

**THE IMPACT OF GENDER BASED VIOLENCE ON ACADEMIC PERFORMANCE
OF CHILDREN IN KASESE DISTRICT:**

A CASE STUDY OF HIMA TOWN COUNCIL

BY

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DECLARATION

I **NZYABAKE JESCA**, the undersigned declare that this research report is of my original work and has never been submitted to any other institution of higher learning for any academic award.

Signature 

Date:

APPROVAL

This research report has been submitted to the faculty with my approval as a University supervisor

Signature Date

DEDICATION

I would like to dedicate this research report to the following people who have been, and will always be there for me; My parents Mr. **Mukwenda Denial** and **Mrs. Kabugho Laheri**, my brothers Adidas, Ronald and all my sisters especially Annet. May the Almighty God bless them abundantly.

Furthermore I also dedicate this research report to my research assistant, without whose help, I would not have produced this piece of work. I am greatly indebted to my dear brother who supported me in all ways so that this work is accomplished.

I also thank my supervisor Mr. Ochen Paul who sacrificed his time to read through this work. May the Almighty God bless you abundantly

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
CEDAW:	Convention on the Elimination of All forms of Discrimination Against Women
COFAPRI:	Congolese Females Action for Promoting Rights and Development
DRC:	The Democratic Republic of the Congo
FAO:	Food and Agricultural Organization of the United Nations-
GBV:	Gender Based Violence
GLR:	Great Lakes Region
HIV:	Human Immune Deficiency Virus
HRW:	Human Rights Watch
IRC:	International Rescue Committee
IVAWA:	International Violence against Woman Act
MONUC:	Mission des Nations Unies au Congo (United Nations Mission in the Congo)
NGOs:	Non Governmental Organizations
PTSD:	Posttraumatic Stress Disorder
STDs:	Sexually Transmitted Diseases
SWFW:	Safe World For children
UN:	United Nations
UNAIDS:	United Nations program on AIDS.
UNDP:	The United Nations Development Program
UNFPA:	The United Nations Population Fund
UNICEF:	The United Nations Children's Fund
UNIFEM:	United Nations Development Fund for children
USA:	The United States of America
VAW:	Violence Against children
WFP:	World Food Program
WHO:	World Health Organization
WPC:	Women Power Connect

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ABSTRACT

The study was concerned to inquire into the impact of gender based violence on academic performance of children in Kasese district a case study of hima town council. The study was guided by the general objective and this was to establish the impacts of Gender based violence on academic performance of children. impact of gender based violence that limit children's academic performance out of the general objective, specific objectives were formulated that is, to establish the factors responsible for gender based violence, forms of gender based violence, effects of gender based violence on academic performance of children and finally how to address the problem of gender based violence in relation to children's academic performance. This study employed both quantitative and qualitative approaches. The researcher used purposive sampling and only questionnaires were used as data collection instruments. Quantitative data were analyzed using frequency and percentage tables. The study findings was that gender based violence greatly limits children's academic performance in the way that out of quarrel in families children fill psychologically tortured mentally and even they are always abandoned by their parents leading them dropout of school at an early age, those who perceiver with gender based violence consequences always perform poorly in their exams. The study found out that the most causes of gender based violence in families is as a result of use of alcoholic drugs, disrespect among couples, financial challenges and fornication among others all these were found to be behind of women and children battering in homes. The study findings on the possible solutions towards fighting gender based violence were that although laws against domestic violence and other hindrances exist, the implementation and enforcement of such laws is often weak. The study concluded that there are still gender based violence that lead to poor academic performance among children leading to school dropout in the district that needs special attention from nongovernmental organizations, government and individual efforts to uphold the rights of girls in the district. Basing on the findings of the study, the researcher recommended for provision of technical assistance, need to provide constitutional measures to uphold the rights of women and girls, such as equality, non-discrimination and protection from violence, are critical and can shape the response of governments to eliminating female genital mutilation and inclusion of leaders, both religious and secular, in interventions is important to secure a supportive environment for change.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and conceptual framework.

