DOMESTIC VIOLENCE AND LEARNERS PERFORMANCE IN PRIMARY SCHOOLS: A CASE STUDY OF ATUTUR SUB-COUNTY, KUMI DISTRICT

BY

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SEPTEMBER, 2024

Declaration

I, Olukomeri Wilson Robert declare that this research report titled, "Domestic violence and learners' performance in primary schools: A case study of Atutur Sub-County, Kumi District," is my original work and has never been submitted to any institution for any award.

Signature..... Date.....24/9/2024.....

Olukomeri Wilson Robert

Approval

I, certify that this research report titled, "Domestic violence and learners' performance in primary schools: A case study of Atutur Sub-County, Kumi District," was prepared under my supervision. It is now ready for submission with my due approval.

Signature..... Date ..26/09/2024.

MR. ANTHONY WANYAMA

Dedication.

I extend my dedication of this piece of work with great joy and appreciation to all those who helped in various ways and many others that offered me their computers to type the work most especially Mr. Andrew Okoboi.

I further extend my gratitude to my dear wife Harriet Atukei, my children Michael Omoding, Maureen Malinga, twins Robert Opio and Martin Odongo and lastly Esther Akello not forgetting My lovely mother Immaculate Atukei and for their patience and tolerance for the time I have been away for my study and emotional comfort they offered to me during my academic study.

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List of abbreviations

EFA	Education for All
EPSEM	Equal Probability of Selection Method
N	Study Population
OCP	Office of the Commissioner of Probation -
S	Sample Size
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

Abstract

The purpose of this study was to establish the relationship between domestic violence and learners' performance in primary schools in Atutur Sub-County, Kumi District. The objectives of the study included examining the extent to which physical abuse affects pupils' academic performance, assessing the impact of psychological abuse on pupils' academic performance, and establishing the relationship between sexual abuse and pupils' academic performance in primary schools. A cross-sectional survey design was used, in which data was collected from a representative sample at one point in time to make inferences about the target population. Data collection instruments included the use of questionnaires and interview guides.

The findings of the study revealed that a significant proportion of respondents (73%) strongly disagreed that they did not perceive a fear of physical punishment from teachers or parents due to physical abuse. A notable portion (65%) strongly agreed that they believed physical abuse led to injuries that affected class attendance. A significant portion (57%) agreed that psychological abuse led to behavioral problems in school. The majority of the respondents (60%) disagreed that sexual abuse resulted in poor attendance patterns by the learner.

I concluded that physical abuse had a multifaceted impact on pupils' academic performance in primary schools in Atutur Sub-County, Kumi District. While many respondents did not perceive a direct fear of physical punishment, physical abuse negatively influenced pupils' willingness to participate in class activities and led to lower class attendance, increased absenteeism, and decreased self-esteem. Psychological abuse also had a significant effect, leading to anxiety, stress, and concentration issues, although some respondents did not recognize behavioral problems associated with it.

I recommended implementing comprehensive training programs for teachers to recognize signs of physical, psychological, and sexual abuse and to adopt non-violent disciplinary methods. Additionally, I recommended establishing accessible counseling and support services in schools to help pupils cope with abuse and its effects on their academic performance and mental health. Conducting community awareness campaigns to educate parents and guardians about the detrimental effects of abuse on children's education and well-being, promoting a supportive and nurturing environment, was also recommended

Chapter One

Introduction

1.0 Introduction

The chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, the scope of the study, significance of the study, limitations and delimitations of the study, conceptual framework.

1.1 Background of the Study

1.1.1 Historical Background

Globally, Studies estimate that between 3.3 million and 10 million children in the U.S. witness violence in their own homes each year (Carlson, 2018). In 2019, approximately 906,000 children were found by child protective agencies to be victims of child abuse or neglect (U.S. Department of Health and Human Services 2019). In Massachusetts, a study by the Office of the Commissioner of Probation reported that approximately 43,000 children were named on restraining orders, which suggests that these children were affected by family violence (Adams, & Powell, 2020). In China, Wang and Deng estimate that more than 3 children die each day as a result of child abuse and neglect. Of these children, approximately 78% are under 5 years old at the time of their death, while 38% are under 1 year of age.

In Africa, the results study conducted by Burn, (2015) indicated that of the pupils surveyed, 41 percent reported histories of family violence; 46 percent reported having been physically, emotionally, or sexually abused; 39 percent reported neglect; and 16 percent were living in foster care or out-of-home placements. In East Africa, domestic violence has been reported widely. The East African countries, Kenya, Uganda and Tanzania have documented cases of domestic violence in most communities including harmful cultural practices like child battery, domestic fights and violent games which had adverse effects on children.

In Uganda, quite a number of cases are recorded in the provincial administration offices with complaints of domestic violence (United Nations, 2020). Children have been victims of such violence. Furthermore, domestic violence, according to UNICEF (2020), revealed that most learners in Uganda have faced some kind of violence—whether physical, sexual, emotional, or domestic. More than 1.5 million learners, accounting for about 10% of the learner population, are believed to be vulnerable to such violence. This widespread exposure to violence significantly impacts their academic performance. Learners who experience violence often suffer from psychological trauma, which can manifest as anxiety, depression, and low

self-esteem, all of which hinder their ability to concentrate and perform well in school (Ali, 2019). Additionally, the physical injuries from violence can lead to frequent absenteeism, further disrupting their education (Brown, 2019. Emotional and sexual abuse can damage their sense of security and well-being, creating an environment that is not conducive to learning. Consequently, these factors contribute to poorer academic outcomes, as affected learners struggle to cope with the dual burdens of trauma and educational demands (UNICEF, 2020;)

1.1.2 Theoretical Background

Social Learning Theory developed by Albert Bandura in 1977 proposes that children learn new behaviors and attitudes by observing and imitating others, (Bandura, 1977). According to this theory, children who witness domestic violence may learn aggressive behaviors and attitudes, which can negatively impact their academic performance and relationships with peers and teachers. This theory can help explain how domestic violence can influence a child's behavior and attitudes towards learning.

Trauma Theory developed by van der Kolk (2005) suggests that traumatic experiences, such as exposure to domestic violence, can affect a child's brain development, emotional regulation, and behavior. Trauma can lead to difficulties with attention, memory, and learning, ultimately impacting academic performance. This theory can help explain how domestic violence can affect a child's cognitive and emotional development, leading to difficulties in academic performance at school.

Cognitive Development Theory developed by Jean Piaget (1954) suggests that children's cognitive abilities develop through active interaction with their environment. In relation to this study, domestic violence can disrupt a child's cognitive development, leading to difficulties with learning, problem-solving, and academic achievement. This theory can help explain how domestic violence can affect a child's cognitive development, leading to difficulties in academic performance.

1.1.3 Conceptual Background

Johnson (2020) defines domestic violence as a pattern of abusive behavior in an intimate relationship, including physical, emotional, sexual, and psychological abuse, used to gain power and control over a partner. On the other hand, Dobash and Dobash (2019) define domestic violence as a form of violence that occurs between intimate partners, including physical, emotional, and sexual abuse, which is used to maintain power and control over a partner. This study views domestic violence as a range of abusive behaviors, including

physical, emotional, sexual, and psychological abuse, which are used to control and dominate a partner, including threats, intimidation, and coercion.

According to Kuh, (2021) defines academic performance as the extent to which learners achieve their academic goals, including earning good grades, completing coursework, and persisting to graduation. Pascarella and Terenzini (2020) define it as the cognitive and affective outcomes of the college experience, including academic achievement, intellectual development, and personal growth. This study views academic performance as a function of learners' integration into the academic and social systems of the school, including academic achievement in both summative and formative assessment conducted at school.

Learner performance is encompasses the outcomes of educational processes, reflecting the extent to which learners achieve specific learning objectives. It includes academic achievement, skill acquisition, cognitive development, and the ability to apply knowledge effectively in real-world scenarios (Robbins et al., 2004)

1.1.4 Contextual Background

In Uganda, over 3 million children are at risk of exposure to parental violence each year. About two-thirds of abused children are being parented by battered women. Of the abused children, they are three times more likely to have been abused by their fathers (Tony, 2022). The Uganda Government's policy on primary education was to achieve Universal Primary Education, (UPE), which was a key strategy towards attaining the overall Education for All (EFA) goal. Attaining UPE would ensure that all Ugandan children eligible for primary schooling have opportunity to enroll and remain in school, to learn and acquire quality basic education and skills training.

In pursuit of this policy objective, the Government introduced Universal Primary Education, (UPE) in 1997, which resulted in an increased enrolment of children from 5.9 million in 1997 to 7.2 million in formal public schools alone in 2004. But despite this rapid influx, about one and a half years later, an estimated 1.7 million children and youth (1.5 million aged 6-14 years and 200,000 youth) who for various socio-economic reasons had been unable to access education had dropped out of primary schools countrywide, (UNESCO, 2020).

This problem was and is particularly acute in informal urban settlements like Atutur sub-county slum and areas exhibiting pockets of poverty across the country. The possible pitfalls that might reduce the academic performance of pupils in primary schools could be the result of trauma, neglect, physical, sexual, verbal, emotional abuse and any other forms of domestic

violence normally common in such hardship areas. Increasing cases of domestic violence are being reported in Uganda urban slums including Atutur sub-county, (Kumi district Statistical Abstract, 2020/2021). The sub-county has 10 primary schools all of which draw a good number of their pupil population from within the district however the academic performance of these children in schools remains unsatisfactorily low. The report further attributes this low academic achievement of pupils to high levels of domestic violence in the Town Council. It is against this background that this study will be conducted.

1.2 Statement of the Problem

While domestic violence has been recognized as one of the most entrenched and pervasive forms of violence in Uganda today, its influence on school going children has yet to receive the same degree of attention, (Natukunda, 2018). This is despite the fact that every year in Uganda thousands of children as well as women suffer physically, psychologically, and sexually as a result of acts of violence against them in the home- in the urban as well as in the peri-urban areas such as Atutur sub-county.

