

Domestic Violence And Academic Performance In Secondary Schools In Nansana Municipality Wakiso District

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Abstract

The study set out to establish the effects of Domestic Violence on academic performance in secondary schools in Nansana Municipality, Wakiso District. The study was guided by the following objectives; finding out the forms of domestic violence on academic performance in secondary schools in Nansana Municipality, establishing the effects of domestic violence on the academic performance in secondary schools and analyzing the ways of mitigating domestic violence as to improve on academic performance in Nansana Municipality. The study adopted a descriptive research design employing both qualitative and quantitative approaches that targeted; parents, head teachers, teachers, learners and community leaders who were expected to provide the required information. Questionnaires, interview guide and observation checklists were to collect data from various respondents. To get quality data, the researcher ensured that the instruments were valid by conducting a preliminary survey and SPSS to determine their reliability. The findings from the study indicated that domestic violence affecting academic performance in secondary schools in Nansana Municipality is in different forms and greatly hinders the learners' progress and success, much as several attempts have been made to mitigate it. The researcher therefore recommended; awareness campaigns for domestic violence, enforcement of the law and advocacy for human rights, the teaching of Christian religious education to be compulsory as a strategy for moral formation. The church should also intensify its mission out to the people as a way of correcting human error and restoring peace, love, care and harmony in society.

Keywords: Domestic Violence, Academic, Performance and Secondary Schools

Background to the Study

Domestic violence (DV), also referred to as intimate partner violence (IPV) or family violence, is a pervasive global public health crisis and a profound violation of human rights. The World Health Organization (WHO) defines it as a pattern of behavior in any relationship that is used to gain or maintain power and control over an intimate partner, encompassing physical, sexual, emotional, economic, or psychological actions or threats (Alex & Moses, 2024). Globally, it is estimated that about 1 in 3 women (30%) worldwide have been subjected to either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime, highlighting the gendered nature of this epidemic (World Health Organization, 2021). The impact of this violence extends far beyond the immediate victim, creating a ripple effect that destabilizes families and communities (Alex & Devis, 2023). For children and adolescents living in such environments, the consequences are particularly severe for their cognitive and emotional development. Exposure to domestic violence whether as direct victims or witnesses is classified as an Adverse Childhood Experience (ACE) and is strongly linked to toxic stress, which can disrupt brain architecture and impair the development of neural pathways essential for learning and self-regulation (Centers for Disease Control and Prevention, 2023). This toxic stress manifests academically as poor

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concentration, chronic absenteeism, behavioral problems, lower GPA, and higher dropout rates, as the child's cognitive resources are diverted towards managing fear and trauma rather than scholastic achievement (Holt et al., 2023).

Within the African continent, domestic violence remains a deeply entrenched issue, exacerbated by complex interplays of patriarchal norms, socio-economic inequalities, and, in some regions, legacies of conflict (Julius, 2024). Despite legislative efforts in many countries, harmful traditional practices and cultural acceptance of gender-based violence persist. Statistics reveal a alarming prevalence; for instance, a comprehensive analysis indicated that the lifetime prevalence of intimate partner violence among ever-partnered women in sub-Saharan Africa is approximately 33%, with some countries reporting figures as high as 50% (Sardinha et al., 2022). In the educational sphere, the impact is devastating. A study from Kenya found that adolescents exposed to domestic violence were significantly more likely to report poor school attendance and performance, with girls being disproportionately affected, often due to added burdens of caregiving or early marriage (Mucherah et al., 2023). The school environment, which should be a sanctuary, often fails to provide adequate psychosocial support for these traumatized learners (Mercy et al., 2023). The lack of structured counseling services and teacher training on trauma-informed care means that the academic struggles of students from violent homes are often misinterpreted as laziness or indiscipline, leading to a cycle of punishment and further disengagement (Mbugua, 2022).

