

**DOMESTIC VIOLENCE AND CHILDREN'S ACADEMIC PERFORMANCE IN
UGANDA; A CASE STUDY OF BUWENGE TOWN COUNCIL, KAGOMA
CONSTITUENCY, JINJA DISTRICT, EASTERN UGANDA.**

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND SOCIAL
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AWARD OF A BACHELOR'S DEGREE IN PUBLIC ADMINISTRATION OF
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MAY, 2018.

DECLARATION

I do affirm that this dissertation was produced as a result of my own efforts and to the best of my knowledge it has never been presented for the award of a Bachelors degree in Public Administration or any other qualification in this institution or any other institution of higher learning.

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APPROVAL

This is to acknowledge that this work entitled “Domestic Violence and Children’s Academic Performance in Uganda; A Case Study of Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda.” has been done under my supervision.

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DEDICATION

This research is dedicated to my beloved parents Mr. Imacholit TomsonIjala and Mrs. Ijala Aluro Lucy, my brothers Odeke Tom Emmanuel, my sisters Mrs. Okuraja Akol Rose,Anyait Carol and Kedi Gloria, my husband Mr. Eniru Emmanuel Innocent, my daughter Alubo Bernice and my nieces Akiteng Benita and Anyumel Mellissa.

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LIST OF ACRONYMS

A-Level:	Advanced Level
ANPPCAN:	African Network for Prevention Against Child Abuse and Neglect Uganda
CFPU:	Child and Family Protection Unit
CLO:	Community Liaison Officer
CSOs:	Civil Society Organizations
DEO:	District Education Officer
DV:	Domestic Violence
GBV:	Gender Based Violence
HIV/AIDS:	Human Immune-Deficiency Virus/ Acquired Immune-Deficiency Syndrome
IGAs:	Income Generating Activities
NGOs:	Non-Governmental Organizations
O-Level:	Ordinary Level
SMC:	School Management Committee
UPF:	Uganda Police Force
UWONET:	Uganda Women's Network
WHO:	World Health Organization

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ABSTRACT

Domestic violence refers to acts of violence that occur between people who have, or have had, an intimate relationship in domestic settings. Over the recent years, recognition of the scope and significance of domestic violence globally has increased. Domestic violence can impact anyone regardless of their gender, race, age, culture or religion, however, most often women and children are the victims of domestic violence. The purpose of the study was to establish the impacts of Domestic Violence on Children's Academic Performance in Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda. The specific objectives were to; find out the various forms of Domestic Violence, identify the causes of domestic violence, establish how Domestic Violence affects Children's Academic Performance and also find out strategies that can be put in place to stop domestic violence and improve Children's Academic Performance in Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda. The study covered a period of three months from February to April, 2018. The Descriptive research design was used. The sample size was 42 determined by Slovene's formula and they included; teachers, students & pupils, Local Leaders, District Police Commander (DPC), Police Officers in the CFPU and CLO, District Education Officer (DEO) and the local community members. The Sampling techniques were Purposive sampling and Simple random sampling. The Primary data sources were questionnaires, Focused Group Discussions, observation and interview schedules while secondary data was got from reviewing related literature in text books, journals, articles and newspapers. Data was analyzed by use of frequency distribution tables hence that data was presented in form of percentages, frequencies and pie-charts. The main causes of DV are; Poverty (26%), low levels of education (14%), cultural beliefs (12%), polygamy (12%), lack of public awareness/ignorance (10%), gender inequality/Women's emancipation campaigns (7%), alcoholism (7%), infidelity (5%), the presence of weak laws & policies (5%) and finally poor enforcement of laws & policies (2%). DV affects children's academic performance mainly through high levels of school dropouts and absenteeism (24%), lack of concentration (19%), post trauma, stress and depression (24%), poor academic performance (14%), no scholastic materials/basic needs provided (12%) and inferiority complex (7%). the following strategies were suggested by the respondents to offer lasting solutions to DV and Children's academic performance; Community policing, enacting stringent laws & policies, introduction of IGAs by NGOs and the government, sensitization of the masses, reporting offenders of DV to concerned authorities, suing in court, improve parent-child relationship, enhance teacher-parent relationship, School Management Committees (SMCs) should be Strengthened, regular inspection of schools and provision of scholastic materials by the Central government. The conclusions from study were; there is a high rate of poverty which is making people very vulnerable to the various forms of DV especially economic/financial abuse, prevalence of DV has also been fostered by poor implementation of the laws and policies and DV causes a serious negative effect on children's academic performance witnessed by the high rates of school dropouts, absenteeism and lack of scholastic materials among others. The researcher recommended the following; Massive sensitization campaigns need to be carried out, more Income Generating Activities (IGAs) need to be introduced to the area, public participation in decision-making to matters pertaining them should be emphasized with gender equality, monitoring academic programmes, more NGOs should be invited to operate in the area that can deal with pressing issues that affect children's proper learning, also regular meetings should be organized in schools such as by the Parents Teachers Association (PTA) and SMC, Community policing and suing the perpetrators in courts of law.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter is comprised of background to the study, the statement of the problem, purpose of the study, research objectives, and research questions, the scope of the study, the significance of the study and operational definition of key terms.

1.2 Background of the Study

Over the recent years, recognition of the scope and significance of domestic violence globally has increased. There has been much debate regarding the most appropriate terminology to use for violence between spouses and partners. Objections have been raised to both ‘domestic violence’, ‘family violence’ and ‘Partners violence’, as well as use of terms such as ‘victims’ of domestic violence (Powell *et al.*, 2008).

Domestic violence is defined as “the range of sexually, psychologically and physically coercive acts used against adult and adolescent women by current or former male intimate partners” (Koenig *et al.*, 2003; WHO, 1997). A growing body of evidence is highlighting the magnitude of the problem of domestic violence in developing countries. Domestic or partner violence is a global concern. Worldwide 30% of partnered women will experience physical or sexual violence in their lifetime. Various measures such as legislation, survivor or victim support services, and individual counseling have ameliorated some of the impacts of violence (Tanya, 2014).

Domestic Violence (DV) Act (2010) defines DV as “harms, injures or endangers the health, safety, limb or well-being, whether mental or physical, of the victim or tends to do so and includes causing physical abuse, sexual abuse, emotional, verbal and psychological abuse and economic abuse; harasses, harms, injures or endangers the victim with a view to coercing him or her or any other person related to him or her to meet any unlawful demand for any property or valuable security; has the effect of threatening the victims or any person related to the victim by; or otherwise injures or causes harm, whether physical or mental, to the victim”.

A growing body of evidence is highlighting the magnitude of the problem of domestic violence in developing countries. In sub-Saharan Africa, empirical evidence on the prevalence of

domestic violence is limited and confined to a small number of population-based or special-population studies (Koenig *et al.*, 2003). Recognition of the links between domestic violence and a range of adverse reproductive health outcomes including non-use of contraception and unintended pregnancy, poor outcomes of pregnancy and birth, gynaecological morbidity and sexually transmitted diseases and Human Immunodeficiency Virus (HIV) is also growing (Koenig *et al.*, 2003; Martin *et al.*, 2002; Maman *et al.*, 2000).

The underlying determinants of domestic violence in developing countries remains limited. A number of studies have found strong associations between socioeconomic status and domestic violence, with indicators of household wealth or education of the male partner significantly inversely associated with the risk of violence. Demographic characteristics are also significant risk factors for domestic violence, with several studies finding that higher age and higher numbers of children are associated with a reduced risk of violence. Other studies have found that women with a high status as measured by their educational attainment, degree of autonomy or control over resources are more protected from the risk of domestic violence (Koenig *et al.*, 2003).

In Kampala, almost half of women have experienced partner violence. “Men need to use violence to discipline their wives,” is a common view. “A man beating his wife is a sign that he loves her,” is another. Yet it is here, in three Kampala parishes, that a community mobilization project called ‘Sasa’ has been changing attitudes and reduced levels of physical partner violence. Women in Sasa communities were half as likely to experience violence in the past year as women living in control groups. Sasa, which means ‘now’ in Kiswahili, is an acronym for the four phases of a systematic process (start, awareness, support and action) designed to move communities from an initial contemplation of what constitutes violence through to shifts in norms. It was developed by a Ugandan NGO (Non-Governmental Organization) Raising Voices to prevent violence against women and reduce the associated risk of HIV infection (Tanya, 2014).

Domestic violence is a bad practice which can affect children’s education in one way or the other. Anyone can be a victim. Domestic violence can impact anyone regardless of their gender, race, age, culture or religion, however, most often women and children are the victims of domestic violence (Kanchiputu, 2016). Children exposure to this form of violence has considerable potential to be perceived as life threatening by those victimized and leave them with

a sense of vulnerability, hopelessness, psychological disorders and emotional threats. Which end up affecting their academic lives (Alexander, 2010).

Parent involvement is often considered a pathway through which schools enhance the achievement of underperforming children. Consequently, parent involvement is encouraged by teachers, childcare providers, policy makers, parents, and researchers. Moreover, parent involvement is a key component of early childhood education programs, such as Head Start. These programs encourage parent involvement by inviting parents to participate in activities at school and facilitating parent-teacher communication. Measures of parent involvement commonly include the quality and frequency of communication with teachers as well as participation in school functions and activities (Nermeen *et al.*, 2011).

However, most programs and services aimed at preventing domestic violence and supporting that victims/survivors are administered by the central government, Ministry of Gender Labour & Social Development (MLGSD), local governments through the Probation Departments, community service/human services by Non-Governmental Organizations (NGOs) along with the Uganda Police Force (UPF) through its Child and Family Protection Unit (CFPU).

1.3 Statement of the Problem

Although the police force, local authorities, and the public continually report cases of drug abuses, domestic violence has increased due to poverty, unemployment, low economic growth, illegal drugs and unregulated alcohol consumption, social inequality, ineffective Justice System and Gang (s) formation and desire to become rich in a short period of time and lack of trust in the police activities and crime preventers who are at times alleged to connive with the Criminals especially those of domestic violence. Therefore, due to domestic violence, there has been an increase in the loss of lives and property perhaps due to brutal fights and divorce, neglect in the provision of basic needs to the families especially the children who can end up abandoning school, engage in criminal acts and also other casual jobs such as farming in people's gardens during school time to try to generate some income to sustain themselves, drug addiction and at times end up becoming street children due to homelessness.

