

The effect of domestic violence on the learners' performance in selected secondary schools in Kongunga Town Council in Kukedea district. A cross-sectional study.

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Abstract.

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Background.

Domestic violence can have devastating consequences for the victims, especially children, who may suffer from physical injuries, psychological distress, and impaired academic performance. The study investigated the effect of domestic violence on the learners' performance in selected secondary schools in Kongunga T/C in the Bukedea district.

Methodology.

The study adopted a descriptive cross-sectional survey design. The study employed a mixed methods approach; data were collected using semi-structured questionnaires and interview guides. Data analysis was done using SPSS.

Results.

52.5% identified as female, and 80% of the respondents were single, the correlation analysis revealed a significant negative correlation between physical violence and academic performance ($r = -.42, p < .05$) there was a well significant negative correlation between emotional violence and academic performance ($r = -.432, p < .05$) and significant negative correlation was revealed between sexual violence and academic performance ($r = -.790, p < .05$). According to regression analysis; physical violence emerged as a significant predictor of academic performance ($B = -0.421, p = 0.043$) sexual violence exhibited a substantial impact on academic performance ($B = -4.031, p = 0.003$) and emotional violence were found to significantly influence academic performance ($B = -2.212, p = 0.027$).

Conclusion.

Findings emphasize the significant negative correlation between physical violence, sexual violence, and the detrimental impact of emotional violence on academic performance among students in Kongunga town council, Bukedea district, Uganda.

Recommendation.

Educational institutions in the Kongunga town council should prioritize the implementation of comprehensive violence prevention programs. These programs should encompass awareness campaigns, counseling services, and support networks aimed at addressing physical, emotional, and sexual violence among students. By fostering a culture of respect and safety, such initiatives can contribute to creating conducive learning environments.

Keywords: Domestic violence, learner performance, academic achievement, secondary schools, Kongunga Town Council, Kumi District.

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Background.

Globally, domestic violence against women, which is a widespread form of violence in many countries, is often the least publicized or discussed (Nafiu, 2016). Domestic violence and children's performance have received considerable attention from scholars and politicians in various countries. For example, research by the National Center for Children Exposed to Violence (2017) in the United States highlighted the profound and lasting effects of domestic violence, including detrimental effects on children's cognitive abilities, emotional well-being, and academic achievement (Flavia, 2023). The developmental risks for children who are exposed to domestic violence

include both the short-term impact on their behavior and emotions and the long-term impact on mental health and relationships. In order to increase the importance of this problem, it is important to spread the word about the extent of the problem. In the 2015 United States Annual Prevalence Report, the US Children's Bureau estimates that 683,000 children are victims of abuse and neglect nationwide, which is 9.2 victims per 1,000 children in the population (Ronald & Kazaara, 2023).

The scope and extent of domestic violence cannot be accurately measured because there are many cases where victims go unreported, making this vice an interpersonal and family secret. (Idris, 2018) Urges that Spousal violence

usually has far-reaching consequences for children. In addition to traumatizing scenes of violence, children can suffer from short-term and long-term emotional imbalances that affect not only their behavior and performance at school but can also adversely affect their social and interpersonal relationships. They further reported that Children who witness violence between parents often develop many of the same behavioral and psychological problems as children who are themselves abused. Historical development of academic achievement assessment.

The history of measuring academic performance dates back to the 1830s when education advocates Horace Mann and Samuel Gridley Howe used a standardized test to evaluate student progress in Boston, Massachusetts (Tian & Sun, 2018). They also established that Academic performance, often measured through examinations or continuous assessments, reflects a student's learning outcomes in a school curriculum. It is a crucial indicator of education quality and has been a focus of assessment since the inception of formal education.

(Kitara, 2012) revealed that in the Gulu district, the impact of domestic violence on children's academic performance was a growing concern, as evidenced by the seminal work. Academic performance is influenced by a myriad of factors, one of which is domestic violence. Numerous research studies globally have also shown a significant relationship between exposure to domestic violence and academic performance.

(Rebecca L. Heron, 2022) Urges that domestic violence is a serious social problem in society and it takes different forms: physical, sexual, emotional, and mental forms, and it has had severe effects on students' lives and academic performance. She further explained that children who are affected by domestic violence experience both immediate and long-term effects. These effects of domestic violence may vary from one student to another. These effects include anxiety, depression, low self-esteem, disobedience, and physical health deterioration.