1.1 Background for the Study

The World Health Organization (2002) estimates that at least one in every five of the world's female population has been physically or sexually abused at some time (Population Reference Bureau, 2001). Gender-based violence arises from the patriarchal system which since time immemorial has exerted control over children's lives (World March of children, 2000). Gender-based violence affects both the physical and psychological integrity of children.

Cases of gender-based violence in African schools may be categorized and reported differently and without reference to gender, e.g. unregulated and excessive corporal punishment, bullying and physical assault (sometimes with guns or knives) should be included alongside sexual harassment, sexual abuse and rape because they are also manifestations of gender violence. Using a gender-sensitive frame of reference, gender-based violence can be broadly clustered into two overlapping categories: *explicit* gender (sexual) violence, which includes sexual harassment, intimidation, abuse, assault and rape, and *implicit* gender violence, which includes corporal punishment, bullying, verbal and psychological abuse, teachers' unofficial use of pupils for free labor and other forms of aggressive or unauthorized behavior that is gender specific (Wellborn 2005).

The 2006 Uganda Law Reform Commission reported that in Kasese district 75% of homes had witnessed violence against children. Violence against children, according to Top Television has also highly increased because the number of homes who had experienced violence against children in Kasese has persisted. The villagers have also witnessed increased violence as result of alcohol and cultural attitudes, mass poverty. Around the world at least one woman in every three has been beaten, coerced into sex, or otherwise violated in her lifetime. Most often, the violators are members of her own family. Increasing violence against children is recognized as a

major public health concern and violation increased of human right. Violence against children in Uganda continues unchecked and unpunished as result of lack of justice that calls for the present study (Youssef & Kamel 2008).

According to Hatari (2010:32), in Hima town council alone, HIV infection among females who are victims of GBV is up to three times higher if compared to children and women who have not been subjected to aggressive behaviors. In addition, some men benefited of the situation of war to apply GBV in their homes. Ongala (1993) confirms that the Kasese conflict/political instability have affected households as children who were raped were repudiated by their husbands. Other children who were gang raped several times could not return to their families once they have been released by the rapists for fear of shame and social blame.

Gender based violence in and around schools of Hima Town Council has been at a high rate most especially on ongoing school children which has affected children's academic performance. Government, parents and nongovernmental organizations has ignored this practices on children for too long what goes on in the school environment. The sad fact is that schools are not always the child-friendly places we expect them to be. Violence can be perpetrated by pupils or teachers in or around the school, or by out of school youth and/or older men who demand sex in exchange for money or gifts. Acts of gender violence are disproportionately directed at girls, but boys and teachers can also be targets (USAID, 2009).

Therefore the present research centers on how gender based violence impacts on academic performance among children in Hima town council.

1.2 Problem Statement

Since the Beijing Declaration on women's and children rights was adopted in 1990s, we've seen increased activity and interest in stamping out gender based violence. But gender based violence in and around the classroom has largely been invisible. Gender based violence in school settings is having a damaging impact on the education of millions of children across the world. "The elimination of school related gender based violence cannot be left to chance. National governments with civil society and other development partners have done more to protect children and prosecute perpetrators to ensure quality and inclusive education for all. Despite the

efforts provided by these actors, gender based violence (GBV) among school children in Hima town council Kasese district still exist which includes verbal or sexual harassment, sexual abuse, corporal punishment and bullying, which has resulted into increased absenteeism, poor academic performance, school dropouts, low self-esteem, depression, pregnancy and sexually transmitted infections such as HIV, all of which have a detrimental impact on learning and wellbeing of children in the district (WEB, 2008). This calls for the present study.

1.3 General Objective

The general objective of this study was to establish the impacts of Gender based violence on academic performance of children using a case study of Hima town council.

