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SCHOOL OF STATISTICS AND PLANNING

**THE EFFECT OF DOMESTIC VIOLENCE ON CHILD EDUCATION IN KAWEMPE
DIVISION, KAMPALA DISTRICT**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF
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DECLARATION

I ABIGABA VICENT a student of Bachelor of Science in Quantitative Economics, declare that this dissertation titled "THE EFFECT OF DOMESTIC VIOLENCE ON CHILD EDUCATION IN KAWEMPE DIVISION, KAMPALA DISTRICT" is my own original research work. To the best of my knowledge, it has never been submitted either in part or in whole, for any degree award or academic qualification at Makerere University or any other institution of higher learning

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APPROVAL

This dissertation has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This dissertation is dedicated to the Almighty God for His grace, strength, wisdom and protection that guided me through every stage of this research.

To my beloved parents for their endless prayers, sacrifices and unwavering financial and emotional support, which laid the foundation for my academic success.

To my siblings and friends for their constant encouragement and solidarity throughout this academic journey.

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LIST OF ABBREVIATIONS AND ACRONYMS

CI	Confidence Interval
COVID-19	Coronavirus Disease 2019
GBV	Gender-Based Violence
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization
AOR	Adjusted Odds Ratio

ABSTRACT

This study examined the effect of domestic violence on child education in Kawempe Division, Kampala District. The study was guided by three specific objectives, namely to determine the prevalence of domestic violence among households in Kawempe Division, to examine the relationship between domestic violence and school attendance among children, and to identify the different forms of domestic violence experienced by children in the division. A cross-sectional research design and a quantitative approach were adopted, and data were collected from a sample of 150 respondents, determined using Yamane's formula from an accessible population of 240 eligible households with school-going children. Data were analysed using descriptive statistics, chi-square tests for bivariate associations, and multivariate logistic regression, with results presented as adjusted odds ratios, confidence intervals and p-values at a 5% level of significance.

The study found that domestic violence was highly prevalent, with 73.51% of households reporting experiences of violence, most often occurring "sometimes" (34.43%) rather than as a rare event. Domestic violence had a strong and statistically significant negative effect on children's schooling: 91.49% of children from violent homes recorded declined academic performance (AOR = 0.135, $p = 0.001$), all children who never completed homework came from violent homes, and all children who dropped out of school for family reasons had experienced domestic violence. Domestic violence was also strongly associated with school attendance, with 94.92% of children who frequently missed school having experienced violence (AOR = 4.553, $p < 0.001$), and it was the leading reported reason for absenteeism (85.71%), ahead of illness, lack of interest and lack of school fees. Emotional violence was the most commonly reported form of domestic violence (39.33%), while sexual abuse was the least reported (12.67%).

The study concluded that domestic violence was a serious and direct threat to children's attendance, learning and retention in school in Kawempe Division, with effects more severe than much of the existing literature had captured. It was recommended that local leaders, schools and child protection actors strengthen awareness campaigns on the schooling effects of domestic violence, that schools establish safer reporting systems and guidance support for learners who frequently miss school, that parents and caregivers receive counselling and conflict management support, and that education and welfare offices track absenteeism and dropout early to identify children at risk.

CHAPTER ONE

GENERAL INTRODUCTION

1.1. Background of the Study

Across the world, domestic violence is still one of the biggest threats to children because children who live with fear at home often find it hard to sleep, focus, and trust adults, and this can hurt brain growth, learning, and school performance (World Health Organization [WHO], 2020; Walker-Descartes et al., 2021). During the COVID-19 period, many studies showed that violence in the home increased in many places, and this made children even more likely to face stress, neglect, and poor learning outcomes (Kourti et al., 2023; Moreira & Da Costa, 2020; Pereda & Díaz-Faes, 2020). Evidence also shows that domestic violence does not stay with one person only, because it affects women, children, and the whole family, and it can lead to fear, poor mental health, and weak school progress for children (Walker-Descartes et al., 2021; Rivara et al., 2019).

In low- and middle-income countries, intimate partner violence and violence against children often happen together, which means a child may suffer directly from abuse or indirectly from the conflict between adults at home (Pearson et al., 2023). In Sub-Saharan Africa, family violence remains a major social and health problem, and education of parents, place of residence, and household conditions are all linked with how often violence happens in a home (Nabaggala et al., 2021; Amegbor & Rosenberg, 2019).

In Uganda, researchers have found that emotional, sexual, and physical intimate partner violence vary across different groups, and this shows that domestic violence is not rare or simple, but a serious problem that touches many families (Amegbor & Pascoe, 2021; Kadengye et al., 2023). Ugandan studies also show that family violence is connected to poor mental health and peer victimization among adolescents, which makes it harder for learners to stay safe, attend school well, and do well in class (Ssenyonga et al., 2019; Sserwanja et al., 2021). Other work in Uganda has shown that domestic violence is linked to poor academic performance among pupils and students in places such as Gulu, Busia, Kagadi, and Kawempe, suggesting that the problem can affect learning in different parts of the country (Okite, 2021; Paul, 2019; Nyiramuhire, 2019; Nansubuga, 2019).

In Kawempe Division, this issue is especially important because the area is urban, busy, and under pressure from many social and economic problems, yet children still need a safe home life in order to attend school regularly, concentrate in class, and complete their education, and the earlier study in the same area already pointed to domestic violence as a likely cause of weak academic performance, showing the need for a fuller look at prevalence, forms, schooling, and attendance.

1.2. Problem Statement

Domestic violence is a serious problem for child education in Kawempe Division, Kampala District, because violence at home can make children feel unsafe, miss school, and do poorly in class; WHO says violence against children can harm brain development and lead to weak school performance and dropout. The issue is urgent because WHO estimates that up to 1 billion children aged 2–17 years experienced violence or neglect in the past year, Uganda still reports high levels of violence with 16% of women facing severe physical violence and 36% facing sexual violence, UNICEF reports that 85% of children in Uganda experience at least one violent disciplinary action, and the Uganda Child Helpline recorded 5,179 abuse cases in 2023/24; UNICEF also notes that GBV continues to reduce school retention for adolescent boys and girls, which shows why a close study of Kawempe is needed now.

1.3. General objective.

To examine the effect of domestic violence on child education in Kawempe division, Kampala district

1.4. Specific objectives

1. To determine the prevalence of domestic violence among households in Kawempe division
2. To analyse the effect of domestic violence on children's schooling in Kawempe division
3. To examine the relationship between domestic violence and school attendance among children
4. To identify the different forms of domestic violence experienced by children in Kawempe division

1.5. Research Hypothesis

1. There is a no significant preference of domestic violence among households in Kawempe division
2. Domestic violence has no significant effect reduces on children's schooling performance in Kawempe division
3. There is a no significant relationship between domestic violence and school attendance in Kawempe division
4. Emotional abuse, neglect, physical violence and sexual abuses are not primary forms of domestic violence experienced by children in Kawempe division

1.6. Significance of the study

The study will provide empirical evidence on the effect of domestic violence on children's education in Kawempe Division, Kampala, Uganda. The findings will be useful to policymakers, education authorities, child protection agencies, and community leaders in developing interventions aimed at reducing domestic violence and improving children's educational outcomes. The study will also contribute to the existing body of knowledge on domestic violence and child education and serve as a reference for future researchers conducting related studies.

1.7. Scope of the Study

1.7.1 Time Scope

The study covered the period from 2021 to 2025. This period was considered adequate for assessing the effect of domestic violence on children's educational outcomes in Kawempe Division, Kampala, Uganda.

1.7.2 Content scope

The study focused on the effect of domestic violence on child education in Kawempe Division, Kampala District. It examined the prevalence of domestic violence among households, the effect of domestic violence on children's schooling, the relationship between domestic violence and school attendance, and the different forms of domestic violence experienced by children. The study mainly looked at how violence at home had affected children's learning, attendance, concentration, and general school performance.

