic violence in Kashumba Sub-County**

The findings from the survey affirm that respondents are in consensus that domestic violence has a damaging effect on the performance and conduct of pupils. Most of the respondents noted that domestic violence lowers academic performance considerably (mean = 4.76, SD = 0.962) and lowers the level of parental schoolwork assistance (mean = 4.52, SD = 0.588). These conditions are likely to erode the systems of academic support to long-term learning at a disadvantage to such affected students compared to others.

Moreover, the respondents pointed out that the students who are exposed to domestic violence do not concentrate in class, with a mean score of 4.42. Their reduced concentration limits the possibility of them absorbing and retaining information. Psychological trauma induced by these interactions also registered high truancy with a mean score of 4.32 and a standard deviation of 0.995. It suggests that psychological effects of violence disrupt school attendance. Evidence suggests children exposed to

violence may stay away from school in fear, emotional distress, or lack of care support. The evidence suggests that domestic violence is a precursor to behavior disorders that disrupt learning in a direct manner.

These students could be aggressive, withdrawn, or defiant. Not only do such behaviors disrupt their learning, but they can destabilize others' learning environment as well. All these findings together point towards the relationship between stable family life, emotional stability, and learning. They emphasize the necessity of collective intervention in the remuneration of both the psychological as well as the learning issues of identified students.

### **5.1.3 Strategies for mitigating the impact of domestic violence on pupils' education in Kashumba Sub-County**

The findings reveal a high consensus regarding the need for school and community interventions to address the impact of domestic violence on the students. All the participants concurred that schools should offer counseling services to the students, with a mean score of 4.73 and standard deviation of 0.449. They also agreed that teachers should be trained to detect and act on abuses, with a mean of 4.77 and a standard deviation of 0.422. There was very high support for working together between school-school and school-community organization in helping the victims, with a mean of 4.65 and a standard deviation of 0.511. Respondents were also in support of economic empowerment of families as a way to reduce domestic violence, with a mean of 4.45 and a standard deviation of 0.50. They also agreed that education campaigns were effective in reversing the educational effect of domestic violence, though at a level of

agreement that was slightly lower than for other interventions, with a mean of 4.27 and a standard deviation of 0.646. Generally, the results support a prevailing impression that an intervention involving counseling, teacher training, community coordination, economic aid, and sensitization is needed in mitigating the negative effects of domestic violence on education.

The results of this research strongly corroborate earlier researchers who have observed the critical role played by school- and community-level interventions in mitigating the consequences of domestic violence on education and the lives of pupils. Fang et al. (2021), for example, had established that counseling services offered in schools greatly improved emotional resilience and academic achievement among children exposed to domestic violence. Similarly, Devries et al. (2019) reflect on the need to equip teachers with information on how to identify and react to abuse, noting that early identification can prevent worsening situations as well as limit long-term mental damage. The high level of inter-school and community organization partnership working identified from the findings of this current study makes sense with the claims of Walton et al. (2018), whose belief is that engaging schools, social services, and child protection agencies in partnership working offers a closer safeguarding net for vulnerable students.

Economic empowerment as a tool to minimize domestic violence is supported by Jewkes et al. (2020), in which they depicted that financial stability at the household level minimizes stress-related conflict, thus decreasing the prevalence of domestic violence.

Secondly, the respondents' support for awareness campaigns coincides with Lloyd (2018), who observed that public awareness campaigns not only decrease stigma but

also encourage early reporting of cases of abuse. Nevertheless, respondents' low affirmative support for awareness campaigns compared to other interventions in the current study may suggest that respondents prioritize direct support services, i.e., counseling and teacher training, above preventive informational measures. In total, the findings add to a body of literature that highlights the importance of an intersectoral solution. Such a solution has to incorporate emotional care, professional training, intersectoral collaboration, economic interventions, and mobilization in the community to deal with the educational and psychological effects of domestic violence against students.

## **5.2 Conclusion**

The findings reveal that students in Kashumba Sub-County are exposed to several interrelated forms of domestic violence. They include emotional abuse, physical abuse, and neglect of basic needs, economic deprivation, and exposure to inter-parental conflict. The most common form of violence is emotional abuse and it is highly correlated with low self-esteem, absenteeism, and poor participation in class. Physical violence remains rampant despite the fact that it is illegal. Poverty and neglect worsen the problem by limiting access to basic needs, disrupting school attendance, and compelling some pupils into work to support themselves financially. Witnessing domestic violence also has a negative effect on pupil behavior. It increases the tendency towards aggression, withdrawal, and disengagement from studies. These tendencies reflect the complexity of domestic violence, where abuse, neglect, and

poverty supplement each other to the disadvantage of pupils' overall well-being and participation in education.