Some measures have been put in place such as community policing to sensitize the masses about laws, policies and dangers of Domestic Violence, also arresting and prosecuting those who are

guilty of domestic violence but also at times summoning those who are accused to the CFPU (Child and Family Protection Unit) of the Uganda Police Force to counsel them. There has also been deployment of crime preventers in the local communities and provision of the basic needs such as free medical services at the Health Centers (HCs) and also free education for both Pupils and students in form of Universal Primary Education (UPE) and Universal Secondary Education (USE) but still domestic violence prevails. Hence this study will investigate how Domestic Violence affects Children's Academic Performance and suggest some solutions to reducing Domestic Violence in Buwenge Town Council, Kagoma Constituency.

1.4 Purpose of the Study

To establish the impacts of Domestic Violence on Children's Academic Performance in Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda.

1.5 Specific Objectives of the Study

- (i) To find out the various forms of Domestic Violence in Buwenge Town Council, Kagoma Constituency.
- (ii) To identify the causes of Domestic Violence in Buwenge Town Council, Kagoma Constituency.
- (iii) To find out how Domestic Violence affects Children's Academic Performance in Buwenge Town Council, Kagoma Constituency.
- (iv) To establish strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance in Buwenge Town Council, Kagoma Constituency.

1.6 Research Questions

- (i) What are the various forms of Domestic Violence in Buwenge Town Council, Kagoma Constituency?
- (ii) What are the causes of Domestic Violence in Buwenge Town Council, Kagoma Constituency?
- (iii) How does Domestic Violence affect Children's Academic Performance in Buwenge Town Council, Kagoma Constituency?
- (iv) Which strategies can be put in place to stop Domestic Violence in Buwenge Town Council, Kagoma Constituency?
- (v) In what ways can Children's Academic Performance be improved in Buwenge Town Council, Kagoma Constituency?

1.7 Scope of the Study

1.7.1 Geographical Scope

This study was conducted in Buwenge Town Council, Kagoma Constituency, Jinja District in Eastern region, Uganda.

1.7.2 Content Scope

The study covered the various forms of Domestic Violence, identified the causes of domestic violence, established how Domestic Violence affects Children's Academic Performance and also found out strategies that can be put in place to stop domestic violence and improve Children's Academic Performance in Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda.

1.7.3 Time Scope

The study covered a period of three months from February to April, 2018.

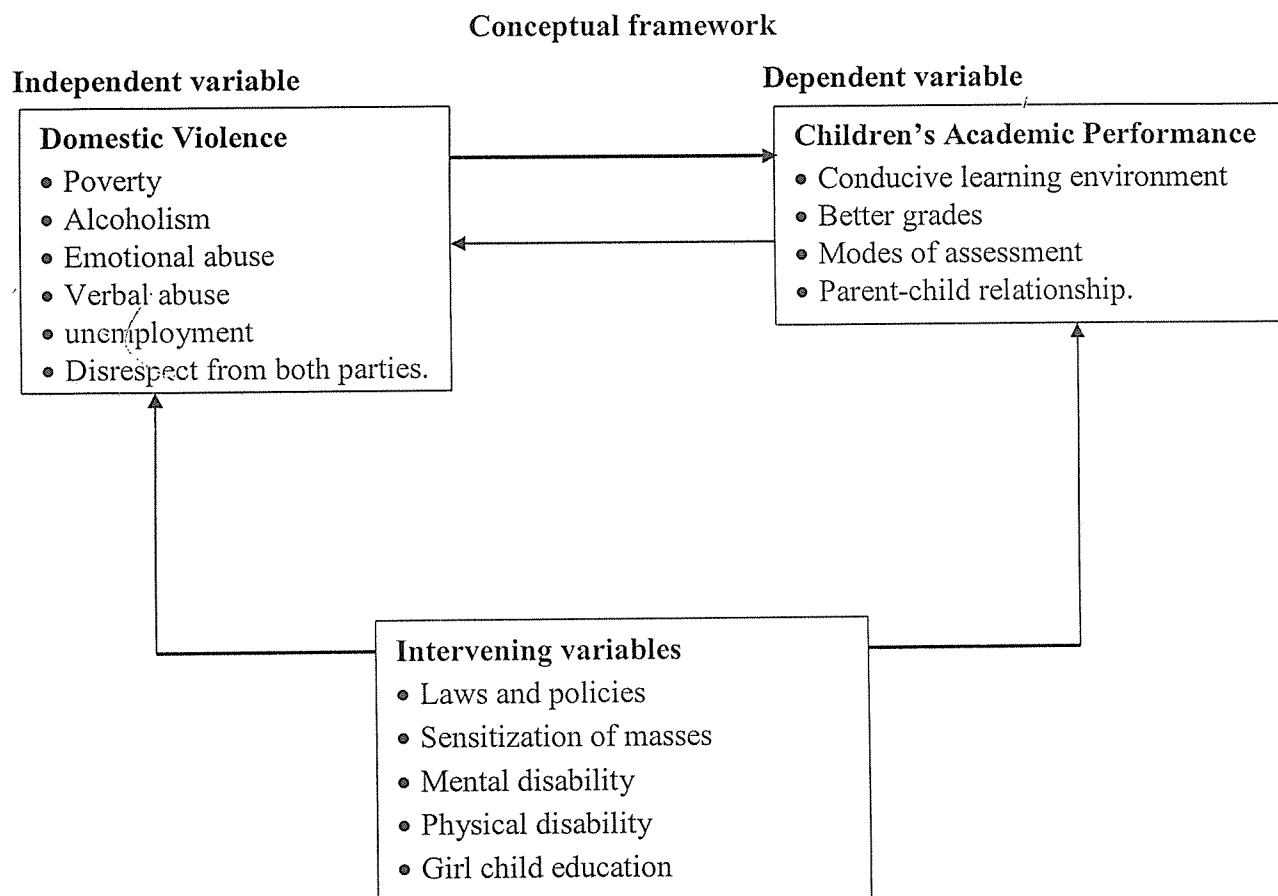


Figure 1:Conceptual framework.

Domestic violence (Independent variable) is occurs in various ways such as emotional abuse, verbal abuse, social abuse, psychological abuse, negligence, physically and sexually and all these are caused by factors like poverty, ignorance, alcoholism, unemployment, weak enforcement of policies and laws. The effects among others include lack of provision of basic needs like clothing, food, medical care, shelter. There are also temporal and permanent injuries and scars due to physical abuse or fights. The educational needs like scholastic materials are equally not provided by the concerned parents affecting their academic performance.

Children's Academic Performance (Dependent variable) can be affected by lack of provision of scholastic materials, tuition fees, lack of food, clothing (school uniform) among others. Also modes of assessment in schools can affect children such as beginning of term tests hence poor

performance at times also escalating domestic violence. The children may also not have enough time to spend in school. The parent-child relationship also can affect performance in schools in that monitoring may not be effective which can also lead to poor parent-teacher relationship. All these can be solved by enforcing laws and policies, sensitization of masses, implementing poverty alleviation strategies, promoting girl child education among others.

1.8 Significance of the Study

The findings of this study will help the Buwenge Town Council community members to understand that the various forms of domestic violence, the causes and effects in different families hence forth adopting preventive mechanisms such as good communication between parents and also children.

As a researcher, I will also be in position to gain knowledge in relation to Domestic Violence and Children's Academic Performance which will enable me to be in position to try and solve such cases appropriately with the existing mechanism like Community Policing, having known the root-causes and their implications.

It will also help the Kampala International University (KIU) students to gain knowledge about Domestic Violence and its impacts on Children's Academic Performance henceforth conduct more research about Domestic Violence in various areas.

Furthermore, it will help the local leaders understand the magnitude of the impact of domestic violence on children's academic performance in there are ahence forth motivating them to raise awareness among the local community members at large and other policy makers to enact laws, policies and by-laws that can reduce or eliminate the situation at hand.

1.9 Definition of Key Terms

Domestic violence refers to acts of violence that occur between people who have, or have had, an intimate relationship in domestic settings. These acts include physical, sexual, emotional and psychological abuse.

Academic performance (also referred to as **academic achievement**) is the extent to which a student, teacher or institution has achieved their short or long-term educational goals **OR** it is the level of schooling you have successfully completed and the ability to attain success in your studies.

Physical abuse refers to direct assaults on the body, use of weapons (including objects), and assault of children, locking the victim out of the house, sleep and food deprivation.

Emotional abuse refers to blaming the victim for all problems in the relationship, undermining the victim's self-esteem and self-worth through comparisons with others, withdrawing interest and engagement and emotional blackmail.

Economic abuse refers to controlling all money, forbidding access to bank accounts, providing an inadequate 'allowance', preventing the victim seeking or holding employment and taking wages earned by the victim.

Social abuse refers to a systematic isolation from family and friends, instigating and controlling relocations to a place where the victim has no social circle or employment opportunities and preventing the victim from going out to meet people.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of related literature on the various forms of domestic violence, the causes of domestic violence, how Domestic Violence affects Children's Academic Performance and strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance.

2.2 The various forms of domestic violence

Domestic violence can occur in various forms such as beats, insults, shouts, ignoring, denying food, sexual harassment, destruction of child personal property, threats and humiliation, among others (Kanchiputu, 2016).

According to Rik (2015), men are far more likely to use sexual and economic violence against women than women are against men: research suggests that women are six times more likely to experience sexual violence from an opposite-sex partner than men are, and more than three times more likely to experience economic violence. While it seems that women are more likely to use weapons when they use physical violence against their male intimate partners, men's acts of violence against their female partners are nevertheless more serious or severe, as judged by the perpetrators and survivors themselves, and by others. Men are also far more likely to use domestic violence against women repeatedly, over a long period, than women are to use violence repeatedly against male partners.

Kanchiputu (2016) noted that DV can occur in many forms including emotional abuse, psychological violence, neglect, physical assault, witnessing (exposure to) physical violence and sexual assault. Also intimidation which includes smashing things, destroying her possessions, putting a fist through the wall, handling of guns or other weapons, using intimidating body language (angry looks, raised voice), hostile questioning of the victim or reckless driving of vehicle with the victim in the car. It may also include harassing the victim at her workplace

either by making persistent phone calls or sending text messages or emails, following her to and from work or loitering near her workplace.