Uganda mirrors and, in some aspects, intensifies the broader African crisis of domestic violence. Deeply rooted gender inequalities, normalized use of physical punishment in child-rearing, and economic dependency create a fertile ground for family violence (Graham et al., 2018). The Uganda Police Force's Annual Crime Report for 2022 documented 17,533 cases of domestic violence reported to police, a figure believed to be a significant underrepresentation due to stigma, fear, and normalized acceptance of violence (Uganda Police Force, 2023). More granular data from the Uganda Demographic and Health Survey (UDHS) 2016 remains a key reference, indicating that 56% of ever-married women aged 15-49 had experienced physical violence since the age of 15, and 36% had experienced it in the 12 months preceding the survey (UBOS, 2018). The Ugandan government has enacted laws like the Domestic Violence Act (2010), but implementation is weak, and access to justice remains limited (Kazaara & Deus, 2024). For secondary school students, this environment is particularly detrimental. The pressure to perform well in national examinations, coupled with the trauma of a violent home, creates an insurmountable barrier to learning (Nelson, 2024). Studies in regions like Lira and Kampala have consistently shown a strong correlation between domestic violence and poor academic outcomes, including high rates of school dropout, especially among girls who may be forced into marriage to escape the violent home or to bring in a bride price (Mwanga et al., 2021). The Ugandan education system, already strained by large pupil-to-teacher ratios and limited resources, is ill-equipped to identify and support the vast number of students silently suffering from the effects of domestic violence.

Wakiso District, which encircles Uganda's capital city, Kampala, is one of the most densely populated and rapidly urbanizing areas in the country (Nicholas & Nancy, 2024). This rapid growth has led to significant socio-economic pressures, including overcrowding, unemployment, and high costs of living, which are known stressors that can exacerbate domestic conflict and violence (Nelson & Christopher, 2022). Nansana Municipality, within Wakiso, epitomizes these challenges. As a bustling, densely populated suburb, it hosts a mix of low-income families, migrants, and a transient population, all facing the strains of urban life. Local government and civil society reports frequently highlight Nansana as a hotspot for gender-based violence and child abuse. While specific, recent statistics for Nansana are scarce, data from the Wakiso District State of Affairs Report (2023) indicates that domestic violence and child neglect are among the top five crimes reported in the district, with police posts in divisions like Nansana recording a steady stream of cases. The proximity to Kampala does not necessarily translate to better services; instead, it often means that social problems are magnified and service delivery is overwhelmed. Secondary schools in Nansana Municipality thus operate within this challenging context. They absorb students from these volatile home environments, where witnessing parental conflict, experiencing physical punishment, or suffering emotional abuse is a daily reality. The academic performance in many of these schools, both public and private, is often below the national average, with high rates of student truancy and dropout being commonly reported by school administrators (Wakiso District Education Department, 2023). However, there remains a critical gap in localized, empirical research that directly investigates and quantifies the link between the specific manifestations of domestic violence in Nansana homes and the academic performance of learners in its secondary schools. This study, therefore, seeks to fill this gap by providing concrete evidence from Nansana Municipality, which can inform targeted interventions at the school, community, and municipal levels to mitigate this crisis and foster a more conducive learning environment for all students.

Statement of the Problem

Despite global and national recognition of domestic violence as a critical social issue, its specific impact on the academic performance of secondary school students within Nansana Municipality, Wakiso District, remains inadequately documented and addressed (Moses, 2023). Globally, exposure to domestic violence is a well-established Adverse Childhood Experience (ACE) linked to toxic stress, which impairs cognitive function, concentration, and educational outcomes (WHO, 2021; CDC, 2023). In Uganda, prevalence is alarmingly high, with 56% of women experiencing physical violence (UBOS, 2018), and the 2022 Uganda Police Report documented over 17,500 domestic violence cases. Wakiso District, including Nansana, reports these incidents among its top crimes, creating a pervasive environment of trauma for youth (S. Godfrey et al., 2023). However, a direct correlation between this environment and declining academic indicators in local schools such as poor grades, high absenteeism, and dropout rates is often anecdotally observed but lacks empirical validation. This gap means that the struggles of affected students are frequently misattributed to laziness or intellectual incapacity, leading to inappropriate disciplinary responses instead of trauma-informed support (Christopher et al., 2022). Consequently, this study seeks to investigate the precise relationship between domestic violence and academic performance among secondary school students in Nansana Municipality. The findings aim to provide localized evidence to inform the development of targeted school-based interventions, guidance programs, and community policies to mitigate this barrier to education and foster a more supportive learning environment.

