



The Effect of Domestic Violence on Students' Academic Performance in Secondary Schools in Nakalama Sub-County Iganga District

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ABSTRACT

The study investigates the effect of Domestic violence on Students' academic performance in Nakalama Subcounty Iganga District. The study adopted descriptive survey design. The study population comprised of students, teachers and Head teachers in public secondary and primary schools. The study used simple random sampling technique to select 97 students from the target population who participated in the study. All the 18 Head teachers and one guidance and counseling teacher from each of the 18 secondary and primary schools were selected to take part in the study. The sample for the study was therefore 133. On the other hand, purposive sampling technique was used to select all the teachers and school Head teachers to participate in the study. The study collected primary data using simplified questionnaires. Reliability of instruments was ensured through piloting and reliability testing of questionnaires. Data obtained was analyzed statistically using both descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. Findings were presented using tables and discussions. From findings (56.6%) revealed that domestic violence interferes with children's lives as they think it is their fault which causes absenteeism in class, (16.2%) agreed that some pupils may opt to stay home because they might be frightened on what might happen when they have gone to school. In conclusion there are acts of School related gender violence which is a serious issue that has some impact on the performance of students if not mitigated whether reported by any group of respondent or not. As a mitigation measure, school Head teachers have regularly been educated on how to address the issue within school. The ministry has also introduced life skills programme taught in schools in every class so as to help them cope with every day challenges including gender-based violence. However, there was no concrete information from the respondents to confirm whether life skills programme is being executed effectively in secondary and primary schools.

Keywords: Domestic violence, Academic performance, Secondary schools, Students, Gender-based violence

INTRODUCTION

Access to students' academic performance is a crucial right for all children, and plays a vital role in poverty reduction and socio-economic development. Children's students' academic performance and protection rights are neither regarded nor satisfied by States when school-related domestic violence and abuse put boys and girls physical and psychological well-being at risk. Domestic violence in and around schools has been perceived in recent years as a serious worldwide phenomenon that has been disregarded for a really long time in the school environment. Schools are not generally the child-friendly places they are presumed to be [1]. Domestic violence (DV) remains to be a global concern regardless of geographical, cultural, social, economic, ethnic, or other boundaries [2]. It happens both within the school and outside the school environment. However, Domestic violence in schools is a complex, multifaceted societal concern [3]. Domestic Violence among students includes violence or abuse that is based on domesticated stereotypes or that targets students on the basis of their sex, sexuality, or domestic identities. The underlying intent of this violence is to reinforce domestic roles and perpetuate domestic inequalities. It includes This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

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rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment [4]. SRDV is also a violation of basic human rights, particularly to children who are defenseless, and represents a major hindrance to participation in students' academic performance, domestic equity and to the realization of Students' academic performance for All (EFA) goals [5] and now the recent Sustainable Development Goals (SDGs). Domestic violence has been a major social problem in the Sub-Saharan African countries and has had a far-reaching effect on economic development especially through discrimination of one domestic from active participation in economic development. Erosion of the social fabric and moral values has also emerged in the recent development in Domestic violence especially among the young. Cases of Domestic violence in Uganda have been on the increase within school environment [6-10], the most common forms of Domestic violence being sexual harassment perpetrated by peers, teachers and members of the community. [4], depicts a number of factors that influence students' students' academic performance such as students' sex and age, teachers' sex and experience, parents' students' academic performance, and geographical location. However, violent acts such as bullying were more influential than the individual effect of these other variables. In Nakalama Sub-County, data on the effects of domestic violence on students' academic performance remains scanty. Therefore, the study sought to investigate the effect of Domestic violence on Students' academic performance in Nakalama Subcounty Iganga District

RESEARCH METHODOLOGY

Study Design

The study adopted both qualitative and quantitative paradigms. A descriptive survey design was used to carry out the study. [11], state that descriptive research describes the state of affairs as it exists. This is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Through this design the researcher ensured construction of questions that solicit the desired information, identified the respondents, identified the means by which the survey was conducted and summarize the data in a way that provides the designed descriptive information.