1.7.3 Geographical scope

The study was conducted in Kawempe Division, which is one of the divisions in Kampala District, Uganda. Kawempe Division was selected because it had many households and children who could be affected by domestic violence and school-related challenges. The area provided a suitable setting for understanding how domestic violence had influenced child education in an urban community.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews what scholars have written about domestic violence, child schooling, school attendance, and the forms of abuse children may face at home, and it also shows the gaps that remain in the literature (Walker-Descartes et al., 2021; WHO, 2020).

2.1 Prevalence of Domestic Violence

Domestic violence is common in many Ugandan communities, but the literature does not agree on its true size because scholars use different measures, different samples, and different time periods (Amegbor & Pascoe, 2021; Miller & McCaw, 2019). Some writers count only physical assault, while others include sexual and emotional abuse, so studies often give a lower picture than the daily reality in homes where children live with fear (Amegbor & Pascoe, 2021; Postmus et al., 2020). This weak measurement makes it hard to know the full burden in places like Kawempe, where children may see violence even when the study only asks adults about partner abuse (Nansubuga, 2019; Pearson et al., 2023).

Ugandan studies also show that domestic violence is shaped by social acceptance of wife-beating, which means some households may tolerate abuse instead of reporting it (Kadengye et al., 2023; Copp et al., 2019). Scholars who focus on attitudes argue that violence grows when people learn to excuse it, yet they sometimes forget that children in such homes are silent witnesses who also suffer in school and at home (Kadengye et al., 2023; Walker-Descartes et al., 2021). The weak point in this argument is that attitude studies often stop at adult beliefs and do not trace how those beliefs later damage the child's learning routine, concentration, and confidence (Copp et al., 2019; Ssenyonga et al., 2019).

Education and location also appear in the literature as important factors, but scholars do not explain them in the same way, which creates confusion about who is most at risk (Amegbor & Rosenberg, 2019; Nabaggala et al., 2021). Some studies suggest that higher education reduces violence, while others show that women with more education can still face abuse if gender power in the home remains unequal (Amegbor & Rosenberg, 2019; Zhou et al., 2021). This tells us that schooling alone does not remove domestic violence, and it also means that

children can still grow up in violent homes even where parents have some schooling background (Andriano & Monden, 2019; Miller & McCaw, 2019).

The COVID-19 period made the problem more visible, because lockdowns, stress, and economic pressure increased abuse in many households, but scholars still disagree on how much of the rise was new and how much had already been hidden (Kourti et al., 2023; Moreira & Da Costa, 2020). Reviews from that period show that family violence against children rose together with intimate partner violence, which supports the view that violence at home is often shared across family members (Pereda & Díaz-Faes, 2020; Pearson et al., 2023). Even so, many pandemic studies are broad and global, so they do not tell us enough about the day-to-day effect on children's schooling in a district like Kawempe (Kourti et al., 2023; Sserwanja et al., 2021).

Research from sub-Saharan Africa shows that rural and urban settings shape domestic violence in different ways, but the results are not always neat because city life can hide abuse behind privacy and crowded housing (Nabaggala et al., 2021; Amegbor & Pascoe, 2021). Urban places may offer more services, yet they also create stress, unemployment, and relationship pressure that can keep violence alive inside the home (Kourti et al., 2023; Moreira & Da Costa, 2020). For Kawempe, this means the urban setting should not be assumed to protect children, because city poverty may quietly deepen domestic violence and its effects on education (Nabaggala et al., 2021; Nansubuga, 2019).

Several scholars link domestic violence with women's disability, education, and social position, but these studies often stay focused on the adult woman and do not trace the child's educational struggle (Valentine et al., 2019; Amegbor & Rosenberg, 2019). That approach is useful for understanding power in the household, yet it remains incomplete because the child's voice and schooling outcomes are still left at the edge of the story (Walker-Descartes et al., 2021; Pearson et al., 2023). The gap matters in a study like this one because domestic violence is not a single event; it is a family climate that can last for years and shape how children grow and learn (Bo & Yating, 2023; WHO, 2020).

A number of studies argue that domestic violence is linked to childhood maltreatment across the life course, showing that violence in one generation can prepare violence in the next (Li et al., 2019; Copp et al., 2019). This idea is important, but it can also be too general if it fails to explain how a specific child in a specific school setting is affected day by day (Ssenyonga et

al., 2019; Nansubuga, 2019). The literature therefore needs more fine-grained work that tracks local family patterns, because broad life-course theories do not easily show the schooling problems seen in districts like Kawempe (Nyiramuhire, 2019; Okite, 2021).

The strongest point in the literature is that violence at home is never harmless, yet the weakest point is that many studies still report prevalence without connecting it to children's daily educational life (Miller & McCaw, 2019; Rivara et al., 2019). A study of domestic violence in Kawempe is valuable because it can move the discussion from general violence counts to the real educational cost carried by children in the community (Nansubuga, 2019; Paul, 2019). That shift is needed because policy cannot protect learning well when the research only tells us that violence exists but not how it reaches the classroom (WHO, 2020; Walker-Descartes et al., 2021).

A major weakness in prevalence research is underreporting, because many victims fear shame, punishment, or social blame, so the figures in surveys may be lower than the real experience inside the home (Miller & McCaw, 2019; Kadengye et al., 2023). This problem becomes larger when studies depend only on adult answers, since children may see violence every week even when no adult is willing to speak about it openly (Pearson et al., 2023; WHO, 2020). For that reason, prevalence studies in Kawempe should not only count cases, but should also ask how often children witness conflict, fear punishment, or live with constant tension, because that is where education begins to suffer (Nansubuga, 2019; Walker-Descartes et al., 2021).

2.2 Effects of Domestic Violence on Children's Schooling

Many scholars agree that domestic violence harms children's schooling because fear at home follows a child into class, yet they do not always explain the process in the same way (Walker-Descartes et al., 2021; Rivara et al., 2019). Some focus on emotional distress, others on poor concentration, and others on reduced support for homework, but all of them point to a child who cannot learn well in a tense home setting (Bo & Yating, 2023; Ssenyonga et al., 2019). The weak part of the literature is that it often treats school failure as if it comes from one cause, while in real life domestic violence usually works together with poverty, stress, and weak parenting (Postmus et al., 2020; Miller & McCaw, 2019).

Ugandan school-based studies also show that children exposed to domestic violence often perform poorly, but the authors do not always agree on whether the main problem is trauma,

lack of support, or repeated absence from school (Nansubuga, 2019; Nyiramuhire, 2019). The Kawempe study by Nansubuga linked domestic violence to weak academic performance, while the Gulu and Kagadi studies also found lower achievement among affected pupils, which strengthens the case that home violence reaches the classroom (Nansubuga, 2019; Okite, 2021). Still, these studies mainly describe performance, and they do not fully unpack how violence changes the child's reading time, class participation, or ability to complete assignments on time (Nyiramuhire, 2019; Paul, 2019).

Some authors argue that domestic violence affects boys and girls in different ways, because girls may suffer more fear and shame while boys may show anger and withdrawal, but this claim is not always tested carefully in local studies (Paul, 2019; Walker-Descartes et al., 2021). This matters because school problems are not identical for all children, and a child may still attend school yet learn very little if the violence at home has damaged self-esteem and memory (Rivara et al., 2019; Bo & Yating, 2023). The literature therefore needs more child-centered work that looks beyond marks and asks how violence changes the whole learning experience, including confidence, classroom talk, and group work (Ssenyonga et al., 2019; WHO, 2020).

Health scholars have made an important contribution by showing that violence harms mental health, stress regulation, and long-term wellbeing, but they often stop short of linking these effects directly to classroom outcomes (Rivara et al., 2019; Miller & McCaw, 2019). That gap is serious because a child who is anxious, tired, or depressed may still sit in class but learn almost nothing, and this silent loss is rarely measured well (Bo & Yating, 2023; Ssenyonga et al., 2019). The literature also gives more attention to female survivors than to children who live in the same violent space, so the schooling effects on children remain less visible than the harm to adults (Walker-Descartes et al., 2021; Pearson et al., 2023).