1.4 Specific Objectives

- I. To identify the causes of gender based violence in families
- II. To identify forms of children domestic violence
- III. To identify the impact of gender based violence on academic performance of children in Kasese District particularly Hima town council.
- IV. To identify prevention measures to Gender-Based Violence so as to improve children academic performance

1.5 Research questions

- I. What are the causes of gender based violence in families?
- II. What are the forms of domestic violence?
- III. What are the effects of gender based violence on academic performance of children in Hima town council?
- IV. What are prevention measures to Gender-Based Violence that has affected children's academic performance?

1.6 Scope of the study

1.6.1 Subject scope

The study mainly focused on the causes of gender based violence in families, the forms of domestic violence, the effects of gender based violence on academic performance of children and finally the measures to Gender-Based Violence that has affected children's academic performanc

1.6.3 Geographical scope

The study was conducted in Hima town- located in the Northern part of Kasese District in Busongora North constituency. It borders Kitwamba Sub-county in the North, Maliba sub-county in the west and NRA production farm, and Ibuga prisons in the eastern part.

In reference to the population census 2014, Hima Town Council has estimated total population of 26,534 where male's make_up 11,790 and females make_up 14,404 with high cases of gender based violence on children most especially in Marram zone that has influenced the call for this present study.

1.6.3 Time scope

The study covered a time scope of three months from June 2017 to September 2017. The choice of this period was sufficient as it was enough to collect data from the respondents and also it give ample time for the researcher to compile the final report.

1.7 Significance of the Study

The findings of the study were useful or important in many different ways as seen below;

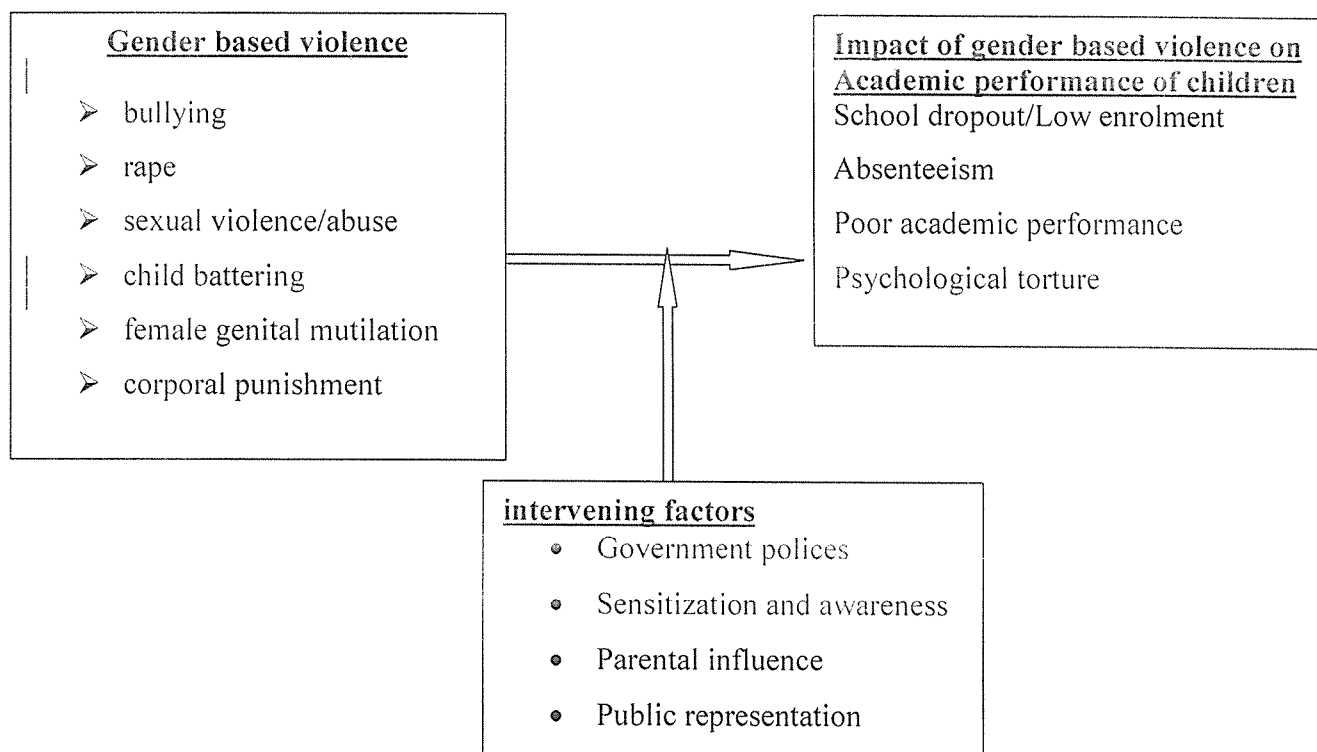
The study will enable the researcher to fulfill academic requirement for the award of bachelor's degree of