In Uganda, DV is manifested in a number of ways, these include: physical abuse such as battery, abandonment, controlling behaviours, rape, defilement, early and forced marriages, sexual harassment and outright physical abuse. Indeed, sexual violence is one of the most common forms of domestic violence in Uganda (Kasirye, 2012). Statistics show that at least 19% of women report that their first sexual encounter was against their will. Given the possibility of this first sexual encounter resulting into a pregnancy, women's life chances can be disrupted with experience of sexual violence in Uganda. In addition, at least 16% of the women have experienced violence at their most vulnerable biological state that is during pregnancy (UBOS and Macro International Inc, 2012). In Gambia, the most common forms of abusive behaviours experienced by the women were verbal (60%) while 55% face physical violence and 22% of them are forced to engage in a sexual act against their will (Idokoet *al.*, 2015).

Radigan (2017) noted the following forms of domestic violence;

Sexual abuse and violence is any type of unwanted sexual activity; This includes, but is not limited to: sexual assault, lack of respect for partner's consent/input in sex life, (threatening to) sharing private intimate pictures/videos without consent, forced prostitution or pornography, and refusing safe sex practices.

Physical abuse is any type of physical violence and can include threats of physical violence as well; This includes, but is not limited to: hitting, strangling, pushing, sleep/food deprivation, withholding of medical care/attention, and intimidation (via actual use or threat of use) with a weapon. Physical abuse is often (but not always) the most easily detected form of abuse.

Psychological abuse is when the perpetrator uses psychological tactics to manipulate the victim into thinking in a way that benefits the perpetrator; This often takes place in the form of "gaslighting," where information is twisted and selectively chosen to favor the abuser or false information is presented with the intent of making victims doubt their own memory, perception, and sanity. Other examples of psychological abuse include isolating the victim/survivor from their friends and family, in order to make them feel like they have no support system to turn to, which increases dependence on the abuser.

Emotional abuse occurs when the perpetrator uses emotion and feelings to manipulate the victim/survivor; Some examples of this include putting the partner down, making them feel bad about themselves, cutting down self-esteem, being overly critical, and threatening suicide/harm if the partner leaves them. **Verbal abuse** is a type of emotional abuse and includes put-downs, insults and making the victim feel bad about themselves verbally. Emotional abuse can be very hard to identify.

Financial abuse happens when the perpetrator uses and manipulates money and other financial assets in order to control the victim; This can include, but is not limited to, when the perpetrator controls their partner's hours at work, cuts their partner off from family income, does not allow a partner to work, makes the partner ask for money, prevents further schooling/job training, and incurs massive debt on joint accounts/in the victim's name.

Abusive behaviors, especially sexual and physical abuse, does not necessarily need to be continued in order to maintain power and control over the victim through fear and intimidation. Sometimes, single incidents can have the same effect as continuing abusive behaviors, and can be used to maintain power and control over the victim without continuing the behavior; this is still abuse.

2.3 The causes of domestic violence

UWONET (2011) asserted that men and boys violate due to masculinity. Men and boys not only feel pressured by their male peers to express their masculinity through acts of violence against women but also against other boys or men as is often the case with gang violence .

Because domestic violence is generally condoned by society, the perpetrators of DV in most cases remain unpunished. According to the annual crime statistics by the Uganda Police, domestic violence and sexual related offences account for a significant proportion of complaints made to police. For instance, in 2008, at least 10,365 cases of sexual related offences were reported to police and over 80 percent of these reported cases were defilement cases (Uganda Police Force, 2009). Although, the defilement cases in 2011 were 7,690, only about 50% of the reported defilement cases are taken to court and only about 10 percent of cases tried end up with a conviction due to the long duration of investigation and trial processes (Uganda Police, 2012).

In exploring the deep causes of domestic and family violence, a starting point is an examination of just who is experiencing and perpetrating the crime. There are predictors that we know make

intimate violence more likely. These include the use of alcohol or drugs, the victim or perpetrator being older, or younger, being from a non-English-speaking background, and in the case of female victims, having a disability, being pregnant, and being on a low income (Christopher, 2015).

Nonetheless, despite the presence of some legislation relating to DV, a major challenge remains regarding the ineffective implementation of the laws. The limited implementation is partly linked to resource constraints but also the fact that the law outlines a number of duty bearers (e.g. police, courts, health facilities, and schools) whose responsibilities are not delineated clearly. Given the multiplicity of institutions addressing DV, it is possible that responsibilities are not fully understood. Furthermore, most of these institutions are mainly headed by practitioners who have a limited understanding of violence against women issues. As such, domestic violence issues are not prioritized in the different institutions budgets leading to under-funding or no funding at all (Kasirye, 2012).

In rural Northern Uganda, most women have little access to education or money and are unaware of their rights henceforth accept the violence and beatings because they feel they have no other choice as a normal part of their lives. In addition, Women's Protection Centres are at risk of closing, leaving women dealing with domestic violence nowhere else to go to (ActionAid, 2015). Given the broad and pervasive patterns of men's violence against their female intimate partners, it is clear that the causes of domestic violence are more than a "few bad apples", or random individuals with anger management problems. Instead, the clear patterns in use of violence suggest that there are deep and pervasive structural roots, lying in our beliefs and practices about gender and violence (Rik, 2015).

The causes of such violence in Uganda are rooted in the unequal power relations between men and women, unequal rights to control resources within the home, biased legal framework that favours men, and patrilineal customary norms such as payment of bride price that create a sense of ownership of women by husbands (Kasirye, 2012). However, Cultural norms in most traditional African societies do not support physical violence against women during pregnancy; however, unreliable evidence seems to suggest that it is quite common. In a survey, IPV (Intimate Partner Violence) during pregnancy ranged from about 2% in Australia and Denmark to 13.5% in Uganda among ever pregnant, ever-partnered women. The prevalence appears to be higher in Latin American and African countries compared to European and Asian countries. In

countries where studies have been done, it is generally believed that IPV is under estimated because it is under reported and there is a lack of standardized definition and tools for diagnosis (Idokoet *al.*, 2015).

DV may be partly driven by some unsupportive traditional beliefs, and norms. Some of Uganda's cultural ethos tolerate violence, and in some cases associate violence with exhibition of affection. Furthermore, due to society's acceptance of men's use of power over women, some social norms perpetuate men's use of violence against women, even where physical injuries occur, are considered a private matter and as such never reported. However, without the woman reporting the effects to anyone especially non-family members, violence can re-occur (Kasembe, 2011).

The National Community Attitudes Survey in Australia showed that men were more likely than women to reinforce myths and stereotypes of violence as well as minimize, trivialize and deny the impact of violence. While simply being a man does not automatically mean that a person will hold violence-supportive attitudes, men with less knowledge about violence against women, less understanding of the dynamics of violence as well as less support for equality between men and women, are also more likely to have violence supporting attitudes (Rik, 2015).

This is supported by significant evidence that men are more likely to engage in domestic violence against their female partners if they hold negative attitudes towards women generally, if they hold traditional gender role attitudes that legitimize violence as a method of resolving conflict or as a private matter, or if men have low levels of support for gender equality broadly (Ibid, 2015).

Uganda enacted a DV law in 2010. However, Awareness of the content and provisions of the DV Act is not adequate even among the key duty bearers and consequently limited appreciation of the impacts of DV and thus the need to implement the 2010 DV Act. For instance, the limited mention of the DV issues in the annual work plans and budgets for the key institutions such as Ministry of Health (MoH), Uganda Police Force, and courts, attests to this limited recognition of the burden of DV. Related, the pace of implementation of the DV Act is very slow. For instance, the regulations for the DV act were only produced after 18 months in December 2011 (Kasirye, 2012).

2.4 Impact of Domestic Violence on Children's Academic Performance

The trauma of domestic violence also show a gendered pattern: while very few men fear their female partner or feel controlled by their partners after an instance of domestic violence, most women do feel ongoing fear after having violence used against them, and a sense of being controlled (Rik, 2015).

DV can have long term negative consequences. For instance, persons exposed to violence during childhood suffer a number of effects and these may range from poor: health, social interaction and their education attainment. A study by the World Health Organization found that children raised in households where domestic violence occurred are more likely to have behavioral problems, drop out of school early, and experience juvenile delinquency (WHO/LSHTM, 2010). Finally, given the likelihood of sexual violence and the risk of contracting HIV/AIDS (Human Immune-Deficiency Virus/ Acquired Immuno-Deficiency Syndrome), the costs of providing HIV/AIDS treatment as a result of DV can be quite high (Kasirye, 2012).

Domestic violence like withholding financial support such as not providing school fees, uniforms and other essential things may force the victimized child to drop out of school. Another impact is the change of schools in that when parents separate due to some misunderstanding in the households some children move with the other parent to another place, this results in forcing concerned pupil or student to transfer to a school located in the new area of residence. In most occasions, early marriage occur as an effect of domestic violence on schooling children (Kanchiputu, 2016).

Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom whereas positive attitudes towards education and school were associated with the child's increased academic performance. An increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Rimm-Kaufman *et al.*, 2003).

Rik (2015) noted that it is estimated that domestic violence perpetrated by men impacts over one million Australian children a year. The trauma that this causes is severe. This trauma can take many forms, but has a lifelong detrimental impact on the affected child's life. Examples include increased chance of homelessness as children and as adults, greatly impacted schooling, including relocations, anti-social behaviour, and limited help at home; poor employment outcomes, greatly increased chances of anxiety and depression, both as children and adults; the possibility of physical injury and disability resulting from the violence; and a normalization of violence, leading to the child being involved in violent relationships themselves in the future. Of course, at the far end, are situations where children are murdered in a domestic violence context.

Kanchiputu (2016) observed that children's problems associated with witnessing violence can be grouped into behavioral and emotional problems, and cognitive functioning and attitude problems. On behavioral and emotional problems, it was found that children exposed to domestic violence exhibits more aggressive and antisocial (externalized behaviors) as well as fearful and inhibited behaviors (internalized behaviors) and show lower social competence than other children. On cognitive functioning and attitude problems, it was recognized that increased violent exposure was associated with lower cognitive functioning. And also children's (especially adolescent boys) exposed to adults' domestic violence may generate attitudes justifying their own use of violence.

