

**EFFECT OF CHILD ABUSE ON ACADEMIC PERFORMANCE OF STUDENTS IN
BUNGOKHO SECONDARY SCHOOL, BUNGOKHO SUB-COUNTY, MBALE
DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I MASAWI FORTUNATE, hereby declare that this research report is my own original work and it has never been submitted to any university or institution of higher learning for any academic award of a degree or diploma.

A handwritten signature in blue ink, appearing to be 'Masawi Fortunate', written in a cursive style.

Signature

Date 1st/09/2024

APPROVAL

This research report on the topic “effect of child abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County, Mbale District” has been written under my supervision as the university supervisor and is now ready for submission for award of Bachelor’s Degree in Public Administration and Management with my approval.

Supervisor' name.....*Odongo Joseph*.....

Signature:.....*Odongo*.....

Date:.....*02/09/2024*.....

DEDICATION

I dedicate this report to my parents Mr. Woswama Fred and Mrs. Nabuduwa Billah for their continuous support and encouragement in my entire life.

To God is the Glory!!

ACKNOWLEDGEMENT

I wish to express my sincere appreciation towards all those who greatly contributed to the successful completion of this report:-

I would like to acknowledge my supervisor Mr. Odongo Joseph for his tireless counsel, advise, patience, calmness, and encouragement towards the writing of this research proposal.

With great pleasure, I thank my parents Mr. Woswama Fred and Mrs. Nabuduwa Billah who always lightened up my spirit with wacky jokes that boosted my morale in writing this proposal.

I would like to thank my colleagues and friends for their support and guidance during study times and proposal writing.

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ABSTRACT

The study determined the effect of child abuse on academic performance of pupils among primary schools in Bungokho Secondary School, Bungokho Sub-County Mbale Municipality Mbale District. The study was guided by the research objectives which included; establishing the effect of sexual abuse on academic performance of pupils in Bungokho Secondary School, Bungokho Sub-County Mbale District, determining the effect of physical abuse on academic performance of pupils in Bungokho Secondary School, Bungokho Sub-County Mbale District and assessing the effect of emotional abuse on academic performance of pupils in Bungokho Secondary School, Bungokho Sub-County Mbale District.

The study used a case study strategy which was Bungokho Secondary School, Bungokho Sub-County Mbale District and an explanatory research design. To achieve the set objectives the study used simple random sampling and purposive sampling in sample selection. A sample of 109 respondents was selected from a population of 150 who comprised of head teachers, parents, opinion leaders, senior women teachers, and local authorities.

The study revealed information on the effect of sexual abuse and academic performance of pupils, it was found out that sexual abuse leads to poor academic performance, watching pornographic movies leads to poor academic performance. About physical abuse and academic performance of pupils, the study revealed that corporal punishment instills fear among pupils, injuries inflicted on pupils through beating leads to poor academic performance and good treatment of students leads to better academic performance. And about the effect of emotional abuse and academic performance of pupils, the finding revealed that discrimination among pupils affects their academic performance, and pupil's run dropout of school due to emotional abuse.

In conclusion therefore, the study revealed that watching pornographic movies, corporal punishment, sexual harassment, physical injuries, discrimination and lack of parenting affect pupil's academic performance.

Recommendation, the researcher recommends the victims of child abuse should be and arrested, imprisoned and strict laws and regulations should be put in place.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter will present the introduction to the topic of study, the general background to the study, the statement of the problem, objectives of the study, research questions and significance of the study as well as the conceptual frame work.

1.1. Background of the study

Duncan, (2018) states that the issue of students' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that students are the heart of educational process and that without good performance; all innovations in education are doomed to failure. Furthermore, The United States Department of Education report (2022) revealed that abused children perform less than their mates academically in school. They feel distracted and withdrawn from other students, teachers and then from their studies. The reported further revealed that sexually abused female student may have a great hatred for her male teachers. Such hatred affects students learning process and personal relationship with teachers leading to poor academic performance. This is also the same for male children that are abused by the opposite sex. Since children's lives are greatly influenced by teachers, a poor relationship with them can lead to low academic performance.

According to USDE (2022), truancy and social vices are exhibited by students that are neglected. Some are hostile to other students and their mates which may lead to their expulsion. Physically abused children encounter academic problems at home, school and among their mates. In addition according to research done in America by Downing (2019) placed guidance and counseling as a social factor that influence learning. Schools with active Guidance and Counseling Departments may perform better since, guidance and counseling services on students' academic performance supplement, strengthen and adds real meaning to the students' regular experience. It improves students self – understanding, making students become more active in studies, they become realistic and enlightened about themselves.

According to Laird, and Doris, (2017) carried out research in United States of America pointed that physically abused school age children continued to function more poorly than their non-maltreated peers on a variety of academic and socio-emotional measures. Maltreated children, having lower grades, more suspensions, and more grade repetitions, showed less academic engagement, more social skills deficits and lower ego resiliency than non-maltreated comparison children. Maltreated children manifested multiple forms of academic risk and showed more externalizing and internalizing behavior problems which makes students to perform poorly in their exams and poor school attendance.

Friedman and Putnam (2019), in his research carried out in India stated that there are some promising ways to decrease risk for abuse and neglect, such as by increasing knowledge of normal child development, enhancing effective parenting skills, or assisting parents in using quality child care programs. Targeting changes in high risk situations may help prevent potential abuse and neglect. Similarly, broader systems changes, such as helping parents obtain adequate employment, or enhancing availability of quality child care may reduce risk. These goals can be accomplished through the efforts of people in a variety of sectors within the community including schools, religious organizations, health organizations, and businesses which can lead to improved academic performance of students.

Denga, (2016) noted that in Nigeria and other African countries children born with mental or physical challenges are seen as bad luck and shameful happening. The physical and mentally challenged children may be hidden or kept at the back of the house out of view of visitors. They are usually denied their freedom of access to school and play as well as being seen and interacted with like any other child in the home. It is a form of abuse, neglect and rejection of the child that cannot be bought from the market. Thus the physically challenged child is not only stigmatized and discriminated by society but also psychological and emotional depression.

Chalk et al (2019) in his study in Nigeria observed that child abuse negatively influences the child physically, psychologically and in behaviour. Physical problems associated with child abuse at home leads to destruction of a child's developing brain and thus delay in cognitive development reflected in psychological manifestations. Psychological complex affects the abused child academically and ultimately low grades. This way, child abuse could harm children physical, emotionally, sexually or could even lead to their death. Harmful traits and activities of

children's teachers, parents, peers, guardians, siblings and the society in various forms could also lead to child abuse.

According to Uganda's police report (2015) revealed that violence against children in Uganda, 57.7% of children aged 13-17 years reported experiencing physical violence from a family member at some point in their lives. The same survey found that 40.8% of children in this age group had experienced physical punishment in the form of being hit or beaten by a teacher in the past month. The 2018 Uganda Demographic and Health Survey found that 22% of women aged 15-49 years reported experiencing sexual violence before the age of 18. Another study conducted in 2013 estimated that 28% of female adolescents aged 12-17 years had experienced sexual violence in their lifetime. The 2016 Uganda Demographic and Health Survey found that 40% of women aged 20-49 years were married or in union before the age of 18. Additionally, 10% of women in the same age group were married or in union before the age of 15

Maani (2020) observed that in Bungokho Sub-County, Mbale District, it appears that there is a continuous decrease in children's interest in school activities resulting in disobedience to school rules and regulations such as truancy, absenteeism and even school drop-out. In addition in his study about the effect of child abuse and academic performance of students, documented that it has negative health outcomes related to child abuse such as neglect, hunger and all forms of maltreatment (sexual, physical and emotional) including child labour are strong predictors of poor academic achievement. Furman, and Burhmester, D. (2019). Children who are exposed to abuse are less attentive in school, have higher absenteeism, lower grades, and lower test scores and are more likely to drop out of school than those who are not exposed to maltreatment. Emotional and behavioural problems as a result of persistent abuse lead to cognitive impairment and greater concentration difficulties. It is upon this background that the researcher intends to investigate the effect of child abuse on academic performance of students in Bungokho Sub-County, Mbale District.