The data will contribute to building a knowledge data bank on the subject of gender based violence on children academic performance in Uganda.

The data collected will inform the design of appropriate interventions and community services by district leaders, local leaders and organizations to address the identified needs and challenges.

The study will also stimulate more appropriate response and dialogue by other stakeholders for informed action towards the reduction of gender based violence.

1.8 Conceptual framework



Source: Researcher conceptualization 2017

Figure 1 of the conceptual framework above summarizes the content to which gender based violence impacts on children academic performance where the conceptual framework shows that Gender based violence as (Independent Variable) is characterized by sexual harassment, rape, child battering, female genital mutilation, corporal punishment and bullying, has a big impact on children's academic performance as an (Dependent Variable) has resulted into increased absenteeism, poor academic performance, school dropouts, low self-esteem, depression, pregnancy and sexually transmitted infections such as HIV, all of which have a detrimental impact on learning and wellbeing of children. On the other hand, children to be free from gender based violence can be addressed through Public awareness, Build more schools, Educate girls

and women, Enforce the laws against abuse, Empowering women /girl child education, More public representation, Laws against under age marriages, Guidance and counseling and Educate both parents on the issues of children abuse for better children academic performance.

1.9 Operational definition of key terms

1.9.1 Gender based violence (GBV)

According to the Merriam-Webster dictionary definition, gender based violence is: "the inflicting of physical injury by one family or household member on another; a repeated / habitual pattern of such behavior." The term "intimate partner violence" (IPV) is often used synonymously with domestic abuse/domestic violence. Family violence is a broader definition, often used to include child abuse, elder abuse, and other violent acts between family members. Wife abuse, wife beating, and battering are descriptive terms that have lost popularity recently for at least two reasons: (Graham, 2003).

Gender based violence (GBV) is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of social norms and gender stereotypes, and enforced by unequal power dynamics. It also refers to the differences between girls' and boys' experiences of and vulnerabilities to violence. Sexual violence is a particularly destructive form of SRGBV, manifested as verbal and psychological harassment, sexual assault, rape, coercion and discrimination in and around schools (Zeira et al., 2002).

Children who witness or are the victims of violence may learn to believe that violence is a reasonable way to resolve conflict between people. Boys who learn that children are not to be valued or respected and who see violence directed against children are more likely to abuse children when they grow up. Girls who witness gender based violence in their families of origin are more likely to be victimized by their own husbands. Alcohol and other chemical substances may contribute to violent behavior. A drunk or "high" person was less likely to control his or her violent impulses, (Dutton, 2012).

Domestic violence, also known as domestic abuse, spousal abuse, battering, family violence, and intimate partner violence (IPV), is defined as "a pattern of abusive behaviors by one partner against another in an intimate relationship such as marriage, dating, family, or cohabitation."

Domestic violence, so defined, has many forms, including physical aggression or assault (hitting, kicking, biting, shoving, restraining, slapping, throwing objects), or threats thereof; sexual abuse; emotional abuse; controlling or domineering; intimidation; stalking; passive/covert abuse (for example, neglect); and economic deprivation, (Dutton, 2012). Gender based violence and abuse is not limited to obvious physical violence. Gender based violence can also mean endangerment, criminal coercion, kidnapping, unlawful imprisonment, trespassing, harassment, and stalking (Dutton, 2012).