At the same time, effects of DV can be so severe resulting into death. According to the 2011 Uganda Police Crime Report, death from domestic violence accounted for 9 percent of the 1,987 homicide case investigated in 2011. Worse still, only about 60 percent of DV deaths are investigated by police (UPF, 2012). Due to the relatively low proportion of DV suspects arrested and taken to court, a number of Civil Society Organizations (CSOs) are concerned that the 2010 DV Act will be mere scare crow with no ability to curtail the crime if government does not adequately fund its implementation (Kasirye, 2012).

According to ActionAid (2015), it is common to hear stories of abandonment, battery, assault, physical violence and rape from the women coming to the Women's Protection Centres for help," says my colleague Nabwire Joyce, Project Coordinator in Uganda. Two years ago, ActionAid set up the 10 Women's Protection Centres in the villages of Gulu, Lira, Amuru, Nebbi, Pallisa, Kumi, Kween, Mubende, Katakwi and Bwaise in Northern Uganda. These

Centres are safe homes for the women. Almost all women who come to the Centres are poor and have no skills or income of their own. They come at their own risk, as their husbands may beat them again if they find out. More than a 100 women come to the Centres each day, because they can no longer bear the abuse.

DV also affects schooling children in that it sometimes causes the victimized child to arrive late at school because they had to do certain work before going to school in the morning such as house chores (such as fetching water, cooking or sweeping) to field or garden work. Further, students' absenteeism from school is another effect of domestic violence on schooling children (Kanchiputu, 2016).

Based on previous research, it was hypothesized that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship (Williams, 2001).

Rosa (2011) stated that of all murders committed by an intimate partner in Australia, 78% were perpetrated against women and almost all of those committed by women against men followed a long history of the woman being subjected to domestic violence herself.

Domestic violence may result in psychological harm, emotional harm, physical pain or injury, lack of self-confidence and lack of self-esteem on the victim (a child). These states of affairs have great negative impact on the victim's learning process since it affects the well-being of the particular victimized child (Kanchiputu, 2016).

In addition, a large proportion of both women and men mainly in rural areas in Uganda report to have sustained penetrating injuries, deep cuts, and gashes. Indeed, it is such severe injuries that would necessitate health care consultation and would most likely result in extended durations of inactivity (Kasirye, 2012).

2.5 Strategies that can be put in place to reduce domestic violence and improve Children's Academic Performance

Funding and promoting gender equality for example Grand Challenges Canada is committed to furthering principles of gender equality in the innovations it funds. More specifically, Grand Challenges Canada is supportive of the following objectives; (i) advancing women's equal participation with men as decision-makers in shaping the sustainable development of their societies, (ii) Supporting women and girls in the realization of their full human rights and (iii) reducing gender inequalities in access to and control over the resources and benefits of development. We believe that supporting gender equality and the rights of women and girls is an important objective in and of itself, and that by considering gender in the development of innovations, sustained impact can be bolstered (Grand Challenges Canada, 2016).

Parent involvement is generally thought of as an avenue for promoting academic performance. However, parent involvement may also enhance children's behavior at home and in the classroom as parents and teachers work together to enhance social functioning and address problem behaviors. A growing literature has demonstrated benefits of parent involvement for social functioning. For example, a recent study of Head Start students revealed that parent involvement was associated with lower conduct problems (Nermeen *et al.*, 2011). Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change (Alexander, 2010).

DV remains pervasive in Uganda despite the enactment of the DV act in 2010. Most important, experience of DV carries with it huge economic and social costs. Majority of victims do not report to anyone outside the family. For those who report to authorities or seek medical services, we estimate that they spend UGX (Ugandan Shillings) 22 billion annually dealing with the after effects of DV. On the other hand, DV costs various providers/duty bearers an estimated UGX 56 billion annually which figure is much higher than the annual budget for the Ministry of Gender, Labour and Social Development-MGLSD (Kasirye, 2012).

Violence does not happen in a vacuum but within the context of a relationship and within a community where specific norms prevail. To prevent violence, the project supports individuals, institutions and service providers to challenge instances when abuses occur in their communities. Violence prevention work has often focused on small group-based activities, but the Sasa approach mobilizes whole communities to address the issues. Power is crucial to the Sasa

approach. "If we invited people to discuss 'gender' or 'domestic violence', three women might show up. Because we focus on power, everyone is interested including men (Tanya, 2014).

Government responses to domestic violence take different forms including preventive programs, support for victims/survivors and their families and law enforcement. Each jurisdiction in Australia has in place a variety of laws, programs and policies responding to, and attempting to prevent domestic violence. Each jurisdiction funds its own programs and systems, but there are also some Australian Government funded programs operating in the states and territories, particularly supported accommodation, safe houses and the Northern Territory Emergency Response (Alexander, 2010).

After a considerable duration relying on the penal code to prosecute perpetrators of DV in Uganda, the Government of Uganda (GoU) enacted the Domestic Violence (DV) Act in 2010. Apart from the 2010 DV Act, Uganda has made tremendous progress in enacting other laws that deal with various aspects of gender based violence. Such laws include the Female Genital Mutilation Act and the Trafficking in Persons Act. At the same time, the government of Uganda has over the past 5 years considered enacting the Marriage and Divorce bill as well as the Sexual Offenders Bills. At the international stage, Uganda endorsed the Goma Declaration on Eradicating Sexual violence and Ending Impunity in the Great Lakes Region in 2008 and this categories sexual violence as a war crime (Kasirye, 2012).

UWONET (2011) stated that the DV ACT (2010) mandates Police officers to do the following to assist survivors of gender based violence in the following ways: effectively listen to the survivor when a complaint is made, record the a statement by the survivor or survivor's representative, show empathy to the survivors of GBV, here the survivor is in need of medical attention or examination, the survivor should be referred to the health center or hospital for medical treatment, assist the survivor by giving advice on obtaining shelter, whether or not survivor indicates interest in taking the matter to court, she should be advised on the importance of collecting evidences, in case of a physical harm ensure that the victim under goes medical examination and treatment, investigation should be carried out by the crime and investigation section of the police station and an Investigating Police Officer, advise the survivor on the right to apply for the relief and to lodge a criminal complaint, offer shelter where there is need for immediate accommodation, counsel the survivor's and reconcile the two parties if the matter requires that kind of action.

UWONET (Ibid, 2011) stated that the DV ACT (2010) looks at CDOs (Community Development Officers) as community supporting group to assist survivors of gender based violence by doing the following; offer counseling to the survivors of gender Based Violence, listen to the complaint and reconcile the two parties where need arises, refer the survivor to the police for further investigation, advise the survivor to seek for legal support, refer the survivor to the health center or hospital for medical support.

CHAPTER THREE

RESEARCH MATERIALS AND METHODS

3.0 Introduction

This chapter consists of the methods and techniques which were used during the study and they include the following; study design, research areas, study population, sample selection, data collection methods and tools and data analysis.

3.1 Description of the study area

Buwenge is a town in the Jinja District, Busoga sub-region, Eastern Region of Uganda. It was proposed as the headquarters of Jinja District in 2009 when local leaders were lobbying government to grant Jinja a city status. It is located on coordinates 00°39'01"N 33°10'13"E. Its elevation is 3,540ft (1,080m).

3.2 Research design

Descriptive research design was used in the study to ensure the collection of data from respondents in qualitative form by giving facts about the actual issues on ground about Domestic Violence and Children's Academic Performance. Qualitative research was used by the researcher through asking broad questions to describe the phenomenon under study.

3.3 Study population

The Study population was comprised of 60 respondents as indicated in table 1 below, that teachers, students & pupils, Local Leaders, District Police Commander (DPC), Police Officers in the CFPU, District Education Officer (DEO) and the local community members.

The selected schools were; Buwenge Modern Secondary School, Buwenge Township Primary School.

3.4 Sampling techniques

Purposive sampling was used in this study to select respondents based on their experience and knowledge about the research topic. Simple random sampling was also used because of the large number of respondents hence all the respondents within the local community and the students had chances of being chosen into the sample.

3.5 Sample size

The total population size was 60 people. Here the researcher first considered 18 students and 7 teachers, 1 DPC, 1 DEO, 5 CFPU Officers and 28 local community members.

Table 1: Categorization of the target population

Respondent type	Number of respondents
Pupils	06
Students	12
Teachers	07
DPC	01
DEO	01
CFPU Officers	05
local community members	28
Total	60

Therefore, stratification sampling function= n/N

Whereby/ n = Sample N = Population size

$$\frac{60}{1.425} = 42.$$

The Sloven's formula was used to guide and determine the sample size as follows;

n =Sample population

N = Estimated total population

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{60}{1 + 60(0.05^2)}$$

Therefore; sample size (n)= 60.

$$\text{Sampling fraction} = n/N = \frac{42}{60} = 0.7$$

$$\text{Pupils} = 0.7 \times 6 = 04$$

$$\text{Students} = 0.7 \times 12 = 08$$

Teachers = $0.7 \times 7 = 05$
DPC = $0.7 \times 1 = 01$
DEO = $0.7 \times 1 = 01$
CFPU Officers= $0.7 \times 5 = 03$

Local community members= $0.7 \times 28 = 20$

Therefore the total number of respondents (sample size) = $04+08 + 05 + 01 + 01+03+20 = 42$ respondents.

3.6 Sources of data

The researcher got data from both primary and secondary data sources during data collection.

3.6.1 Primary data sources

This kind of data was generated from the respondents by use of questionnaires, observation, Focus Group Discussions and interview schedules in the field during data collection.

3.6.2 Secondary data sources

This data was acquired from already processed information by reviewing related literature in text books, journals, articles and newspapers.

3.7 Data collection methods & instruments

3.7.1 Questionnaire

The questionnaire contained both closed and open-ended structured questions which were distributed to the respondents and they were given an opportunity to answer the questions. However, in cases whereby the respondents could not read and write, the researcher used the questionnaire as an interview guide by asking the respondent questions while the researcher filled in the answers in the spaces provided.