The study confirms that domestic violence plays a major role in contributing to academic underachievement. Domestic violence lowers parents' participation in homework, reduces concentration, and increases absenteeism. Students who are victims of such violence are likely to experience emotional trauma that disrupts their concentration and memory. The trauma can lead to behavioral problems, including violence or withdrawal that affects their learning and that of others. Thus, there is a need to address the physical and emotional effects of domestic violence and the overall learning environment that these children undergo. The evidence illustrates a direct link between home stability, emotional stability, and academic performance. This necessitates interventions that combine psychosocial intervention with academic support. They also agreed that educational campaigns were useful in reversing the educational effect of domestic violence, though at a level of agreement which was moderately lower than for the other interventions, with a mean of 4.27 and a standard deviation of 0.646. In general, the results provide support for a general impression that an intervention involving counseling, teacher training, community coordination, economic empowerment, and sensitization is needed in mitigating the negative effects of domestic violence on education. The evidence in this research firmly corroborates earlier researchers who have documented the necessity of school- and community-level interventions in cushioning the impact of domestic violence on education and the lives of learners. Fang et al. (2021), for example, had established that school-based counseling services substantially improved emotional resilience and academic outcomes

among children exposed to domestic violence. Similarly, Devries et al. (2019) regard the need to supply educators with information on how to identify and react to abuse, noting that early identification can prevent worsening situations in addition to decreasing long-term psychological harm. The high level of inter-school and collaboration working of the community organizations unveiled from the result of this current research echoes the views of Walton et al. (2018), whose view is that engaging schools, social services, and child protection agencies in collaboration working offers a more secure safeguarding net for vulnerable students.

Economic empowerment as a way of curbing domestic violence is also supported by Jewkes et al. (2020), where they demonstrated that economic security at a household level minimizes conflict of a stressful kind, which in turn decreases the prevalence of domestic violence.

### **5.3 Recommendations**

Schools in Kashumba Sub-County should offer accessible counseling services and organized psychosocial interventions for school children affected by domestic violence.

Special training programs should be instituted to familiarize teachers with the identification of early warning signs of abuse, provide instant emotional support, and employ proper referral processes.

School collaboration, local councils, community groups, and child protection organizations must be improved in order to tackle the reason for domestic violence.

### **5.4 Areas for further studies**

There is a need to conduct a critical examination of the ways in which counseling interventions and structured psychosocial interventions influence the academic performance, emotional well-being, and resilience of students affected by domestic violence in Kashumba Sub-County.

There is also a need to conduct a study to assess whether specialized training of teachers strengthens their ability to identify early indicators of abuse, provide appropriate emotional support, and make effective use of referral channels.

More studies examine the way in which collaborative work between child protection agencies, NGOs, schools, and the local government leads to a decline in cases of domestic violence and improved pupil welfare.

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## QUESTIONNAIRE

### Section A: Socio-Demographic Characteristics

*(Please tick or fill in the appropriate response)*

1. **Gender:**  Male  Female  Other
2. **Age:** \_\_\_\_ years
3. **Class/Grade:** \_\_\_\_\_
4. **School Type:**  Government  Private
5. **Location of Residence:**  Urban  Rural
6. **Household Size:** \_\_\_\_ members
7. **Relationship to Pupil:**  Parent  Guardian  Teacher  Other (specify)

\_\_\_\_\_

**8. Education Level of Guardian/Parent:**

No formal education  Primary  Secondary  Tertiary

**9. Occupation of Guardian/Parent: \_\_\_\_\_**

**Section B: Forms of Domestic Violence Experienced by Pupils**

*(Please indicate the extent to which you agree with each statement. Use the scale: 1*

*= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)*

1. Pupils are sometimes subjected to physical violence such as beating or slapping at home.
2. Emotional abuse, including insults and humiliation, affects pupils' confidence.
3. Neglect of basic needs (food, clothing, and healthcare) affects pupils' school attendance.
4. Economic deprivation (lack of school fees and materials) hinders pupils' education.
5. Witnessing violence between parents/guardians negatively impacts pupils' behavior.

**Section C: Academic Performance of Pupils Affected by Domestic Violence**

1. Domestic violence leads to lower academic performance among pupils.
2. Pupils exposed to violence have difficulty concentrating in class.
3. Emotional trauma from domestic violence results in absenteeism.
4. Behavioral problems caused by domestic violence affect learning.
5. Domestic violence at home reduces parental support for schoolwork.

## **Section D: Strategies for Mitigating the Impact of Domestic Violence on Pupils'**

### **Education**

1. Schools should provide counseling services for pupils affected by domestic violence.
2. Teachers should be trained to identify and respond to signs of abuse.
3. Collaboration between schools and community organizations can help support victims.
4. Economic empowerment of families can reduce domestic violence.
5. Awareness campaigns can help reduce the effects of domestic violence on education.