In Uganda, the Demographic and Health Survey (UDHS) 2021 revealed that 56% of women and 49% of men aged 15-49 have experienced some form of domestic violence in their lifetime (Chatterjee & Halder, 2023). In 2020, there were 17,664 reported cases of domestic violence, up by 29% from 13,693 in 2019 (UNFPA, 2021). This widespread issue has raised concerns about its impact on learners' performance.

While there are studies that have explored the effects of domestic violence on academic performance, there remains

a gap in research that specifically investigates this issue in the context of the Kongunga Town Council in Bukedea district, Uganda. This study aimed to fill this gap and contribute to the understanding of the effects of domestic violence on learners' performance in this specific context.

Methodology.

Research design.

This study employed a descriptive survey design. This design is relevant as it enables the researcher to gain a depth understanding of the research topic and develop an understanding of the phenomenon.

Research approach.

The study employed quantitative approaches to collect data from the learners of selected schools for this study.

Study Population

The study was carried out in the Kongunga town council, where two secondary schools were chosen. These schools included Kongunga High School and Malera Secondary School. Therefore, the study population consisted of the following respondents: 40 teachers, 30 parents, community development officers, 2 head teachers from the selected schools, and 415 students. This gave a total of 489 respondents. Therefore, the population was 84 respondents, from which a sample size of 222 was obtained according to Krichefski and Morgan's sample determination (1970).

Sample and sampling techniques.

The sample size was selected according to Krejcie and Morgan's (1970) Table of sample size determination. This resulted in a total study sample of 222 respondents from all three schools.

Sample size.

The study was conducted on 220 respondents from the 2 selected schools for this study. The sample size was arrived at using the formula below;

$n =$

Where n = the sample size

N = population size

e = the maximum allowance error (0.05)

$n =$

$n = 220$ respondents.

These respondents were selected as per the sampling frame.

Table 1: Sample Size.

Category of respondents	Population	Sample size	Sampling technique
Head teachers	2	2	Purposive sampling
Teachers	40	30	Simple random sampling
Community development	2	2	Purposive sampling
Students	415	168	Simple random sampling
Parents	30	20	Simple random sampling
Total	489	222	

Source: primary data.

Table 1 shows a sample of head teachers, community development officers, teachers, parents, and students who were selected because they were the key beneficiaries of the education systems and therefore were closely engaged in ensuring a better performance of learners.

Sampling Technique

The head teachers and community development officers were purposively selected due to the key information they had. A simple random sampling technique was applied to the students and teachers, such that each of them had an equal chance of participating in this study.

In the context of this study, simple random sampling was used to select students and teachers from the two schools in the Kongunga town council in the Bukedea district. Each learner and teacher in the two schools was assigned a unique number. These numbers were written on slips of paper. The random number generator was then used to select the numbers corresponding to the student or teacher who was included in the sample.

Data sources

Primary source

Interviews and questionnaires were employed by the researcher. For all types of research, primary data are crucial since they enable the proper collection of information regarding the study variables.

Secondary source.

The Sources of secondary data included books, personal sources, journals, newspapers, websites, government records, etc. Secondary data is known to be readily available compared to primary data.

Data Collection Methods

To investigate the variables exhaustively (Amin, 2005), the study used a combination of data collection methods by way of methodological triangulation. Primary data was obtained using the questionnaire survey method and interviews. Secondary data was obtained solely using the document review method.

Interview.

An interview guide was designed and administered to the key informants (The head teacher and community development officers) to capture qualitative information. The interview method was used in the category above because they are the key informers; they are in charge of monitoring and recording the assigned duties in school. In terms of numbers, there are very few. The advantage of using interviews is that they allow on-spot explanations, adjustments, and variations that could be introduced during the data collection process and through respondents' incidental comments, use of facial and body expressions, tone of voice, gestures, feelings, and attitudes (Amin, 2005). The study adopted this method because it gave opportunities to probe further in-depth information, especially where the questions were not understood. It helped in capturing verbal and non-verbal questions that the interviewee focused on. It captured emotions and behaviors that may not be easy to capture verbally.

Questionnaire survey.

The study used self-administered questionnaires since all respondents were literate, and it saved time. Questionnaires were administered to teachers and students from the two selected schools.

Data Collection Instruments

Questionnaire

The study employed researcher-administered questionnaires. The questionnaire was made up of closed-ended questions. The questionnaire had closed-ended questions to capture accurate quantitative data. A 5-point Likert scale will be used to capture the respondents' opinions about the topic of study. The scale was ranked 1 to 5 (5-strongly agree; 4-agree; 3-not sure; 2-disagree; 1-strongly disagree), which will allow respondents to choose from a set of alternatives (Amin, 2005). The questionnaire was structured in sections as follows: Section A covered the background information, Section B covered items on the independent variables, and Section C covered items on the dependent variable.