3.7.2 Interviews schedules

Oral interviews were used to collect information about the phenomenon using the interview guide containing various questions about the phenomenon under study: Interviews were conducted to the key respondents like the DPC, CFPU, DEO, Local leaders and teachers.

3.8 Ethical considerations

The participants were assured of confidential treatment of the information collected and that the information will not be used for any other purposes except to design suitable interventions by respective organizations.

Respect of the respondents' with /and their opinions: here the researcher used intellectual honesty and respect the respondents' with their opinions in their different capacities. It is because if they were not respected, they would always feel not part of the exercise and eventually desert it leading to ineffective participation.

3.9 Data analysis

Data to be gathered was analyzed by use of frequency distribution tables hence that data is presented in form of percentages and frequencies, pie-charts.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction

In this chapter, the field findings are presented, analyzed and interpreted for good understanding of the impacts of Domestic Violence on Children's Academic Performance in Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda.

4.1 Demographic characteristics of the respondents

Table 4.1: Sex of the respondents

Sex	Frequency	Percentage
Male	15	36
Female	27	64
Total	42	100

Source: Primary data, 2018.

Table 4.1 above shows sex of the respondents whereby Males whose frequency is (15) scored 36% and Females whose frequency is (27) scored 64%.

Table 4.2: Age of the respondents

Age (years)	Frequency	Percentage
11-20	12	29
21-30	09	21
31-40	15	36
41-50	04	09
50years and above	02	05
Total	42	100

Source: Primary data, 2018.

Results in Table 4.2 show the age of the respondents whereby those between 11-20years whose frequency is (12) scored 29%, 21-30years frequency is (09) scored 21%, 31-40years frequency (15) scored 36%, 41-50years frequency is (04) scored 09% and those who are scored 50years and above frequency (02) scored 05%.

Table 4.3: Religion of the respondents

Religion	Frequency	Percentage
Catholic	19	45
Protestant	06	14
Moslems	15	36
Others	02	05
Total	42	100

Source: Primary data, 2018.

Table 4.3 shows the religion of the respondents whereby Catholic whose frequency is (19) scored 45%, Protestant whose frequency is (06) scored 14%, Moslems whose frequency is (15) scored 36% and the category of others frequency is (02) with a score of 05%.

Table 4.4: Marital status of the respondents

Marital status	Frequency	Percentage
Married	26	62
Single	10	24
Divorced	06	14
Total	42	100

Source: Primary data, 2018.

Table 4.4 indicates the marital status of the respondents whereby Married whose frequency is (26) scored 62%, Single with a frequency of (10) scored 24% and the Divorced whose frequency is (06) scored 14%.

Table 4.5: Education level of the respondents

Education level	Frequency	Percentage
Primary	09	21
O-level	20	48
A-level	03	07
Tertiary	10	24
Total	42	100

Source: Primary data, 2018.

Table 4.5 shows the education level of the respondents in which the Category of Primary their frequency is (09) scored 21%, O-level their frequency is (20) scored 48%, A-level whose frequency is (03) scored 07% and Tertiary with a frequency of (10) scored 24%.

Table 4.6: Occupation of the respondents

Occupation	Frequency	Percentage
Peasant	21	50
Civil Servants	13	31
Businesspersons	08	19
Total	42	100

Source: Primary data, 2018.

Results in Table 4.6 indicate the occupation of the respondents whereby the Peasants whose frequency is (21) scored 50%, Civil Servants with a frequency of (13) scored 31% and the Businesspersons whose frequency is (08) scored 19%.

4.2 Forms of Domestic Violence in Buwenge Town Council

4.2.1 Knowledge on the meaning of Domestic Violence (DV)

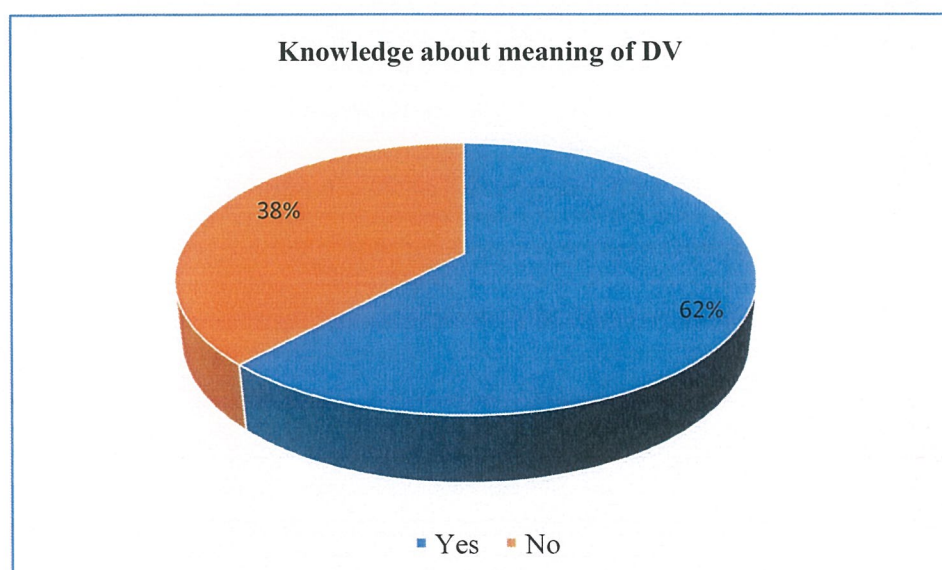


Figure 4.1: Respondents knowledge on the meaning of DV.

Figure 4.1 shows the knowledge on the meaning of DV whereby those who knew the meaning of DV whose frequency is (26) scored 62% and those who did not know the meaning of DV with a frequency of (16) scored (38%).

4.2.2 Forms of Domestic Violence in Buwenge Town Council

Table 4.7: Forms of Domestic Violence in Buwenge Town Council

Forms of Domestic Violence	Frequency	Percentage
Economic/Financial abuse	19	45
Sexual abuse	06	14
Psychological/emotional abuse	02	05
Physical abuse	10	24
Cultural abuse	05	12
Total	42	100

Source: Primary data, 2018.

Results in table 4.7 indicate the various forms of Domestic Violence in Buwenge Town Council in which Economic/Financial abuse whose frequency is (19) scored 45%, Sexual abuse with a frequency of (06) scored 14%, Psychological/emotional abuse whose frequency is (02) scored 5%, physical abuse with a frequency of (10) scored 24% and Cultural abuse whose frequency is (05) scored 12%.

4.4 How Domestic Violence affects Children's Academic Performance in Buwenge Town Council.

4.4.1 Does DV affect children's academic performance?

Whether DV affects Children's academic performance

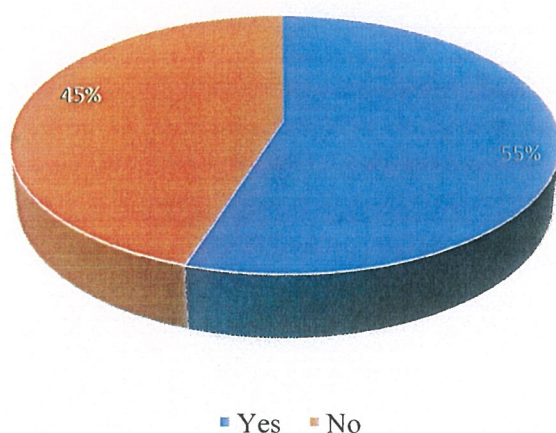


Figure 4.2: Showing whether DV affects children's academic performance.

Results in Figure 4.2 above show the responses as to whether DV affects children's academic performance hence those who said Yes have a frequency of (23) scored 55% and those who said No had a frequency of (19) scored 45%.

4.4.2 Effect of Domestic Violence on Children's Academic Performance in Buwenge Town Council.

Table 4.9: Effect of Domestic Violence on Children's Academic Performance

Effect of Domestic Violence on Children's Academic Performance	Frequency	Percentage
High levels of school drop outs/absenteeism	10	24
Post trauma, stress & depression	10	24
Poor academic performance	06	14
Lack of concentration	08	19
Inferiority complex	03	07
Lack of or inadequate scholastic materials/basic needs	05	12
Total	42	100

Source: Primary data, 2018.

Table 4.9 shows the Effect of Domestic Violence on Children's Academic Performance whereby that both High levels of school drop outs and Post trauma, stress & depression have a frequency of (10) scored 24%, Poor academic performance has a frequency (06) and scored 14%, Lack of concentration with a frequency of (08) scored 19%, Inferiority complex whose frequency is (03) scored 07% and finally Lack of and inadequate scholastic materials/basic needs whose frequency is (05) scored 12%.

4.5 Strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance in Buwenge Town Council.

4.5.1 NGOs or governmental bodies dealing with DV in Buwenge Town Council.

Table 4.10: NGOs or governmental bodies dealing with DV in Buwenge Town Council

	Organization/ Department	NGOs	Government Authority/depart ment
1.	African Network for Prevention Against Child Abuse and Neglect Uganda (ANPPCAN)	√	
2.	Anti-Domestic Violence Coalition	√	
3.	Center for Domestic Violence Prevention (CEDOVIP)	√	
	Child and Family Protection Unit (CFPU) and Community Liaison Office (CLO)-Uganda Police Force		√
4.	Family Courts-Kagoma Grade 1 Magistrate Court		√
5.	FIDA (The Uganda Association of Women Lawyers)	√	
6.	Human Rights Network Uganda	√	
7.	Ministry of Gender Labour and Social Development (MGLSD) through the Probation Department in Kagoma Sub-county		√
8.	Reach the Needy Development Association (RENDIA)	√	
9.	The National Association of Women Organizations in Uganda (NAWOU)	√	
10.	Uganda Women's Network (UWONET)	√	

Source: Primary data, 2018.

Table 4.10 above shows the three (3) government bodies and eight (8) NGOs dealing with DV in Buwenge Town Council.

4.5.2 The strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance in Buwenge Town Council.

Table 4.11: Strategies that can be put in place to stop DV and improve Children's Academic Performance in Buwenge Town Council.