Despite the introduction of UPE about 20% of school-age children in Uganda urban slums including those in Atutur sub-county have dropped out of school (Ministry of Education and Sports, 2017). Gender based violence in all its forms that is physical, sexual, economic, social and mental is common in communities and families. Rape, dowry related violence and other traditional practices harmful to women remain acute concerns in the district. (Kumi district Hazard Risk and Vulnerability Profile, 2019). Polygamous families in most communities of Atutur sub-county record high incidences of domestic violence as men tend to provide for one wife and her children and neglect the other family.

Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence (Orwinya, 2018). The short-term and long-term emotional and physical aftermath of domestic violence may affect pupils' school attendance, academic performance, and behavioral patterns in school and class participation. It was unclear how the forms and extent of domestic violence affect pupil's academic performance but this study seeks to investigate this scenario.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between domestic violence and learners' performance in primary schools in Atutur Sub-County, Kumi District.

1.4 Objectives of the study

(i). To examine the extent to which physical abuse affects pupils' academic performance in primary schools.

(ii). To assess the impact of psychological abuse on pupils' academic performance in primary schools.

(iii). To establish the relationship between sexual abuse and pupils' academic performance in primary schools.

1.5 Research Questions

(i). To what extent to does physical abuse affect pupils' academic performance in primary schools.

(ii). What is the impact of psychological abuse on pupils' academic performance in primary schools?

(iii). What is the relationship between sexual abuse and pupils' academic performance in primary schools?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in selected primary school in Atutur sub-county primary schools in Kumi district. The sub-county is bordered by South Division of Kumi Municipality to the North, Madera sub-county to the East, Bukedea sub-county to the South and Kanyumu sub-county to the West.

1.6.2 Content Scope

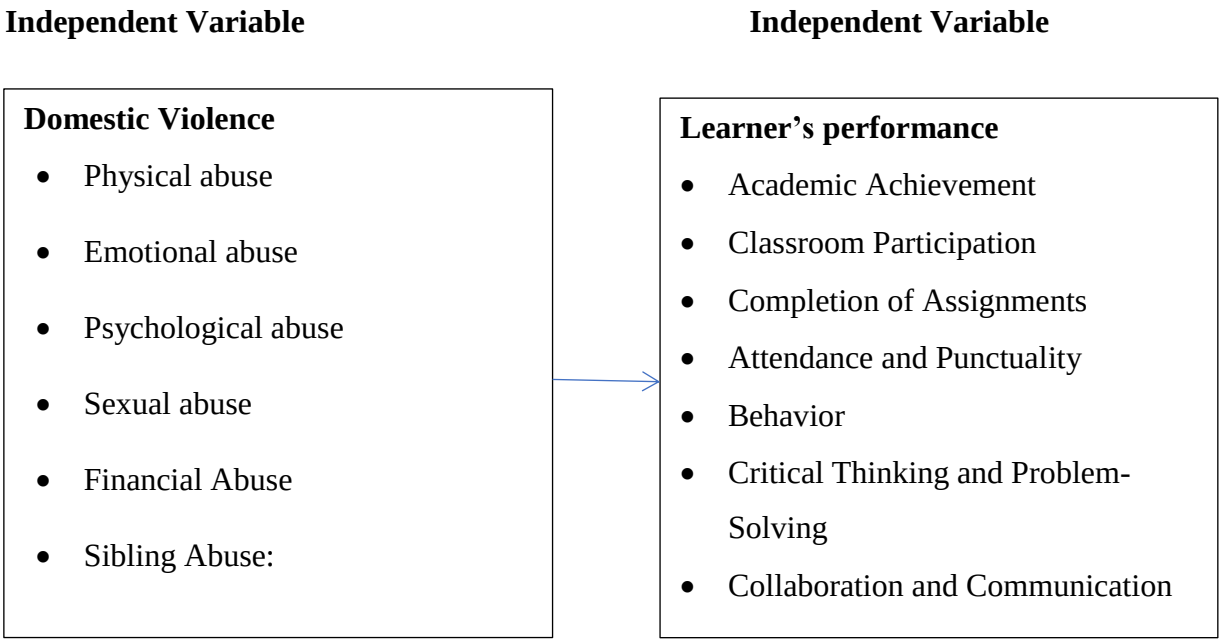
This study examined the extent to which physical abuse affects pupils' academic performance in primary schools; the impact of psychological abuse on pupils' academic performance in primary schools and the relationship between sexual abuse and pupils' academic performance in primary schools.

1.6.3 Time Scope

The findings was got from a period of four years, from 2019 to 2023. This period was chosen because the academic performance of pupils had not been good in schools within the sub-county. This period enabled the researcher to gather information on the topic under study.

1.7. Conceptual Framework

Figure 1: shows the conceptual framework for this study:



Source: Author's Construct, (2024)

In this study domestic violence was taken as the independent variable which include the major forms identified like physical abuse, emotional or psychological abuse and sexual abuse. The dependent variable were pupils' academic performance which signifies pupils' achievement, classroom participation, completion of assignment, attendance and punctuality at school measured in terms of pupils' performance in both summative and formative assessment.

1.8 Justification of the Study

The constant alarm raised by the Human and child rights Activists in Atutur sub-county about domestic violence justified the study (Adongo, 2022). Atutur sub-county Police and Court Crime Data Report (2022) indicated that women constitute a significant proportion of reported victims of intimate partner violence, while men make up a significant proportion of reported abusers. 12.4% of women had been sexually abused before the age of 15, compared with 4.5% of men, between 2016 and 2022. There was an increase in the reporting of sexual assault to police from 14.9% to 18.9% between 2016 and 2022 and there was an increase in the reporting of physical violence to police from 18.5% to 36%. 50 percent of the men who frequently assaulted their wives also frequently abused their children. Domestic violence is a large part of that problem, with 22.1% of women and 7.4% of men having been physically

assaulted by a current or former spouse, cohabiting partner, boyfriend, girlfriend or date in their lifetime. Domestic violence in Atutur sub-county has negatively affected children's academic performance. This therefore, prompts the researcher to undertake this study.

1.9 Significance of the Study

(i) Government:

It may provide empirical evidence on how different forms of domestic violence (physical, psychological, sexual abuse) impact academic performance. This could inform policies aimed at protecting children and improving their educational outcomes.

(ii) Community:

The findings could raise awareness within the community about the detrimental effects of domestic violence on children's education. This could lead to community-driven initiatives to support affected children and families.

(iii) Local Authorities:

Local authorities could use the study findings to develop targeted programs and interventions that address the specific needs of pupils affected by domestic violence, thereby promoting educational equity and well-being.

(iv) Researchers:

This study may provide a foundational understanding of the relationship between domestic violence and academic performance in primary schools. This could inspire further research and exploration into related topics, contributing to the academic discourse.

(v) Academicians:

Academicians could integrate the findings into educational curricula and teacher training programs. This ensures educators were equipped to recognize signs of domestic violence and support affected pupils effectively

Chapter Two

Literature Review

2.0 Introduction

This section presents a theoretical review and the review of related literature from empirical studies based on the effects of sexual abuse, physical abuse and psychological abuse on pupils' academic performance in primary schools.

2.1 Theoretical Review

1.1.2 Theoretical Background

Social Learning Theory developed by Albert Bandura in 1977 proposes that children learn new behaviors and attitudes by observing and imitating others, (Bandura, 1977). Bandura's Social Learning Theory (1977) suggests proposes that learning is a cognitive process, and that people learn by observing others, imitating their behavior, and receiving reinforcement or punishment. Bandura's theory emphasizes the role of observation, imitation, and reinforcement in the learning process. According to this theory, children who witness domestic violence may learn aggressive behaviors and attitudes, which can negatively impact their academic performance and relationships with peers and teachers. This theory can help explain how domestic violence can influence a child's behavior and attitudes towards learning.

Trauma Theory developed by van der Kolk (2005) suggests that traumatic experiences, such as exposure to domestic violence, can affect a child's brain development, emotional regulation, and behavior. He proposes that trauma can affect the brain's ability to regulate emotions, leading to difficulties with emotional regulation, self-control, and relationships. Van der Kolk's theory emphasizes the importance of understanding the complex interplay between traumatic experiences, brain development, and emotional regulation. Trauma can lead to difficulties with attention, memory, and learning, ultimately impacting academic performance. This theory can help explain how domestic violence can affect a child's cognitive and emotional development, leading to difficulties in academic performance at school.

Cognitive Development Theory developed by Jean Piaget (1954) suggests that children's cognitive abilities develop through active interaction with their environment. Piaget's theory proposes that traumatic experiences can disrupt the normal process of cognitive development, leading to difficulties with adapting to new situations and learning from experiences. Piaget's

theory can be seen as complementary to van der Kolk's Trauma Theory, as it highlights the importance of understanding the cognitive impact of traumatic experiences. In relation to this study, domestic violence can disrupt a child's cognitive development, leading to difficulties with learning, problem-solving, and academic achievement. This theory can help explain how domestic violence can affect a child's cognitive development, leading to difficulties in academic performance by learners exposed to domestic violence.

2.2 Empirical Review

2.2.1 Physical abuse and pupils' academic performance in primary schools

Shalev *et al,* (2022) defined physical violence as any mistreatment committed by act or omission, which willfully puts at risks or impairs the partner's physical integrity. This may involve hitting, slapping and choking, burning, beating, kicking and shoving using a weapon. It is the use of physical force against another person in a way that ends up injuring the person, or puts the person at risk of being injured.

Physical abuse ranges from physical restraint to murder. Physical violence can be perceived from five themes. Physical violence often takes the forms of cruel punishment, forced labor, beatings, and assault with weapon and death most at times, children and women are targeted for these acts, (Natukunda, 2018). Cruel punishment comes in the forms of starving children or food rationing, inserting pepper and ginger into anus of children, putting children's fingers into hot oil and the like and beating. Beating can be described as physical assault with various degree of physical injury, descriptions of which is severity if weapons are used. Beating can range from isolated slapping using a hand to the regular use of fists, feet and weapons in attacks that target any part of the body. These authors highlighted the meaning and examples of physical violence but do not mention magnitude and frequency of violence showed to the victim.