Interview guide.

The researcher used an interview guide, and participants were asked to give their views on the effect of domestic violence on the learners' performance in selected secondary schools in Kongunga T/C in the Bukedea district.

Page | 4 Quality Control of Data.

Data quality control techniques ensured that the data collected was valid and reliable; the instruments were first

tested to ensure validity and reliability. Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure (Ragin, 2007). The validity of the instrument quantitatively was established using the Content Validity Index (CVI). This involved the expert scoring of the relevance of the questions in the instrument concerning the study variables. A CVI value of 0.7 and above will be considered well enough for the questionnaire to be used in data collection. Index (CVI) was computed using the formula below:

Rater	Total items	Valid items	CVI
1	21	15	0.71
2	21	14	0.66
3	21	16	0.76
Average CVI			0.71

SOURCE: primary data 2024

The content validity index of the instrument was found to be 0.71, which is above the 0.7 recommended by Amin 2005. Therefore, the research instrument was rendered valid.

Data Collection Procedure

Permission was sought from the principal education officer, Bukedea district, by presenting to him an introductory letter from the director of research, Kampala University, introducing him as a postgraduate student carrying out academic research. The researcher then visited the selected schools and talked to the head teachers so as to allow him access to the respondents. Letters of consent were given to participants, and only those who consented were considered for the study. The researcher then personally administers the questionnaires and interviews to collect data from the selected respondents.

Data Analysis Techniques.

Quantitative analysis

The researcher used quantitative methods of data analysis. Quantitative data was cleaned and coded according to the research objectives. The process of cleaning data will be done to eliminate any errors and help improve the reliability of the data. The data was then entered into Microsoft Excel and later exported to SPSS software for analysis. The researchers will present univariate quantitative results as descriptive statistics using frequencies, percentages, means, and standard deviations from each of the study variables. "Strongly agree" and "agree" responses will be joined to mean "agree", whereas "strongly disagree" and "disagree" will also be combined to indicate "disagree". Pearson correlation statistics will be used to test the effect of each of the forms of domestic violence on learners' performance. The forms of domestic violence that show a significant effect on learners' performance at the bivariate level will be

considered for regression analysis to determine the individual contribution of each of them on performance.

Qualitative analysis

Thematic analysis was employed to identify recurrent themes and patterns in the qualitative data collected from the participants. The analysis process included familiarization with the data, preliminary coding, topic discovery, theme refinement and naming, theme hierarchy, data comparison, and theme evaluation in relation to research questions.

Measurement of Variables

The respondents were presented with different statements related to the various forms of domestic violence, and then they were asked will rank their agreement/disagreement with them on a five-point Likert-type scale (1- strongly disagree, 2-Disagree, 3-Not sure, 4- Agree, and 5-Strongly agree). The choice of this measurement was that each point on the scale carries a numerical score, which was used to measure the respondents' attitude, and it is the most frequently used summated scale in the study of social attitude. According to Kothari (2004), the Likert scale can measure the perceptions, attitudes, values, and behaviors of individuals toward a given phenomenon. Then learners' performance will be looked at using the learners' previous end-of-term average marks.

Ethical Approval

A letter of introduction was obtained from the University Research Committee, and Respondents were briefed about the objectives and significance of the study findings and were assured of confidentiality in their responses, and they were informed of the crucial role of this study.

The researcher explained to the participants the purpose of the study since consent letters had been given before, and

participants were assured that all information would be handled with maximum confidentiality.

Respect for the rights: To ensure the respect of the respondent's rights, participation in the study was voluntary. The respondents were allowed to answer the questions about the study of free will, and if in need of a copy of the questionnaire, they were free to answer the questions that they were conversant with and ignore the ones they felt unsure about.

Informed consent

A consent form was filled out by the respondents after explaining the purpose of the study to them. The respondents were assured of confidentiality as no names would appear on the questionnaire. No participant was forced to participate in the study, and all the study materials used during the interviews were safely kept under lock and key, only accessible by the researcher.

Results.

Univariate analysis of demographic characteristics

Figure 1: showing Respondents' age.