The literature on schooling effects is stronger than many people think because it shows that domestic violence hurts more than grades; it damages the child's whole learning life (Bo & Yating, 2023; Rivara et al., 2019). Children from violent homes may become fearful, quiet, or aggressive, and these changes can reduce reading, class discussion, and the courage to ask teachers for help (Ssenyonga et al., 2019; Walker-Descartes et al., 2021). Still, many scholars describe the harm in broad language and do not measure which school skill is most affected, which leaves the evidence less useful for action (Nyiramuhire, 2019; Okite, 2021).

Local studies in Uganda often report lower academic performance among children from violent homes, but they sometimes blame the home environment too quickly without separating violence from poverty, poor parenting, or family breakdown (Nansubuga, 2019; Paul, 2019). That criticism matters because an argument is stronger when it shows exactly how domestic violence adds a unique burden above other family problems (Nyiramuhire, 2019; Miller & McCaw, 2019). The best studies do this partly, but many still rely on simple school marks and miss the child's emotional struggle and learning delay over time (Bo & Yating, 2023; Rivara et al., 2019).

Health-based studies strengthen the education debate by showing that violence produces stress, sleep problems, and mental health difficulties, all of which can block learning (Rivara et al., 2019; Ssenyonga et al., 2019). However, some scholars stop at health outcomes and never follow the child back to school, so the education link becomes assumed rather than proven in detail (Miller & McCaw, 2019; Walker-Descartes et al., 2021). This weakness leaves a gap that a school-focused study can fill by showing how domestic violence turns into weak homework, poor attention, and lower classroom participation (Bo & Yating, 2023; Nansubuga, 2019).

The literature also suggests that children in violent homes may develop poor self-worth, and this can make them think that school effort does not matter because life at home already feels unstable (Bo & Yating, 2023; Copp et al., 2019). That argument is convincing, but it still needs more direct evidence from children's own words, because adults often explain children's behavior without asking children themselves (WHO, 2020; Pearson et al., 2023). In a place like Kawempe, where schools face many social pressures, the lack of child voices makes it harder to understand why some learners keep trying while others begin to give up (Nansubuga, 2019; Okite, 2021).

Another weakness in the schooling literature is that it often ignores the school environment itself, yet teachers, classmates, and discipline systems can either soften or worsen the child's struggle (Rivara et al., 2019; Ssenyonga et al., 2019). A caring school may notice distress early, while a harsh school may punish poor performance without asking why the child is withdrawn or absent, which makes domestic violence even more damaging (Bo & Yating, 2023; Walker-Descartes et al., 2021). The literature would be stronger if it linked home violence with school response, because education problems are rarely produced by home

abuse alone; they often grow when school support is also weak (WHO, 2020; Nansubuga, 2019).

2.3 Relationship Between Domestic Violence and Children's School Attendance

The link between domestic violence and school attendance is strong in the literature because children who live with conflict at home often miss school to avoid shame, confusion, or harm (Walker-Descartes et al., 2021; Rivara et al., 2019). Some scholars explain this as emotional withdrawal, while others see it as a practical problem where a child is kept at home to care for siblings, comfort a parent, or hide the family crisis (Postmus et al., 2020; Ssenyonga et al., 2019). These explanations are useful, but many studies still fail to measure attendance directly, so they talk about performance without showing how many school days were actually lost (Nansubuga, 2019; Okite, 2021).

Ugandan evidence suggests that violence in the home can make children late for school, absent for long periods, or unable to stay in class because their minds remain on what happened the night before (Nansubuga, 2019; Nyiramuhire, 2019). This view is stronger than studies that only count exam results, because attendance is often the first sign that a child's home life is disturbing education before grades begin to fall (Paul, 2019; Bo & Yating, 2023). However, most local studies are small and cross-sectional, so they cannot show whether poor attendance began before the violence or after it (Nansubuga, 2019; Okite, 2021).

Some researchers connect domestic violence with school dropout through repeated absence, but they sometimes overlook the fact that a child may not leave school immediately and may instead remain enrolled while slowly disengaging (Rivara et al., 2019; Walker-Descartes et al., 2021). That slow disengagement is important because it means attendance can look normal on paper while the child is mentally absent, which makes the problem harder for teachers to notice (Ssenyonga et al., 2019; Bo & Yating, 2023). The literature therefore needs stronger attendance data, better follow-up, and direct voices from children so that researchers can understand hidden absence as well as physical absence (WHO, 2020; Pearson et al., 2023).

The relationship also runs through stress and fear, because a violent home can reduce sleep, increase morning conflict, and make a child less ready to go to school on time (Rivara et al., 2019; Miller & McCaw, 2019). Some scholars treat this as a small family matter, but others

show that it becomes an education issue when repeated lateness and absence weaken learning habits and teacher trust (Nansubuga, 2019; Paul, 2019). The gap is that few studies connect home violence, attendance records, and child feelings in one design, so the full chain from abuse to school absence is still not clear (Nyiramuhire, 2019; Walker-Descartes et al., 2021).

Attendance problems are one of the clearest ways domestic violence reaches education, because children who fear home conflict may try to stay away from school or arrive late to avoid attention (Walker-Descartes et al., 2021; Rivara et al., 2019). Some scholars see this as a private family coping strategy, but the education system feels it as absenteeism, weak participation, and missed assessments (Nansubuga, 2019; Paul, 2019). The gap is that very few studies collect attendance records alongside family violence data, so the connection remains more obvious in theory than in evidence (Nyiramuhire, 2019; Okite, 2021).

Domestic violence may also reduce attendance because children are forced to stay home to protect younger siblings, support an injured parent, or handle domestic duties that should not fall on them (Postmus et al., 2020; Walker-Descartes et al., 2021). This point is often missed by scholars who focus only on the victimized partner, because they do not ask how the child's time is stolen by the crisis at home (Pearson et al., 2023; Sserwanja et al., 2021). As a result, the literature underestimates how violence turns education into a secondary need inside some households (WHO, 2020; Bo & Yating, 2023).

Some researchers connect domestic violence with dropout, but dropout is usually a late sign, while attendance problems begin much earlier through lateness, skipping lessons, and repeated absence (Nansubuga, 2019; Nyiramuhire, 2019). This means that a strong study should not wait for dropout alone, because many children stay in school while quietly losing contact with learning (Paul, 2019; Rivara et al., 2019). The literature is weak here because it often counts only final school outcomes and not the small attendance losses that slowly build the bigger problem (Bo & Yating, 2023; WHO, 2020).

Family conflict can also create fear of being embarrassed at school, especially when a child comes from a visibly unstable home and may not want classmates or teachers to ask questions (Ssenyonga et al., 2019; Walker-Descartes et al., 2021). This social fear is important because attendance is not only about transport or fees; it is also about emotional safety and the desire to be seen in public (Rivara et al., 2019; Miller & McCaw, 2019). Many studies ignore this emotional side, which leaves a gap in understanding why some children

avoid school even when the physical path to school is available (Bo & Yating, 2023; Pearson et al., 2023).

Attendance studies also need to pay attention to hidden non-attendance, because a child may sign in at school and still miss lessons, sleep through class, or leave early because of distress at home (Bo & Yating, 2023; Rivara et al., 2019). This matters because simple attendance registers can make the child look present, while the child is actually struggling to stay focused, safe, and emotionally available for learning (Ssenyonga et al., 2019; Walker-Descartes et al., 2021). That is why research in Kawempe should combine attendance data, classroom behavior, and child experiences, so that silence on the register does not hide the real effect of domestic violence (Nansubuga, 2019; WHO, 2020).

2.4 Forms of Domestic Violence Experienced by Children

The literature shows that domestic violence is not only physical beating, because it also includes emotional abuse, sexual abuse, and controlling behavior that can hurt a child deeply (Amegbor & Pascoe, 2021; Miller & McCaw, 2019). This wider view matters because children may hear insults, threats, or constant shouting every day, even when they are not the direct target of the blow (Walker-Descartes et al., 2021; WHO, 2020). Yet many studies still give more space to visible injuries than to silent emotional harm, and that leaves a major gap in understanding the real daily experience of children (Postmus et al., 2020; Pearson et al., 2023).