1.2. Statement of the Problems

Maani (2017) observes that students' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status,

and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school.

However, Maani (2020), observed that students' academic performance continues to decrease attributed to child abuse like parental neglect, torture, harassments, attending school without meals, long distance moved to school, famine, sexual abuse, stigmatization, discrimination, isolation from others, child labour, and all forms of maltreatment contributing to poor academic performance of students. In addition children who are exposed to abuse are less attentive in school, have higher absenteeism, lower grades, and lower test scores and are more likely to drop out of school than those who are not exposed to maltreatment thus leading to poor academic performance among students.

Denga, (2015) noted that child abuse is "any recent act or caretaker which result in death, serious physical or emotional harm, harassments or exploitation, an act or failure to act which presents an imminent risk of serious harm". Therefore child abuse is caused by poverty and lack of parental care, other factors include unemployment, marital conflicts and polygamous homes. Furthermore, observed that child abuse is exposing children to painful and unwarranted suffering knowingly or unknowingly. She continues that both male and female children are abused in some cases by their parents, guardians, teachers, peers and the society in various forms. Several studies on child abuse on academic performance (Denga 2015, Joseph, 2019) and other studies related to the effect of child abuse on academic performance Amoria, Ghana, Mbarara. It upon this background that the researcher intends to investigate the effect of child abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District.

1.3 Objectives of the Study

1.3.1. General objective of the study

The study will determine the effect of child abuse on academic performance of students among secondary schools in Bungokho Secondary School, Bungokho Sub-County Mbale District.

1.3.2. Specific objectives of the Study

The specific objectives of the study were to:

- i. To establish the effect of harassments on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District.
- ii. To determine the effect of physical abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District.
- iii. To assess the effect of emotional abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District.

1.4. Research questions

- i. What is the effect of harassments on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District?
- ii. What is the effect of physical abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District?
- iii. What is the effect of emotional abuse on academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District?

1.5. Scope of the Study

This covers the geographical, content and the time scopes.

1.5.1. Geographical scope

The area under study was Bungokho Sub-County is situated in Bungokho Central constituency in Bungokho county and it's the headquarter for the county. The sub-county is found within 4 ½ milos along Mbale–Tororo road. It's boarded by Bungokho Mutoto in the North, Wanale in the East, Bumbobi in South and Butalejja District in the West. The area is selected or chosen because of its reach resource about the topic understudy and its currently experiencing the challenges of domestic violence on the academic performance of students.

1.5.2. Content scope

The study was carried out on the effect of child abuse and academic performance of students in Bungokho Secondary School, Bungokho Sub-County Mbale District. Having child abuse as independent variable and academic performance as dependent variable.

1.5.3. Time scope

The research study covered information about the topic under study for a time frame of 3 years from 2020 to 2023 and current trends of information about the topic under study. The timeframe was chosen because this was the time many students are experiencing the victims of child abuse which was impacting a lot on their academic performance thus the need for research to be carried out.

1.6. Significance of the Study

Students: Firstly, understanding the impact of child abuse on academic performance can help students who have experienced abuse. It can lead to the development of targeted interventions and support services within schools to help them cope with their experiences and improve their academic outcomes. This can include counseling, mentoring, or academic support programs.

Educators and Schools: The research can provide educators and schools with valuable insights into the challenges faced by students who have experienced abuse. It can help teachers identify signs of abuse and equip them with strategies to support these students effectively. Schools can also use this research to advocate for additional resources and develop trauma-informed practices to create a more supportive learning environment for all students.

Policy Makers: Research on this topic can inform policy decisions at the local, state, and national levels. By understanding the far-reaching consequences of child abuse, policymakers can allocate resources more effectively. This may include funding prevention programs, improving access to mental health services, or implementing policies that support children and families affected by abuse.

Child Welfare and Social Service Agencies: These agencies can utilize the research findings to develop and enhance their programs and services. Understanding the link between child abuse and academic performance can help them collaborate more effectively with schools and educational institutions to provide holistic support to affected children and their families.

Researchers: The research contributes to the broader understanding of the long-term impacts of child abuse and can inform future studies in this area. It can also help identify gaps in existing knowledge, leading to further research questions and more nuanced investigations.

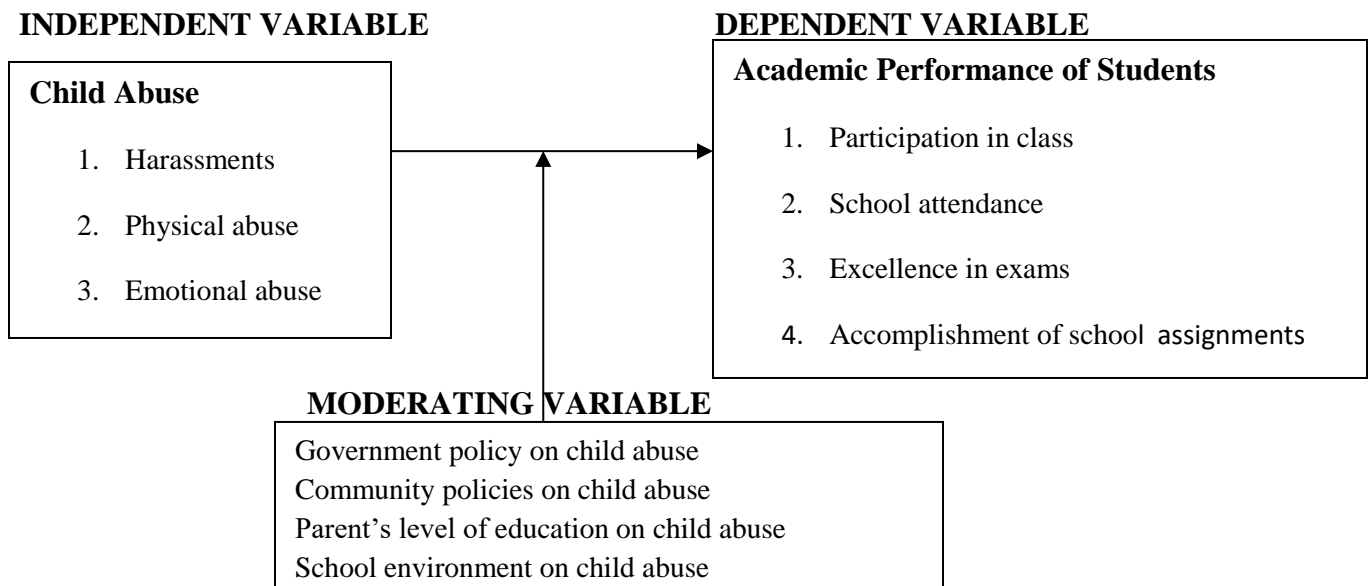
Community Organizations: Community organizations working with children and families can benefit from this research by developing prevention and intervention programs tailored to the specific needs of their communities. They can also use the findings to raise awareness, educate the public, and advocate for systemic changes to address child abuse and its consequences.