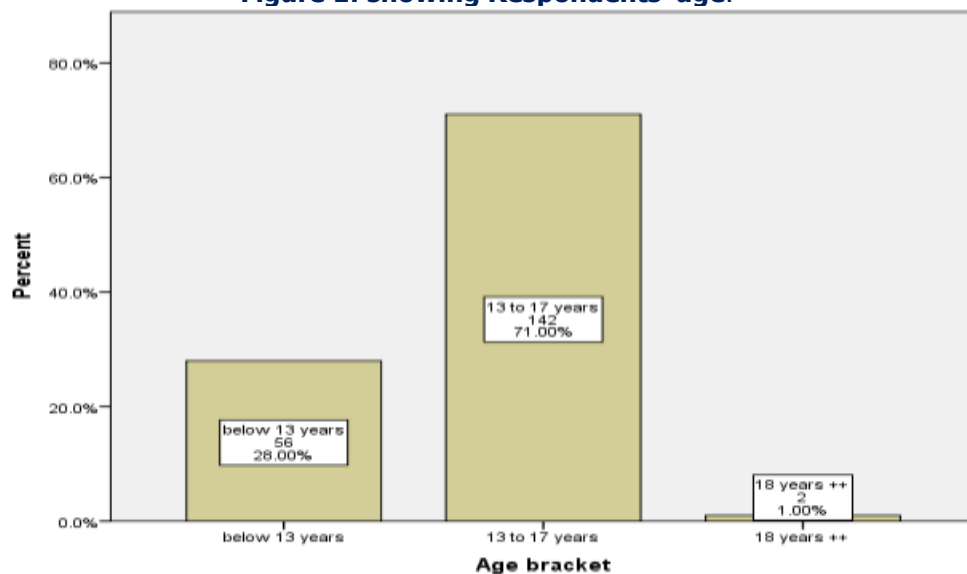


Figure 1 shows that, majority of respondents (71%) are between 13 and 17 years old, followed by those below 13 years old (28%), and a small percentage (1%) are 18 years old or older.

Table 1 Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	105	52.5	52.5	52.5
	Male	95	47.5	47.5	100.0
	Total	200	100.0	100.0	

Source: primary data.

Table 2 revealed that 52.5% identified as female, while 47.5% identified as male. This data suggests a near-equal representation of both genders within the surveyed population. Such parity in gender distribution enhances the

robustness of the study's findings, as it ensures that insights drawn from the analysis are not skewed by gender imbalances and strengthens the generalizability of its conclusions across diverse gender demographics.

Table 3: Marital status of the respondents.

Status	Frequency	Percentage
Married	27	13.5
Single	160	80
Divorced	13	6.5%
Total	200	100

Page | 6 *Source: primary data 2024*

Table 3 indicates that 80% of the respondents were single, 13.5% were married, and only 6.5% were single. This reflects that the majority of the unmarried respondents were students.

The effect of physical violence on learners' performance in selected schools in Kongunga town council in Bukedea district.

Table 4: descriptive statistics on instances of physical violence (n=200)

STATEMENT	Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)	Mean	Std
I have ever experienced severe physical violence at home.	6% (12)	59%(118)	0%(0)	35%(70)	0(0)	2.64	.10
I experience physical violence frequently	4%(8)	71%(142)	9%(18)	10%(20)	6%(12)	2.43	1.3
I have been enduring physical violence for a long time.	0%(0)	86.5(173)	0%(0)	11.5(23)	2%(4)	2.29	0.5
Some students dodge lessons because some parents are aggressive	33.5%(67)	17%(34)	4.5%(9)	28%(56)	17%(34)	2.78	0.12
Whenever my parents fight, don't concentrate in class	14.5%(29)	13%(26)	3.5%(7)	39% (78)	30%(60)	3.57	0.32
Stress caused by physical violence has caused some students to perform poorly	17%(34)	22%(44)	6%(12)	43% (86)	12% (24)	3.54	.72

Source: primary data 2024

Table 4 indicates that respondents predominantly disagreed (59%) with experiencing severe physical violence at home, while 35% acknowledged having encountered such aggression. Regarding frequent experiences of physical violence, the majority (75%) disagreed with enduring such circumstances. Conversely, only a minority (16%) reported frequent exposure to physical violence. Moreover, the vast majority (86.5%) refuted enduring physical violence over an extended period.

In regard to some students dodging lessons because some parents were aggressive, 50.5% of the respondents disagreed, while 45% agreed; the mean for this statement was 2.78, indicating a moderate level of agreement. In regard to fights among parents affecting students' concentration in class, 69% of the respondents agreed, as opposed to only 27.5% who agreed. The mean for this statement was 3.57, indicating that fights between parents

greatly affect students' concentration in class. Finally, regarding Stress caused by physical violence, making some students perform poorly 55% of the respondents agreed, as opposed to only 39% who disagreed with the statement. The mean for this statement was 3.54, reflecting that Stress caused by physical violence made some students perform. Generally, the finding depicts that physical violence affects students' performance in secondary schools in the Kongunga town council.