Economic abuse is another form that scholars say is often ignored, because a parent may control money, block food, or refuse school needs, and this can damage education without leaving marks on the body (Postmus et al., 2020; Bo & Yating, 2023). This is important for children in poor urban settings, where lack of fees, lunch, books, or transport can quickly turn domestic violence into missed classes and weak learning (Nansubuga, 2019; Okite, 2021). The weakness in the literature is that economic abuse is rarely studied together with school outcomes, so its effect on children in places like Kawempe remains poorly documented (Postmus et al., 2020; Paul, 2019).

Children also experience violence indirectly when they live in homes where adults fight, which means the child is both a witness and a victim even when the violence is aimed at a partner (Pearson et al., 2023; Walker-Descartes et al., 2021). Some scholars treat witnessing violence as less serious than direct abuse, but mental health studies show that exposure alone

can still create fear, stress, and long-term harm (Rivara et al., 2019; Ssenyonga et al., 2019). Because of that, a narrow focus on physical abuse misses the many children whose schooling is affected by watching violence rather than receiving it directly (WHO, 2020; Pereda & Díaz-Faes, 2020).

Sexual violence and neglect are also part of the picture, but they are often underreported because children fear punishment, shame, or disbelief from adults (Amegbor & Pascoe, 2021; Kourti et al., 2023). The literature is especially weak on neglect, even though lack of care, supervision, or emotional support can disturb school routine as much as direct assault can (Walker-Descartes et al., 2021; Sserwanja et al., 2021). This shows that future research in Kawempe must look at the whole range of abuse, not just the forms that are easiest to count in surveys (WHO, 2020; Pearson et al., 2023).

Beyond the main forms of abuse, scholars also mention threats, intimidation, and constant verbal humiliation, which can be deeply harmful even without bruises (Amegbor & Pascoe, 2021; Walker-Descartes et al., 2021). These acts can make a child feel unwanted, useless, or frightened, and such feelings can spread into the classroom as silence, low effort, or poor confidence (Ssenyonga et al., 2019; Rivara et al., 2019). The weakness in many studies is that they still treat these hidden forms as less serious, even though they may affect schooling as much as visible beating does (Postmus et al., 2020; WHO, 2020).

Neglect is another form that deserves more attention because a child may not be beaten, but may still be denied care, guidance, and the daily support needed for school success (Walker-Descartes et al., 2021; WHO, 2020). Some scholars discuss neglect only as a background problem, yet for children it can mean hunger, missed homework, dirty uniforms, and shame in class (Nansubuga, 2019; Okite, 2021). The literature is thin on neglect because it is harder to see and harder to report, which makes it easy for researchers to ignore even when it is common (Sserwanja et al., 2021; Pereda & Díaz-Faes, 2020).

Witnessing interparental violence is also a real form of harm, because children may not be struck directly, but they still live inside the fear and instability created by the fighting adults (Pearson et al., 2023; Walker-Descartes et al., 2021). Some studies still separate witnesses from victims too sharply, which hides the fact that many children experience both at the same time (WHO, 2020; Ssenyonga et al., 2019). For school research, this is a serious gap because

a child who only watches violence may still show poor attendance, weak concentration, and falling marks (Bo & Yating, 2023; Nansubuga, 2019).

The literature on forms of domestic violence is strongest when it shows that abuse is layered, yet it is weakest when it fails to connect each form to education outcomes in a clear way (Miller & McCaw, 2019; Postmus et al., 2020). In Kawempe, this gap matters because children may face a mix of physical punishment, emotional abuse, neglect, and exposure to adult fighting, all at the same time (Nansubuga, 2019; Walker-Descartes et al., 2021). A study that lists the forms but also asks how each one affects learning will add more value than studies that only name abuse without explaining its school effect (Paul, 2019; WHO, 2020).

Sexual abuse also deserves closer attention because children in violent homes may be exposed to unsafe adults, coercion, or exploitation, and these experiences can be deeply hidden from public view (Amegbor & Pascoe, 2021; Kourti et al., 2023). The literature often treats sexual violence as separate from domestic violence, yet in real family settings the forms overlap, and a child may face fear, control, and abuse at the same time (Pearson et al., 2023; Walker-Descartes et al., 2021). This gap is important for education because sexual abuse can damage trust, health, and concentration, which makes schooling much harder than studies of physical violence alone suggest (Rivara et al., 2019; WHO, 2020).

2.5 Chapter Summary

Taken together, the literature shows a clear pattern: domestic violence is common, it weakens children's schooling, it lowers attendance, and it appears in many forms that are often hidden from official records (Miller & McCaw, 2019; WHO, 2020).

Even so, the studies still lean heavily on adult reports, broad survey data, and performance scores, while the child's own voice, daily school experience, and the specific reality of Kawempe remain less studied (Nansubuga, 2019; Pearson et al., 2023).

This gap gives the present study a strong place in the literature because it can bring together prevalence, schooling, attendance, and forms of violence in one local setting and show how home violence quietly shapes education (Walker-Descartes et al., 2021; Bo & Yating, 2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methods that was used to study the effect of domestic violence on child education in Kawempe Division, Kampala District. It explained the research design, study area, target population, sample size, sampling procedure, data collection methods, instrument validity and reliability, data collection procedure, data processing, data analysis using STATA 17, and ethical considerations.

3.1 Research Design

The study #used a cross-sectional research design. This design was appropriate because data on domestic violence and child education was collected at one point in time from the selected households in Kawempe Division. The design made it possible to measure the prevalence of domestic violence, the forms of violence experienced by children, the effect of domestic violence on schooling, and the relationship between domestic violence and school attendance within the same study period. Since the study was not meant to follow children over time, the cross-sectional design provided a practical and affordable way of capturing the existing situation in the community.

3.2 Research Approach

The study adopted a quantitative research approach. This approach was chosen because it allowed the researcher to collect numerical data and analyse it statistically. The study required measurable information on whether households experienced domestic violence, how often children missed school, whether academic performance declined, and which forms of violence was reported. A quantitative approach also made it possible to compare groups, test relationships, and present findings in percentages, frequencies, and regression outputs. Because the study sought to establish patterns rather than personal stories, the quantitative approach best fitted the objectives.

3.3 Study Area

The study was conducted in Kawempe Division, which is one of the divisions in Kampala District, Uganda. Kawempe Division was selected because it a large number of households,

schools, and children who could be affected by domestic violence and educational challenges. The area also contained a mix of formal and informal settlements, and many families in the division faced social and economic pressure that could influence household relations and children's learning. The urban nature of the division made it suitable for examining how violence at home affected school attendance, homework completion, class repetition, and dropout among children.

3.4 Study Population

The study population consisted of households in Kawempe Division that children aged 6 to 18 years who were still in school. In the household context, the respondents mainly been parents or caregivers who were able to provide information about domestic violence in the home and the educational experiences of the children. The study focused on households rather than schools because domestic violence begins in the family environment, and the key information needed for the study was available from caregivers who lived with the children and knew their daily schooling experience.

3.5 Sample Size Determination

The sample size was determined using Yamane's formula for finite populations, which was suitable when the accessible population was known. The formula used was $n = N / (1 + Ne^2)$, where n represented the sample size, N represented the accessible population, and e represented the margin of error.

Table 3.1: Showing Sample Size Determination

Item	Symbol	Value	Explanation
Accessible population	N	240	Eligible households with school-going children
Margin of error	e	0.05	Accepted level of sampling error
Formula	$n = N / (1 + Ne^2)$		Yamane formula
Calculation		$240 / (1 + 240 \times 0.05^2)$	Step 1
Final sample size	n	150	Minimum required

			respondents
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The calculation produced a sample size of 150 respondents. This sample was considered adequate for describing prevalence, testing the relationship between domestic violence and school attendance, and examining how domestic violence affected children's schooling. The sample also been manageable within the available time and resources.