Specific Objectives

- i To find out the forms of domestic violence that affect academic performance in secondary schools in Nansana Municipality Wakiso District
- ii To establish the effects of domestic violence on academic performance in secondary schools in Nansana Municipality.
- iii To analyze the ways of mitigating domestic violence so as to improve on academic performance in secondary schools in Nansana Municipality Wakiso District

Methodology

The study employed a descriptive research design, utilizing both quantitative and qualitative approaches to comprehensively investigate the effects of domestic violence on academic performance. The purpose of a descriptive study, as noted by Hedrick et al. (1993), is to depict a phenomenon as it naturally occurs and to illustrate the relationships within a situation. This view was supported by Mugenda and Mugenda (2008), who stated that a descriptive research design provides a foundation for describing a phenomenon to highlight specific characteristics or disparities (Rasheed et al., 2022). This design was selected because it focused on the collection, analysis, and interpretation of information concerning domestic violence and its impact on academic performance with the explicit aim of making a value judgment. Echoing this, Marks and Coleman (1989) described a descriptive design as one that attempts to assess the worth of an event or situation for the sole purpose of making a judgment about it. In this vein, the study sought to assess the effect of domestic violence on academic performance in

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secondary schools in Nansana Municipality, Wakiso District, with the ultimate goal of forming a reasoned judgment (Abiodun et al., 2019). Quantitative methods were used to collect, interpret, and analyze numerical data, which were then presented in the form of tables, figures, and frequencies, while qualitative methods were employed to analyze verbal data, making the design highly suitable for the study's objectives.

The research was conducted in Wakiso District, a district in the Central Region of Uganda that partly encircles Kampala, Uganda's capital city. The district headquarters are located in the town of Wakiso, and the district includes Kira, the country's second-largest city. The study comprised a target population of 260 respondents, which included 100 parents, 90 teachers, 5 head teachers, 5 community leaders, and 60 learners (W. Godfrey et al., 2023). Parents were selected as they were often directly involved in or affected by domestic violence, while head teachers and teachers were included due to their close work with both parents and learners subjected to such environments. Learners were crucial participants given that domestic violence directly impacts their academic performance. From this population, a sample size of 152 respondents was determined using Morgan and Krejcie's (1970) table, as cited by Amin (2005). The final sample consisted of 80 parents, 5 head teachers, 73 teachers, 50 learners, and 9 community leaders.

The sampling procedure utilized a combination of simple random sampling and purposive sampling techniques. As defined by Kothari (2009), a sampling technique is the process of selecting units to represent the population. Simple random sampling, where each unit has an equal chance of being selected (Cohen et al., 2000), was used to select parents and learners from the chosen secondary schools. This was done by having them randomly pick coupons from a basket, a method preferred for its ability to minimize bias and maximize representativeness. Conversely, purposive sampling was employed to select head teachers and community leaders, as these stakeholders were identified as possessing the most required information and expert insight regarding the effects of domestic violence on academic performance.

For data collection, the researcher used questionnaires, an interview guide, and an observation checklist. The questionnaire, defined by Sarantakos (2005) as a list of questions designed to solicit specific responses, was used to collect data from parents and teachers. It was a self-report instrument with closed-ended Likert-scale questions, appropriate for large samples as respondents could complete them at their convenience (Mugenda & Mugenda, 1999). The interview guide facilitated semi-structured conversations with head teachers, allowing for predetermined questions with scope for follow-up elaboration (Gubrium, 2012). This method provided an opportunity to revisit issues that other methods might have overlooked. Furthermore, an observational checklist of the "running record type" was used to continuously observe and record the manifestations and effects of domestic violence in the school teaching environment.

To ensure data quality, the instruments were subjected to rigorous checks for validity and reliability. Validity, the quality that enables an instrument to measure what it is intended to measure (Best and Kahn, 2004), was established through a pilot survey at Bubulo Secondary School in Wakiso District, which shared characteristics with the study schools. The questionnaires and interviews were piloted with 8 teachers and 5 students to identify and correct ambiguities or errors (Nelson et al., 2023). The researcher also sought expert advice from a supervisor to improve item clarity. The Content Validity Index (CVI) was calculated and achieved a value above 0.6, confirming the instrument's validity. Reliability, which refers to the consistency of the measuring instrument (Cohen et al., 2007), was ascertained using the Statistical Package for the Social Sciences (SPSS) (Nelson et al., 2022). A Cronbach's Alpha score of 0.818 was obtained, which exceeded the minimum threshold of 0.70, indicating a high degree of internal consistency and reliability for the instrument.