To complement, some respondents were interviewed; one of the head teachers said "One day a boy came to school with a swollen face, when he was brought to my office, he revealed that he got injured when he was separating his parents while fighting at home, I had to send him for treatment and he stayed away from school for two weeks " A community development officer said, "Received a complaint from a schoolgirl in S4 who was bitten by her

father for asking for school requirements. The girl sustained an injury that needed medical attention. When we invited the father to our office, he did not turn up.”

Table 5: Correlation between Physical violence and academic performance

		Performance	Physical violence
Performance	Pearson Correlation	1	-.421
	Sig. (2-tailed)		.001
	N	200	200
Physical violence	Pearson Correlation	-.621	1
	Sig. (2-tailed)	.001	
	N	200	200

The study investigated the relationship between physical violence and academic performance among the respondents at a confidence level of 95%. The correlation analysis revealed a significant negative correlation between physical violence and academic performance ($r = -.42$, $p < .05$). This suggests that as experiences of physical violence increase,

academic performance tends to decrease. These findings underscore the detrimental impact of physical violence on academic performance, highlighting the importance of addressing and mitigating such experiences to promote positive educational outcomes.

The effect of emotional violence on learners’ performance in selected schools in Kongunga town council in Bukedea district.

Table 6: Descriptive statistics on the effect of emotional violence on learners’ performance in selected schools in Kongunga town council in Bukedea district.

Emotional Violence	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Std
I usually experience verbal abuse at home.	22.5%(45)	19.5%(39)	5.5%(11)	44%(88)	8.5%(17)	2.96	.0.2
I have never felt isolated at home.	27%(54)	17.5%(35)	4.5%(9)	38%(76)	13%(26)	2.92	0.24
I usually experience intimidation at home.	9.5%(19)	35.5%(71)	3.5%(7)	34.5%(69)	17%(34)	3.14	1.2
Whenever I am at home, I live in fear	32%(64)	22%(44)	3%(6)	13%(26)	30%(60)	2.87	0.11
The home environment is affected by interest in studies	24.5%(49)	33.5%(67)	4%(8)	5.5% (11)	32.5%(65)	2.88	0.7

Source: primary data 2024

Table 6 indicates that respondents shared varied experiences regarding emotional violence. A significant proportion (71%) affirmed regular encounters with verbal abuse at home. Additionally, the majority of the respondents (50.5%) denied feeling isolated within their household environment. Furthermore, a majority (66%) denied a usual atmosphere of intimidation within their homes. In regard to the statement that some students lived in fear whenever they were at home, a majority of the respondents, 54% disagreed with the statement as opposed to 43% who agreed. The mean for this statement was 2.87, which reflects a moderate level of

agreement. Finally, as regards the Home environment affecting students’ interest in studies, a majority of the respondents, 58% disagreed that the home environment affected the students’ interest in studies, as opposed to 38% who agreed with the statement.

During interviews, one head teacher said, “*Most of our students have mental health issues originating from family stress and challenges. Some students appear in class when they are mentally unwell, so we engage senior women teachers and counselors to enable them to cope with the challenges*”.

Emotional violence and academic performance.

Table 7: Correlation between Emotional violence and academic performance

		Performance	Emotional violence
Performance	Pearson Correlation	1	-.432
	Sig. (2-tailed)		.036
	N	200	200
Emotional violence	Pearson Correlation	-.432	1
	Sig. (2-tailed)	.036	
	N	200	200

Table 7 revealed that the study investigated the relationship between emotional violence and academic performance among the respondents at a confidence level of 95%. The correlation analysis revealed a significant negative correlation between emotional violence and academic performance ($r = -.432$, $p < .05$). This suggests that as

experiences of emotional violence increase, academic performance tends to decrease. These findings underscore the detrimental impact of emotional violence on academic performance, highlighting the importance of addressing and mitigating such experiences to promote positive educational outcomes.

The effect of sexual violence on learners' performance in selected schools in Kongunga town council in Bukedea district.