Physical abuse has been recognized as a significant threat to the well-being and academic performance of children worldwide. In primary schools, physical abuse can take various forms, including corporal punishment, bullying, and violence from teachers, peers, or family members. Kwesiga et al. (2017) found that physical abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 300 pupils, revealed that those who experienced physical abuse were more likely to perform poorly in reading and mathematics. Katusiime et al. (2019) indicated that physical abuse was associated with lower academic achievement, increased absenteeism, and decreased self-esteem among primary school pupils.

Furthermore, Odhiambo et al. (2018) indicated that corporal punishment, a form of physical abuse, was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 500 pupils, revealed that those who experienced corporal punishment were more likely to perform poorly in mathematics and language subjects. Mwanga et al. (2020) argued that physical abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

Oluwaseun et al. (2019) maintains that physical abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 400 pupils, revealed that those who experienced physical abuse were more likely to perform poorly in reading and mathematics. Ajiboye, et al. (2020) upholds that physical abuse was associated with lower academic achievement, increased absenteeism, and decreased self-esteem among primary school pupils.

Kumar et al. (2018) argued that physical abuse was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 300 pupils, revealed that those who experienced physical abuse were more likely to perform poorly in mathematics and language subjects. Similarly, Sharma et al. (2020) revealed that physical abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils. Mean et al. (2019) agrees that physical abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 500 pupils, revealed that those who experienced physical abuse were more likely to perform poorly in reading and mathematics. Naidoo et al. (2020) reported that, physical abuse was associated with lower academic achievement, increased absenteeism, and decreased self-esteem among primary school pupils.

In Ghana, a study by Amoah et al. (2018) found that physical abuse was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 400 pupils, revealed that those who experienced physical abuse were more likely to perform poorly in mathematics and language subjects. Similarly, a study by Osei et al. (2020) in Ghana found that physical abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

In conclusion, studies above suggest that physical abuse has a significant negative impact on pupils' academic performance in primary schools. The evidence suggests that physical abuse is associated with poor academic performance, increased absenteeism, decreased self-esteem,

and increased anxiety among primary school pupils. The findings of these studies highlight the need for policymakers and educators to develop strategies to prevent physical abuse in primary schools and promote a safe and supportive learning environment for all pupils.

2.2.2 The impact of psychological abuse on pupils' academic performance in primary schools.

According to Hamby et al (2020), psychological abuse is often characterized as intimidation, threats of harm, and isolation. Examples include instilling fear in an intimate partner through threatening behavior, such as damaging property or abusing pets, constant supervision, or controlling what the victim does and who they talk to. Spiritual abuse may be included as a type of psychological abuse. It involves the misuse of spiritual or religious beliefs to manipulate or exert power and control over an intimate partner (i.e., using scripture to justify abuse or rearing the children in a faith or religious practice the partner has not agreed to.

Cohen, (2017) also cited emotional abuse which he said that involves undermining an individual's sense of self-worth as yet another form of domestic violence on children. Examples of emotional abuse include constant criticism, name-calling, embarrassing, mocking, humiliating, and treating like a servant.

Psychological abuse has been recognized as a significant threat to the well-being and academic performance of children worldwide. In primary schools, psychological abuse can take various forms, including emotional abuse, verbal abuse, and bullying. Katusiime et al. (2019) found that emotional abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 300 pupils, revealed that those who experienced emotional abuse were more likely to perform poorly in reading and mathematics. Kwesiga et al. (2017) in Uganda noted that psychological abuse was associated with lower academic achievement, increased anxiety, and decreased self-esteem among primary school pupils.

Odhiambo et al. (2018) averred that verbal abuse was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 500 pupils, revealed that those who experienced verbal abuse were more likely to perform poorly in mathematics and language subjects. Similarly, Mwanga et al. (2020) asserted that psychological abuse was associated with poor academic performance, increased absenteeism, and decreased self-esteem among primary school pupils.

Oluwaseun et al. (2019) held that, emotional abuse was a significant predictor of poor

academic performance among primary school pupils. The study, which involved 400 pupils, revealed that those who experienced emotional abuse were more likely to perform poorly in reading and mathematics. Ajiboye et al. (2020) maintained that, psychological abuse was associated with lower academic achievement, increased anxiety, and decreased self-esteem among primary school pupils.

Kumar et al. (2018) noted that psychological abuse was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 300 pupils, revealed that those who experienced psychological abuse were more likely to perform poorly in mathematics and language subjects. Sharma et al. (2020) adds that psychological abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

Manyok et al. (2019) revealed psychological abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 200 pupils, revealed that those who experienced psychological abuse were more likely to perform poorly in reading and mathematics. Holt et al. (2017) indicated that, psychological abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils. The study, which involved 1,000 pupils, revealed that those who experienced psychological abuse were more likely to perform poorly in mathematics and language subjects.

Mfecane et al. (2019) found that psychological abuse was a significant predictor of poor academic performance among primary school pupils. The study, which involved 500 pupils, revealed that those who experienced psychological abuse were more likely to perform poorly in reading and mathematics. Naidoo et al. (2020) concurs that psychological abuse was associated with lower academic achievement, increased anxiety, and decreased self-esteem among primary school pupils

In addition, Amoah et al. (2018) found that psychological abuse was prevalent in primary schools and negatively affected pupils' academic performance. The study, which involved 400 pupils, revealed that those who experienced psychological abuse were more likely to perform poorly in mathematics and language subjects. Osei et al. (2020) affirms that that psychological abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

In conclusion, this evidence suggests that psychological abuse is associated with poor

academic performance, increased anxiety, decreased self-esteem, and increased absenteeism among primary school pupils. The findings of these studies highlight the need for policymakers and educators to develop strategies to prevent psychological abuse in primary schools and promote a safe and supportive learning environment for all pupils.

2.2.3 Sexual abuse and pupils' academic performance in primary schools

Sexual violence is any act, which violates the sexual freedom of any member of the family unit through the use of force, intimidation, coercion, blackmail, deception or any other procedure, which prevents or limits free will, (Humphreys, 2017). The author further notes that sexual abuse involves forcing a partner to have sex or engage in specific acts, grabbing or molesting a partner, criticizing a partner's sexual performance or withholding sex. Sexual abuse may also include any unwanted sexual intimacy forced on one individual by another. It may include oral, anal or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity or any other unwanted sexual activity. This study conceptualizes sexual violence as any form of forced sex or sexual degradation, such as sexual activity without consent, causing pain during sex, assaulting the genitals, coercive sex without protection against pregnancy or sexually transmitted disease, making the victim perform sexual acts unwillingly, criticizing, or using sexually degrading insults are indicators of sexual form of domestic violence.

A specific study conducted by Denga, (2017) into young people who sexually abuse others reported similar findings. The most significant factors in the young men's lives related to experiencing or witnessing infra-familial violence and experiencing rejection. Turney, (2022) hypothesized that a key factor in the promotion of offending behavior was the exposure to physical violence and neglect not necessarily sexual abuse.

An evaluation of a therapeutic residential facility for sexually abusive adolescent males Donohue, (2020) found that of 10 young men who have been treated for their abusive behavior, all had come from 'complex and unhappy background' where a combination of poverty, family breakdown, local authority care, abuse, loss and neglect co-existed. The majority of the young men had experienced between seven and 12 homes moves, preventing the forming of positive, caring relationships, and their education had been severely disrupted.

Sexually abused children tended to perform lower on psychometric tests measuring cognitive ability, academic achievement, and memory assessment when compared to same-age non-sexual abuse cohorts (Denga, 2017). Studies indicate that sexual abuse exposure among

children and adolescents is associated with higher school absentee rates, more grade retention, increased need for special education services and difficulty with school adaptation.

According to Nadarajah, (2018) the risk of teen pregnancy is much higher for girls when a history of child sexual abuse. The increased risk for pregnancy at a young age is likely due to over-sexualized behavior, another common consequence of child sexual abuse. Girls who are sexually abused are 2.2 times as likely as non-abused peers to become to become teen mothers. 45% of pregnant teens report a history of child sexual abuse.

According to Denga, (2017) male who are sexually abused are more likely than their non-abused peers to impregnate a teen. In fact, several studies indicate that the sexual abuse of boys is a stronger risk factor for teen pregnancy than the sexual abuse of rights. 59, 72 and 83 most sexual abuse incidents reported by pregnant teens occurred well before the incident that resulted in pregnancy. Only 11 to 13% o pregnant girls with a history of child sexual abuse reported that they had become pregnant as a direct result of this abuse.

According to United Nation BBC reported in September 2014 that 1 in 10 girls had experienced sexual violence at early stage of their lifetime (Herrenkohl, 2020). The study further found out that most of the victims of these abuse either drop out of school or generally have poor academic results caused by the trauma that affects the normal mental performance of the children hence poor results and grades in class.

2.3 Summary of literature review

In conclusion, the literature reviewed in this chapter underscores the detrimental effects of abuse specifically physical, psychological, and sexual on the academic performance of primary school pupils. Physical abuse, characterized by acts like corporal punishment and violent assaults, consistently correlates with poor academic outcomes, increased absenteeism, and diminished self-esteem among affected pupils. Similarly, psychological abuse, involving emotional manipulation and verbal aggression, predicts lower academic achievement, heightened anxiety, and reduced self-esteem. Sexual abuse, marked by coercive sexual acts and exploitation, not only leads to cognitive impairments and academic underachievement but also correlates with increased school dropout rates and early pregnancies among adolescent victims. These findings emphasize the urgent need for educational policies and interventions aimed at preventing abuse and fostering safe learning environments conducive to academic success.

Chapter Three Methodology

3.0 Introduction

This chapter presented the research design, area of study, study population, sample size, sampling techniques, data collection, data analysis, ethical considerations, research procedures, and data quality control.