Healthcare Professionals: Understanding the academic implications of child abuse can help healthcare providers, including pediatricians and mental health professionals, identify and support affected children earlier. They can also collaborate with schools and other stakeholders to ensure a coordinated response that addresses the physical, emotional, and academic needs of these students.

1.7. Conceptual frame work

A conceptual framework is a theoretical structure that outlines the key concepts, relationships, and assumptions underlying a research study or a body of knowledge. It serves as a guide for understanding and organizing the components of a particular field of study or a specific research project.

Figure 1: Conceptual Framework



Source: Researcher (2024)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the analysis of the information in relation to the research topic under the study. The presentation is organized around the specific objectives of the study.

2.1. Definition of Key Terms

Child abuse refers to any act or failure to act by a parent or caregiver that results in actual or potential harm to a child. It encompasses various forms of mistreatment, including physical abuse, sexual abuse, emotional abuse, and neglect. Child abuse violates the child's rights to safety, well-being, and healthy development.

Academic performance refers to the extent to which a student has achieved their educational goals, typically measured through a combination of grades, test scores, and other indicators of learning and achievement. It reflects a student's overall success and progress in school or a particular course of study.

Harassment: Unwanted and annoying actions or attention towards someone, typically involving repeated or persistent attempts to disturb or upset. Harassment can take many forms, including verbal, written, or physical actions that create a hostile or offensive environment for the recipient.

Physical abuse: Intentional use of physical force against another person, causing injury or pain. This can include hitting, kicking, slapping, burning, and other forms of bodily harm. Physical abuse often involves an imbalance of power and control, with the abuser using physical force to intimidate, punish, or exert dominance over the victim.

Emotional abuse: A form of abuse characterized by a pattern of behavior that aims to control, demean, or isolate another person through the use of fear, humiliation, manipulation, or verbal assaults. Emotional abuse can include constant criticism, insults, threats, intimidation, or withholding affection to manipulate or control the victim's behavior. It often involves a

systematic erosion of the victim's self-worth and sense of identity, leading to feelings of powerlessness and isolation.

Participation in class: This refers to a student's active engagement and involvement in classroom discussions, activities, and group work. It involves contributing ideas, asking questions, and sharing thoughts or opinions during lessons. Participation in class encourages critical thinking, enhances understanding, and fosters a collaborative learning environment.

School attendance: School attendance refers to a student's presence and punctuality in school on a regular basis. It involves arriving on time, attending all scheduled classes, and minimizing absences. Regular school attendance is important for a student's academic success as it ensures they receive consistent instruction, maintain a routine, and develop a sense of responsibility and discipline.

Excellence in exams: Excellence in exams refers to a student's exceptional performance and achievement in formal assessments or tests. It involves demonstrating a thorough understanding of the subject matter, applying critical thinking skills, and effectively communicating knowledge. Achieving excellence in exams requires consistent preparation, effective study habits, and a commitment to learning.

Accomplishment of school assignments: Accomplishment of school assignments refers to the completion and submission of assigned tasks, projects, and homework by students. It involves meeting deadlines, adhering to instructions, and producing work that reflects effort, quality, and a mastery of the material. Accomplishing school assignments helps students reinforce their learning, develop time management skills, and cultivate a sense of responsibility.

2.2. Harassments and academic performance of students

According to Baron, and Kenny, (2016) stated that Child harassments can be defined as any participation by the child or a teenager in activities inappropriate to his age and psychosexual development, which he/she is unable to understand, activities the child is being put to through coercion, violence or seduction or which violate social taboos. This abuse includes: attracting, convincing, use, corruption, and forcing minors to participate in sexual activities or assisting another person during activities that serve adults to obtain pleasure.

According to Herrenkohl, (2015), in his/her study on the “effect of harassments on academic performance of students” in “Kenya” stated that Harassments is passive in every part of the world. According to United Nation BBC reported in September 2014 that 1 in 10 girls had experienced sexual violence at early stage of their life time. Child harassments is one of the health and human right challenges in Nigeria. The National Demographic Health Survey (NDHS) reports in 2008 suggest that over 25% of adolescents in Nigeria often experience the first harassments at the age of 15 (NDHS, 2014). However cases reported of the law enforcement agents of Nigeria (Nigeria Police) are less than unreported cases by parents or guidance of the victims. The News Agency of Nigeria reported in 2016 that 1,200 girls were raped in Cross River State, a coastal state in south Nigeria, that share a common border with Cameroon to the east (Vanguard News, 2014).

According to Richar and Chaffin, (2015) noted that in the United States, approximately 15% to 25% of women and 5% to 15% of men were sexually abused when they were children. Most sexual offenders coordinate or agree with their victims approximately 30% are relatives of the child, most often brothers, fathers, mothers, uncles, or cousins, around 60% are other acquaintances such as friends of the family, babysitters or neighbours, strangers are the offenders in approximately 10% of child harassments cases.

Anita and LeGuin Louis, (2019), revealed that in 1999 the BBC reported on the RAHI Foundation’s survey of harassments in India, found out 76% of respondents were abused as children. The study further found out that 40% of these of perpetrator were family members. Similarly, in most cases abusers are male, about 20 percent of all sexual abusers are female. Such abuse can be sexual teasing and fondling, which invokes confusion and shame or more blatant abuse. Boys obviously are spared the problem of unwanted pregnancy that many sexually abused girls experience, but they often turn their anger outward. According to Sneddon (2003), harassments occurs when a child or adolescent is involved in sexual activities that he or she does not understand or in which he or she is unable to give informed consent. It may include an adult using a child for sexual gratification and may occur on a contact or non-contact basis.

Trowell, (2019) in his research about the effect of harassments on academic performance of students, found out that harassments occurs when an adult forcefully have sexual activity or activities with someone against their wish. This kind of abuse is defined as any act that exposes a

child to sexual acts that transcends his/her understanding. Herrenkohl, (2016) further disclosed that globally, at least one out of every ten girls have been abused sexually at one stage of their life. This include behaviours such as rape, incest, oral sex, touching a child's sexual organs, showing pornography to a child, child trafficking and all forms of sexual activities done by someone in higher authority or greater power than the child such as siblings, parents, teachers, elder ones around, members of the family, maids, gate keepers and so on

Baron, and Kenny, (2016) carried out a study on the effect of “harassments on academic performance of students. In their study they found out that sexually abused female student may have a great hatred for her male teachers. This will affect her learning process and personal relationship with teachers. This is also the same for male children that are abused by the opposite sex. Since children’s lives are greatly influenced by teachers, a poor relationship with them can lead to low academic performance. Smith Slep, Heyman, and Snarr (2022) outlined the difficulty in defining emotional abuse, and also took into consideration cultural factors. Internationally, verbal punishment is used 70-85% of the time (e.g. yelling). Furthermore, they noted that truancy and social vices are exhibited by students that are neglected. Some are hostile to other students and their mates which may lead to their expulsion.