Strategies that can be put in place to stop DV and improve Children's Academic Performance	Frequency	Percentage
Community policing	06	14
Provision of scholastic materials by the Central government	05	12
Enhance teacher-parent relationship	03	07
Improve parent-child relationship	06	14
Suing in courts of law	02	05
Regular inspection of schools	04	10
Reporting offenders of DV to concerned authorities	03	07
Sensitization of the masses	06	14
Stringent laws & policies	05	12
Introduction of IGAs by NGOs and the government in local communities	02	05
Total	42	100

Table 4.11 above shows that community policing frequency (06) scored 14%, also improve parent-child relationship frequency (06) scored 14%, Sensitization of the masses also frequency (06) scored 14%. Provision of scholastic materials by the Central government had a frequency (05) scored 12%, together with Stringent laws & policies frequency (05) scored 12%, regular inspection of schools with a frequency of (04) scored 10%, Enhance teacher-parent relationship frequency of (03) scored 07%, Reporting offenders of DV to concerned authorities also had frequency of (03) scored 07%, Suing in courts of law with a frequency of (02) scored 05% and Introduction of IGAs by NGOs and the government in local communities also had a frequency of (02) scored 05%.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. DISCUSSION OF THE FINDINGS

This part consists of the discussion or interpretation of the results that were presented in chapter four.

5.1 Demographic characteristics of the respondents

5.1.1: Sex of the respondents

According to the sex of the respondents, there were more females 64% than males 36% implying that most of the females were readily available in homes and work places and also willing to take part in the study while most of the males were reluctant to take part in the study.

5.1.2: Age of the respondents

The age of the respondents in relation to their groups was 11-20 years 29%, followed by 21-30 years 21%, 31-40 years 36%, 41-50 years 09% and the least category was 50 years and above 5%. This indicates therefore that the respondents in the age group 31-40 were the highest (36%) meaning that they were mostly youth who are married and could be and/or have experienced Domestic Violence in one way or the other while the lowest respondents were those in the age group of 50 years and above (5%) considered to be the elders who are rare in the area.

5.1.3: Religion of the respondents

In terms of religion, the Catholic respondents 45% were the majority implying that Buwenge Town Council is mostly comprised of Catholics, closely followed by the Moslems 36%, then Protestants 14% and the minority were in the category of others 05% comprised of Pentecostal Assembly Christians, Seventh Day Adventists (SDAs), and other various Born again Christians groups.

5.1.4: Marital status of the respondents

The married respondents were the majority with 62%, followed by the single 24% and the divorced were the least at 14% which implies that those who are married could have experienced DV or are perpetrators. The singles (24%) were also many because most of them are still youth

in relation to the findings in the agegroups in Table 4.2 while for the divorced, DV could partly be responsible for their divorce with their partners.

5.1.5: Education level of the respondents

Most of the respondents had acquired an Ordinary level (O-level) of education 48%, followed by those who acquired tertiary education 24%, Primary education 21% while those who reached Advanced level (A-level) were the least 7%. These findings imply that majority of the respondents 48% are O-level drop outs and perhaps the highest perpetrators of DV in Buwenge Town Council and those who have acquired Tertiary education (24%) was due to scholarships increasing in the area.

5.1.6: Occupation of the respondents

There were more peasants 50%, followed by the Civil Servants 31% and lastly the Businesspersons 19% were the least implying that perhaps it is peasants who practice more forms of DV because of the challenges associated with agricultural work which could make them become aggressive henceforth committing offences of DV. The Civil Servants and Businesspersons who are often busy tend to commit less forms of DV.

5.2 Forms of Domestic Violence in Buwenge Town Council

5.2.1 Knowledge on the meaning of Domestic Violence (DV)

Most of the respondents 62% had some knowledge about the meaning of DV while the rest 38% did not know the meaning of DV. Despite knowing about DV, most of them just ignore it thinking it's a normal course of life especially the men.

5.2.2 Forms of Domestic Violence in Buwenge Town Council

Results in table 4.7 show that economic or financial abuse is the greatest form of DV 45% in a sense that most of the respondents especially the females reported that their husbands usually demand to know their sources of money, how they spend their money and also force them to give the money to go and drink. This finding concurs with Rik (2015) who stated that men are more likely to use economic violence against women in that women are three (3) times prone to economic violence than men. At times they are instructed to be the ones to spend their money on

family needs like food, water and healthcare. However, at times when the men have money, they refuse to provide the money to help their families henceforth when the women ask for some money they end up being beaten.

Physical abuse 24% is the second common form of DV in Buwenge Town Council and this occurs in form of beating, biting, scratching, strangling (at times even to death) burning with hot water, hitting with any weapon and even intimidation which makes the victim to fear being near the Perpetrator. Kanchiputu (2016); Rik (2015) and Radigan (2017) also confirmed that physical abuse is common in most families.

Sexual abuse 14% this also occurs whereby any sexual activities in homes without consent of partners such as refusing to use condoms, denying the females to use contraceptive pills to control birth, also most of the females are denied any opportunity to share in family's sex life hence the men determine when and how to have sex. These findings are in agreement with Kanchiputu (2016); Rik (2015) and Radigan (2017) who found out that sexual violence/abuse is perpetrated by men to the women and that women are more likely to witness it six (6) times more than men.

Cultural abuse 12% occurs in form of traditions or norms especially most of which are patriarchal implying that it is the man who is the sole decision-maker of whatever transpires in their homes hence anything done without his consent leads to punishment to the victims like the children and their mothers for example some men slap their wives immediately they serve them such as with drinking water, food, among others without kneeling.

Psychological/emotional abuse is the least form of DV 5% which happens in this community through an individual being denied to actively participate in communal activities such as women's meetings on sanitation and hygiene, gender inequality campaigns and others. Radigan (2017) also observed that perpetrators use psychological tactics to manipulate the victim into thinking in a way that benefits the perpetrator such as abusing and also some of the females are denied access to their friends and relatives and must concern their husbands whenever they need to talk to their friends or relatives.

5.3 The causes of Domestic Violence in Buwenge Town Council

5.3.1 Causes of Domestic Violence in Buwenge Town Council

Poverty (26%) was stated as the leading cause of DV in Buwenge Town Council and this is evidenced by most of the respondents being Peasants (50%) as shown in Table 4.6. Most of the residents rely on subsistence farming of vegetables, sugarcane, sweet potatoes, beans and maize which does not earn them enough income to meet all their basic family needs which makes them frustrated and are prone to losing temper when provoked causing physical harm to their partners and children.

The second main contributing factor to DV is Low levels of education 14% as shown in table 4.8 and this corresponds with results in table 4.5 which indicates that the majority of the respondents have acquired O-level education (48%). The low education levels affect decision-making in families because of little or no exposure by the spouses forcing them to do things the way they have seen their predecessors behaving for example father, mother, family friends and relatives. ActionAid (2015), also observed that in rural Northern Uganda, most women have little access to education or money and are unaware of their rights henceforth accept the violence and beatings because they feel they have no other choice as a normal part of their lives.

Cultural beliefs (12%) occurs in form of traditions or norms especially most of which are patriarchal and must be followed with limited rejection by their spouses and also children especially when it comes to early child marriages which might be desired by the father because he could be in dire need of money and is forced to marry off the daughter against her wish to any man who may claim to be wealthy. These traditional beliefs have made most of the people to be less creative and whenever faced by any new idea or invention the result is aggression for example a woman owning a phone without the husband's permission is considered illegal, implying he is the one to buy for her and control how she uses it. Kasembe (2011) also confirmed that some unsupportive traditional beliefs, and norms tolerate violence, and in some cases associate violence with exhibition of affection. Furthermore, due to society's acceptance of men's use of power over women, some social norms perpetuate men's use of violence against women.

Polygamy (12%) whereby most of the local people have cited families where a man prefers having more than one wife officially has caused problems of DV like battering the first wife, mistreating children of either wives, limited financial support to the children, among others.

Lack of public awareness/ignorance (10%) was also cited as another cause of DV since the local people were not aware of the forms, causes and effects of DV. To them it was a normal daily happening which they do not know that affects their spouses and children unless they are reported to Police and/or when they are summoned to make statements about the allegations of either physical or financial abuse. Some women and children also still do not know what to do in case they are faced with DV. These findings are in agreement with ActionAid (2015) also observed that in rural Northern Uganda, most women are unaware of their rights henceforth accept the violence and beatings because they feel hopeless.

Gender inequality/Women's emancipation campaigns (07%) has made most of the men to feel that the government and Non-Governmental Organizations (NGOs) are only promoting women while neglecting them and this has resulted into increased cases of physical, economic, sexual and psychological abuse by both men and women to torture either parties based on what transpires from the emancipation campaigns such as starting up small-scale Income Generating Activities (IGAs) by women making husbands to feel inferior in the society.

Alcoholism (07%) has also made the local people to neglect their families by limiting financial support, physical abuse and sexual abuse because the men especially resort to alcohol (the locally made) known as "*Waragi or Tooti*" before doing any activity and also some women drink from morning to sunset. This has led to poor decision-making in families on important issues like children's academics and health matters. This is in agreement with Christopher (2015) who stated that use of alcohol or drugs makes DV more likely to occur in families.

Infidelity (05%) whereby some of the local people have more than one sexual partner and when discovered they become rough to whoever consults or warns them. And if it is the spouse the discovery and warning leads to battering causing bodily harm and huge expenses in terms of treatment.

The presence of weak laws & policies (05%) such as giving the perpetrators of DV especially physical harm to carry out community service for a period of five (5) days does not hold a threat to those who offend their spouses since some of them even prefer the community service since they could be peasants or casual labourers. Even those who violate children's right of being at school are at times just told to go and look for money and ensure they facilitate their children's education.

Poor enforcement of laws & policies was the least cause of DV (02%) such as not taking perpetrators to court, little or no supervision by the Police or local leaders of the offenders like those given community service as a punishment so this makes other local people to feel comfortable carrying out DV in any form. Kasirye (2012) also noted that a major challenge remains regarding the ineffective implementation of the laws and this is partly linked to resource constraints but also the fact that the law outlines a number of duty bearers (for example police, courts, health facilities, and schools) whose responsibilities are not defined clearly.