3.1 Research Design

A cross-sectional survey design was used, in which data was collected from a representative sample at one point in time to make inferences about the target population (Mugenda & Mugenda, 2019). This enabled the researcher to collect data from a cross-section of participants and later extrapolate the results to cover the entire population. The design was also preferred because, after the study, it was not necessary to perform follow-up with the participants. The qualitative approach was used to treat qualitative data such as the respondents' views narratively, and the quantitative method was used to present statistical information. This provided a strong backing to what was already known through previous research.

3.2 Area of the Study

The study was conducted in selected primary schools in Atutur sub-county, Kumi district. The sub-county is bordered by South Division of Kumi Municipality to the north, Malera sub-county to the east, Bukedea sub-county to the south, and Kanyum sub-county to the west.

3.3 Study Population

The study population is defined as the proposed set of people, events, or subjects to which a researcher wished to generalize the findings. The estimated population of this study consisted of about 340 people, including head teachers, teachers, learners from four primary schools, primarily pupils in primary seven classes, and parents who had children in the selected primary schools in Atutur sub-county, Kumi district.

3.4 Sample Size

From a study population, N = 340, the sample size, S was selected using the Slovin formula given below:

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

$$S = \frac{340}{340e^2 + 1}$$

$$S = \frac{340}{340x0.0025 + 1}$$

Where S = sample size and e^2 is 0.0025 error margin and N is study population.

$$\boldsymbol{S = \quad 184}$$

Therefore, the study used a sample size of 184 participants which were distributed as shown in table in table 1.

Table 1: Distribution of the Respondents

Respondents	**Study Population**	**Sample Size**	**Sampling Techniques**
Head teachers	04	04	**Purposive sampling**
Teachers	40	36	**Simple Random**
Learners	136	84	**Simple Random**
Parents	80	60	**Simple Random**
Total	**340**	**184**	

Source: Field Data, 2024

3.5 Sampling Procedure

The following sampling techniques were used to select respondents for the study:

3.5.1 Random Sampling

Kakooza (2015) defined simple random sampling as a probability-based technique in which each member of a subset has an equal chance of being chosen. Larry et al. (2017) concurred

that when a researcher intended to mirror the population, the best way was to use an Equal Probability of Selection Method (EPSEM). This was because an EPSEM, also called simple random sampling, gave each individual member of the population an equal chance of being selected for inclusion in the sample. This method was administered using a simple lottery method in which participants were chosen randomly. This technique was used to select teachers, parents, and pupils to take part in the study.

3.5.2 Purposive Sampling

Leedy (2017) viewed purposive sampling as a non-probability sampling technique that entirely depended on the researcher's interest and judgment informed by the characteristics of the sample. Larry et al. (2017) agreed that in using purposive sampling, a researcher specified the characteristics of the population of interest and then located individuals who had those characteristics. In this study, the researcher used an expert sampling form of purposive sampling because it enabled her to obtain valuable knowledge from the head teachers chosen for this study.

3.5 Data Collection Instruments

The following data collection instruments were used in this study:

3.5.1 Questionnaire

In this study, both closed and open-ended questionnaires were designed and used. The closed-ended questionnaire items helped to refocus the study to a specific number of items that generated quantitative data. The open-ended questionnaire items, on the other hand, were used to generate qualitative data or provide explanations to the closed-ended questionnaire items. This enabled the researcher to obtain a high response rate during data collection due to the simplicity of the questionnaire items. It was administered to teachers and pupils chosen to participate in the study.

3.5.2 Interview Guide

The researcher conducted face-to-face interactions with respondents. Interviews were conducted with the help of an interview guide to solicit data from the head teachers and

parents. This enabled the researcher to obtain detailed information about the problem being investigated and facilitated respondents' active participation in the study.

3.7 Data Processing and Analysis

This section covered data processing, analysis, and presentation.

3.7.1 Data Processing

Data processing was done in stages right from the field after every session of the study. Raw data was processed into meaningful information. The process involved editing, with a view of checking the completeness and accuracy of the information. Data was edited to detect and eliminate errors.

3.7.2 Data Analysis and Presentation

Data analysis involved the process of creating meaning from raw data or giving meaning to raw data (Amin, 2005). In the process of data analysis, responses to the questionnaire and interview questions were tallied to obtain frequencies. These were converted into percentages using basic statistics to enable the researcher to measure the degree of relevance that the respondents attached to their responses. Quantifiable data was tabulated to simplify the analysis and interpretation of the findings. Qualitative data was used to generate meaningful expressions to anchor the findings of the study presented in the questionnaires.

3.8 Ethical Considerations

During this study, the privacy and confidentiality of participants' responses were upheld. Plagiarism was controlled by duly acknowledging the works of other authors and individuals whose views were used to support the findings. Participation in the study was voluntary, and respondents had the right to refrain from participating in the study. Finally, both verbal and written consent were obtained from the respondents taking part in the study.

3.9 Data Quality Control

This covered the following:

3.9.1 Validity of Instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations (Kakooza, 2015). To establish validity, the instruments were given to two experts to evaluate the relevance of each item to the objectives of the study. The experts rated each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). The researcher only considered items rated as 4 and 3 in the instruments.

3.9.2 Reliability of the Instruments

According to Larry et al. (2015), reliability measures the consistency of research instruments to produce the same result each time they are used under the same conditions. This was ascertained by carrying out a pilot study to ensure that the questions and answers obtained were consistent and accurate. A pilot study involved 10% of the projected sample (Mugenda & Mugenda, 2019), and this comprised 6 respondents who were eligible to participate in the final study.

Chapter four

Data presentations analysis and interpretation of findings

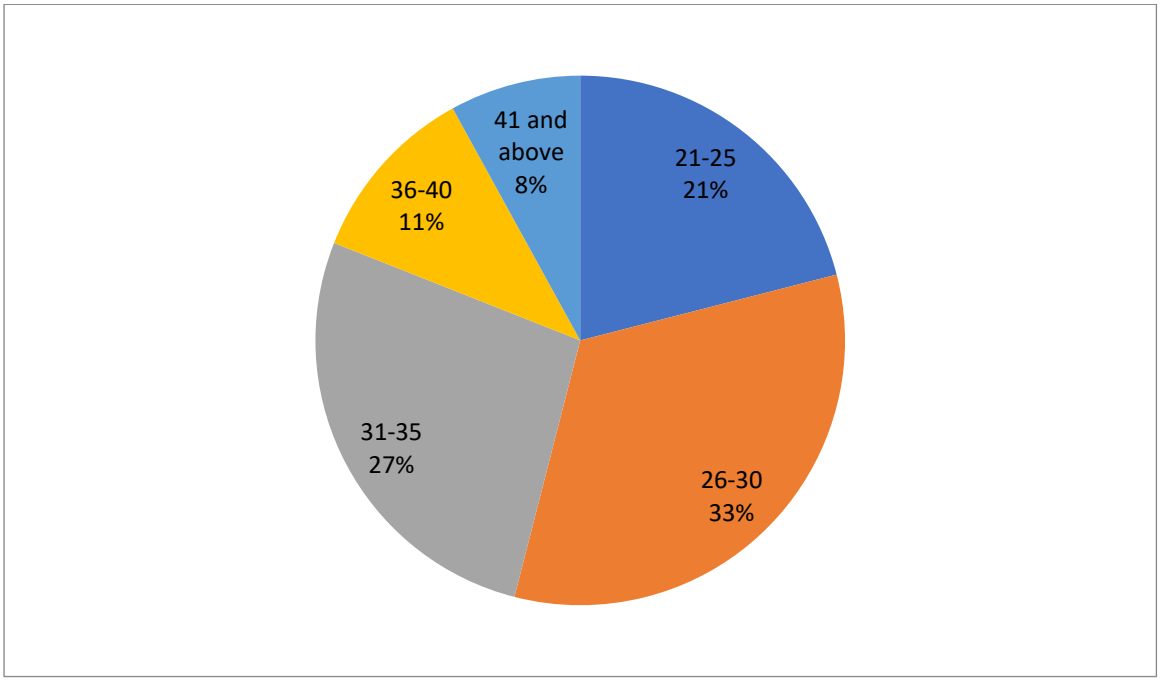
4.0 Introduction

This chapter presents and discusses the findings of the study. Data was gathered from Atutur Sub County in Kumi district.

4.1 Demographic characteristics of respondents

This section includes, age, sex education qualification and experience of respondents

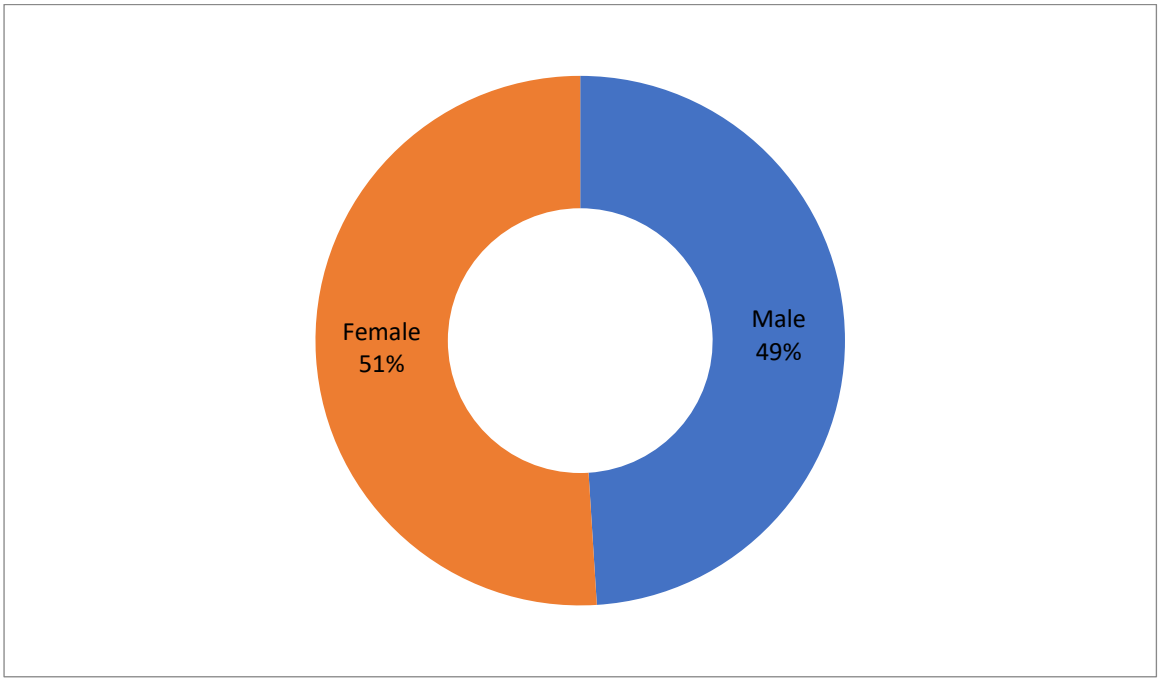
Figure 1: showing age of the respondents



Primary data (2024)

The majority of respondents fell between the ages of 26 to 35, comprising 60 (33%) and 50 (27%) respondents respectively. This suggests that the study had a significant representation from individuals in their late twenties to mid-thirties. The age groups of 21-25 and 36-40 also show notable participation, with 39 (21%) and 20 (11%) respondents respectively. Respondents aged 41 and above were the smallest group, comprising 15 (8%) of the total sample.