Results

Table 1: Forms of domestic violence on academic performance.

Response	Frequency	Percentage
Physical abuse makes learners perform poorly in school	62	40.8
Psychological abuse makes learners to be unable to engage in class activities	38	25
Economic abuse makes learners to be unable to attain basic needs	28	18.4
Social abuse makes learners to be unable to improve their performance	19	12.5
Sexual abuse makes learners to be unable concentrate on their academics	05	2.3
TOTAL	152	100

Source: Primary Field Data (July, 2024)

From table 4.7 above, it is indicated that domestic violence is done by exerting physical abuse to the learners. Physical abuse which makes learners perform poorly in school was supported by 62(40.8%) in this study. This

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observation rhymes with Aihie's (2009), who confirms that physical abuse is the use of physical force in a way that injures the victim or puts him or her at the risk of being injured. It includes beating, kicking, knocking, pushing, choking, confinement and female genital mutilation. Physical abuse is one of the most common forms of physical abuse.

UNICEF (2014), is in agreement with the assertion and opines that domestic violence is the victimization of a person with whom the abuser has or has had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviours used by a competent adult to establish and maintain power and control over another competent adult.

Psychological abuse which makes learners to be unable to engage in class activities was proposed by 38(25%) of the respondents who affirmed that domestic violence affects the learners psychologically and this makes most of them to be isolated and shun class activities. This is agreement with Ganley (1989), who states that domestic violence includes psychological abuse and abuse to property and pets. According to him, psychological theories that consider personality, traits and mental characteristics of the perpetrators, as well as social theories which consider external factors in the perpetrator's environment, such as family structure, stress and social learning are a serious form of domestic violence. As with many phenomena regarding human experience, no single approach appears to cover all cases and exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and can leave them with a sense of vulnerability, helplessness and in extreme cases horror.

In addition, 28(18.4%) of the respondents proposed that economic abuse makes learners to be unable to attain basic needs. They affirmed that economic abuse is very frustrating as it deprives learners from their essential basic needs. This is in agreement with David Finkelher (2004), who opines that economic abuse includes stealing from or defrauding a parents, withholding money for essential things like food and medical treatment, manipulating or exploiting family member for financial gain, preventing a loved one from working or controlling his/her choice of occupation.

Social abuse was hinted on by 12(12.5%) of the respondents proposed that most parents emotionally hurt their children by saying abusive words to them. This kind of abuse makes learners at a secondary school level to think that they are abandoned by their parents and end up taking wrong decisions. This was in line with Obi & Ozunba's, (2007), proposal who says that emotional abuse may occur when threatening a person or harming a person's sense of self-worth by putting him/her at risk of serious behavioural, cognitive, emotional or mental disorders. Closely related to that, shouting at a child which was found to be the most common abuse in secondary schools which was included in emotional abuse for example, name-calling, criticism, social isolation, intimidating or exploitation to dominate, routinely making unreasonable demand, terrorizing a person physically and exposing a child to violence, (Goetz, 2010). To sum up, sexual abuse was proposed by 05(2.3%) of the respondents also asserted that

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most teenagers are sexually abused by either their relatives or teachers. This was supported by Adams (2001), who contents that sexual abuse includes all forms of sexual assaults, harassment or exploitation on a learner and has the potential to affect their academic performance. It involves forcing a person to participate in sexual activity, using a child for sexual purposes including child prostitution and pornography as well a marital rape also comes under this.

Table 2: Effects of domestic violence on academic performance.

Response	Frequency	Percentage
Domestic violence causes depression and anxiety	58	38.2
Domestic violence leads to cognitive and attitudinal problems	36	23.7
Domestic violence leads to financial problems in families	30	19.7
Domestic violence affects social life of a child	21	13.8
Domestic violence leads to emotional stress among learners	07	4.6
TOTAL	152	100

Source: Primary Field Data (July, 2024)

In accordance to table 4.8 58(38.2%) of the respondents reported that domestic violence causes depression and anxiety. Children who grow up in families where there is domestic violence end up engulfed by anger and disobedience and low self-esteem. In an interview by the head teachers, one said;

“Many families in Nansana Municipality experience domestic violence. In families where this happens, children are academically deprived because of depression and anxiety. In most cases, we try to talk to them about their future but the same keeps on manifesting. In most cases, such children are isolated and have counter effects of such infections as headache, fever among others. This greatly affects their academic progress....”