3.6 Sampling Procedure

A multistage sampling procedure was used. First, the researcher identified the selected zones or villages within Kawempe Division that contained households with school-going children. Second, households was listed with the help of local leaders where possible, and the eligible households was screened to ensure that they children in school. Third, simple random sampling was used to select the required households from the list until the target of 150 respondents was reached. This procedure reduced selection bias and given each eligible household a fair chance of being included in the study.

In households with more than one eligible child, information was collected from the main caregiver using one household questionnaire so that the same household was not counted twice in the same category of family violence. Where a selected household not met the inclusion criteria or declined to participate, another household from the same area was selected to maintain the sample size.

3.7 Inclusion and Exclusion Criteria

Households was included in the study if they lived in Kawempe Division during the study period and at least one child aged 6 to 18 years who was attending school. Caregivers who lived in the household long enough to know the family situation and the child's school experience also been included. Households was excluded if they no school-going child, if the respondent was unable to provide meaningful information about the child, or if the respondent refused to consent. This criteria helped the study to focus on households that could truly answer the research questions.

3.8 Study Variables and Measurement

The dependent variable was child education, while domestic violence was the main independent variable. Child education was measured through indicators such as academic

performance, homework completion, class repetition, dropout due to family issues, and school attendance. Domestic violence was measured through the frequency of violence in the household, the main person involved, and the form of violence experienced. Demographic characteristics such as sex, age, marital status, and education level of the respondent was treated as background variables because they could influence how domestic violence and schooling was reported.

Table 3. 2: Showing Variables and Measurement

Variable	Indicator	Measurement	Scale
Domestic violence	Prevalence	Never / rarely / sometimes / often; experienced or not experienced	Categorical
Domestic violence	Forms	Physical, emotional, sexual abuse, neglect	Nominal
Child schooling	Academic performance	Improved / no change / declined	Ordinal
Child schooling	Homework completion	Always / sometimes / rarely / never	Ordinal
Child schooling	Class repetition	Yes / no	Binary
Child schooling	Dropout	Yes / no	Binary
School attendance	Absence frequency	Never / sometimes / often	Ordinal
School attendance	Reason for absenteeism	Domestic violence / illness / lack of interest / lack of fees	Nominal

3.9 Data Collection Methods and Instrument

Data was collected using a structured questionnaire. The questionnaire was interviewer-administered so that respondents who limited literacy could still provide reliable answers. It contained closed-ended questions on the respondent's background characteristics, household violence, forms of domestic violence, the child's schooling experience, school attendance, homework completion, class repetition, and dropout. The use of a questionnaire was appropriate because the study required standardized answers that could be coded and

analysed statistically. It also reduced variation in the way questions were asked and made comparison across households easier.

The instrument was developed in line with the study objectives and research questions. Questions on prevalence asked how often violence occurred in the household. Questions on schooling asked whether the child's performance improved, remained the same, or declined. Questions on attendance asked how often the child missed school and the main reasons for absenteeism. Questions on forms of violence asked whether the child experienced physical violence, emotional violence, sexual abuse, or neglect.

3.10 Validity of the Instrument

Content validity was ensured through expert review before data collection. The questionnaire was checked to confirm that the items were clear, simple, and directly linked to the study objectives. The wording of some questions was adjusted so that respondents could understand them easily and so that the instrument could measure domestic violence and education outcomes in a direct way. The review also helped to remove questions that were repetitive or unclear. This improved the ability of the tool to capture the exact information needed for the study.

3.11 Reliability of the Instrument

Reliability was assessed through a pilot study conducted in a similar area that was not part of the main study. The pilot helped to check whether the questions produced consistent answers and whether respondents understood them in the same way. After the pilot, the internal consistency of the closed-ended items was checked using Cronbach's alpha, and a coefficient of 0.7 or above was taken as acceptable. The pilot process also shown the researcher which questions needed rewording, simplifying, or reordering before the final data collection.

3.12 Data Collection Procedure

Before data collection, the researcher obtained the necessary introduction letters and approvals from the relevant authorities. The selected households then been visited physically, and the purpose of the study was explained to the respondents. Informed consent was obtained before any questionnaire was administered. The researcher then asked the questions and recorded the responses carefully. Where a respondent seemed uncomfortable, the

interview was paused or ended respectfully. Data collection continued until all 150 respondents was reached.

The researcher made daily checks on the completed questionnaires to ensure that there were no missing sections, unclear entries, or duplicate responses. Any incomplete questionnaire that could not be corrected on the same day was excluded and replaced where necessary. This helped the study to maintain a complete and clean dataset for analysis.

3.13 Data Processing and Analysis

After collection, the data was edited, coded, and entered into a computer for analysis. Cleaning was done to check for missing values, wrong entries, and inconsistencies. The cleaned data then been analysed using STATA version 17. Descriptive statistics such as frequencies, percentages, means where necessary, and tables was used to describe the respondents' characteristics, the prevalence of domestic violence, the effect of domestic violence on schooling, the relationship between domestic violence and school attendance, and the forms of violence experienced by children.

Bivariate analysis was done to examine the relationship between domestic violence and the study outcomes. Where the variables was categorical, chi-square tests was used to identify significant associations at a 5% level of significance. Multivariate logistic regression then been used to control for possible confounding factors and to determine the strength of association between domestic violence and educational outcomes. The results was presented using adjusted odds ratios, confidence intervals, and p-values. Statistical significance was considered at $p < 0.05$.

The output from STATA 17 was presented in tables and interpreted in a simple way so that the findings could be easily understood. The results formed the basis for answering the research questions and for drawing conclusions about the effect of domestic violence on child education in Kawempe Division.

3.14 Data Quality Control

Several steps was taken to maintain data quality. The questionnaire was pretested, the enumerator instructions was kept clear, and the researcher supervised the process closely. The interviews was conducted in a respectful manner to reduce pressure on respondents and improve honest answers. Coding was done carefully to avoid errors during entry, and the

completed dataset was checked more than once before analysis. These steps reduced the chances of bias, missing values, and wrong interpretation.

3.15 Ethical Considerations

Ethical approval was sought before the study was conducted. Permission also been requested from the relevant local authorities in Kawempe Division. Respondents was informed about the purpose of the study, their right to decline participation, and their right to stop at any time without penalty. Confidentiality was maintained by not recording names in the analysis file, and the information provided was used only for academic purposes. Because domestic violence was a sensitive topic, the researcher asked questions politely and avoided causing unnecessary distress to respondents.

3.16 Limitations

The cross-sectional design allowed the study to capture the situation at one point in time, but it not been able to show changes over time or prove cause and effect fully. The study also depended on self-reported information, which could have been affected by fear, shame, or underreporting. Some respondents may have hidden violence in the home or reported it in a softer way. However, the use of a private interview setting, a simple questionnaire, and careful probing helped to reduce these weaknesses as much as possible.

3.17 Chapter Summary

This chapter described the methods that was used to investigate the effect of domestic violence on child education in Kawempe Division, Kampala District. It shown that the study used a cross-sectional quantitative design, a structured questionnaire, and a sample of 150 households. It also explained how the data was collected, checked, coded, and analysed in STATA 17, and how ethical issues was handled to protect the respondents.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents, analyzes, and interprets the findings of the study on the effect of domestic violence on child education in Kawempe Division, Kampala District. The findings are presented in line with the study objectives and are organized into four major sections: respondents' socio-demographic characteristics, the prevalence of domestic violence among households, the effects of domestic violence on children's schooling, the relationship between domestic violence and school attendance, and the forms of domestic violence experienced by children. The analysis is based on data collected from 150 respondents and includes descriptive statistics and logistic regression results to establish the associations between domestic violence and various educational outcomes among children.