Study Population

The study population in this study was 456. The study targeted Head teachers, deputy Head teachers, Teachers and Students.

Sampling Procedures and Sample Size

Sampling Procedures

The study employed stratified, purposive and simple random sampling methods to select the respondents. Stratified random sampling was used to select the individual secondary schools, in the county where papers bearing numbers were folded and put in a container; mixed thoroughly and picked at random and schools corresponding to numbers picked included in the sample. [11], advise that in purposive sampling, cases are handpicked because they are informative to the study. This strategy was used in picking all the Head teachers and administrators and teachers from selected schools to participate. Students on the other hand were selected using simple random sampling from the entire population of sampled schools.

Sample Size

Table 1: Target population, sample size and sampling techniques

Category of respondents	Target population	Sample size	Sampling technique
Head teachers	3	3	Purposive sampling
Deputies	3	3	Purposive sampling
Teachers	90	73	Random sampling
Students	360	186	Random sampling
Total	456	265	

The sample size selection was determined as recommended by Kregcie and Morgan (1970).

Data Collection Instruments

The study used questionnaires to collect data. The tool helped victims in disclosing confidential information without being identified. Hence this tool was used for all categories of respondents. However, questions were adapted for each category of respondent to suit the level of information they have on the subject. The students' questionnaire (Appendix I) comprised of structured and open ended and closed questions, where section (A) had the general information while section (B) had questions about school related domestic violence and the performance attributes. The Head teachers and administrators' questionnaires (Appendix II) also had two sections with section (A) dealing

with personal information while section (B) with five-point likert-scales that was used to rate subjects' opinions on the form and extent of DV and its effects on students' academic performance. The Guidance and Counseling teachers' questionnaires (Appendix III) also was solicited with general information about the respondents in the first section. Section two of the questionnaire solicited general information about the respondents in the first section. Section two solicited information on the different forms of DV cases experienced.

Data Quality Control

A pilot study is a small-scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events and effect size (statistical variability) in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full-scale research project. To enhance validity and reliability in the study, the pilot study was carried out among 8 teachers, 3 Head teachers and administrators and 10 students of some schools neighboring Nakalama Subcounty. Questions that were found to be difficult to understand rephrased for easy understanding while others were removed altogether to enhance reliability of the instrument. This helped to determine the adequacy of the questionnaires in form and content for the study.

Validity of the Study

Validity in research is determined by the quality of the research process and the accuracy of the results [12]. All assessments of validity are subjective opinions based on the judgment of the researcher. Validity of this study was ensured through consultations and expert judgment from the two research supervisors and an external expert. An item analysis was done to see whether the items in the objectives, variables and instruments are properly designed. The validity tests were computed using content validity index (C V I) basing on four (4) point scale of relevant, quite relevant, somehow relevant, and not relevant. The proportion of relevant and quite relevant was computed from three experts and all the proportions were above 0.5, this indicates that the questions were relevant to the study variables. These assisted in ensuring both construct and content validity for the study.

Reliability

A research instrument is considered reliable when it yields consistent results upon different trials. The pilot questionnaires were used to determine reliability of the data collection tools by testing them using the Cronbach reliability coefficient. The instruments yielded alpha of 0.734 and was adopted for the study as they are found to be reliable.

Data Collection Procedure

Data collection was conducted by the researcher with the assistance of data collection clerks who were first trained on the structure of the questionnaires, ethical issues and data management. Questionnaires were then administered using the drop and pick later method where respondents were given a duration of one week to complete the questionnaires before the researcher collected them.

Data Analysis

After all data had been collected and questionnaires returned, they were coded and entered in the computer, it was analyzed using the Statistical Package for Social Sciences (SPSS 21.0). Analysis was done based on the research objectives. To analyze objectives i & ii descriptive statistics of frequencies and percentages, were used to summarize the responses on the different forms of behavior, causes of violence, and the measures that can be put in place. In analyzing objective iii, the study used thematic analysis by grouping strategies identified for mitigating DV in schools.