Table 8. Descriptive statistics on the effect of sexual violence on learners' performance in selected schools in Kongunga town council in Bukedea district

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Std
I feel pressured to engage in sexual activities against my will at home.	80.5%(161)	11.5% (23)	0%(0)	4%(8)	0%(0)	1.1	0.11
I am forced to participate in sexual acts at home without my consent.	5.5%(11)	85%(170)	0%(0)	4%(8)	5.5%(11)	2.19	0.41
I have been subjected to violence in sexual situations at home.	5.5 % (11)	85 % (170)	0%(0)	5%(10)	5.5%(11)	2.23	0.17
I feel manipulated or coerced into sexual activities by someone in my household.	80.5 % (161)	11.5%(23)	0%(0)	8%(16)	0%(0).	1.35	0.44

Source: primary data 2024.

Table 8 shows that concerning sexual abuse, the majority of respondents vehemently denied feeling pressured (80.5%) or coerced (80.5%) into engaging in sexual activities against their will. Similarly, most respondents (85%) disagreed with being forced into sexual acts without their consent. Likewise, a significant majority (85%) refuted experiencing physical force or violence in sexual situations at home. Regarding feeling manipulated or coerced into sexual activities by some people in the household, a majority of the respondents, 92% disagreed with the statement as opposed

to only 8% who disagreed with the statement. The mean for this statement was 1.35, reflecting that the students did not feel manipulated or coerced into sexual activities by anyone in the household.

One of the community development officers said “*Cases of attempted rape of school girls by uncles and cousins leaving in their homes have been reported to our office and together with the police we have always disciplined the suspects. Even some teacher sexually harasses the girl child, making them fear learning, hence drop out of school*”.

Table 9: Correlation between Sexual violence and academic performance

		Performance	Sexual violence
Performance	Pearson Correlation	1	-.790
	Sig. (2-tailed)		.000
	N	200	200
Sexual violence	Pearson Correlation	-.790	1
	Sig. (2-tailed)	.000	
	N	200	200

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Table 9: The study investigated the relationship between sexual violence and academic performance among the respondents at a confidence level of 95%. The correlation analysis revealed a significant negative correlation between sexual violence and academic performance ($r = -.790$, $p < .05$). This suggests that as experiences of sexual violence increase, academic performance tends to decrease. These findings underscore the detrimental impact of sexual violence on academic performance, highlighting the

importance of addressing and mitigating such experiences to promote positive educational outcomes.

ASSESSMENT OF THE DEPENDENT VARIABLE: STUDENTS' PERFORMANCE

The study also assessed the students' performance in secondary schools in the Kongunga town council

Table 10: Descriptive statistics on students' performance (n=200)

ITEMS TO MEASURE STUDENTS' PERFORMANCE	Strongly disagree	disagree	Not sure	Agree	Strongly agree	Mean	Std
Students attempt all exercises	17%(34)	28% (56)	1.5%(3)	35%(70)	18.5%(37)	3.1	1.5
All students participate in routine class activities	22.5% (45)	32.5%(65)	3.5%(7)	21.5%(43)	20%(40)	2.84	0.89
Students are interested in teachers completing the syllabus	15%(30)	19.5% (39)	3%(6)	32.5%(65)	30%(60)	3.43	0.21
Most of the students score above average on classwork	33.5%(67)	16%(32)	3.5%(7)	37%(74)	10%(20)	2.74	.76
Most students who sit for UCE and UACE progress to A-level	17.5%(35)	37.5%(75)	3.5%(7)	22.5%(45)	19%(38)	2.45	0.23

SOURCE: primary data 2024.

Table 10 shows that the majority of the respondents, 53.5% agreed that students attempted all exercises, while 45% disagreed. The mean for this statement was 3.1, indicating a moderate level of agreement. In regard to all students participating in routine class activities majority of the respondents, 55% disagreed, while 41.5% agreed. The mean for this statement was 2.84, indicating that an average number of students participated in routine class activities. On students' interest in teachers completing the syllabus, 62.5% of the respondents agreed while 34.5% disagreed. The mean for this statement was 3.43, indicating a strong agreement with the statement. In regard to student scores in class work, their mixed reactions with 49.5% disagreeing and 47% in agreement. The mean for the statement was 2.74, indicating a moderate

level of agreement that most students' scores in-class work in secondary schools in Kongunga were average. Finally, on the statement that most students who sit for UCE and UACE progress to A level, 55% of the respondents disagreed, as opposed to 41.5% who agreed. The mean for the statement was 2.45, indicating a low level of agreement with the statement. This revealed that few of the students who sit for UACE and UCE progress to the next level. Overall, the students' performance in secondary schools in the Kongunga town council was relatively average. During interviews, one head teacher said, "*The performance of my students in UCE and UACE is wanting much as the teachers play their roles, there is a gap on the side of the students. The results obtained are not pleasing to us as teachers and also to the parents* ".