4.2. Demographic Characteristics

Table 4.1 Social demographic characteristics

Variables	Category	Freq.	Percent
Gender	Female	99	66
	Male	51	34
Age	18-20	12	8
	21-30	52	34.67
	31-40	61	40.67
	41-50	21	14
	51-60	4	2.67
Marital status	Cohabiting	43	28.67
	Married	61	40.67
	Separated/Divorced	11	7.33
	Single	25	16.67
	Widowed	10	6.67
Education level	No Formal Education	26	17.33
	Others	25	16.67
	Post-Secondary	24	16
	Postgraduate	8	5.33
	Primary	67	44.67

The findings indicate that under gender, females constituted the majority with 99 respondents (66%), while males were the minority with 51 respondents (34%). Regarding age, the highest

proportion of respondents was in the 31–40 years category with 61 respondents (40.67%), whereas the 51–60 years category had the lowest proportion with 4 respondents (2.67%). For marital status, married respondents were the most represented with 61 respondents (40.67%), while widowed respondents were the least represented with 10 respondents (6.67%). Concerning education level, respondents with primary education formed the largest group with 67 respondents (44.67%), whereas those with postgraduate education were the smallest group with 8 respondents (5.33%).

4.3. Prevalence of Domestic Violence among Households in Kawempe Division

Table 4.2: Showing Prevalence of Domestic Violence among Households in Kawempe Division

Frequency of Domestic Violence		
Domestic violence frequency	Freq.	Percent
Never	40	26.49
Often	28	18.54
Rarely	31	20.54
Sometimes	51	34.43
Total	150	100

The findings show that the largest proportion of respondents reported that domestic violence occurred sometimes, accounting for 51 respondents (34.43%), while the smallest proportion reported that domestic violence occurred often, comprising 28 respondents (18.54%).

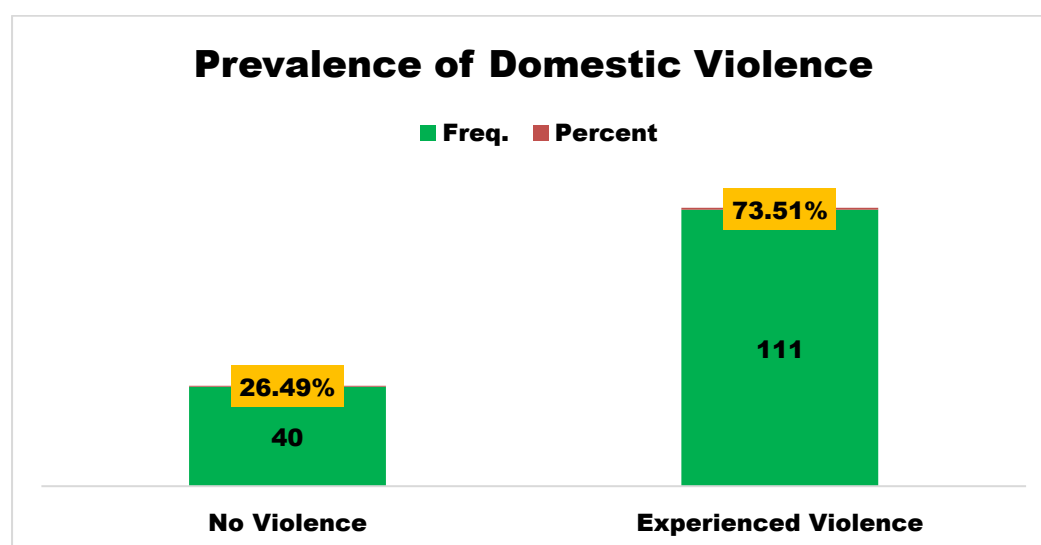


Figure 4. 1: showing prevalence of Domestic Violence

The findings indicate that the majority of respondents had experienced domestic violence, accounting for 111 respondents (73.51%), while 40 respondents (26.49%) reported no experience of domestic violence.

4.4. Effects of Domestic Violence on Children's Schooling

Table 4. 3 : Effect of Domestic Violence on Children's Education in Kawempe Division, Kampala District

Variables	Domestic Violence		Logistic regression		
	No Violence	Experienced Violence	AOR	P> z	[95% conf. interval]
Child Academic Performance Effect			0.31662	0	0.1863125 - 0.5380592
Declined	8 (8.51%)	86 (91.49%)			
Improved	4 (40.00%)	6 (60.00%)	0.43994	0.385	0.0689755 - 2.805983
No Change	28 (60.87%)	18 (39.13%)	0.13478	0.001	0.0406678 - 0.4467157
Child Homework Completion Frequency			1.90903	0.002	1.279823 - 2.84758
Always	31 (67.39%)	15 (32.61%)			
Never	0 (0.00%)	34 (100.00%)			
Rarely	2 (7.41%)	25 (92.59%)	11.0243	0.006	2.003213 - 60.66991
Sometimes	7 (16.28%)	36 (83.72%)	6.17707	0.002	1.926643 - 19.80447
Child Repeated A Class			1.70453	0.348	0.5599426 - 5.188801
No	32 (36.78%)	55 (63.22%)			
Yes	8 (12.70%)	55 (87.30%)			
Child Dropped Out Due To Family Issues			1		
No	40 (33.33%)	80 (66.67%)			
Yes	0 (0.00%)	30 (100.00%)	1		

The findings indicate that domestic violence has a significant negative effect on children's education in Kawempe Division. Regarding child academic performance, children from households experiencing domestic violence were more likely to report declined performance (91.49%) compared to improved performance (60.00%), and this association was statistically significant ($p = 0.000$). Children whose performance showed no change were significantly less likely to experience domestic violence (AOR = 0.13478, $p = 0.001$, 95% CI: 0.0406678–0.4467157), while the category of improved performance was not statistically significant (AOR = 0.43994, $p = 0.385$, 95% CI: 0.0689755–2.805983). Concerning homework completion frequency, children exposed to domestic violence were significantly more likely to rarely (92.59%) or sometimes (83.72%) complete homework compared to those who always completed it (32.61%). Logistic regression showed that children who rarely completed homework were about 11 times more likely to experience domestic violence (AOR = 11.0243, $p = 0.006$, 95% CI: 2.003213–60.66991), while those who sometimes completed homework were about 6 times more likely to experience domestic violence (AOR = 6.17707, $p = 0.002$, 95% CI: 1.926643–19.80447).

The overall association was significant ($p = 0.002$). For class repetition, a higher proportion of children who had repeated a class experienced domestic violence (87.30%) compared to those who had not (63.22%), and the relationship was significant at the bivariate level ($p = 0.001$); however, the adjusted effect was not statistically significant (AOR = 1.70453, $p = 0.348$, 95% CI: 0.5599426–5.188801). Lastly, school dropout due to family issues was strongly associated with domestic violence, as all children who dropped out because of family issues (100%) had experienced domestic violence compared to 66.67% among those who had not dropped out ($p = 0.0002$), highlighting domestic violence as a critical factor contributing to school dropout.

4.5. Relationship Between Domestic Violence and Children's School Attendance

Table 4. 4: Relationship Between Domestic Violence and School Attendance Among Children in Kawempe Division, Kampala District

Variables	Domestic Violence		Logistic regression		
	No Violence	Experienced Violence	AOR	P> z	[95% conf. interval]
Child school absence frequency			4.55341	0	2.234753 - 9.277766
Never	31 (70.45%)	13 (29.55%)			
Often	3 (5.08%)	56 (94.92%)	34.2018	0	7.571565 - 154.4945
Sometimes	6 (12.77%)	41 (87.23%)	11.3312	0	3.205969 - 40.0489
Main reason for absenteeism			0.77652	0.244	0.5072729 - 1.188683
Domestic Violence	13 (14.29%)	78 (85.71%)			
Illness	12 (48.00%)	13 (52.00%)	0.67638	0.587	0.1651063 - 2.770921
Lack Of Interest	7 (50.00%)	7 (50.00%)	0.9394	0.939	0.1900936 - 4.642319
Lack Of School Fees	8 (40.00%)	12 (60.00%)	0.83795	0.825	0.1751528 - 4.008848
Child dropped out due to family issues			1		
No	40 (33.33%)	80 (66.67%)			
Yes	0 (0.00%)	30 (100.00%)			