According to Sneddon (2016), in (his/her) study on harassments observed that harassments occurs when a child or adolescent is involved in sexual activities that he or she does not understand or in which he or she is unable to give informed consent. It may include an adult using a child for sexual gratification and may occur on a contact or non-contact basis. Besides Sneddon, (2016) noted that a variety of sexual behaviors between a child and an adult or between children are considered sexual abuse. They may involve bodily contact and non-bodily contact such as genital exposure, verbal pressure for sex, and sexual exploitation. Turner et al. (2019) added that emotional maltreatment may include hostile parenting, such as inconsistency, poor stability, low nurturing, coercion, negative interactions, and rejection of the child.

According to Sneddon (2016) compiled a thorough list of behaviors that are considered sexual abuse, it is important to note that there is disparity in the research surrounding the definition of child sexual abuse. In addition according to Furman, and Burhmester, (2019) agreed that behaviors such as having sexual intercourse with a child is sexual abuse, however, there is ambiguity surrounding behaviors such as sleeping with a child or bathing a child. Haugaard, (2022) examined different behaviors and found the importance of not only considering the

behavior itself, but also the severity continuum on which sexual behaviors can fall and the context surrounding these behaviors. For example, a father bathing a small child is considered appropriate but if that context changes and he is bathing an older child then that same behavior may be considered inappropriate. Haugaard, (2022) introduced a different set of behaviors and circumstances that were not explored and considered by other researchers.

2.3. Physical abuse and academic performance of students

Herrenkohl, and Huang (2006), studied research about the effect of physical abuse and academic performance of students and found out that physical abuse is when someone causes deliberate physical harm or injury to a child or failure to prevent the child from physical injury. Physical abuse refers to injuries and adult behaviors that are not sexual in nature. Physical abuse may include injury from punishment that is not appropriate for the child's age or condition and can be a single or recurrent act by the adult.

Berliner, and Elliott, (2016) in their study about the effect of physical abuse on academic performance of students asserted that approximately one-half of students who are subjected to severe punishment develop an illness called educationally induced post-traumatic stress disorder (eipsd). Berliner, and Elliott, (2016) further noted that mental health imbalance is induced by significant stress; with EIPSD the stress is the inflicted punishment. Such victimized students can have difficulty sleeping, fatigue, feelings of sadness and worthlessness, suicidal thoughts, anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, intense dislike of authority, somatic complaints, tendency for school avoidance, school drop-out, and other evidence of negative high risk adolescent behavior.

Frederick, and Goddard, (2020) stated that students who are witnesses or victims of such abuse can develop low self-esteem, magnified guilt feelings, and various anxiety symptoms; such results can have baneful results in the psychosocial and educational development of these students. When studies look at the milieu of these classrooms, one finds that all are subjected to less, not more, learning. Because of fear, the nurturing of open communication, so vital to effective education, is severely spoiled in such aversive settings. Manassis et al. (2019) added that interventions and components may need to change over time to meet the developmental

needs of a child. For example, a younger child may use a self-talk strategy with a basic phrase and as the he or she gets older, the phrase could change to become more complex.

Bolen, and Lamb, (2020) Physical abuse occurs when physical harm or injury is inflicted on children and/or purposely failing to prevent them from physical injury. Neglect occurs when an adult fails to protect a child from any type of danger or persistent failure to care for him or her. It could involve insufficient attention and emotional availability to the child and a lack of stimulation, food, clothing, shelter, hygiene, nutrition, supervision, medical care or education that could result in harm to the child.

Friedman and Putnam (2019) described the physical problems associated with PTSD as a result of maltreatment. It can cause a child's stress adaptation systems to be overwhelmed, resulting in overstimulation of the amygdale which may explain recurrent traumatic memories and excessive fear and emotional memory processing, increased dopamine levels contributing to over generalized fear, hyper vigilance, and paranoia. According to Chiodo, and O'Neill (2008) stated that epinephrine system is one of the stress response systems in the body and when this system is affected it results in feelings of fight or flight in a child causing heightened anxiety, arousal, and hyper vigilance of potential dangers and elevated levels of cortisol, affecting the hippocampus and corpus collosum communication between both brain hemispheres. According to Blissett (2019) realized that children with PTSD have lower levels of serotonin, which is associated with symptoms such as aggression, suicide, obsessive and compulsive. Maltreatment and its resulting trauma have serious effects on children's health and development, leaving both long and short-term emotional and behavioral difficulties. Children who have been diagnosed with PTSD may develop psychiatric or medical conditions as a result of maltreatment (Cohen, Berliner, & Mannarino, 2020).

Danielson et al., (2020), state that trickett and McBride-Change examined research studies focusing on infants through adulthood to understand the developmental affects of maltreatment. These findings were organized into information about the short and long term impact of maltreatment in three categories: (a) physical and motor development, (b) social and emotional development, and (c) cognitive and academic development. Furthermore, Danielson et al, (2020; Turner et al., 2019) observed that the family treatment components included psycho-education,

coping skills, family communication, healthy dating and sexual decision making, re-victimization reduction, and relationship building.

Mendez, and Kendall, (2020) stated that physical, psychosocial, and behavioral effects of maltreatment may also be evident and affect a child in school. For example, anxiety, a psychosocial effect, can affect a child's ability to take risks in the academic setting in attempting an unfamiliar task or persisting on a difficult task. According to Fantuzzo, Manz, Atkins, and Meyers, (2005) observed that Mychailyszyn, Depression, another psychosocial effect, can impact a child's ability to build and maintain peer relationships. If a child has physical symptoms, as a result of the maltreatment, it could impact school attendance, which ultimately affects achievement. A behavioral effect, such as aggression towards peers and adults, can be seen in the school setting, especially in a child who lacks appropriate coping skills to handle stressors present at school.

Whitney, Tajima, Herrenkohl, and Huang (2006), stated that most actions considered to be physical abuse are clear and easy to identify. Although they believe that most actions of physical abuse are easy to classify, they also believe it is important, with some actions, to consider the context surrounding the behavior before classifying it as abuse or not. For example, Whitney et al. (2006) explained that burning a child with a cigarette would always be considered abusive, whereas, shaking a child could depend based on the child's age (e.g. shaking a baby has different consequences than shaking a teenager). Cruise, Jacobs, and Lyons (1994) believed it is important to examine parental intent, while stating how difficult this is to judge accurately. They also feel that the perceptions of the child, in relation to the abusive acts, should be considered and are helpful in the defining process. Even with some researchers raising questions about the definition of physical abuse, it is still the easiest and most objective form of maltreatment to identify.

2.4. Emotion Abuse and academic performance of students

Horner et al (2005), stated that children's emotions are affected if they witness fights at home or if they are from broken homes. Emotional abuse also occurs in the school, by seniors or bullies, teachers and adults. When the basic needs (food, clothing, shelter, education, health) of a child are not met, such a child is being neglected. According to Flaherty, Sutphen, and Ely, (2019) observed that neglect is a form of abuse which usually happens when a care-giver ignores the

child and does not care about the existence and well-being of the child. Children who have been maltreated may display behaviors in school such as aggression, anger outbursts, noncompliance, and opposition. Teachers may also see the effects of, or warning signs of, substance abuse, suicidal behavior, or self-injurious behaviors. These warning signs can include rage, reckless actions, and feelings of being trapped with no options, increased substance abuse, social withdrawal, mood changes, truancy, and fatigue.