1.9.2 Children academic performance

In this study, children's *academic performance* refers to the scholastic accomplishment of the child. This accomplishment is measured through continuous assessment conducted in every learning area offered at school. Continuous assessment aims at verifying whether or not the child understood the learning matter taught in classes (USAID, 2009).

Academic Performance refers to the measure towards a set standard or the act or process of performing a task at the end of 7 year course in a primary school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section is partial a summary of the previous work related to the hypothesis of the study that is explored and cited as well as existing knowledge related to the causes, types and the media's role in highlighting domestic violence.

Literature review, according to Terre Blanche and Durrheim (2010:79), helps to integrate the results of previous researches on a topic. Therefore, this section provides the literature on gender based violence towards children academic performance. Nevertheless, it also overviews violence in general and tackles the different forms, causes, damages and the culture of domestic abuse. It discusses its prevalence and finally, it details the link between power, masculinity and GBV.

2.1 Overview of Gender Based Violence on children academic performance

Gender-based violence (GBV) is a global phenomenon that impacts millions of children worldwide, especially girls. The literature review explores the extent, causes and repercussions of GBV and highlights the need for gender disaggregated evidence to better inform policy.

Available data on violence against children allow us to build a partial picture of gender-based violence in schools, but a significant number of cases are under-reported and the exact number of children suffering as a result of GBV remains unknown (Wood & Jewkes, 2008).

Reports from Sierra Leone show that girls who cannot pay for school-related expenses are often coerced into sexual relationships by male teachers. A recent review from UNESCO reveals that 10% of adolescent girls aged 15-19 have reported instances of forced sexual intercourse or other sexual acts in the previous year. It is important to note that sexual violence affects both boys and girls in all countries regardless of level of economic development. In the United Kingdom, it is estimated that one in three 16-18 year olds has experienced unwanted touching in schools (WHO 2002).

Bullying is one of the most widely documented types of violence in schools. The 2011 Trends in Mathematics and Science Study (TIMSS) from 30 countries shows that in all but two countries,

over 20% of children reported experiencing at least some form of bullying once or twice per month. Bullying can increase absenteeism and reduce school achievement for both boys and girls (MoE&S 2009).

Children with disabilities, LGBT children and those belonging to disadvantaged groups are more likely to experience SRGBV. Children that live in conflict zones are also more vulnerable. An early UNHCR/Save the Children UK report uncovered widespread sexual exploitation of Liberian girls by teachers in refugee camps in Guinea. Fear for girls' safety in countries such as Afghanistan, Pakistan and Papua New Guinea have also led to parents withdrawing their girls from school. SRGBV can have serious detrimental effects on children's health and well-being and their ability to learn to their full potential. It can negatively impact school participation, learning levels and completion rates and raises barriers to gender equality in education and wider society (UNICEF 2001).

“School-related gender-based violence is preventing the achievement of quality education for all,” calls for the following:

- Improved research and monitoring in order to clarify the risk factors, facilitating conditions and contexts of SRGBV
- The development of national policies and action plans to identify, prevent and tackle SRGBV
- A multi-sectoral approach with collaboration at the district level across education, health and youth and welfare sectors.

2.2 Reasons for increased gender-based violence among millions of children from reaching their academic potential

There are many different theories as to the causes of domestic violence. These include Social stress theories that consider personality traits and mental characteristics of the perpetrator, as well as social theories which consider external factors in the perpetrator's environment, such as family structure, stress, social learning. As with many phenomena regarding human experience, no single approach appears to cover all cases.