The results show that domestic violence is significantly associated with poor school attendance among children in Kawempe Division. Regarding child school absence frequency, the majority of children who often missed school (94.92%) and those who were sometimes

absent (87.23%) had experienced domestic violence, compared to only 29.55% of children who were never absent. The association was highly significant ($p = 0.000$). Logistic regression results indicate that children who often missed school were about 34 times more likely to experience domestic violence compared to those who were never absent ($AOR = 34.2018$, $p = 0.000$, 95% CI: 7.571565–154.4945), while those who were sometimes absent were about 11 times more likely to experience domestic violence ($AOR = 11.3312$, $p = 0.000$, 95% CI: 3.205969–40.0489). The overall adjusted odds ratio for school absence frequency was 4.55341 ($p = 0.000$, 95% CI: 2.234753–9.277766), confirming a strong relationship between domestic violence and increased school absenteeism. Concerning the main reason for absenteeism, domestic violence was reported by the largest proportion of children experiencing violence (85.71%), compared to illness (52.00%), lack of interest (50.00%), and lack of school fees (60.00%), with a significant overall association ($p = 0.0003$). However, after adjustment, illness ($AOR = 0.67638$, $p = 0.587$, 95% CI: 0.1651063–2.770921), lack of interest ($AOR = 0.9394$, $p = 0.939$, 95% CI: 0.1900936–4.642319), and lack of school fees ($AOR = 0.83795$, $p = 0.825$, 95% CI: 0.1751528–4.008848) were not statistically significant predictors of domestic violence since their p -values exceeded 0.05 and their confidence intervals included 1. Furthermore, school dropout due to family issues was significantly associated with domestic violence ($p = 0.0002$), as all children who dropped out due to family issues (100%) had experienced domestic violence, compared to 66.67% among those who had not dropped out, underscoring the detrimental impact of domestic violence on children's school attendance and retention.

4.6. Forms of Domestic Violence Experienced by Children

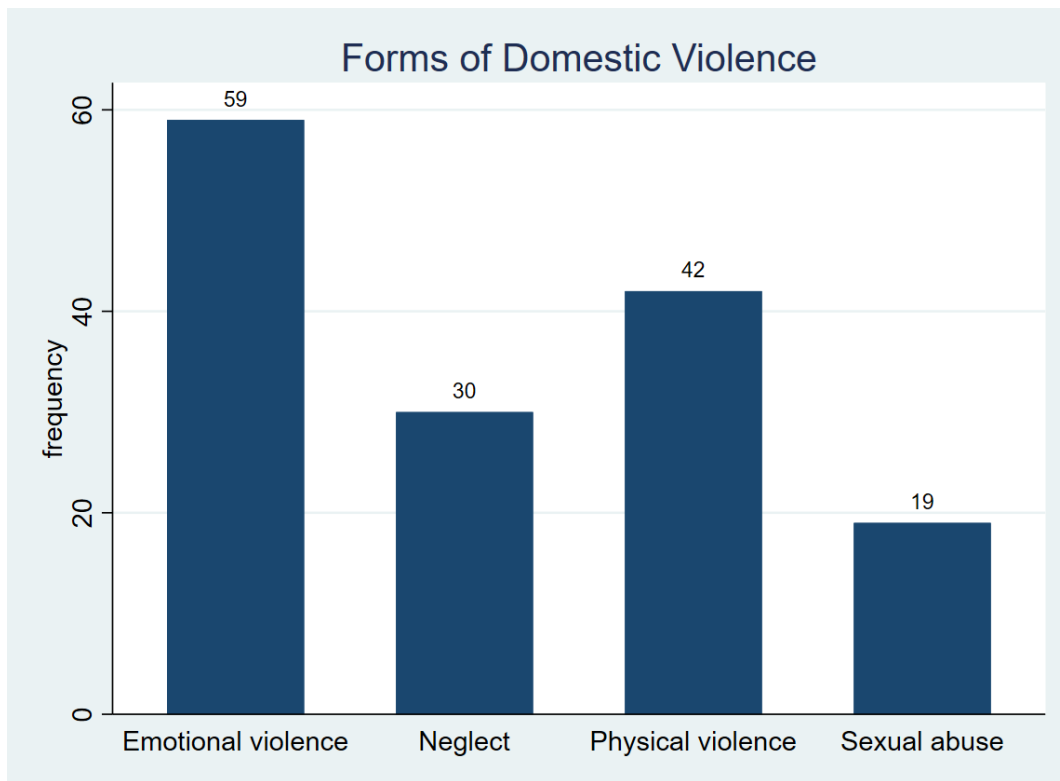


Figure 4. 2

The findings reveal that emotional violence was the most reported form of domestic violence, accounting for 59 respondents (39.33%), while sexual abuse was the least reported form, representing 19 respondents (12.67%).

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter discussed the main findings, compared them with the literature reviewed earlier, and then presented recommendations and a conclusion in line with the study objectives.

5.1 Discussion of Findings

5.1.1 Prevalence of domestic violence among households in Kawempe Division

The study found that domestic violence was common in Kawempe Division because 111 respondents (73.51%) reported experiencing it, while 40 respondents (26.49%) reported no experience of it. In frequency terms, 51 respondents (34.43%) said violence happened sometimes, 31 respondents (20.54%) said it happened rarely, and 28 respondents (18.54%) said it happened often. These values showed that violence was a repeated household problem rather than a rare event. The finding agreed with Miller and McCaw (2019) and WHO (2020), who had described domestic violence as widespread and harmful. It also fitted with Kadengye et al. (2023), who had linked attitudes that justify wife-beating with real experiences of violence.

At the same time, the prevalence in this study was higher than what many of the earlier studies had implied. Amegbor and Pascoe (2021) and Nabaggala et al. (2021) had shown that violence varied by setting, education, and residence, but they did not show a burden as high as 73.51% in one local division. That difference suggested that the urban pressure in Kawempe may have made violence more visible and more frequent. It also challenged the weaker attitude-based argument in Copp et al. (2019), because belief alone did not explain how large the problem had become in real homes.

The result also agreed with Kourti et al. (2023), Moreira and Da Costa (2020), and Pearson et al. (2023), who had shown that family stress often increased violence and that abuse in the home often affected the whole family. The 34.43% who said violence happened sometimes was especially important because it suggested a steady pattern of conflict. This supported Walker-Descartes et al. (2021), who had argued that domestic violence shaped the family climate, not only one person's experience. The gap in earlier work was that many studies

counted violence in general terms but did not connect it clearly to children's education in a specific place like Kawempe.

5.1.2 Effect of domestic violence on children's schooling in Kawempe Division

The study found a clear negative effect of domestic violence on children's schooling. Among children from violent homes, 86 respondents (91.49%) reported declined academic performance, while only 8 respondents (8.51%) reported no decline. In contrast, among children with improved performance, 6 respondents (60.00%) came from violent homes and 4 respondents (40.00%) did not. For the no-change category, 18 respondents (39.13%) were from violent homes, while 28 respondents (60.87%) were from non-violent homes. The adjusted odds ratio for no change in performance was 0.13478 with a p-value of 0.001, which showed a statistically significant relationship. This agreed with Bo and Yating (2023) and Rivara et al. (2019), who had argued that domestic violence damaged education, health, and wellbeing.

Homework completion showed the same pattern. All 34 respondents (100.00%) who never completed homework came from violent homes. Among those who rarely completed homework, 25 respondents (92.59%) had experienced violence, and among those who sometimes completed homework, 36 respondents (83.72%) had experienced violence. Only 15 respondents (32.61%) who always completed homework came from violent homes. The adjusted odds ratios were also strong: 11.0243 for rarely completing homework and 6.17707 for sometimes completing homework, both with significant p-values. These figures agreed with Ssenyonga et al. (2019) and Walker-Descartes et al. (2021), who had explained that violence at home reduced concentration and confidence. They also strengthened the argument of Bo and Yating (2023) that domestic violence had long-term effects on learning.