This was supported by the National Child Traumatic Stress Network in Child Welfare Gate way (2014), who confirmed that children who have been exposed to domestic violence are more likely than their peers to experience a wide range of difficulties, and the potential effects vary by age and developmental stage. The challenges faced by children and youth exposed to domestic violence generally fall into three categories: Behavioural, social, and emotional problems: Children in families experiencing domestic violence are more likely than other children to

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exhibit signs of depression and anxiety; higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, and social relationships; and low self-esteem.

Domestic violence leads to cognitive and attitudinal problems and this was proposed by 36(23.7%) of the respondents in this study. Children who grow up in families where domestic violence is prevalent lack problem solving skills and can exercise it in their lifetime. According to UNICEF (2014), domestic violence is the victimization of a person with whom the abuser has or had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviors used by a competent adult to establish and maintain power and control over another competent adult and in a long run, cognitively affects their attitude and behavior over multiple things. When asked, the head teachers commented;

“A child who is exposed to domestic violence experiences a lot of difficulties in the learning environment. Their concentration is always low with less effort in task completion. They have a negative attitude towards education and in most cases hate everyone around them. Here, in Nansana Municipality, they score less marks in class, come to school late, shun activities and are less involved in social happenings....”

This assertion was supported by Edelson (1999), who confirms that children exposed to domestic violence are more likely than their peers to experience difficulties in school and with concentration and task completion; score lower marks on assessments of verbal, motor, and cognitive skills; lack conflict resolution skills; and possess limited problem-solving skills. Children exposed to domestic violence also are more likely to exhibit pro-violence attitudes.

Furthermore, 30(19.7) of the respondents opined that domestic violence leads to financial problems in families. Children whose parents are financially handicapped will always experience domestic violence for failure to meet the children’s basic needs. In an interview with the respondents, head teachers said,

“In Nansana Municipality, the major cause of domestic violence is because most women do petty business and have the potential to support their children other than their husbands. Because women’s income is small, they cannot support their children fully with basic school requirements. In families where men earn a salary, they have shunned their responsibility of paying tuition and meeting other requirements which leads to domestic violence. Besides, such children will lag behind in performance because of absenteeism and hence poor performance...”

This was supported by Hansen (2000) who claimed that a child that lacks the necessary learning facilities stand the chance of performing woefully academically. As a result of domestic violence the husband or man of the house could withdraw his financial backings to the home which could subject the woman to fend solely for the basic necessities of the children. The inability of the woman to meet the basic needs of the child could lead to

non-payment of school-fees, lack of learning materials and poor welfare of the child. These inadequacies would therefore have interplay on the performance of the child in school.

21(13.8%) of the respondents contend that domestic violence affects social life of a child. These children are shy. They don't show up in discussions neither do they participate in school activities for fear of what happens in their families. Ganley (1989) states that Domestic violence includes: physical abuse, sexual abuse, psychological abuse, social abuse and abuse to property and pets. According to him, exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and can leave them with a sense of vulnerability, helplessness and in extreme cases horror. Some of the respondents said that;

“Due to domestic violence there may not be adequate interaction within the family, which could lead to communication breakdown. In a home where there is no free-flow of Domestic Violence. Academic Performance communication they are bound to be problem because communication brings about positive outcomes within the family. Since our children in the secondary section are under adolescence stage, they need to be talked to by their parents. This gap makes them take wrong decisions with some marrying at an early age while others will end up getting poor grades in education...”

Hansen (2000), contends with the assertion that due to domestic violence there may not be adequate interaction within the family and other social settings, which could lead to communication cessation. In a home where there is no free-flow of Domestic Violence.