5.4 How Domestic Violence affects Children's Academic Performance in Buwenge Town Council.

5.4.1 Does DV affect children's academic performance?

According to the results in Figure 4.2 most of the respondents 55% knew that DV affects children's academic performance while the rest 45% did not know whether it affected the children's academic performance in schools. However, based on the small variation in the responses between those who said that DV affects children's academic performance and those who disagreed implies that DV requires urgent solutions to reduce it as the academic performance may keep worsening.

5.4.2 Effects of Domestic Violence on Children's Academic Performance in Buwenge Town Council.

Results in table 4.9 show that there are high levels of school dropouts/absenteeism (24%) because some parents stopped in O-Level and so they feel their children should also stop at O-level hence they are not willing to spend money on A-level but would rather spend money starting up Income Generating Activities (IGAs) to boost up family income. This has made most of the dream of these students to be shattered henceforth making them a nuisance in the society at times through high crime rates like theft, rape and robbery. Kanchiputu (2016) also noted that Domestic violence like withholding financial support such as not providing school fees, uniforms and other essential things may force the victimized child to drop out of school. Further, students' absenteeism from school is another effect of domestic violence on schooling children.

Post trauma, stress and depression (24%) based on whatever has transpired at home such as being slapped, hit, abusive words, and others is always in the mind of the pupils and students

which equally reduces their concentration in class. This makes them not to perform any task very well because they know the end result at home will be physical harm. Rik(2015) also affirmed that the trauma of domestic violence also show a gendered pattern whereby very few men fear their female partner or feel controlled by their partners after an instance of domestic violence, most women do feel ongoing fear after having violence used against them, and a sense of being controlled.

Most of the pupils and students lack concentration (19%) while in class because they are bothered about perhaps lack of food at home, delay at school could also attract some battering by some parents because they feel the students and pupils should be readily available to offer family labour at any time beyond 4pm and 5pm which is the official closing time for day scholars for primary and secondary schools respectively. Kanchiputu (2016) discovered that DV also affects schooling children in that it sometimes causes the victimized child to arrive late at school because they had to do certain work before going to school in the morning such as house chores (such as fetching water, cooking or sweeping) to field or garden work.

Poor academic performance (14%) especially in all forms of school assignments, tests, quizzes, debates, co-curricular activities and exams because the pupils and students because they do all these with a lot of worries about their home state of affairs and less commitment henceforth engage in these activities and assessments for the sake of fulfilling the mandate of being at school. Rimm-Kaufman *et al.*, (2003) also noted that increased frequency of activities such as tests, quizzes and others was associated with higher levels of child misbehavior in the classroom whereas positive attitudes towards education and school were associated with the child's increased academic performance.

Lack of or inadequate scholastic materials/basic needs (12%). Some parents do not provide scholastic materials or basic needs at all which makes the pupils and students to be frustrated at school whenever such materials are needed such as scientific calculators, mathematical sets, text books, counter books, school uniforms and others which leads to students and pupils resorting to other means of acquiring them such as offering cheap labour to earn some money through absenteeism. This is in agreement with Kanchiputu(2016) who noted that Domestic violence like withholding financial support such as not providing school fees, uniforms and other essential things can make a child do anything to acquire such things and anything in case they fail to acquire these necessities.

Lastly, based on family background, some students and pupils are faced by inferiority complex (07%) do not prefer to associate themselves with other students who seem to be from rich families. Also socializing with their peers makes them totally uncomfortable at school, in class they also feel uncomfortable to engage in debates, answering questions, among many. Kanchiputu (2016) also found out that children exposed to domestic violence exhibits more aggressive and antisocial (externalized behaviors) as well as fearful and inhibited behaviors (internalized behaviors) and show lower social competence than other children.

5.5 Strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance in Buwenge Town Council.

5.5.1 NGOs or governmental bodies dealing with DV in Buwenge Town Council.

Based on results in table 4.10 above, there are eight (8) NGOs operating in Buwenge Town Council on matters concerning DV while there are only three (3) government departments. The NGOs include; ANPPCAN (African Network for Prevention Against Child Abuse and Neglect Uganda), Anti-Domestic Violation Association, The National Association of Women Organization in Uganda, FIDA (The Uganda Association of Women Lawyers), Center for Domestic Violence Prevention (CEDOVIP), Uganda Women's Network (UWONET), Human Rights Network Uganda and Reach the Needy Development Association (RENDIA).

The government bodies or authorities include; Child and Family Protection Unit (CFPU) and Community Liaison Office (CLO)-Uganda Police Force, Ministry of Gender Labour and Social Development (MGLSD) through the Probation Department in Kagoma Sub-county and Family Courts-Kagoma Grade 1 Magistrate Court.

In spite of all these existing in Buwenge Town Council, DV is still persisting because of the problems stated in table 4.8 and elaborated in 5.3.1 above which implies coming up with new and better ways of dealing with DV.

5.5.2 The strategies that can be put in place to stop Domestic Violence and improve Children's Academic Performance in Buwenge Town Council.

Below are the measures suggested by the respondents for eliminating DV and also improving Children's Academic performance in Buwenge Town Council;

Community policing (14%) whereby the Uganda Police Force is supposed to work hand in hand with the local community in trying to solve the problems of DV in terms of identifying causes, effects and solutions to DV.

Sensitization of the masses(14%) should be emphasized to alert them of the forms of DV, effects of DV and suggested measures to eliminate DV since most of them have some little knowledge of what comprises DV.

Improve parent-child relationship (14%)because this enables free communication between the parent and the child on some of the challenging issues at school hence advising the children on how to tackle them. Williams (2001) stated that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship.

Provision of scholastic materials by the Central government(12%) such as text books, computers, laboratory equipment among others to schools to enhance teaching and learning because as it was noticed in table 4 Poverty (26%) is the leading cause of DV in this community implying that most of the parents cannot afford to purchase some of these materials on short notice.

Some respondents (12%)said that **stringent laws & policiess**should be put in place and implemented to curb the vice of DV through tougher punishments. This is supported by the findings of Kasirye (2012) who stated that the Government of Uganda (GoU) enacted the Domestic Violence (DV) Act in 2010. Apart from the 2010 DV Act, Uganda has made tremendous progress in enacting other laws that deal with various aspects of gender based violence. Such laws include the Female Genital Mutilation Act and the Trafficking in Persons Act. At the same time, the government of Uganda has over the past 5 years considered enacting the Marriage and Divorce bill as well as the Sexual Offenders Bills.

Regular inspection of schools (10%) which should be done by the District Education Officer (DEO) and the District Inspector of Schools to ensure that teaching and learning proceeds as expected and also to recognize some weakness and address them before it is too late.

According to some respondents (07%), said that **enhancement of teacher-parent relationship which used to be** a very strong relationship in the past was aimed at enhancing the learning of students and pupils by both the teacher and the parent in a way that both former and the latter had to give feedback to each other on the learning progress of the students of which gaps would be easily be identified and solutions offered immediately. This finding is in disagreement with Rimm-Kaufman *et al.*, (2003) who stated that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, so it helps to deal with children who take academic performance for granted in their schools. However, the findings of this research concur with Nermeen *et al.*, (2011) who noted that Parent involvement is generally thought of as an avenue for promoting academic performance through enhancing children's behavior at home and in the classroom as parents and teachers work together to enhance social functioning and address problem behaviors.

Reporting offenders of DV to concerned authorities (07%) such as local leaders, police and NGOs through neighbourhood watch in an attempt to eliminate DV so that people stop taking DV for granted. UWONET (2011) affirmed that the DV Act 2010 mandates Police officers to assist survivors of DV in the following ways; Effectively listening to the survivor when a complaint is made, record the a statement by the survivor or survivor's representative, show empathy to the survivors of GBV, where the survivor is in need of medical attention or examination, the survivor should be referred to the health center or hospital for medical treatment, in case of a physical harm ensure that the victim under goes medical examination and treatment, advise the survivor on the right to apply for the relief and to lodge a criminal complaint and reconcile the two parties if the matter requires that kind of action.

Suing in courts of law (05%) whereby the perpetrators should be brought to book, or reigned in court so that they can be charged and serve their punishment by either imprisonment, community service or cautioned not to repeat the vice.

Introduction of IGAs by NGOs and the government in local communities (05%) to alleviate poverty since it is the major cause of DV (26%) in table 4.8 in this local community.

5.6 CONCLUSIONS

Based on the findings from the study in Buwenge Town Council, the following conclusions were drawn;

There are more females than males implying that most of the females tend to ignore matters of DV and tend to concentrate on income generating activities.

There is a high rate of poverty which is making people very vulnerable to the various forms of DV especially economic/financial abuse. This poverty has greatly affected proper decision-making decision in families which has been greatly also been influenced by a high level of the local community members stopping in O-level and resorting to subsistence agriculture which yields them little income to cater for all the basic needs of their families satisfactorily. In addition, lack of awareness has equally contributed to the prevalence of DV because most of the perpetrators do not even consider it to be part of the crimes that should attract punishment by the various government agencies.

However, prevalence of DV has also been fostered by poor implementation of the laws and policies which has always made perpetrators to walk away without punishment henceforth making other community members to regard DV as an ordinary issue especially with reference to the Traditional beliefs which give the men excessive authority over their spouses on family affairs and disciplinary matters which includes slapping or beating up the wife when she offends him.

It has also been noticed that DV causes a serious negative effect on children's academic performance witnessed by the high rates of school dropouts, absenteeism and lack of scholastic materials among others which have affected the pupil's and student's concentration in schools limiting their performance by having poor grades and scores which equally makes them feel inferior to their colleagues therefore most of them end-up abandoning formal education.

The strategies were suggested by the respondents to offer lasting solutions to DV and Children's academic performance such as Community policing, enacting stringent laws & policies, introduction of IGAs by NGOs and the government, sensitization of the masses, reporting offenders of DV to concerned authorities, suing in court, improve parent-child relationship,

enhance teacher-parent relationship, School Management Committees (SMCs) should be Strengthened, regular inspection of schools and provision of scholastic materials by the Central government. These strategies are good but not well implemented due to financial constraints by the concerned authorities and inadequate well-trained human resources to ensure effectiveness in their implementation.