2.2.1 Psychological

Social stress theories focus on personality traits and mental characteristics of the offender. Personality traits include sudden bursts of anger, poor impulse control, and poor self-esteem. Various theories suggest that psychopathology and other personality disorders are factors, and that abuse experienced as a child leads some people to be more violent as adults. Correlation has been found between juvenile delinquency and domestic violence in adulthood. Studies have found high incidence of psychopathy among abusers, (Graham, 2003).

2.2.2 Jealousy

Many cases of domestic violence or men occur due to jealousy when the spouse was either suspected of being unfaithful or was planning to leave the relationship. An evolutionary psychology explanation such cases of domestic violence are that they represent to male attempts to control female reproduction and ensure sexual exclusivity for him/her through violence or the threat of violence (Welbourn, 2000).

2.2.3 Behavioral

Behavioral theories draw on the work of behavior analysts. Applied behavior analysis uses the basic principles of learning theory to change behavior. Behavioral theories of domestic violence focus on the use of functional assessment with the goal of reducing episodes of violence to zero rates. This program leads to behavior therapy. Often by identifying the antecedents and consequences of violent action, the abusers can be taught self-control. Recently more focus has been placed on prevention and a behavioral prevention theory. (Leone, 2004).

2.2.4 Power and control

In abusive relationships, violence was posited to arise out of a need for power and control of one partner over the other. An abuser was to use various tactics of abuse (for example, physical, verbal, emotional, sexual or financial) in order to establish and maintain control over the partner. Abusers' efforts to dominate their partners have been attributed to low self-esteem or feelings of inadequacy, unresolved childhood conflicts, the stress of poverty, hostility and resentment toward children (misogyny), hostility and resentment toward men (misandry), personality disorders, genetic tendencies and socio cultural influences, among other possible causative

factors. Most authorities seem to agree that abusive personalities result from a combination of several factors, to varying degrees, (Graham, 2003).

2.2.5 Mental illness

Psychiatric disorders are sometimes associated with domestic violence, such as borderline personality disorder, antisocial personality disorder, bipolar disorder, schizophrenia, drug abuse, and alcoholism. It was estimated that at least one-third of all abusers have some type of mental illness, (Denis, 2004)

In the developing world, where economic imbalances are extreme, literacy rates low and basic universal education a goal rather than a reality, the question of gender violence and its impact on education and health is absolutely critical. Little work has been done to systematically document and review information on the prevalence and consequences of this violence in formal educational settings, nor to look carefully at intervention strategies that are or could be in place to address the problem. The consequences of school-related gender-based violence for the health and educational outcomes for children display the patterns of economic inequality, cultural beliefs about sex and sexuality, and adolescent sexual activity in developing countries. This is entirely pragmatic. While the hidden curriculum constitutes the mannerism which will be implemented and necessitated in the world of work with rewards of success and revenue, it is often oppressive, demeaning and actively violent towards women. This is particularly explanative of the impeding presence of occupational sexism even within developed countries (UNAIDS, 2002).

2.3 Forms of gender based violence

Domestic violence has different forms. They vary depending on the environment and the abuser, and they interrelate.

2.3.1 Domestic emotional violence

Eigen (2011) defines emotional violence as the abuser's intentional infliction of psychological and emotional agony via humiliation or threat, including verbal or non-verbal behavior to the victim. These psychological and emotional abuses put down a household member as the abuser

wants to have total control over what the victim can or cannot do, withholding information from them and limiting their acquaintances (Saltzman et al., 2002).

2.3.2 Domestic physical violence

The abuser will physically assault a household member once a conflict is overt. It is in this context that severe harm, injury, disability and occasionally death may follow. Bartels et al., (2009) reveal that Hima town councilmen have often caused indelible physical scars to the victims and others have been burned parts of their body for maintaining their power in the family. Conversely, Vuningoma (2003) notes that, some children are more violent than their abusers as 'they even happen to cut their husbands sex off'. Children also are involved in domestic violence. Some cultures condone that parents apply force to children for correction, but the opposite is not allowed. However, nowadays families are witnessing children committing abuse to their parents in the home. A survey conducted by Vuningoma (2003:66) in Hima town council showed that almost 2% of the parents admitted to have suffered violence caused by their own sons. They pushed and beat their parents, burned the house with the parents inside it and attacked parents with machetes, spears or knives in an attempt to wound or kill them (Longa and Bulonza, 2006).