Figure 2: showing sex of the respondents



Primary data (2024)

The data indicates a nearly equal distribution of male and female respondents, with females slightly outnumbering males. Females represent 94 (51%) of the total respondents, while males represent 90 (49%).

Table 2: showing education of the respondents

Education of the respondents	**Frequency**	**Percentage**
None	25	14
Primary	50	27
Secondary	80	43
Certificate		
Diploma	20	11
Bachelors	9	5
Others (please specify)		
Total	184	100

Primary data (2024)

Specifically, 80 (43%) respondents had completed secondary education, indicating a significant portion of the sample had attained this level of education. Primary education follows, with 50 (27%) respondents, and there were 25 (14%) respondents who reported having no formal education. Additionally, 20 (11%) respondents had attained a diploma, and 9 (5%) had completed a bachelor's degree.

4.1 Effect of physical abuse on pupils' academic performance in primary schools

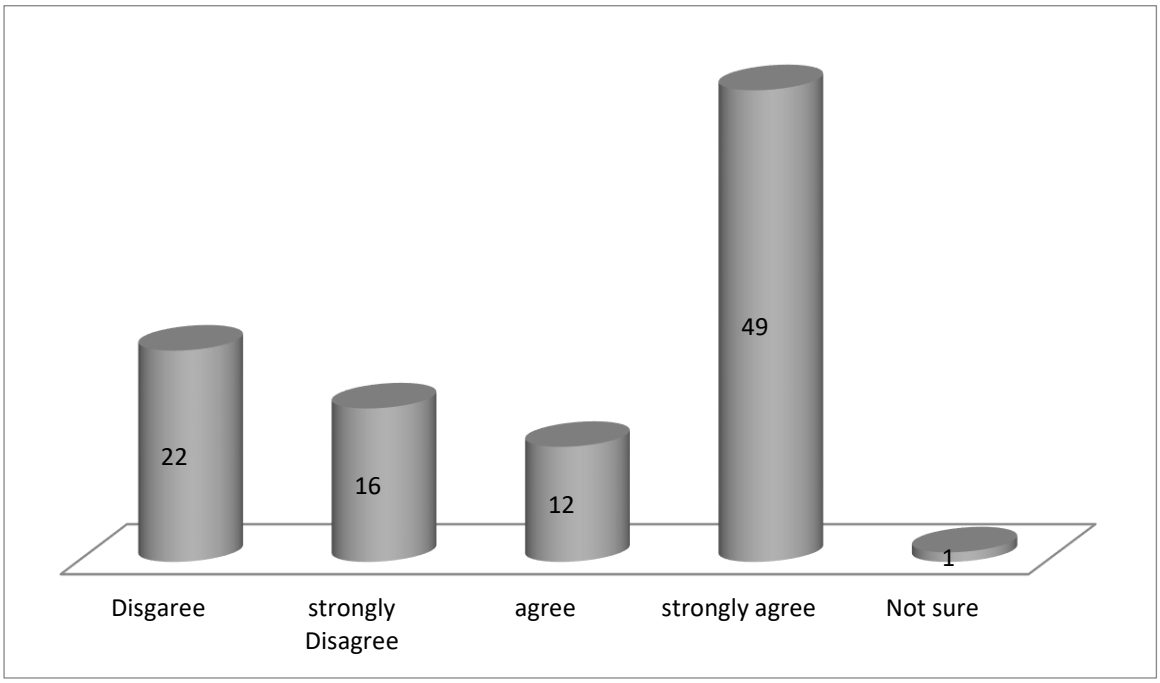
Table 3: showing children exposed to physical abuse are afraid of being physically punished by teachers or parents.

Respondents	Frequency	Percentage
Disagree	90	49
Strongly disagree	44	24
Agree	20	11
Strongly agree	17	9
Not sure	13	7
Total	184	100

Primary data (2024)

This table indicated that a significant proportion of respondents 73% disagreed that children exposed to physical abuse were indeed afraid of such punishments. However, 20% agreed and 7% were not sure .

Figure 3: showing physical abuse affects my willingness to participate actively in class discussions and activities.



Primary data (2024)

38% of the respondents disagreed that physical abuse affected their willingness to participate in class activities. However, a significant number 61% agreed and 1% were not sure.

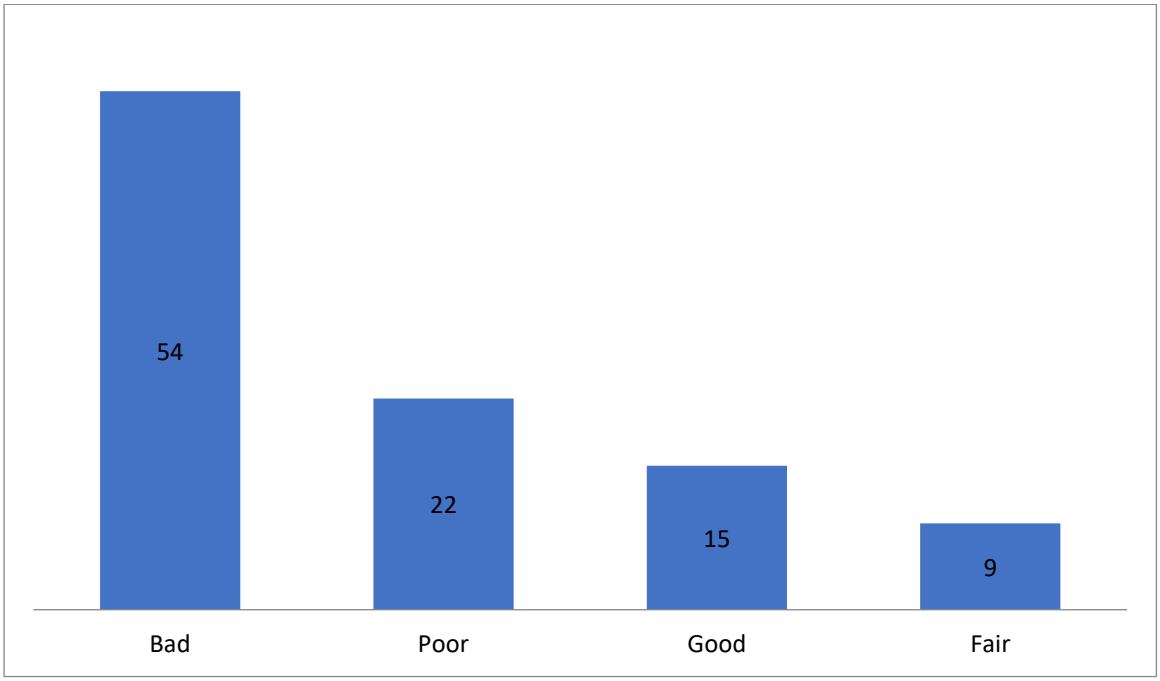
Table 4: showing physical abuse at home leads to physical injuries that interfere with pupils' attendance and participation in school activities

Respondents	Frequency	Percentage
Disagree	34	18
Strongly disagree	16	9
Agree	90	49
Strongly agree	29	16
Not sure	15	8
Total	184	100

Primary data (2024)

A notable portion 65% agreed that physical abuse at home leads to physical injuries that interfere with pupils' attendance and participation in school activities However, 27% disagreed and 8% were not sure.

Figure 4: showing how is their performance at school



Primary data (2024)

The majority of respondents (54%) perceived the performance of pupils affected by physical abuse as fair. Smaller proportions saw it as bad (22%), poor (9%), or good (15%).