The study partly differed from earlier local studies because it gave more specific and more severe evidence. Nansubuga (2019), Nyiramuhire (2019), and Paul (2019) had linked domestic violence to poor academic performance, but they had mostly stayed at broad descriptions. Here, the values were sharper: 91.49% declined performance, 92.59% rare homework completion, and 100.00% never completing homework among some children. That showed that the problem was deeper than general poor marks. The study also found that class repetition was associated with violence at the bivariate level, since 55 respondents (87.30%) who had repeated a class came from violent homes, although the adjusted effect

was not significant with an AOR of 1.70453 and a p-value of 0.348. This suggested that repetition was linked to violence but also to other family or school factors. The literature had often been too quick to blame violence alone without checking these other influences.

Dropout due to family issues gave the strongest warning. All 30 respondents (100.00%) whose children had dropped out for family reasons had experienced domestic violence. This agreed with WHO (2020) and Walker-Descartes et al. (2021), who had warned that violence at home could push children out of school. It also agreed with Nansubuga (2019) and Okite (2021), who had reported weak academic outcomes in Ugandan school settings. However, this study went further because it showed dropout as a very serious result and not just a distant possibility. The literature had often focused on poor performance, but this study showed a stage where education had already been lost for some children.

5.1.3 Relationship between domestic violence and school attendance among children in Kawempe Division

The study found a very strong relationship between domestic violence and school attendance. Among children who often missed school, 56 respondents (94.92%) had experienced violence. Among those who sometimes missed school, 41 respondents (87.23%) had experienced violence. In contrast, among children who never missed school, 31 respondents (70.45%) had not experienced violence, while only 13 respondents (29.55%) had. The adjusted odds ratio for school absence frequency was 4.55341 with a p-value of 0.000, which showed a strong association. This agreed with Walker-Descartes et al. (2021) and Rivara et al. (2019), who had argued that violence at home led to withdrawal and poor engagement in school.

The main reason for absenteeism also supported this pattern. Domestic violence was reported by 78 respondents (85.71%) as the reason for absence, compared with 13 respondents (52.00%) for illness, 7 respondents (50.00%) for lack of interest, and 12 respondents (60.00%) for lack of fees. The overall association was significant at $p = 0.0003$. The adjusted odds ratios for illness, lack of interest, and lack of fees were not significant. This meant that domestic violence was the strongest explanation in the model. That agreed with Nansubuga (2019) and Paul (2019), who had shown that home conflict often lay behind school absence. It also weakened the common view that attendance problems were mainly due to fees or sickness.

The dropout result made the relationship even clearer. All 30 respondents (100.00%) whose children had dropped out due to family issues had experienced violence, while 80 respondents (66.67%) who had not dropped out still experienced violence. This agreed with Bo and Yating (2023) and Pereda and Díaz-Faes (2020), who had shown that family stress could weaken school retention. It also supported Ssenyonga et al. (2019), who had linked family violence with student distress. The gap in earlier studies was that many of them talked about performance more than attendance. This study showed that attendance was one of the clearest early signs that violence at home had already entered the education process.

5.1.4 Forms of domestic violence experienced by children in Kawempe Division

The study found that emotional violence was the most common form of domestic violence, reported by 59 respondents (39.33%), while sexual abuse was the least reported, at 19 respondents (12.67%). This agreed with Amegbor and Pascoe (2021), Walker-Descartes et al. (2021), and WHO (2020), who had explained that domestic violence included emotional, sexual, and physical harm, not only beating. The finding suggested that children in Kawempe were more often exposed to insults, threats, humiliation, or shouting than to open sexual abuse. That mattered because emotional harm is often hidden but still strong enough to damage learning.

The result also agreed with Postmus et al. (2020), who had argued that invisible abuse could harm families even when no physical injury was seen. In this study, emotional violence was the leading form, which meant that the most frequent damage may have been the one that was hardest to notice. The finding partly differed from studies that gave much more attention to physical violence. Amegbor and Pascoe (2021) had focused mainly on intimate partner violence among women, but this study showed that the child experience in Kawempe was more emotional than physical. That difference mattered because adult-focused studies can miss the daily suffering of children.

The low reporting of sexual abuse should not be seen as proof that it was not serious. It likely showed fear, silence, and underreporting. This agreed with Kourti et al. (2023) and Pearson et al. (2023), who had noted that violence against children often co-occurred with partner violence and was often hidden. The weakness in earlier literature was that it sometimes separated the forms too sharply. This study showed that the forms were part of one family problem, even though some were easier to count than others. Emotional violence, in

particular, could explain why many children had poor homework completion, weak performance, and absenteeism.

5.2 Recommendations

The study recommended that local leaders, schools, and child protection actors in Kawempe Division should strengthen awareness campaigns on the effects of domestic violence on children's schooling, because 73.51% of households had experienced violence and 91.49% of affected children had declined performance. It was also recommended that schools should create safer reporting systems and provide guidance support for learners who often missed school, since 94.92% of frequent absentees had experienced violence. The study further recommended that parents and caregivers should receive counselling and conflict management support, because emotional violence was the most common form at 39.33%. Finally, it was recommended that education and welfare offices should track absenteeism and dropout early, because all children who dropped out due to family issues in the study had experienced domestic violence.

5.3 Conclusion

The study concluded that domestic violence had a serious negative effect on child education in Kawempe Division, Kampala District. The evidence showed a high prevalence of violence at 73.51%, weak schooling outcomes such as 91.49% declined performance and 100.00% non-completion among some children, a strong relationship with school absence where 94.92% of frequent absentees had experienced violence, and a pattern of hidden harm where emotional violence was the most reported form at 39.33%. These findings agreed with much of the literature reviewed, but they also showed that the problem was more severe in the study area than some earlier studies had fully captured. The chapter therefore confirmed that domestic violence was not only a family issue but also a direct threat to attendance, learning, and school retention.

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APPENDICES

Appendix I: Consent Form

THE EFFECT OF DOMESTIC VIOLENCE ON CHILD EDUCATION IN KAWEMPE DIVISION, KAMPALA DISTRICT

My name is **ABIGABA VICENT** a final year student at Makerere university pursuing bachelor's degree in quantitative economics under the school of statistics and planning.

Am conducting research to understand how domestic violence within households affects the educational outcomes of children in Kawempe division. The findings of this study are purely for academic purposes and may help inform policy interventions.

Your participation is voluntary. Your identity will remain anonymous, and all information provided will be treated with the strictest confidentiality. You may choose to skip any questions or stop the interview at any time.

Consent: Do u agree to participate in this study?

1. yes

0. no (end interview)

Respondent identification

Name of the respondent.....

Telephone no.....

Area.....

Date.....

Appendix II: Questionnaire

Section A: Background information.

Q1. Gender of the respondent

1=male

0=female

Q2. Age as per recent birthday

.....

Q3. Marital status

.....

Q4. Highest level of education

0=no formal education

1=primary

2=post-secondary

3=postgraduate

4=others

Q5. Do you have children aged 6-18 years currently in school?

1. yes, all in school

2. yes, some in school others not

3. no, none in school

Q6. Has anyone in your household ever prevented you from working, earning or accessing household resources?

0=yes

1=no

Q7. How often have you experienced or witnessed domestic violence in your household?

0=never

1=rarely

2=sometimes

3=often

Q8. Who is most involved in the violence?

1=father

2=mother

3=both

4=others

Q9. Which forms of domestic violence are most common?

0=physical violence

1=emotional violence

2=sexual abuse

3=neglect as in failure to provide basic needs

Q10. How has domestic violence affected the child's academic performance?

0=improved

1=no change

2=declined

Q11. how often does the child complete homework?

0=always

1=sometimes

2=rarely

3=never

Q12. Has the child ever repeated a class?

0=yes

1=no

Q13. How often does the child miss school?

0=never

1=sometimes

2=often

Q14. What were the reasons for absenteeism?

0=domestic violence

1=lack of school fees

2=illness

3=lack of interest

Q15. Has any child dropped out of school due to family issues?

0=yes

1=no

Q16. What do you think can be done to reduce domestic violence?

.....

.....

Q17. In your opinion, what support do children from such homes need to improve their education?

.....