Ethical Consideration

Ethical considerations were observed in handling data and sharing of research findings. Respondents were assured of anonymity and utmost confidentiality of their opinions while at the same time observing the necessary research regulations set in the study area. Research permits were obtained and permission to conduct the research from all the schools were sampled. To ensure that maximum information is obtained from students, the researcher administered the questionnaires in an environment without teachers and the school administration and privacy was highly observed during disclosure of information.

RESULTS

The study target teacher, head teachers, parents and pupils and data were collected from **265** respondents. The demographic characteristics of respondents like participants' gender, age bracket and level of education are however presented first.

Demographic Characteristics Participants

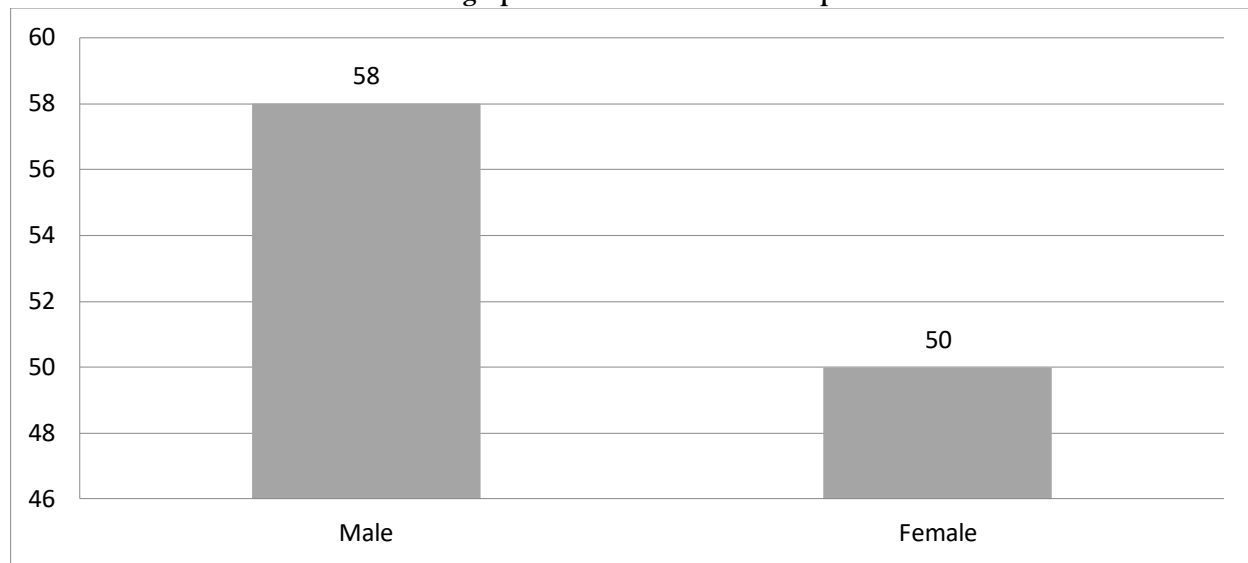


Figure 1: Gender of the participants

Source: Primary data

The responses in Figure (1) above indicated that out of 108 respondents who took part in the study, 54% were males whereas 46% were females. This implies that more males took part in this study compared to females.

Table 2: Level of education for respondents

Response (s)	Frequency	Percentage (%)
No formal education	20	7.5
Primary	75	28.3
Ordinary level	100	37.7
Diploma/degree	70	26.5
Total	265	100

Source: Primary data

From the responses in Table (2), respondents were asked about their level of education where by (7.5%) had no formal education, (28.3%) had acquired primary level of education or its equivalent, (37.7%) had attained ordinary level or its equivalent whereas (26.5%) had acquired a diploma or degree. These study findings implied that the majority of the participants had acquired a level of education that can help them to read or write and were thus regarded as literate.