Regression analysis

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	.550	.534	13.1078324
a. Predictors: (Constant), sexual violence, emotional violence, physical violence				

Table 11 shows that, the R² value of 0.550 indicates that approximately 55.0% of the variance in the academic performance (dependent variable) can be explained by the predictors included in the model, which consist of sexual

violence, emotional violence and physical violence. This suggests that these predictors collectively contribute to explaining a significant portion of the variability (55%) observed in academic performance among the respondents.

Table 12: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.587	7.215		7.150	.000
	physical violence	-.421	.080	-.061	-5.263	.043
	emotional violence	-2.212	1.530	-.103	-1.446	.027
	sexual violence	-4.031	1.496	.071	-2.693	.003
a. Dependent Variable: students' performance						

Table 12 shows that the regression model aimed to predict the average marks for the previous term based on various forms of domestic violence. The analysis revealed several statistically significant relationships, shedding light on the factors influencing academic performance.

Firstly, experiences of physical violence emerged as a significant predictor of academic performance ($B = -0.421$, $p = 0.043$). For each unit increase in experiences of physical violence, there was a corresponding decrease of 0.421 in the average marks. This finding underscores the detrimental impact of physical violence on students' ability to succeed academically. It suggests that students who endure physical violence may face challenges that hinder their educational attainment, possibly due to emotional distress, physical injuries, or disrupted learning environments.

Similarly, experiences of emotional violence were found to significantly influence academic performance ($B = -2.212$, $p = 0.027$). For each unit increase in experiences of emotional violence, there was a predicted decrease of 2.212 in the average marks. This indicates that students subjected to verbal abuse, isolation, or intimidation at home may experience profound negative effects on their academic achievement. Such experiences can contribute to stress, anxiety, and reduced motivation, thereby impeding students' ability to excel academically.

Moreover, experiences of sexual violence exhibited a substantial impact on academic performance ($B = -4.031$, $p = 0.003$). Each unit increase in experiences of sexual violence was associated with a predicted decrease of 4.031 in the average marks. This finding highlights the profound and enduring consequences of sexual violence on students'

educational outcomes. It underscores the urgent need for comprehensive interventions and support services to address the complex needs of students who have experienced such trauma.

In contrast, demographic factors such as age bracket, student gender, and class did not demonstrate statistically significant effects on academic performance. While these variables may influence other aspects of students' lives, they do not appear to directly impact their academic achievement in this context.

Discussion of study findings.

Physical violence and academic performance

The first objective of this study was to investigate the relationship between physical violence and academic performance among students in Kongunga town council, Bukedea district, Uganda. Specifically, the study aimed to determine whether experiences of physical violence have a significant impact on students' academic achievements in this geographical context. The correlation analysis conducted in this study revealed a significant negative correlation between physical violence and academic performance ($r = -.42$, $p < .001$). This indicates that as experiences of physical violence increase, academic performance tends to decrease among the surveyed students. The findings of this study align with the results of a study by Fantuzzo & Mohr (1999), which also demonstrated a negative correlation between exposure to domestic violence, including physical assault, and academic achievement among urban elementary school children. Both studies emphasize the adverse effects of physical violence on

students' academic performance. The study findings are also similar to the study by Dheensa et al. (2023). While Dheensa et al. (2023) did not specify the type of domestic violence investigated, both studies emphasize the significant influence of such experiences on academic outcomes.

While both this study and the study by Bravo-Sanzana et al. (2022) highlight the negative consequences of violence on learners' well-being and academic performance, there is a difference in focus. The current study specifically examines domestic violence within the home environment, whereas the (Bravo-Sanzana et al., 2022) study focuses on violence within school settings. Despite this difference, both studies underline the broader understanding that experiences of violence can hinder students' academic achievements.

Emotional violence and academic performance.

The second objective of this study was to investigate the relationship between emotional violence and academic performance among students in Kongunga town council, Bukedea district, Uganda. Specifically, the study aimed to determine whether experiences of emotional violence have a significant impact on students' academic achievements in this geographical context.

The correlation analysis conducted in this study revealed a significant negative correlation between emotional violence and academic performance ($r = -.432, p < .001$). This indicates that as experiences of emotional violence increase, academic performance tends to decrease among the surveyed students.

The findings of this study align with a study by Holt et al. (2008), which demonstrated a negative correlation between exposure to domestic violence, including emotional abuse, and academic achievement among a nationally representative sample of US children. Both studies emphasize the adverse effects of emotional violence on students' academic performance, indicating that increased experiences of emotional violence are associated with decreased academic performance.