Hammer, (2015) postulated the psychological theoretical model which concentrated on the personal and interpersonal attributes of the abused person and the abuser. According to Daignault and Hébert, (2015), any action (normally verbal) or attitude that causes or may cause psychological harm to a child. Acts of emotional abuse may be passive such as non-attachment attitudes towards children such as ignoring them or depriving them of affection and security. Besides Ronan (2015) stated that active behaviours such as shouting, threatening, and scolding. Committing inappropriate acts in the presence of a minor that may lead to antisocial behaviour may also be considered as emotional abuse. Worth noting is that all forms of abuse have psychological effects on the child.

Sneddon (2016) explained emotional abuse as the emotional mistreatment or rejection of the child. Emotional abuse may include sustained repetitive inappropriate emotional responses and reactions to the child's emotions and behavior. For example, an inappropriate response may involve a parent getting angry with the child in reaction to the child accidentally breaking something and yelling at the child excessively or calling the child names. In addition, other emotionally abusive behaviors include belittling or terrorizing the child, isolating them from others, and rejection or missocialization. Turner et al. (2019) added that emotional maltreatment may include hostile parenting, such as inconsistency, poor stability, low nurturing, coercion, negative interactions, and rejection of the child.

Putnam, (2015) Emotional problems as a result of maltreatment may include mood disorders, anger, frustration, pervasive distrust of others, restricted affect, irritability, anxiety and depression, and social withdrawal. In addition Putnam (2015) also described that child maltreatment may cause a child to experience flashbacks, nightmares, intrusive memories of the maltreatment, dissociative symptoms, avoidance of certain stimuli associated with the maltreatment, and cognitive suppression. Children who have experienced maltreatment may display a mood of general unhappiness. According to Daignault and Hébert, (2015) highlighted

that interventions can still be used in the school setting even if they do not meet the evidence-based practice criteria. However, when selecting interventions, it is important for educators to critically think about the students they work with because a certain evidence-based practice will not necessarily work for all students, all the time, just because it is evidence-based.

Trowell, (2019), Psychoanalytic treatment, specifically for sexually abused children, is aimed to reduce PTSD symptoms, become more aware of unconscious defense mechanisms, and enhance positive adaptation. In addition to the psychoanalytic sessions, clinicians worked with parents to partner and be supportive of the therapy, also they helped parents address issues within the family. Furthermore, Trowell, (2019) examined symptom reduction and functioning by comparing individual and group sessions. Although both groups showed a decrease in psychopathological symptoms and an increase in overall functioning, the individual treatment group showed a greater reduction in PTSD symptoms.

Eckenrode, Laird, and Doris (2016), carried out research on the “effect of emotional abuse on academic performance of students”, they discovered that emotional effects of maltreatment influence a variety of areas related to the emotions a child feels and is able to express. Maltreatment may cause a child to feel lower self-worth or self-esteem, or lack of confidence. When a child experiences these feelings, his or her ability to attempt and then persevere on difficult academic tasks is compromised. Maltreatment may result in a child displaying difficulties with emotional awareness and regulation, and accessing appropriate coping skills (Hilyard and Wolfe, 2019).

2.5. Conclusion (Research Gap)

In conclusion the literature reviewed by authors (Baron, & Kenny, 2016, Herrenkohl, 2015, Richards and Chaffin, 2015, Anita and LeGuin Louis, 2019, Trowell, 2019, Baron, and Kenny, 2016, and Sneddon, 2016), revealed that several studies have been conducted on the effect of child abuse on academic performance of students. However, none has been conducted in Bungokho Sub-County.

In conclusion therefore, from the above literature as stated by authors (Herrenkohl, and Huang (2006), Berliner, and Elliott, (2016), Frederick, and Goddard, (2020), Manassis et al. (2019) Bolen, and Lamb, (2020), Friedman and Putnam (2019), Chiodo, and O’Neill (2008) and Whitney, Tajima, Herrenkohl, and Huang (2006)). They carried out research about the effect of

physical abuse on academic performance of students in other countries but no research is being carried out specifically in Bungokho Sub-County, Mbale district. Therefore creating the need to carry out research on the effect of child abuse on academic performance.

In conclusion according to the above authors (Horner et al (2005), Flaherty, Sutphen, and Ely, (2019), Hammer, (2015), Ronan (2015), Sneddon (2016), Turner et al. (2019), Putnam, (2015), Daignault and Hébert, (2015), Trowell, (2019), Trowell, (2019) and Eckenrode, Laird, and Doris, (2016)). They carried out research on the effect of emotional abuse on academic performance of students in most of the western countries and part of Africa but less has been done on the effect of child abuse on academic performance of students in Bungokho Sub-County, Mbale District.

CHAPTER THREE METHODOLOGY

3.0. Introduction

The chapter focused on a detailed description of the research methodology, which refers to the detailed procedure to be followed in order to realize the research objectives. It included a description of the research design, sampling techniques, instrumentation as well as data analysis techniques. Various research methods were used to obtain the required information; these methods include questionnaires, interviews and observations.

3.1 Research Design

Saunders, (2015) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The study employed a descriptive research design. Descriptive survey design according to Kothari (2020) is a powerful form of quantitative analysis. This design was preferred because it enabled the researcher describe the area of research and explain the collected data in order to investigate the differences and similarities with our frame of reference within a given period of time. In addition, the method permitted gathering of data from the respondents in natural settings resulting in a description of the data, whether in words, pictures, charts, or tables. Moreover, the data to be collected will be both qualitative and quantitative in nature.

William, et.al (2015), defined qualitative research is a scientific method of observation to gather non-numerical data. This type of research "refers to the meanings, concepts definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures. This research answers how and when a certain phenomenon occurs. Qualitative research approaches are employed across many academic disciplines, focusing particularly on the human elements of the social and natural sciences; in less academic contexts, areas of application include qualitative market research, business, service demonstrations by non-profits, and journalism. While Friedman, Milton (2019), stated that quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. The process

of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

3.2. Area of study

The study was conducted in Bungokho Sub-County in Buirabi parish with villages such as Bukhatoko, Bukulenga, Bushikori, Kasonko, Khamoto, Luyekhe Lwalera, Mabanga, Magale, Makambo, Makambo, Nakhlapa, Namawanga, Nambale, Nambiti Nashikhaso, Natondome, Natondome, Sakiya and Tumbu.

3.3 Population of the Study

The study covered a population of 150 selected from secondary schools in Bungokho Sub-County who comprised of head teachers (10), Directors (8), parents (80), stakeholders (10), senior women teachers (20), and local authorities (22). The native language of the Bagisu people is Lugisu, which is a Bantu language closely related to other languages in the region, such as Luganda and Lusoga. Many people also speak English, which is the official language of Uganda. The Bagisu have a rich cultural heritage with unique traditions and customs. One notable tradition is the Imbalu ceremony, a rite of passage for young men involving circumcision and other rituals. The Bagisu also have a strong musical tradition, with traditional instruments like the engoma (drums) and the kadodi (flute-like instrument). The people in Bungokho Sub-County are largely engaged in agriculture, with the main crops being maize, beans, cassava, bananas, and coffee. Livestock rearing is also common, particularly cattle, goats, and sheep. Some people also engage in small-scale businesses and trade. Education levels vary in the region, with some people having limited access to formal education. However, there are primary and secondary schools in Bungokho Sub-County and efforts have been made to improve literacy rates and access to education.