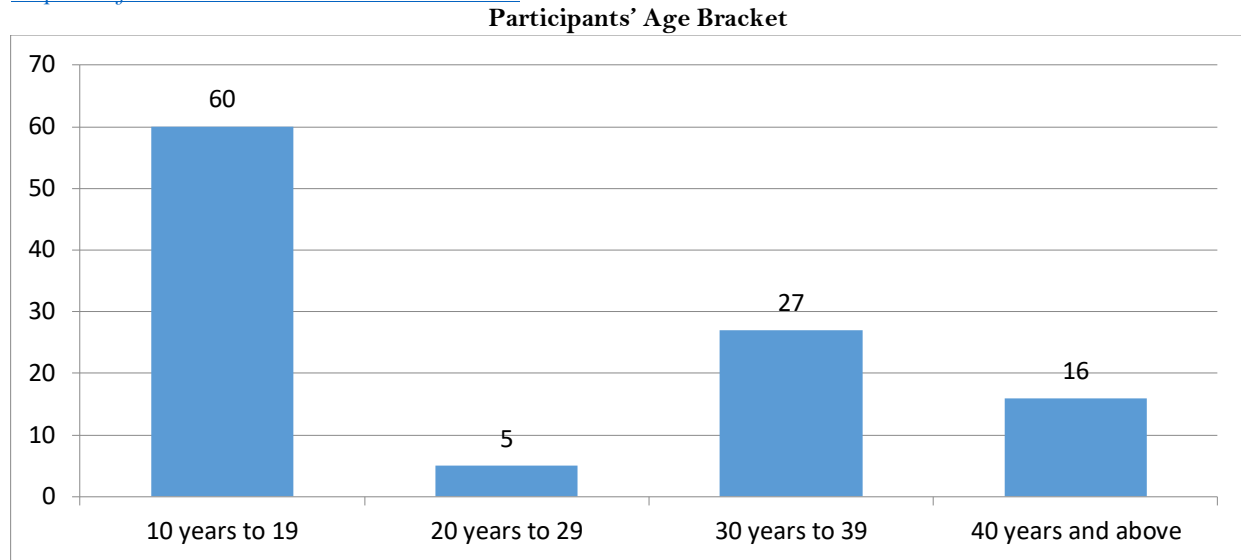


Figure 2: Age bracket for study participants

Source: Primary data

Regarding respondents' age bracket, out of the 265 participants who took part in the study, 60% were aged between 10-19 years, (5%) were between 20-29 years, 27 % were aged between 30-39 years whereas 16 indicated that they were aged 40 years and above.

Marital status for respondents

Table 3: Marital status for respondents

Response (s)	Frequency	Percentage (%)
Single	170	64.2
Married	95	35.8
Total	265	100

Source: Primary data

From the responses in Table (3) above, respondents were asked about their marital status where by 61 (56%) were single, 44 (41%) were married whereas 03 (3%) did not specify their marital status. Furthermore, none of the respondents indicated that they were either divorced or had separated families. These study findings implied that the majority of the participants were still single and these largely comprised of pupils and some teachers in the schools under study.