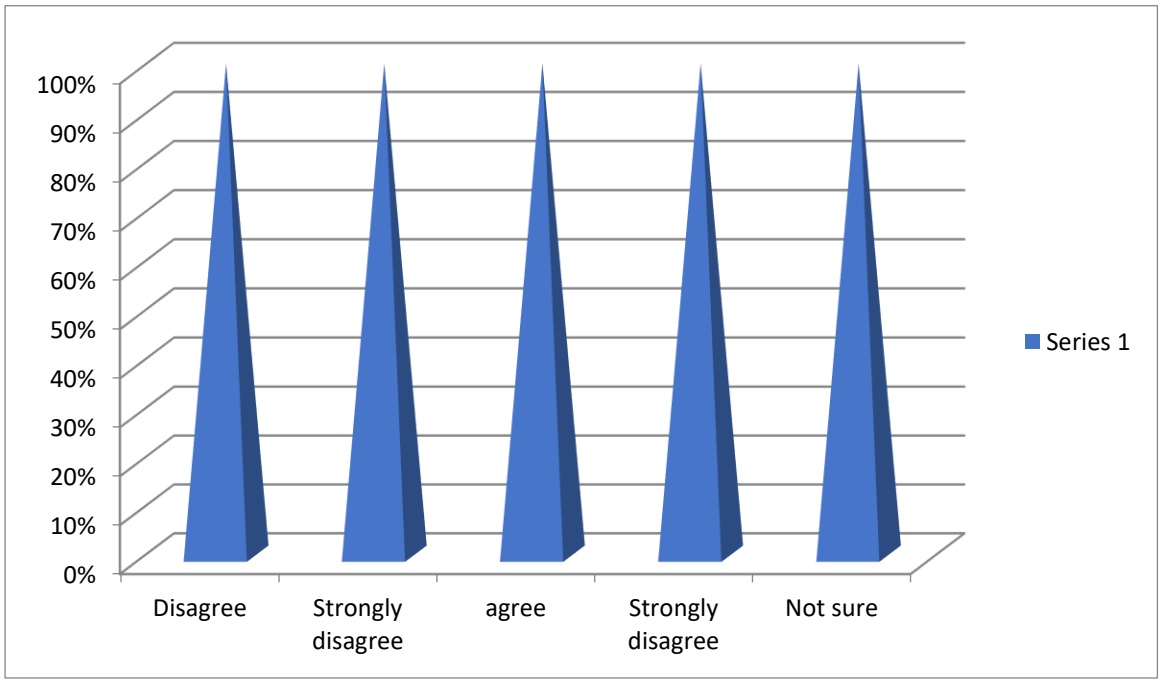
Table 5: showing Physical abuse affects learners' ability to concentrate and perform well in school.

Respondents	Frequency	Percentage
Disagree	5	3
Strongly disagree	45	24
Agree	80	44
Strongly agree	50	27
Not sure	4	2
Total	184	100

Primary data (2024)

A significant portion (71%) strongly agreed that physical abuse affects learners' ability to concentrate and perform well in school . However, 27% disagreed and 2 were not sure.

Figure 5: showing Physical abuse impacts my emotional well-being (e.g., feeling anxious, stressed, or fearful).

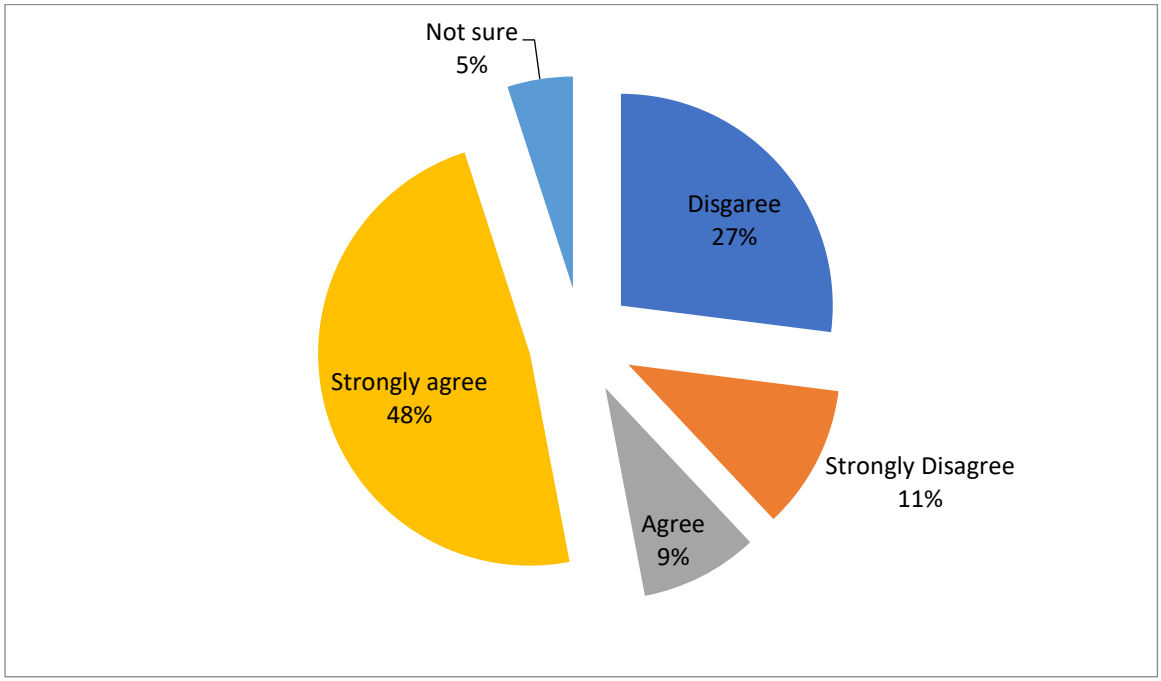


Primary data (2024)

A significant number 71% disagreed that physical abuse impacts my emotional well-being (e.g., feeling anxious, stressed, or fearful**.** However, 21% disagreed and 8% were not sure.

4.3 The impact of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Figure 6: showing Pupils who experience psychological abuse are more likely to exhibit behavioral problems in school



Primary data (2024)

A significant portion 57% agreed psychological abuse led to behavioral problems in school. However, a notable number 38% disagreed, and 5% were not sure.

Table 6: showing Psychological abuse in the home environment negatively affects pupils' concentration in the classroom

Respondents	Frequency	Percentage
Disagree	44	24
Strongly disagree	20	11
Agree	19	10
Strongly agree	78	43
Not sure	23	12
Total	184	100

Primary data (2024)

A significant number (53%) agreed that psychological abuse affected pupils' concentration. However, 35% disagreed that it did not affect concentration and 12% were not sure.

Table 7: showing Psychological abuse at home affects pupils' self-esteem, which can impact their willingness to participate in class activities

Respondents	Frequency	Percentage
Not sure	15	8
Disagree	30	16
Strongly disagree	22	12
Agree	25	14
Strongly agree	78	50
Total	184	100

Primary data (2024)

A small proportion (64%) agreed that psychological abuse affected pupils' self-esteem. However, a significant number (28%) disagreed that it did affect self-esteem, impacting their participation in class activities and 8 were not sure.

Table 8: showing Pupils who are victims of psychological abuse often struggle to maintain positive relationships with teachers and peers

Respondents	Frequency	Percentage
Not sure	10	5
Disagree	59	32
Strongly disagree	38	21
Agree	37	20
Strongly agree	40	22
Total	184	100

Primary data (2024)

A small portion (53%) disagreed that psychological abuse affected relationships with teachers and peers. However, a substantial number 42% agreed and 5% were not sure.

Table 9: showing Psychological abuse can lead to anxiety and stress in pupils, affecting their ability to perform well academically.

Respondents	Frequency	Percentage
Not sure	21	11
Disagree	15	8
Strongly disagree	30	16
Agree	31	17
Strongly agree	87	48
Total	184	100

Primary data (2024)

A notable portion (65%) agreed that psychological abuse led to anxiety and stress. However, 24% disagreed and 11were not sure.

4.4 Sexual abuse and pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Table 10: Sexual abuse affects learners' ability to concentrate and focus on their studies.

Respondents	Frequency	Percentage
Not sure	6	3
Disagree	2	1
Strongly disagree	27	15
Agree	100	54
Strongly agree	49	27
Total	184	100

Primary data (2024)

A significant portion 81% agreed that that sexual abuse did indeed affect learners' ability to concentrate, highlighting concerns over its educational implications,16 % disagreed and 3% were not sure.

Table 11: Sexual abuse results in poor attendance patterns by the learners

Respondents	Frequency	Percentage
Not sure	10	5
Disagree	77	42
Strongly disagree	33	18
Agree	12	7
Strongly disagree	52	28
Total	184	100

Primary data (2024)

The majority of the respondents 60% disagreed that sexual abuse resulted in poor attendance patterns by the learners,35% agreed and 5 % were not sure.

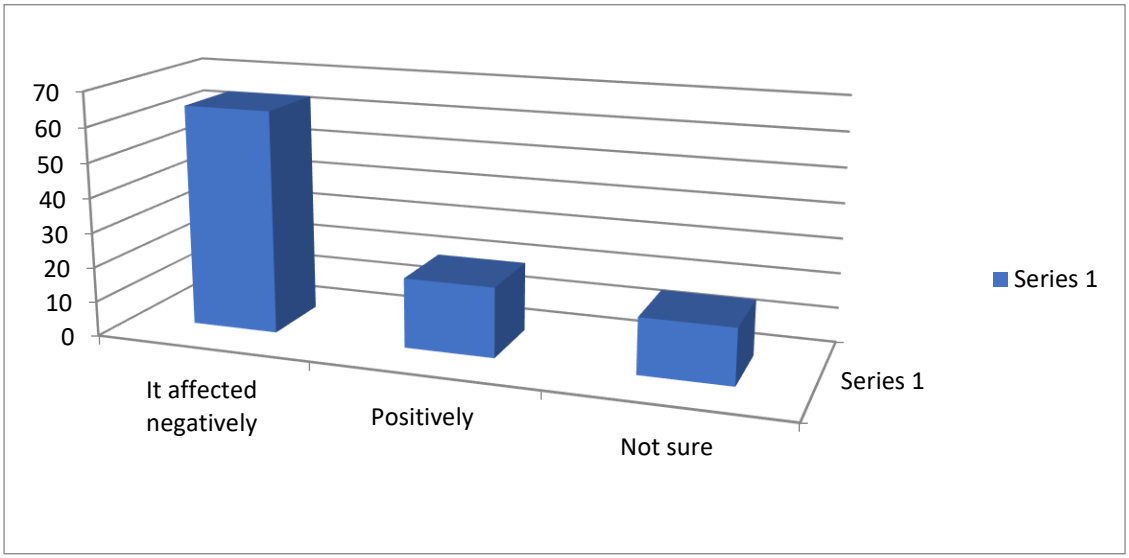
Table 12: Exposure to sexual abuse often results to early marriages

Respondents	Frequency	Percentage
Disagree	9	5
Strongly disagree	22	12
Agree	103	56
Strongly agree	44	24
Not sure	6	3
Total	184	100

Primary data (2024)

The data here revealed majority (80%) agreed that exposure to sexual abuse led to early marriages,17% disagreed and 3% were not sure.