3.4. Sample size

The researcher used a sample size of 109 respondents from head teachers (7), Directors (6), parents (58), stakeholders (7), senior women teachers (7), local authorities (16). This was calculated using Slovene formula as seen below

$$n = \frac{N}{1 + Ne^2}$$

Where n is the number of the respondents

e² is the sampling error

$$n = \frac{120}{1 + 120 * 0.05^2}$$

$$n = \frac{120}{1.3} \quad n = 109 \text{ as sample size}$$

Table 3.1: Showing the number of respondents from each department.

Department	Population	Sample	Sampling methods
Head teachers	10	7	Purposive Sampling
Parents	80	58	Random sampling
Stakeholders	10	7	Random sampling
Senior women teachers	20	15	Random sampling
Directors	8	6	Random sampling
Local Authorities	22	16	Random sampling
Total	150	109	

Source: Secondary Data, (2024)

3.5. Sampling methods

Harish, (2018) stated that a sampling technique is an identification of the specific process by which entities of the sample have been selected.

3.5.1. Purposive sampling

Hendricks, (2018) states that purposive sampling is non-probability sample that is selected based on characteristics of a population and the objective of the study. This method involved selection of key informants of experience who were readily available, willing to be included in the sample and any other criteria which was considered relevant by the researcher. The researcher used purposive sampling when selecting a sample of Head teachers. This because it offers the respondents time to respond to the questions at their own time and approaching their offices at convenient times only.

3.5.2. Simple random sampling

Johnson, (2019) defined simple random sampling as a subject of a statistical population in which each member of the subject has an equal probability of being chosen. The technique ensured that all respondents had equal chances of being selected. It therefore minimized biasness in sample selection. The researcher applied this method while selecting a sample of parents, stakeholders, senior women teachers, directors and local authorities. This because it allowed chances all the respondents in the sample to be selected and it's not bias.

3.6. Sources of data

Data sources refer to the origins or locations from which data is obtained or collected. They were the primary channels or repositories from which raw data is derived or extracted for analysis, processing, or decision-making purposes. Data sources can be diverse and varied, depending on the context and the specific needs of the data user or organization. The researcher used both secondary and primary data sources.

3.6.1 Secondary data source

This refers to raw facts collected or generated in a given research for the first time. This data was generated from the sample population by use of the questionnaire.

3.6.2 Secondary data source

This method involved sourcing for already processed information. Furthermore data was obtained by reviewing relevant text books, journals, newspapers, attendance register and other published materials about the research topic.

3.7 Data collection methods

The researcher used questionnaire as an instrument of data collection.

3.7.1 Questionnaire

According to Hébert (2015) stated that a questionnaire is a list of questions drafted by the researcher to be filled by the respondent. This was basic tool the researcher used in data collection. The questionnaire contained both close ended structured questions and the variables therein were measured using likert scaling technique. The reason for use of this method was that it was economical in saving time and money which would be used on training interviews methods and questions are standardized. This was applied to the district education officer, senior accountant and health officers. The quantitative data was collected using questionnaires and qualitative data was collected using interview guide.

3.7.2. Interviews

Seidman, (2017), states that an interview is a conversation between two or more people where questions are asked by interviewer to get facts or statements from the interviewee. This method gives the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying. It was easily enable the researcher obtain information on the topic under study and it was applied on teachers, opinion leaders and parents. This because the tool provided first hand and vital information which other tools couldn't provide like clarity, feelings and expression, it provided immediate answers to the question, and correction of errors or mistakes are possible. On the other hand the tool costly, time consuming, some behaviors or characteristics of the respondent may go un-noticed, some vital information may not be given for security reasons, (Andrew, 2016).

3.8. Research procedure

Upon obtaining an introduction letter from the head of department Social Science of Uganda Christian University Mbale University College to Bungokho Sub-County, the researcher contacted the different respondents to understand their time tables and thereafter made arrangement of meeting them to deliver the questionnaires at their places of convenience. The researcher personally delivered them to the respondents to ensure maximum monitoring and response.

3.9. Data Analysis

In the study, the instruments that used yield both qualitative and quantitative data. After respondents answered questionnaires and interviews, raw data was cleaned, sorted and condensed into systematically comparable data. Data analysis was done using the Statistical Package for Social Scientists (SPSS), which helped to summarize the coded data and produced the required statistics in the study.

3.9.1. Quantitative Data

In handling all the objectives of the study, the researcher used a computer package SPSS where data will be entered, edited, cleaned and sorted. This program were used to do uni-variate and bi-variate analysis to obtain descriptive data in form of frequencies, percentages, mean and standard deviations since it was a five likert questionnaire and this helped give the general response towards each question in the likert scale through the mean values. In establishing the relationships among variables, bi-variate multivariate analysis in form of Pearson correlation and regression analysis where necessary was used to ascertain the magnitude of effect the dependent variable has on independent variable (Cresswell, 2016). In correlation and regression analysis, the level of significance will be, $P=0.05$. Dobson, (2019) stress that it is important to examine relationships within the data with correlations or regressions. Through correlation measures, relationships can be studied in depth, limited only by the data available to the researcher. The main goal of regression analysis is to determine the ranking of the regressors or an explicit quantification of the relative importance of each regressor for the response.

3.9.2 Qualitative data

Data analysis of qualitative data in the three objectives of the study used content analysis where each piece of work answered in the interview guide were read through thoroughly to identify themes where it belongs. The number of times each answer appears was counted to obtain the number of responses in each respect.

3.10. Data Quality Control

In order to test and improve on the validity of the instruments, the questionnaire was submitted to the supervisor for approval. This helped to assess the construction of the questionnaire, language clarity, and comprehensiveness in order to get information through the questionnaire in terms of length and privacy (confidentiality) of respondents and to determine whether the ethical standards breached or not adjustments was made where necessary in the questionnaire in respect to the comments made by the supervisor.

3.10.1 Reliability

Reliability is the degree to which an instrument measures the same way each time it was used under the same condition on the same objects. Amin (2005) adds that reliability is dependability or trust worthiness and in the context of a measuring instrument, it was the degree to which the instrument in this study, Cronbach's Alpha was utilized to taste consistency of the instrument where by the estimation of coefficient Alpha can run from zero (no inward consistency) for data instrument was regarded reliable, it has to produce Cronbach's Alpha coefficient of 0.7 and above

3.10.2 Validity

Validity refers to extent to which research results can be accurately interpreted and generalized to other populations. It was the ability to produce findings which are in agreement with theoretical and conceptual values; in other words, to measure what is supposed to be measured (Amin, 2005) the researcher used a pilot study to get valid data from respondents. The study measured by use of content of the instrument corresponds to the content of the theoretical concept it is designed to measure, (2005)

3.11. Ethical Consideration

The researcher respected the dignity of the respondents and treated the information given by them with uttermost confidentiality and for the research purpose only. The researcher was keen not to ask provocative questions to the respondents especially questions concerning private life and even those which degrade some body's dignity.

Permission was sought from the respondents before approaching their home and working premises and at their convenient times only. Issues of bribes, undue influence, and cohesion was strongly avoided by the researcher and false and misleading information was critically subjected to validity test to check on the error rate in the research.

Confidentiality, the researcher kept the information obtained or given by the respondents from the field as confidential and for academic purpose only unless asked otherwise by the law or government.

The researcher respected the dignity of the respondents by not asking provocative questions to the respondents especially questions concerning private life and even those which degrade their dignity and the respondents were given the freedom to ignore items that they may not wish to respond.