Domestic Violence Nature of Domestic Violence

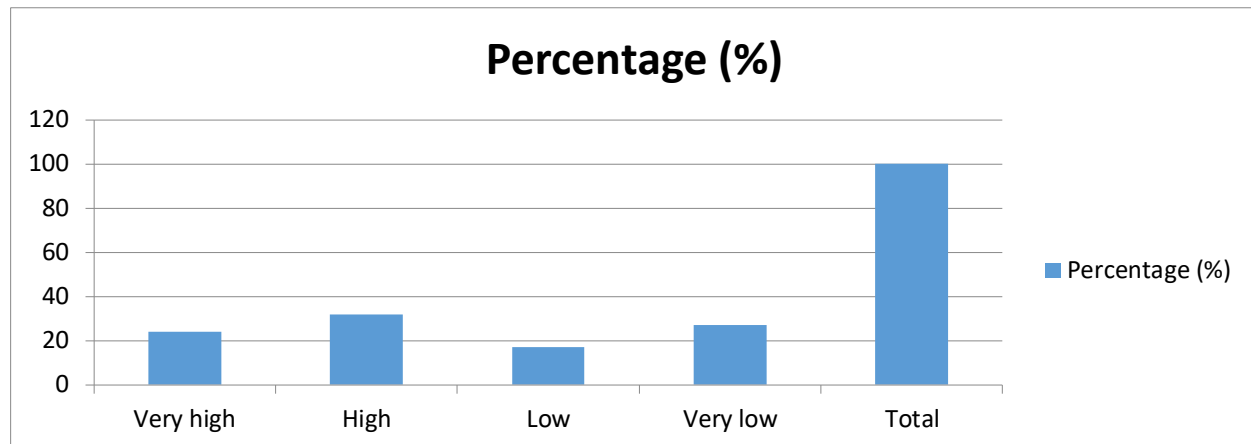


Figure 3: Nature of domestic Violence

Source: Primary data

Basing on responses in Table (5) above, (24%) of the total respondents indicated that the rate of domestic violence was very high whereas (32%) indicated that domestic violence was high in the area under study. Also, a total of (17%) of the total respondents indicated that the rate of domestic violence was low whereas (27%) indicated that it was very low. During interviews with the head teachers of the schools under study, it was also established that cases of domestic violence had escalated during the COVID-19 lockdown. The findings thus implied that the rate of domestic violence in the area under study was generally high.

Causes of Domestic Violence

Table 4: Causes of Domestic Violence

Response (s)	Frequency	Percentage
Property ownership	110	41.5
Dowry demand	55	20.8
Drug abuse and alcoholism	45	16.9
Polygamous marriages	30	11.3
Unemployment/poverty	25	9.5
Total	265	100

Source: Primary data

Based on responses in Table (4), (41.5%) indicated that domestic violence was attributed to issues related to property ownership, (20.8%) indicated dowry-demand, (16.9%) indicated drug abuse and alcoholism by one intimate partner or both, (11.3%) indicated issues related with polygamous marriages whereas (9.5%) of the total respondents indicated unemployment /poverty within the family.

During interviews, it was further established that adultery or sex outside marriage, cultural beliefs or gender differences in various communities and childless marriages led to domestic violence in some homes.

Effects of Domestic Violence on Students' Education performance

Table 5: The influence of domestic violence on school dropout rate in government-aided primary schools

Responses	Frequency	percentage
Domestic violence interferes with children's lives as they think it is their fault which causes absenteeism in class	150	56.6
Some pupils may opt to stay home because they might be frightened on what might happen when they have gone to school	43	16.2
The affected children at home are likely to imitate and transfer the acquired behaviors to the classroom setting especially during peer interaction which may cause to expulsion from school by head teachers	53	20
Domestic violence threatens children's need for safety and stability, Through lack of availability of the main caregiver and the exposure to hostile atmosphere at home and at school.	19	7.2
Total	265	100

From findings (56.6%) revealed that domestic violence interferes with children's lives as they think it is their fault which causes absenteeism in class, (16.2%) agreed that some pupils may opt to stay home because they might be frightened on what might happen when they have gone to school, (20%) showed that the affected children at home are likely to imitate and transfer the acquired behaviors to the classroom setting especially during peer interaction which may cause to expulsion from school by head teachers while 7.2% revealed that domestic violence threatens children's need for safety and stability, Through lack of availability of the main caregiver and the exposure to hostile atmosphere at home and at school thus influencing to school dropout. This implied that many pupils inhabit their parents' behavior hence end up causing violence in school which leads to expulsion thus poor academic person. Some respondents have also found that children whose mothers were abused by their partners have intelligence quotients (IQs) lower than usual.

DISCUSSION

Nature of Domestic Violence Cases

Objective one of the studies was to establish the trends in domestic Violence in secondary in Nakalama Subcounty Iganga District. From the study, 32 (62.7%), indicated that domestic violence were committed by the students, 15 (29.4%) said that it was committed by teachers and 1 (2.0%) by civilian, while 3 (5.9%) by others. In Summary, 70.0% of teacher counselors and 33.3% of Head teachers and administrators indicated that victim students reported DV, 20.0% of teacher counselors and 16.7% Head teachers and administrators informed this study that DV cases were reported by school prefects. According to the Interestingly boys were lowly rated as compared to girls. Majority (50.0%) of the Head teachers and administrators agreed that numbers of cases of DV are on the rise, while another half (50.0%) also agreed that new forms of cases are reported to the school authorities. Teachers also agreed that the number of DV cases is on the rise. Approximately half (50.0%) also agreed that new forms of cases are reported to the school authorities. The findings further revealed that 45.0% indicated that the nature of DV cases reported in schools was becoming more severe and sophisticated. The finding also revealed by 60.0% that the current Uganda government policy has made it easier to handle DV cases in secondary and primary schools. Finally, 55.0% indicated that the profile of the perpetrators of DV has drastically changed.