Academic Performance communication they are bound to be problem because communication brings about positive outcomes within the family. When there is communication gap in a home, the children suffer tremendously. This could have negative impact on the developmental and behaviour of the child, as he/she may suffer neglect/abandonment, lack of intimacy (i.e parentchild relationship), family stress, transfer aggression from either of the parent, all these abnormalities could make the child to exhibit signs of depression and anxiety; sleep-disorder, higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, poor social relationships, low self-esteem, having difficulties in building and maintaining relationships and impulsiveness. These effects would go a long way in affecting the academic performances of children from such a home, as it can make them to underachieve academically.

Domestic violence leads to emotional stress among learners was proposed by 07(4.6%) of the respondents who said that most children in families in where domestic violence is prevalent in Nansana Municipality are too emotional. Traumatic stress is produced by exposure to events that are so extreme or severe and threatening that they demand extra ordinary coping efforts. Such events are often unpredictable and uncontrollable to students and lead to poor performance. In an interaction with head teachers, it was revealed that;

“The effects of exposure to domestic violence abuse can be as damaging to children and teens as the damage that an abusive person inflicts on his/her partner. Most of such students will experience severe headache, stomach problems and trauma. Domestic violence leads to social psychosomatic illness in which the child may display neurotic behaviour, morbidity, day-dreaming which affects his/her listening and assimilation ability in class. All these would play dominant impact on the child academic performances...”

According to Kernan, Bogart and Wheat (2011) academic success of a child will be enhanced if the optimal health related barriers are low. Several studies had also revealed that children who are victims or witnesses domestic violence may develop emotional distress which leads to other health problems such as sleep-disturbances, anxiety, brain injuries, bruises and fracture, use of drug, sexually transmitted diseases which could lead to decline in academic performance of such child.

Table 3: Mitigation of Domestic Violence in boosting academic performance.

Response	Frequency	Percentage
Children’s rights to protection from violence	50	32.9
Coordinated and multi-faceted approaches	38	25
Sensitization and increased awareness	35	23.0
Reconciliation is key to ending domestic violence	20	13.2
Reporting all kinds of domestic violence	09	5.9
TOTAL	152	100

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Source: Primary Field Data (July, 2024)

From table 3 above, 50(32.9%) of the respondents opined that children's rights to protection from violence mitigates domestic violence. They asserted that children needed to be protected from all sorts of violence through children's rights. UNICEF (1989), suggests that there should be children's rights to protection from violence. On a global scale, article 19 of the UN Convention on the Rights of the Child addresses, in its articulation, the roles of government and its agencies in protecting children from violence and all types of abuse within the family and beyond in settings such as schools and early childhood centers. In an interview with the head teachers, one said; *"So many of Ugandan school children go through many forms of domestic violence with a few of them that report such cases. The law must be publicized to them to them that protects and advocates for their rights. With this at hand, parents will not the law in their hands and violence will be reduced..."*

UNICEF (1989), is in agreement with the assertion and states that children in the care of parents, legal guardians or any other person who has the care of the child must be protected from all kind of violence, child maltreatment and abuse. Furthermore, such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (UNICEF, 1989).

In addition, WHO and International Society for Prevention of Child Abuse (2006), say that while there is an obligation for states to act to uphold those rights, statutory systems such as education system bear a core responsibility to protect children and their rights. Early detection has also been identified as a second important factor to prevention of domestic violence.

"Secondly, coordinated and multi-faceted approaches was suggested by 38(25%) of the respondents who proposed that local authorities, health sectors education and religious leaders should find a way of harmonizing violence in families. There must be a culture that stops men from practicing domestic violence. If this is done, children's academic performance will be strengthened..."

This is in agreement with Dankwort & Rausch, (2000), who suggest that coordinated and multifaceted approach, including the creation of a culture that does not tolerate violence against women in any form. All relevant sectors of government and civil society should be involved in the prevention and control, including the local authorities, People's Committee, health sector, social services sector, education sector, justice sector, law enforcement sector, and mass organizations such as the Women's Union and the media.

In addition, sensitization and increased awareness was proposed by 35(23.0%) of the respondents.

"They said that government should increase awareness and understanding by setting government programs that lead to continued awareness. This could also be enforced by local leaders in villages and church clergy. This would reduce on domestic violence and in turn boost academic performance..."