Figure 7: showing how has sexual abuse of pupils affected their academic performance at school



Primary data (2024)

This table demonstrated a consensus among respondents that sexual abuse had predominantly negative effects on academic performance, with 64% reporting such impacts. A smaller percentage (20%) believed it had positive effects, while 16% were unsure of its influence.

Table 13: showing Exposure to sexual abuse often results to teenage pregnancies

Respondents	Frequency	Percentage
Disagree	30	16
Strongly disagree	23	13
Agree	101	55
Strongly agree	10	5
Not sure	20	11
Total	184	100

Primary data (2024)

60% of the respondent agreed that exposure to sexual abuse led to teenage pregnancies. Among those with an opinion, 29% disagreed while 11% were not sure.

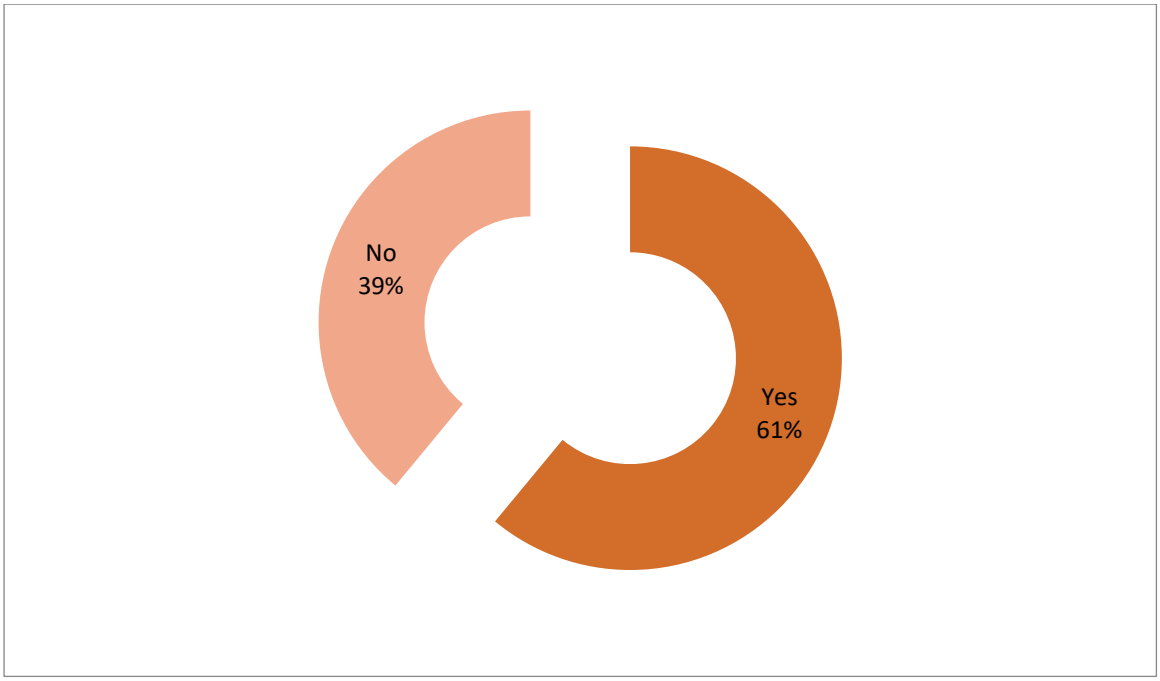
Table 14: showing Sexual abuse affects the connection between teachers and pupils at school.

Respondents	Frequency	Percentage
Disagree	71	38
Strongly disagree	37	20
Agree	40	22
Strongly agree	22	12
Not sure	14	8
Total	184	100

Primary data (2024)

This table indicated that majority of the respondents (58%) disagreed that sexual abuse affected the teacher-pupil connection at school, 34% agreed and 8% were not sure.

Figure 8: showing do you know of children who are victims of physical abuse



Primary data (2024)

The majority of respondents (61%) acknowledged knowing children who were victims of physical abuse, highlighting widespread awareness of this issue within the community. However, 39% indicated they did not know of such cases, suggesting a need for improved reporting mechanisms and support systems to address cases of physical abuse among children effectively.

Chapter five

Discussion of findings, conclusion and recommendation

5.0 Introduction

This chapter presents the discussion of findings ,conclusion and recommendation of the study, the chapter also suggests areas for further research, conclusion were drawn based on the content analysis ,research questions and objectives of the study as well as the findings of the study therefore, recommendations were made based on content analyzed and the findings of the study

5.1 Discussion of Findings;

5.1.1 Discussion of the Findings on the Effect of Physical Abuse on Pupils' Academic Performance in Primary Schools.

A significant proportion of respondents 73% strongly disagreed that they did not perceive a fear of physical punishment from teachers or parents due to physical abuse. These findings were in disagreement with the study conducted by Hamby et al. (2020), which stated that psychological abuse often involved intimidation, threats of harm, and isolation. Examples included instilling fear through threatening behavior, such as damaging property, abusing pets, constant supervision, or controlling what the victim did and who they talked to.

The majority (61%) agreed that physical abuse affected their willingness to participate in class activities. These findings agreed with a study conducted by UNICEF (2021) in the Turkana Region in Kenya, which revealed that the majority of respondents interviewed (86%) were unwilling to participate in class activities. Similarly, the study conducted by Amoni (2018) in Sokoto State in Northern Nigeria found that out of 110 respondents interviewed, 109 were unwilling to participate in any class work and lacked concentration due to physical abuse.

A notable portion (65%) strongly agreed that they believed physical abuse led to injuries that affected class attendance. These findings were in agreement with a study conducted by Katusiime et al. (2019), which indicated that physical abuse was associated with lower academic achievement, lower class attendance, increased absenteeism, and decreased self-esteem among primary school pupils.

The majority of respondents (54%) perceived the performance of pupils affected by physical abuse as bad. Smaller proportions saw it as poor (22%), poor (9%), or good (15%). These findings agreed with a study conducted by Kwesiga et al. (2017), who found that physical abuse was a significant predictor of poor academic performance among primary school pupils. Katusiime et al. (2019) also indicated that physical abuse was associated with lower academic achievement, increased absenteeism, and decreased self-esteem among primary school pupils.

5.1.2 Discussion of the Findings on the Impact of Psychological Abuse on Pupils' Academic Performance in Primary Schools

A significant portion (57%) agreed that psychological abuse led to behavioral problems in school. These findings disagreed with the study conducted by Khan (2016) in Iran, where he found that the majority of respondents (75%) he interviewed did not have behavioral problems in school due to psychological abuse. On the contrary, the study done by Mwinyi (2018) in Tanzania revealed that the majority of the pupils he interviewed had behavioral problems in school due to the psychological abuse they experienced.

A significant number (53%) agreed that psychological abuse affected pupils' concentration. These findings were in line with a study conducted by Amoni (2018) in Sokoto State in Northern Nigeria, where he found that out of 110 respondents interviewed, 109 were unwilling to participate in any class work and lacked concentration due to physical abuse.

(64%) agreed that psychological abuse affected pupils' self-esteem. These findings were in line with a study conducted by Katusiime et al. (2019), who indicated that physical abuse was associated with lower academic achievement, increased absenteeism, and decreased self-esteem among primary school pupils. Similarly, Sharma et al. (2020) revealed that physical abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

A notable portion (65%) agreed that psychological abuse led to anxiety and stress. These findings were in agreement with a study done by Mwanga et al. (2020), who argued that physical abuse was associated with poor academic performance, increased anxiety, and decreased self-esteem among primary school pupils.

5.1.3 Discussion of the Findings on Sexual Abuse and Pupils' Academic Performance in Primary Schools

The majority of the respondents 60% disagreed that sexual abuse resulted in poor attendance patterns by the learner. These findings were in agreement with a study done by Denga (2017), who found that sexual abuse exposure among children and adolescents was associated with higher school absentee rates, more grade retention, an increased need for special education services, and difficulty with school adaptation.

Majority (80%) agreed that exposure to sexual abuse led to early marriages. These findings were in agreement with a study conducted by Alton (2014), who found that 90% of respondents he interviewed in Accra were exposure to sexual abuse which led to early marriages. Similarly, the study conducted by UBOS (2014) in Uganda revealed that the majority of teens were exposed to sexual abuse tended to marry early compared to their counterparts.

60% of the respondent agreed that exposure to sexual abuse led to teenage pregnancies. These findings were in line with a study conducted by Nadarajah (2018), who found that the risk of teen pregnancy was much higher for girls with a history of child sexual abuse. Similarly, Denga (2017) found that males who were sexually abused were more likely than their non-abused peers to impregnate a teen. Several studies indicated that the sexual abuse of boys was a stronger risk factor for teen pregnancy than the sexual abuse of girls.

The majority of respondents (61%) acknowledged knowing children who were victims of physical abuse. These findings were in agreement with the study conducted by the World Bank (2018) in underdeveloped countries like Ghana, Mali, and Tanzania. The study revealed that the majority of respondents interviewed agreed that they knew victims of physical abuse, noting that their friends, brothers, sisters, and cousins were among the victims.

5.2 Conclusion

I conclude that physical abuse has a multifaceted impact on pupils' academic performance in primary schools in Atutur Sub-County, Kumi District. While many respondents did not perceive a direct fear of physical punishment, physical abuse negatively influenced pupils' willingness to participate in class activities and led to lower class attendance, increased absenteeism, and decreased self-esteem. Psychological abuse also had a significant effect, leading to anxiety, stress, and concentration issues, although some respondents did not recognize behavioral problems associated with it. Sexual abuse resulted in widespread uncertainty among respondents regarding its impact on attendance, early marriages, and teenage pregnancies, yet it was acknowledged as a factor affecting academic performance and school adaptation. Overall, addressing these forms of abuse is crucial for improving the academic outcomes and well-being of pupils in the region

5.3 Recommendation

I recommend implementing comprehensive training programs for teachers to recognize signs of physical, psychological, and sexual abuse and to adopt non-violent disciplinary methods.