Causes of Domestic Violence on Education Performance

The findings indicated that issues related to property ownership contributed to domestic violence cases. The findings of this study are in agreement with [13]. According to [13], dowry and alcoholism were the main causes of domestic violence in the context of the state of Kerala, India. Many other causes such as suspicion, behavioral abnormalities and property related issues trail behind. The findings indicated that issues related to dowry-demand contributed to domestic violence cases. The findings of this study can be compared with [14] who examined the causes of domestic violence against rural Bangladesh women and the findings revealed that the prominent causes of domestic violence was dowry-demand. The findings indicated that drug abuse and alcoholism by one intimate partner or both contributed to domestic violence cases. The findings can be compared with [15]. According to [15] drug and alcohol abuse lead to domestic violence. Drug and alcohol abuse may drive the drunkard on the creation of poor relationship between parents (or guardians) and children, in the long run, this may lead to domestic violence against children. The findings indicated that polygamous marriages contributed to domestic violence cases in Bushenyi-Ishaka Municipality, Bushenyi District. According to [14], polygamy and extramarital relations, in-law's syndrome, childless marriage, questioning husbands, and not meeting the husbands' and in-laws' expectations often lead to domestic violence.

Effects of Domestic Violence on Students' Academic Performance

The findings are in agreement with [16] who observed that domestic violence is an epidemic affecting individuals in every community, regardless of age, economic status, sexual orientation, gender, race, religion, or nationality. Children in a household experiencing domestic violence become the hardest hit as it affects their participation in school, relationship with friends, their social behaviour and the learning process as a whole. The findings are also in line with [17] whose findings in a study titled "*Factors influencing the dropout rate in primary schools in the Teyateyaneng region, Lesotho*" revealed that learner dropout is inter alia caused by school and home related factors. Some learners drop out of school after being abused and neglected. From findings above (37%) revealed that domestic violence interferes with children's lives as they think it is their fault which causes absenteeism in class, (33.3%) agreed that some pupils may opt to stay home because they might be frightened on what might happen when they have gone to school, (18.6%) showed that the affected children at home are likely to imitate and transfer the acquired behaviors to the classroom setting especially during peer interaction which may cause to expulsion from school by head teachers thus dropout from school. The findings are in agreement with [18] observed that male and female victims of home violence also left school early at a higher rate than their peers who did not report experiencing violence. [19], examined the effects of domestic violence on children's education basing on sampled adolescent students and adults in selected schools and villages around Mpemba area, in Blantyre, a district in southern Malawi. The findings revealed that domestic violence against schooling children harms them emotionally, psychologically and physically.

In the long run, this harm hinders the victims' learning process in many ways such as inflicting the victim to lose interest in education.

CONCLUSION

According to teacher counselors, boys were the most common perpetrators as compared to the girls and interesting teachers were the least perpetrators. The study also showed that parents were highly rated as the common perpetrators although civilian were the highest in terms of rating. The study therefore concluded that students were likely to be abused by the civilian as compared to other people. The study concluded that there were many causes such as suspicion, behavioral abnormalities and property related issues trail behind. The findings indicated that issues related to dowry-demand contributed to domestic violence cases. The existence of domestic Violence in the county has denied girls the opportunity to attend school, participate effectively, compete and enjoy quality education. Violence and abuse being prevalent at schools is a major hindrance to the education of victims, both boys and girls and has been negatively influencing their school performance. The study also concludes that domestic violence affects their education performance in school in that the affected students suffer from low self-esteem and rate of concentration in class is low.

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