5.7 RECOMMENDATIONS

Since poverty is the leading cause of DV in the community, more Income Generating Activities (IGAs) need to be introduced to the area by the NGOs, local leaders, MGLSD and the Central government but they have to be well implemented and monitored if they are to deliver alleviate poverty. Also encouraging the local people to form Savings and Credit Cooperative Societies (SACCOS) in order to develop a good saving culture. In addition, public participation in decision-making to matters pertaining them should be emphasized with gender equality such as the affirmative action by MGLSD requiring 30percent or one third of any development undertaking in a community to be comprised of women which will reduce the tension in homesteads.

In a bid to improve service delivery in terms of reducing DV in Buwenge Town Council, more funding should be channeled towards the concerned authorities to ensure efficiency in reducing DV but also building the capacity of those officers in-charge of Gender-Based Violence.

In order to improve upon children's academic performance and also reduce DV in the local community, monitoring should be done by the local leaders, probation officers, NGOs, DEOs, District Inspector of Schools to identify parents who force their children to stay home to offer labour instead of attending lessons/classes. Also more NGOs should be invited to operate in the area that can deal with pressing issues that affect children's proper learning such as providing scholastic materials and bursaries to the needy children. Regular meetings should be organized in schools such as by the Parents Teachers Association (PTA) and SMC to brief parents on the progress and challenges facing the schools and decisions arrived at together (this will reduce the gaps between parents-teachers and also child-parents relationships respectively).

Also the School Management Committees (SMCs) which are not very active in Buwenge Town Council should be strengthened by the local leaders and the District Education Officers (with their team) with the necessary knowledge, skills and tools to facilitate proper execution of their

duties which in turn the locals believe can produce good results in terms of academic performance.

Massive sensitization campaigns need to be carried out by the local leaders, CFPU, Probation Officers and the Ministry of Gender Labour and Social Development (MGLSD) to create awareness about the various forms of DV since some people ignorantly suffer from them without noticing hence this will reduce the number of perpetrators and cases of DV.

Further, Community policing by the Community Liaison Officer (CLO), CFPU and the local leaders to bridge the gap between the local communities and Uganda Police Force which is mandated to detect and prevent crime, keep law and order which will reduce DV since it will be easier to identify the perpetrators of DV and also sensitize the local people about DV. This will also ensure thorough implementation of the policies and laws regarding DV and following the right procedures of suing the perpetrators in courts of law.

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APPENDICES
APPENDIX I: WORK SCHEDULE

	PERIOD IN MONTHS FROM JANUARY-MAY 2018				
ACTIVITIES	Jan	Feb	Mar	April	May
Submission of research topics and approval					
Proposal writing					
Data collection					
Data presentation and analysis					
Final dissertation writing and compilation					
Anticipated graduation period					

APPENDIX II: PROPOSED BUDGET**PROPOSED BUDGET**

	ITEM	QUANTITY	RATE(Ugshs)	TOTAL COST (Ugshs)
1.	Stationary	lump sum	20,000/=	20,000/=
2.	Proposal printing and binding	2 copies	5,000/=	10,000/=
3.	Questionnaires and interview guides printing	42	500/=	21,000/=
4.	Transport	7days	7,000/=	49,000/=
5.	Feeding	7days	10,000/=	70,000/=
6.	Dissertation printing	3	10,000/=	30,000/=
7.	Hardcopy binding	3	10,000/=	30,000/=
8.	Miscellaneous		100,000/=	100,000/=
TOTAL				330,000/=

APPENDIX III: QUESTIONNAIRE:

I am **Apio Innocent**, a student in the third and final year of study pursuing a Bachelor of Public Administration of Kampala International University and currently conducting a research entitled *“Domestic Violence and Children’s Academic Performance in Uganda; A Case Study of Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda”*.

Dear Sir / Madam,

You are requested to fill this questionnaire as honestly as possible. The Information is specifically for study purposes and is highly confidential. Your Positive response is highly appreciated.

a) Date.....

b) Respondents number.....

Please tick the most correct answer

A) Demographic Information

1) Age:

(a) 10-19 years

(b) 20-29 years

(c) 30-39 years

(d) 40-49 years

(e) Above 50 years

2) Sex: (a) Male

(b) Female

any other, please mention.....

3) Level of Education : (a) None

(b) Primary

(c) Secondary

(d) Tertiary

4) Marital Status : (a) Single

(b) Married

(c) Any other, Specify.....

5) Occupation: (a) Teacher

(b) Businessperson

(c) Housewife

d) Casual labourer Any other (s), Specify.....

B) Forms of domestic violence

6) Do you know the meaning of domestic violence? (a) Yes

☐

(b) No

☐

If yes, please explain?.....

.....

.....

.....

7) What forms of domestic violence exist in this community?

a) Physical abuse (e.g. beating, slapping)

b) Intimidation

c) Sexual violence d) Abusive words

☐☐☐☐

Any other (s), please

mention?.....

.....

.....

.....

.....

8) Have you ever suffered from any of the above forms of domestic violence?

(a) Yes ☐ (b) No ☐

Explain your answer above.....

.....

.....

9) For how long have you been suffering from the above form of domestic violence?

.....

C) Causes of domestic violence

10) What are the causes of domestic violence in this community?

a) Alcoholism ☐ b) Traditional beliefs ☐

c) Ignorance ☐ d) Poor implementation of the laws. ☐

Any other (s), please

mention?.....

.....

.....

.....

11) Why have the causes of domestic violence above persisted in your local community?

.....

.....

.....

.....

D) How Domestic Violence affects Children's Academic Performance

12) Do you think Domestic Violence affects Children's Academic Performance?

(a) Yes ☐ (b) No ☐

Explain your answer above.....

.....

.....

13) How does Domestic Violence affect Children's Academic Performance?

a) Late reporting to school in the morning ☐ b) Late reporting to school beginning of term ☐

c) Missing tests and exams ☐ d) Lack of scholastic materials ☐

Any other (s), please mention?

.....

.....

.....

.....

14) How does parent-teacher relationship affect academic performance?

a) Counselling & guidance ☐ b) Attending Parents' school meetings ☐

c) Monitoring Child's performance ☐ d) Provision of scholastic materials ☐

Any other (s), please mention?

.....

.....

.....

E) Strategies that can be put in place to reduce domestic violence and improve Children's

Academic Performance in Buwenge Town Council

15) Do you have any organizations or governmental departments dealing in issues of domestic violence? (a) Yes ☐ (b) No ☐

If yes, please mention them.....

.....

.....

16) What solutions should be put in place to reduce Domestic Violence in this community?

a) Sensitization of the masses ☐ b) Punishing the offenders ☐

c) Enacting by-laws ☐ d) Implementing Domestic Violence laws & policies. ☐

Any other (s), please mention?

.....
.....
.....

17) What measures should be put in place to improve Children's Academic Performance in this community?

- a) Sensitization on Children's rights ☐ b) Improve parent-child relationships ☐
c) Provision of scholastic materials ☐ d) Promoting parent-teacher relationships ☐

Any other (s), please mention?
.....
.....
.....

Thank you for your time and cooperation.

APPENDIX IV: INTERVIEW GUIDE

I am **Apio Innocent**, a student in the third and final year of study pursuing a Bachelor of Public Administration of Kampala International University and currently conducting a research entitled *“Domestic Violence and Children’s Academic Performance in Uganda; A Case Study of Buwenge Town Council, Kagoma Constituency, Jinja District, Eastern Uganda”*.

a) Respondents name..... b) Date.....

1. What is the meaning of domestic violence?.....
2. What forms of domestic violence exist in this community?
3. Have you ever suffered from any of the above forms of domestic violence?
4. For how long have you been suffering from the above form of domestic violence?
5. What are the causes of domestic violence in this community?.....
6. Why have the causes of domestic violence above persisted in your local community?.....
7. How does Domestic Violence affect Children’s Academic Performance?.....
8. How does parent-teacher relationship affect academic performance?.....
9. Do you have any organizations or governmental departments dealing in issues of domestic violence? (a) Yes ☐ (b) No ☐
If yes, please mention.....
10. What solutions should be put in place to reduce Domestic Violence in this community?
11. What measures should be put in place to improve Children’s Academic Performance in this community?.....

APPENDIX V: INTRODUCTORY LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

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E-mail: admin@kiu.ac.ug * Website: <http://www.kiu.ac.ug>

Office of the Head of Department

Date: 20th April, 2018

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MS. APIO INNOCENT,
REG. NO.BPA/46472/151/DU**

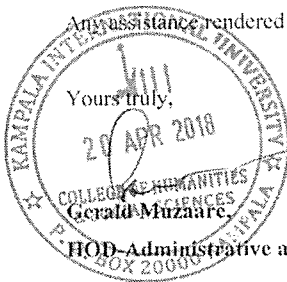
The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelors Degree in Public Administration.

She is currently conducting a field research for her dissertation entitled, **DOMESTIC VIOLENCE AND CHILDREN'S ACADEMIC PERFORMANCE IN UGANDA; A CASE STUDY OF BUWENGE TOWN COUNCIL, KAGOMA CONSTITUENCY, JINJA DISTRICT, EASTERN UGANDA.**

Your organisation has been identified as a valuable source of information pertaining to her research project. The purpose of this letter then is to request you to accept and avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.



"Exploring the Heights"

APPENDIX V: ACCEPTANCE LETTER



BUWENGE TOWN COUNCIL

Office of the Town Clerk,

P.O. Box 4809,

Buwenge – Jinja.

Email: buwengetc@yahoo.com

Ref: CR/CM/1060/1

Date: 3rd May, 2018.

To whom it may Concern

Dear Sir/Madam,

Re: Acceptance Letter for Ms. Apio Innocent

This is to introduce to you the above mentioned person who is a student of Kampala International University. She would like to conduct her field research for her dissertation entitled “*Domestic Violence and children's academic performance in Uganda, A case study of Buwenge Town council, Kagoma Constituency, Jinja District, Eastern Uganda*”.

The purpose of this letter is to request you to avail her with the necessary information she may need.

Any assistance accorded to her will be highly appreciated.

Yours,


Kitakule Nathan
Ag. Town Clerk

TOWN CLERK
BUWENGE TOWN COUNCIL

C.C. HOD – Administrative and Political Studies