CHAPTER FOUR
PRESENTATION OF THE ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the findings of the study. Discussion and analysis of the different responses to some key questions was also done in this chapter following the research objectives.

4.1. Back ground information of respondents

This section shows the gender of the respondents, marital status, age bracket, level of education, and the duration spent in service among selected primary schools in Bungokho Secondary School, Bungokho Sub-CountyMbale District as explained below;

4.1.1. Sex of the respondents

The respondents were asked to state their sex and the response obtained is explained below;

Table 4.1: Showing the sex of the respondents

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	49.5	49.5	49.5
	Female	55	50.5	50.5	100.0
	Total	109	100.0	100.0	

Source: Primary Data, (2024)

From the table 4.1, above showed that 50.5% of the respondents were female as being the highest and 49.5% respondents as male came least. This was an indication that most of the respondents were female as opposite to their counter parts the male. The females were more because they were the majority at the time of carrying out this research and given the fact that they are the ones who mostly look and take care of the younger ones or children.

4.1.2. Age of the respondents

Under this section the respondents were asked to stated or tick their appropriate years from birth today

Table 4.2: Showing the age of the respondents

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 25	10	9.2	9.2	9.2
	26 – 35	54	49.5	49.5	58.7
	36 – 45	24	22.0	22.0	80.7
	46 -55	9	8.3	8.3	89.0
	56 and above	12	11.0	11.0	100.0
	Total	109	100.0	100.0	

Source: Primary Data, (2024)

From the study findings in table 4.2, 49.5% of the respondents ranked highest as being between the age of 26-35 years, 22% respondents as second were between 36-45years, 11.0% of the respondents were between 56 years and above, 9.2% of the respondents were between 18-25 years and 8.3% of the respondents were between 46-55 years. Therefore majority of the respondents were between the age of 26-35 years. This because they had love and zeal to take part in research and others had experienced child abuse before so this study reminded them of their old life.

4.1.3. Marital status of the respondents

This section respondents were asked to state their marital status as explained below

Table 4.3: Showing the marital status of the respondents

Response		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	30	27.5	27.5	27.5
	Married	59	54.1	54.1	81.7
	Divorced	11	10.1	10.1	91.7
	Separated	9	8.3	8.3	100.0
	Total	109	100.0	100.0	

Source: Primary Data, (2024)

In the above table 4.3, 54.1% of the respondents being the majority were married, 27.5% of the respondents were single as second, 10.1% of the respondents ranked third as divorced and 8.3% respondents came least as being separated. This showed that the highest number of respondents were married and preferred work in order to meet the family demands.

4.2. The effect of harassments on academic performance of pupils

This was the first objective understudy and it was attained through the research questions as seen below;

Table 4.4: Show the effect of harassments on academic performance of pupils

STATEMENT	SA	A	U	D	SD
Harassments leads to poor academic performance	50.0	38.3	8.3	0	3.3
Sexual harassment leads to stigmatization of pupils	28.3	51.7	10.0	0	10.0
Watching pornographic movies leads to poor academic performance	13.3	23.3	13.3	16.7	33.3
Sexual harassments contributes to poor academic performance	20.0	8.3	11.7	40.0	20.0
Rape leads to stigmatization among pupils hence poor academic performance	15.0	26	28	7	23

Source: Primary Data, (2024)

From the above table 4.4, revealed that 88.3 % (50.0+38.3) of the respondents strongly agreed, 8.3% were undecided with the statement, and 3.3% strongly disagreed. However, most of the respondents strongly agreed that harassments leads to poor academic performance by 50.0% response.

On the other hand (51.7+28.3)80% of the respondents agreed,10.0% strongly disagreed as well as undecided. This indicated that sexual harassment leads to stigmatization of pupils since most of the respondents agreed with the statement.

However about, watching pornographic movies leads to poor academic performance, (33.3+16.7)50% of the respondents strongly disagreed, (23.3+13.3)strongly agreed, and 13.3% of the respondents were undecided. This implied that watching pornographic movies does lead to poor academic performance of students.

On the other hand (40.0+20)60% of the respondents disagreed, (20.0+8.3) 28.3% of the respondents strongly agreed and 11.7% were undecided. This implied that sexual harassments contribute to poor academic performance.

Finally about rape leads to stigmatization among pupils hence poor academic performance, it was revealed that 28% were undecided, (26+15)41% of the respondents strongly agreed, and (23+7) strongly disagreed. This was an indication that rape leads to stigmatization among pupils hence poor academic performance. According to Trowell, (2002) in his research about the effect of harassments on academic performance of pupils, found out that harassments occurs when an adult forcefully have sexual activity or activities with someone against their wish. This kind of abuse is defined as any act that exposes a child to sexual acts that transcends his/her understanding. Herrenkohl, (2016) further disclosed that globally, at least one out of every ten girls have been abused sexually at one stage of their life. This include behaviours such as rape, incest, oral sex, touching a child's sexual organs, showing pornography to a child, child trafficking and all forms of sexual activities done by someone in higher authority or greater power than the child such as siblings, parents, teachers, elder ones around, members of the family, maids, gate keepers and so on.

4.3. The effect of physical abuse on academic performance of pupils

Here the respondents gave information on the effect of physical abuse on academic performance of pupils.

Table 4.5: Showing the effect of physical abuse on academic performance of pupils

STATEMENT	SA	A	U	D	SD
Corporal punishment instills fear among pupils thus academic performance	30.0	43.3	5.0	15.0	6.7
Injuries inflicted on pupils through beating leads to poor academic performance	30.0	53.3	6.7	6.7	3.3
Hurtful words to pupils leads to poor academic performance	46.7	41.7	5.0	3.3	3.3
Good treatment of students leads to better academic performance	53.3	0	0	30.0	16.7

Source: Primary Data, (2024)

The findings in table 4.5 above about corporal punishment instills fear among pupils thus academic performance, $(43.3+30.0)73.3\%$ of the respondents agreed, $(15.0+6.7)21.7\%$ of the respondents disagreed, and 5.0% were undecided. This implied that corporal punishment instills fear among pupils thus academic performance.

$(53.3+30.0)83.3\%$ of the respondents agreed, 6.7% were undecided and $(3.3+6.7) 10\%$ of the respondents strongly disagreed. This implied that injuries inflicted on pupils through beating leads to poor academic performance.

Thirdly about hurtful words to pupil's leads to poor academic performance, (46.7+41.7) of the respondents strongly agreed, 5.0% were undecided, and 3.3% both strongly disagreed.

About good treatment of pupils leads to better academic performance, 53.3% strongly agreed, (30.0+16.7) 46.7% of the respondents disagreed, while undecided had zero response. In support according to Berliner, and Elliott, (2016) in their study about the effect of physical abuse on academic performance of pupils asserted that approximately one-half of students who are subjected to severe punishment develop an illness called educationally induced post-traumatic stress disorder (eipsd). Berliner, and Elliott, (2016) further noted that mental health imbalance is induced by significant stress; with EIPSD the stress is the inflicted punishment. Such victimized students can have difficulty sleeping, fatigue, feelings of sadness and worthlessness, suicidal thoughts, anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, intense dislike of authority, somatic complaints, tendency for school avoidance, school drop-out, and other evidence of negative high risk adolescent behavior.