I recommend establishing accessible counseling and support services in schools to help pupils cope with abuse and its effects on their academic performance and mental health.

I recommend conducting community awareness campaigns to educate parents and guardians about the detrimental effects of abuse on children’s education and well-being, promoting a supportive and nurturing environment.

I recommend reviewing and strengthening child protection policies to ensure strict enforcement of laws against child abuse and to provide clear reporting mechanisms for incidents of abuse.

I recommend fostering collaboration between schools, local authorities, non-governmental organizations, and law enforcement to create a coordinated approach to preventing and addressing abuse.

I recommend implementing regular monitoring and evaluation of school environments to ensure the safety and well-being of pupils, alongside periodic reviews of the effectiveness of anti-abuse interventions.

I recommend organizing educational workshops for pupils to raise awareness about their rights and to equip them with knowledge on how to seek help if they experience abuse.

I recommend encouraging greater parental involvement in their children's education through regular meetings and workshops, fostering an environment of open communication and support.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PARENTS AND TEACHERS

Dear Respondent,

I am **OLUKOMERI WILSON ROBERT** a student of Busitema University conducting a study for the award of a Bachelor's degree in Education. My topic of study is, **"Domestic violence and learners' performance in primary schools: A case study of Atutur Sub-County, Kumi District."** You have been selected as a respondent to this study. You are requested to provide information in an objective manner and in this case the information provided will not be disclosed.

Section A Bio-Data (Please tick the one applicable to you).

1. Age: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
1. Sex: Male ☐ Female ☐
2. Education: None ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐

   Bachelor ☐ Others (please specify) _____
3. Marital status: Single ☐ Married ☐ Separated ☐ Widowed ☐

Section B: Effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3** - Strongly disagree; **4** - Agree and **5** – Strongly agree; rate the following statements to show the effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	Statement	5	4	3	2	1
1	Children exposed to physical abuse are afraid of being physically punished by teachers or parents.					
2	Physical abuse affects my willingness to participate actively in class discussions and activities.					
3	Physical abuse at home leads to physical injuries that interfere with pupils' attendance and participation in school activities					
4	Physical abuse affects learners' ability to concentrate and perform well in school.					
5	Physical abuse impacts my emotional well-being (e.g., feeling anxious, stressed, or fearful).					

Section D: The impact of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3 -** Strongly disagree; **4 -** Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	**The impact of psychological abuse on pupils' academic performance**	**5**	**4**	**3**	**2**	**1**
1	Pupils who experience psychological abuse are more likely to exhibit behavioral problems in school					
2	Psychological abuse in the home environment negatively affects pupils' concentration in the classroom					
3	Psychological abuse at home affects pupils' self-esteem, which can impact their willingness to participate in class activities					
4	Pupils who are victims of psychological abuse often struggle to maintain positive relationships with teachers and peers					
5	Psychological abuse can lead to anxiety and stress in pupils, affecting their ability to perform well academically					

Section D: Sexual abuse and pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3 -** Strongly disagree; **4 -** Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	Effect of sexual abuse on pupils' academic performance	5	4	3	2	1
1	Sexual abuse affects learners' ability to concentrate and focus on their studies. Sexual abuse results in poor attendance patterns by the learners					
2	Exposure to sexual abuse often results to early marriages					
3	Exposure to sexual abuse often results to teenage pregnancies					
4	Sexual abuse affects the connection between teachers and pupils at school.					
5	Children exposed to domestic violence lack scholastic materials					

Thank you for your participation

End

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am **OLUKOMERI WILSON ROBERT** a student of Busitema University conducting a study for the award of a Bachelor's degree in Education. My topic of study is, **"Domestic violence and learners' performance in primary schools: A case study of Atutur Sub-County, Kumi District."** You have been selected as a respondent to this study. You are requested to provide information in an objective manner and in this case the information provided will not be disclosed.

Section A Bio-Data (Please tick the one applicable to you).

1. Age: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
2. Sex: Male ☐ Female ☐
3. Education: None ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐
4. Bachelor ☐ Others (please specify) _____
5. Marital status: Single ☐ Married ☐ Separated ☐ Widowed ☐

Section B: Effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

6. On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3** - Strongly disagree; **4** - Agree and **5** – Strongly agree; rate the following statements to show the effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county in Kumi district.

Item	Statement	5	4	3	2	1
1	Children exposed to physical abuse are afraid of being physically punished by teachers or parents.					
2	Physical abuse affects my willingness to participate actively in class discussions and activities.					
3	Physical abuse at home leads to physical injuries that interfere with pupils' attendance and participation in school activities					
4	Physical abuse affects learners' ability to concentrate and perform well in school.					
5	Physical abuse impacts my emotional well-being (e.g., feeling anxious, stressed, or fearful).					

Section D: The impact of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3** - Strongly disagree; **4** - Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	**The impact of psychological abuse on pupils' academic performance**	**5**	**4**	**3**	**2**	**1**
1	Pupils who experience psychological abuse are more likely to exhibit behavioral problems in school					
2	Psychological abuse in the home environment negatively affects pupils' concentration in the classroom					
3	Psychological abuse at home affects pupils' self-esteem, which can impact their willingness to participate in class activities					
4	Pupils who are victims of psychological abuse often struggle to maintain positive relationships with teachers and peers					
5	Psychological abuse can lead to anxiety and stress in pupils, affecting their ability to perform well academically					

Section D: Sexual abuse and pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3** - Strongly disagree; **4** - Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	Effect of sexual abuse on pupils' academic performance	5	4	3	2	1
1	Sexual abuse affects learners' ability to concentrate and focus on their studies. Sexual abuse results in poor attendance patterns by the learners					
2	Exposure to sexual abuse often results to early marriages					
3	Exposure to sexual abuse often results to teenage pregnancies					
4	Sexual abuse affects the connection between teachers and pupils at school.					
5	Children exposed to domestic violence lack scholastic materials					

Thank you for your participation

End

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am **OLUKOMERI WILSON ROBERT** a student of Busitema University conducting a study for the award of a Bachelor's degree in Education. My topic of study is, **"Domestic violence and learners' performance in primary schools: A case study of Atutur Sub-County, Kumi District."** You have been selected as a respondent to this study. You are requested to provide information in an objective manner and in this case the information provided will not be disclosed.

Section A Bio-Data (Please tick the one applicable to you).

1. Age: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
2. Sex: Male ☐ Female ☐
3. Education: None ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐
4. Bachelor ☐ Others (please specify) _____
5. Marital status: Single ☐ Married ☐ Separated ☐ Widowed ☐

Section B: Effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

6. On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3** - Strongly disagree; **4** - Agree and **5** – Strongly agree; rate the following statements to show the effect of physical abuse on pupils' academic performance in primary schools in Atutur sub-county in Kumi district.

Item	Statement	5	4	3	2	1
1	Exposure to physical abuse makes me afraid of being physically punished by teachers or parents.					
2	Physical abuse affects my willingness to participate actively in class discussions and activities.					
3	I sustained physical injuries that have interfered with my attendance and participation in school activities					
4	It has affected my ability to concentrate and perform well in school.					
5	Physical abuse affects my emotional well-being (e.g., feeling anxious, stressed, or fearful).					

Section D: The impact of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3 -** Strongly disagree; **4 -** Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	Statement	5	4	3	2	1
1	My experience psychological abuse has made me violent at school					
2	My exposure to psychological abuse has affected my concentration in class.					
3	It has lowered my self-esteem, and willingness to participate in class activities					
4	My relationship teachers and peers at school has been poor					
5	Am anxious and stressed at school					

Section D: Sexual abuse and pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

On a scale of **1-5** where **1** – Not sure; **2** – Disagree; **3 -** Strongly disagree; **4 -** Agree and **5** – Strongly agree; rate the following statements to show the effect of psychological abuse on pupils' academic performance in primary schools in Atutur sub-county, Kumi district.

Item	Statement	5	4	3	2	1
1	My concentration and focus at school have declined					
2	My attendance patterns at school has declined					
3	Exposure to sexual abuse has resulted into teenage pregnancies					
4	It has affected my relationship with my teachers and peers at school					
5	Pupils who are exposed to domestic violence lack instructional materials					

Thank you for your participation

END

APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS

Part I: Bio-Data (Please tick the one applicable to you).

1. Age: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
2. Sex: Male ☐ Female ☐
3. Education: None ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐ Bachelor ☐ Others (please specify) _____
4. Marital status: Single ☐ Married ☐ Separated ☐ Widowed ☐

Part II: Interview questions

1. What is the level of pupils' academic performance in this school?
2. Do you know of children who are victims of physical abuse in this school?
3. How is their performance at school?
4. How has their exposure to physical abuse at home contributed to their poor performance at school?
5. Do you know of children who are victims of psychological abuse in this school?
6. How is their performance at school?
7. In what ways has psychological abuse of pupils at home affected their academic performance in primary schools?
8. Do you know of children who are victims of psychological abuse in this school?
9. How is their performance at school?
10. How has sexual abuse of pupils affected their academic performance in your school?

Thank you for your participation

End

APPENDIX V: INTERVIEW GUIDE FOR PARENTS

Part I: Bio-Data (Please tick the one applicable to you).

1. Age: 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
2. Sex: Male ☐ Female ☐
3. Education: None ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐

   Bachelor ☐ Others (please specify) _____
4. Marital status: Sing☐ Married☐ Separated☐ Widowe☐

Part II: Interview questions

1. Do you know of children who are victims of physical abuse?
2. How is their performance at school?
3. How has their exposure to physical abuse at home contributed to their poor performance at school?
4. Do you know of children who are victims of psychological abuse?
5. How is their performance at school?
6. In what ways has psychological abuse of pupils at home affected their academic performance in primary schools?
7. Do you know of children who are victims of psychological abuse?
8. How is their performance at school?
9. How has sexual abuse of pupils affected their academic performance at school?

Thank you for your participation

End