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McWhirtner, (1999), contends with the assertion when he opined that a series of research projects by the government should be aimed at increasing understanding of domestic violence. The Chilean and Mexican research efforts by Mexican government in the last decade have led to increased awareness and concern for the problem as well as grassroots and governmental programs developed to combat the issue at the individual and societal level 20(13.2%) of the respondents confirmed that reconciliation is key to ending domestic violence.

The parties need to work out free will in issues concerning domestic violence. Religious and legal authority need to initiate reconciliation programs that help the parties to be free. In an interaction with the head teachers, they commented that;

“Reconciliation is key in handling any cases of domestic violence. When the parties involved in domestic violence are brought together, they can forgive one another and continue normally. Once this is done, even the children will be at free will to forgive and forget about domestic violence and of course, their academic progress will be boosted...”

According to Birchard, (2000), reconciliation is necessary. The Law on Domestic Violence Prevention and Control describes principles of reconciliation. This includes respecting the free will of all the parties involved in reconciliation. Therefore if the victim cannot exercise free will due to feeling threatened or intimidated by the perpetrator, the reconciliation should not take place. The Law further stipulates that there should be no reconciliation of incidents of a criminal or administrative nature. In other words, the law provides that mediation or reconciliation should not be used in cases where there is serious or persistent violence. If the incident is of a criminal nature, the victim can request for an exemption from criminal proceedings and proceed to reconciliation. The authorities should ensure that the victim’s request is made voluntary and without intimidation. If the incident involves a violation of an administrative nature, no reconciliation should be conducted by an institution, organization or grass root reconciliation team. Reporting all kinds of domestic violence was suggested by 09(5.9%) of the respondents. These believe that children should not keep quiet about any issues of domestic violence. When such issues are reported, concerned authorities normally come up with possible solutions. Head teachers said;

“If all children and women in the sub-county would report cases of domestic violence, concerned bodies would come up to intervene in such cases to stop the act. In Nansana Municipality cases of domestic violence are not reported. In most cases, the worst happens before people opening up on the same. With efforts to speak to students who seem to be going through the same, most times, we end up not getting any positive response. I encourage people to share all forms of domestic violence in order to be helped...”

Fawcett et al., (1999), adds that in Mexico, the reported goals of one community intervention were: to encourage women to recognize report abuse, and to encourage the community to engage in less victim blaming in cases of domestic violence. Ethnographic interview techniques in Mexico using hypothetical situations have proven to be

fruitful ways of opening up the discussion of domestic violence where such discourse was considered taboo (Glantz, Halpern, & Hunt, 1998).

Conclusion

The study concluded that the problems associated with domestic violence, we were able to confirm the presence of domestic violence in most of the families investigated and the major causes of domestic violence are: Gender Inequality Syndrome, sub-culture of violence, Social Learning Behaviour, Level of Resource Command. The study also confirmed that there is Social Stress which domestic violence always impacted negatively on the affected children's performance and need to be addressed;

The study concluded that pupils recognize the fact that domestic violence bears forms that affects the pupils' academic performance and hinders their academic progress and the small standard deviation shows that most of the respondents agreed to the item questions in the questionnaire.

The study concluded that domestic violence affects learners' academic performance and should be abolished as much as possible.

The study concluded that children's rights to protection from violence, coordinated and multi-faceted approaches, sensitization and increased awareness, reconciliation is key to ending domestic violence and reporting all kinds of domestic violence would help mitigate domestic violence.

Recommendations

It was recommended that domestic violence awareness campaigns should be put in place, when people become aware of the dangers and effects domestic violence has on lives. It keeps the issue alive and important. Some examples of awareness campaigns include: Posters and pamphlets, Using drama, dance or song to express an idea Radio discussions and public service announcement Video presentation slogans printed on T-shirts, containers domestic violence Act should be enacted in Uganda to protect victims of domestic violence and provide long term measures of prevention of domestic violence.

Efforts should be made right from kindergarten, primary schools and colleges to inculcate more responsible behaviour at a tender age, and to teach and educate young people that violence is never acceptable behaviour.

Teaching young children that violence is not a way to handle anger and emotions, will go a long way in preventing violent behaviour when they become adults. Social work profession should be legalized and the bill passed into law in Uganda, this would empower social workers to be more active and functional. Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.

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