4.4: The effect of Emotion Abuse and academic performance of pupils

This was the third objective understudy

Table 4.6: Showing the effect of Emotion Abuse and academic performance of pupils

STATEMENT	SA	A	U	D	SD
Discrimination among pupil's affects their academic performance	20.0	38.3	0	16.7	25.0
Psychological stress affects pupil's affects their academic performance	20.0	11.7	25.0	36.7	6.7
Pupils always fill out of place or isolated hence academic performance	41.7	18.3	16.7	10.0	13.3
Pupil's run dropout of school due to emotional abuse	38.3	20.0	16.7	0	25.0

Source: Primary Data, (2024)

The findings revealed that (38.3+20.0)58.3% of the respondents agreed, 25.0% strongly disagreed, and undecided had 0% response. This indicated that discrimination among pupils affects their academic performance.

While psychological stress affects pupil's performance thus leading to poor academic performance as (36.7+6.7)43.4% of the respondents disagreed, 25.0% were undecided, and (20.0+11.7)31.7% of the respondents strongly agreed. Furthermore (41.7+18.3) 60% of the respondents strongly agreed, 16.7% were undecided, and (13.3+10.0)23.3% of the respondents strongly disagreed, that pupils always fill out of place or isolated hence poor academic performance.

On the other hand (38.3+20.0)58.3% of the respondents strongly agreed, 25.0% strongly disagreed, and 16.7% undecided that pupils always fill out of place or isolated hence poor academic performance. In addition (55.0+11.7)66.7% of the respondents agreed, 25.0% were undecided, and (11.7+8.3) 20% of the respondents strongly agreed. This implied that pupil's run dropout of school due to emotional abuse. In agreement according to Trowell, (2002), Psychoanalytic treatment, specifically for sexually abused children, is aimed to reduce PTSD symptoms, become more aware of unconscious defense mechanisms, and enhance positive adaptation In addition to the psychoanalytic sessions, clinicians worked with parents to partner and be supportive of the therapy, also they helped parents address issues within the family. Furthermore, Trowell, (2002) examined symptom reduction and functioning by comparing individual and group sessions. Although both groups showed a decrease in psychopathological symptoms and in increase in overall functioning, the individual treatment group showed a greater reduction in PTSD symptoms.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary of the findings, conclusions based on the findings, and recommendations based on the conclusions.

5.1 Summary of Findings

The finding on the effect of harassments on academic performance, it was found out that harassments leads to poor academic performance, and sexual harassment leads to stigmatization of pupils.

Furthermore, it was found out that watching pornographic movies leads to poor academic performance, sexual harassments contribute to poor academic performance, and pupils dropout of school was due to sexual abuse.

Finally, it also revealed that peer influence leads to increased harassments and rape leads to stigmatization among pupils hence poor academic performance.

The findings revealed the effect of physical abuse and academic performance of pupils, it revealed that corporal punishment instills fear among pupils, injuries inflicted on pupils by beating and burning them. In addition it was also found out that hurtful words to pupils leads to poor academic performance, and good treatment of students leads to better academic performance.

The finding revealed that discrimination among pupil's affects their academic performance, pupil's run dropout of school due to emotional abuse, pupils always fill out of place or isolated hence academic performance, and psychological stress affects pupil's affects their academic performance.

5.2 Conclusion

5.2.1. Harassments and academic performance of pupils

From the study about harassments and academic performance of pupils, it revealed that sexual abuse, sexual harassment, stigmatization of pupils leads to poor academic performance. Furthermore, the study showed that watching pornographic movies leads to poor academic performance of pupils.

In addition, the findings also revealed that sexual harassment contributes to poor academic performance, and pupils dropout of school due to sexual abuse.

5.2.2. Physical abuse and academic performance of pupils

The findings on the effect of physical abuse and academic performance of pupils, it was discovered that corporal punishment instills fear among pupils, and injuries inflicted on pupils through beating leads to poor academic performance.

Furthermore, the study revealed that hurtful words to pupils lead to poor academic performance, and good treatment of students leads to better academic performance.

5.2.3. Emotion Abuse and academic performance of pupils

The finding revealed information on the effect of emotional abuse and academic performance of pupils, it was found out that discrimination among pupil's, develop psychological torture this makes pupils always fill out of place or isolated hence leading to poor academic performance.

5.3. Recommendation

The researcher recommends that those who sexually harass pupils should be arrested and imprisoned to act as an example to others who engage in such bad habits.

The researcher recommends that pupils who are stigmatized should be counseled and guided in a ways of coping-up with such life as this may help them achieve better academic performance.

The researcher recommends that there should a total ban of pupils from watching pornographic movies and their importation into the country as this may lead academic performance of pupils.

The researcher recommends that there should be introduction of laws banning the use of corporal punishment on pupils who committed crimes in order instills confidence among pupils thus academic performance.

The researcher recommends that parents or other any other who injures pupils through beating be arrested or punished.

The researcher recommends that pupils should not bed is crimination because of their emotional abuse to enable them feel the sense of belonging thus better academic performance.

The researcher recommends that care takers should develop have empathy or companionship to pupils who are abused emotionally to strength them spiritually and physically.

5.4. Areas of further research

- i. the effect of psychological torture on academic performance of pupils
- ii. the effect of physical or corporal punishment on academic performance of pupils
- iii. The effect of child torture on academic performance of pupils

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SECTION B: The effect of harassments on academic performance of pupils

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (Strongly Agree,(5) Agree(4) Undecided,(3) Disagree(2) and Strongly disagree(1).

	Statement	5	4	3	2	1
1	Harassments leads to poor academic performance					
2	Sexual harassment leads to stigmatization of pupils					
3	Watching pornographic movies leads to poor academic performance					
4	Sexual harassments contributes to poor academic performance					
5	Rape leads to stigmatization among pupils hence poor academic performance					
6	Peer influence leads to increased harassments					
7	Pupils dropout of school due to sexual abuse					

SECTION C: The effect of physical abuse on academic performance of pupils

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (Strongly Agree,(5) Agree(4) Undecided,(3) Disagree(2) and Strongly disagree(1).

	Statement	5	4	3	2	1
1	Corporal punishment instills fear among pupils thus academic performance					
2	Injuries inflicted on pupils through beating leads to poor academic performance					
3	Hurtful words to pupils leads to poor academic performance					
4	Good treatment of students leads to better academic performance					

SECTION D: The effect of emotion abuse on academic performance of pupils

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (Strongly Agree,(5) Agree(4) Undecided,(3) Disagree(2) and Strongly disagree(1).

	Statement	SA	A	U	D	SD
1	Discrimination among pupil's affects their academic performance					
2	Psychological stress affects pupil's affects their academic performance					
3	Pupils always fill out of place or isolated hence academic performance					
4	Pupil's run dropout of school due to emotional abuse					

APPENDIX II: INTERVIEW GUIDE

1. How do you feel when someone tries to control your actions or decisions?
2. Have you ever felt like your emotions were being manipulated or used against you?
3. What are some signs or behaviors that you think might indicate emotional abuse?
4. How do you think emotional abuse can impact a person's mental health and well-being?
5. Have you ever experienced or witnessed emotional abuse? How did it make you feel?
6. What do you think are some ways that someone who is experiencing emotional abuse can seek help or support?
7. Have you ever encountered a situation where a child in your care was being harassed or bullied? If so, how did you respond?
8. What policies and procedures do you have in place to prevent and address child harassment or abuse?
9. How do you educate children about personal boundaries, consent, and appropriate behavior?
10. How do you handle situations where a child is exhibiting harassing or abusive behavior towards others?