Similarly, the findings of this study align with Ali et al. (2017), who found associations between exposure to domestic violence, including emotional abuse, and lower academic achievement among adolescents. While Close's study focused on Canadian adolescents and Ali's study focused on Pakistani adolescents, all three studies underscore the detrimental impact of emotional violence on students' academic outcomes.

This study contributes to the existing literature by specifically focusing on emotional violence within the context of the Kongunga town council in Bukedea district, Uganda. By narrowing the focus to emotional violence and its impact on academic performance, this study provides a more detailed and nuanced understanding of this relationship compared to previous studies that used composite measures of domestic violence.

Sexual violence and academic performance.

The third objective of this study was to investigate the relationship between sexual violence and academic performance among students in Kongunga town council, Bukedea district, Uganda. Specifically, the study aimed to determine whether experiences of sexual violence have a significant impact on students' academic achievements in this geographical context.

The correlation analysis conducted in this study revealed a significant negative correlation between sexual violence and academic performance ($r = -.790, p < .05$). This indicates that as experiences of sexual violence increase, academic performance tends to decrease among the surveyed students. This alignment emphasizes the universal negative consequences of sexual violence on academic performance across different educational settings.

Similarly, the findings of this study align with the research by Sharma et al. (2023), which emphasized the serious and significant effects of school-related gender-based violence, including sexual violence, on students' well-being and performance. Although the focus of the Center's study was on violence in schools, the present study extends these findings to include the impact of sexual violence within the broader context of domestic violence. This alignment underscores the pervasive nature of the detrimental effects of sexual violence on academic outcomes.

The significant negative correlation observed in this study underscores the urgent need for interventions and support services to address sexual violence among students in the Kongunga town council. Schools, communities, and policymakers must prioritize measures to prevent and mitigate sexual violence, thereby safeguarding students' academic success and overall well-being.

Conclusions

The findings of this study emphasize the significant negative correlation between physical violence and academic performance among students in Kongunga town council, Bukedea district, Uganda. This corroborates existing literature highlighting the adverse effects of physical violence on educational outcomes. Addressing domestic violence is imperative to create safe learning environments conducive to positive academic achievement.

The study underscores the detrimental impact of emotional violence on academic performance among students in the study area. By identifying a significant negative correlation between emotional violence and academic achievement, this research contributes to the understanding of the complexities of violence within educational contexts. Interventions aimed at mitigating emotional violence are crucial for fostering academic success and well-being among students.

The significant negative correlation between sexual violence and academic performance highlights the urgent

need for targeted interventions to address this issue among students in the Kongunga town council. By extending existing research to a rural setting, this study emphasizes the universal detrimental effects of sexual violence on educational outcomes. Comprehensive strategies are required to safeguard students' academic success and overall well-being.

Recommendations

Educational institutions in the Kongunga town council should prioritize the implementation of comprehensive violence prevention programs. These programs should encompass awareness campaigns, counseling services, and support networks aimed at addressing physical, emotional, and sexual violence among students. By fostering a culture of respect and safety, such initiatives can contribute to creating conducive learning environments.

There is a critical need to strengthen support services for students who have experienced violence. Schools should establish dedicated counseling centers staffed with trained professionals who can provide psychological support and assistance to affected students. Additionally, partnerships with community organizations and healthcare providers can enhance access to comprehensive support services beyond the school setting.

Teacher training programs should include modules on recognizing and addressing violence against students. Educators play a pivotal role in creating safe and supportive environments for students, and equipping them with the necessary knowledge and skills to identify signs of violence and provide appropriate support is essential. Training should focus on trauma-informed approaches and strategies for fostering resilience among students.

Collaboration between schools, parents, and guardians is vital in addressing violence against students. Schools should engage parents and guardians in awareness-raising activities and provide resources to support positive parenting practices. Open communication channels should be established to facilitate dialogue and collaboration in addressing issues of violence within the home and school environments.

Further research is needed to deepen our understanding of the dynamics of violence and its impact on academic performance among students. Longitudinal studies examining the long-term effects of violence, as well as qualitative research exploring the experiences of students and their perceptions of safety within the educational environment, can provide valuable insights for the development of targeted interventions.

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List of Abbreviations/Acronyms.

UDHS:	Uganda Demographic and Health Survey.
UNFPA:	United Nations Fund for Population Activities.
GPA:	Grade Point Average
USA:	United States of America.
CVI:	Content Validity Index.

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Availability of data.

Data used in this study are available upon request from the corresponding author.

Authors contribution.

TM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and NW supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

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