2.3.3 Domestic sexual violence

This is another form of abuse that the abuser applies by forcing another person, adult or child of different or same sex, to be involved in a sexual act without consent (Olson and DeFrain, 2000). In many countries, one of the root causes of sexual violence is the subordinate status of children and girls. Itano (2009) considers discrimination and unequal power relations in families as exposing children greatly to sexual abuse. As regards sexual violence directed to children, the abuser may be a parent or any other family member. Olson and DeFrain (2000) found that sexual abuse on children is a serious problem that is on raise although it is underreported.

Actually, incest recalls sexual activity of any category that is done by the individuals who belong to the same wide or nucleus family. Furthermore, there also exists non-incestuous abuse. It is also called extra familial sexual abuse. Such an abuse often arises with the individuals who do not belong to the child's family. In South Kivu, the incestuous abusers may be 'grandparents, adopted children, stepparents and in-laws' (Ruhanya, 2007). Incest remains a kind of exploitation of teenagers by a family member. Such a sexual abuse is often committed between

'brothers and sisters, fathers and daughters, stepfathers and stepdaughters, and uncles and nieces than between mothers and sons' (Russell 2011). On its own, incest greatly damages the victim's psychology and so it fosters persisting, long lasting sexual and social problems. Gorman (1991:93) believes that incest goes beyond sexual contact as it includes 'fondling, rubbing one's genitals against a child and excessive or suggestive washing of a child's pubic area'. In fact, the abuser does not consider whether the child liberally involves in the sexual Endeavour or even taking it as pleasurable. The child is unable to provide informed approval to such an act. The above argument is what makes 'incest an abuser's misuse of power and authority' (Ruhanya, 2007).

Yet the abuser uses various tricky ways to take sex by brutality, which obliges the victim to make love under physical pressure. Accordingly in South Kivu, some parents defile their daughters and the WHO (2005) says that with the spread of HIV/AIDS, some fathers defile very young girls and sometimes their own daughters to cure AIDS based on witch doctors' advice. The men who force their daughters to join in unwanted, insecure or degrading sexual activity ridicule themselves and bring shame to the whole family (Longa and Bulonza, 2006). Sexual abusers tend to limit or destroy the victim's sexual lust or reproductively and sometimes, they exploit sexually the victim.

Furthermore, sexual abusers may compel the victim to involve in watching pornographies with them. The aim is to rouse the victim sexually and finally involve in sexual acts. Mirindi (2003) found that sexual abuse is often linked to physical abuse and sometimes they happen simultaneously, or the sexual abuse may take place after physical abuse.

It is believed that one of the root causes of sexual violence is the subordinate status of children and their being discriminated. Itano (2009) considers discrimination and unequal power relations in families as exposing children greatly to GBV and that addressing the disparity that exists in every society is vital to their responses to the issue.

2.3.4 Domestic economic violence

Domestic violence can also take the form of economic violence. Parker and Tritter (2006) reveal that when the abuser is the only money provider in the home, he has more power over household members including children who may want to go to school. In fact, family economic resources

give power to the one who brings them. In most cases, man is the one who brings more financial, social and organizational resources.

In the same vein, Ruhanya (2007) ascertains that abusers apply economic violence by denying the victim physical resources such as clothes, food, necessary medication or shelter. In addition, Wallby and Allen (2006) relate that the man may refuse to pay the lease, seize his wife's bank cards and even deny her to use some of the appliances in the house. Such inequality of power creates potential negative consequences for the victim's economic security or being refused financial assistance, which reduces her voice to claim her home rights (Olson and DeFrain, 2000).

2.3.5 Domestic Spiritual violence

This thwarts the victims' rights and causes them to be ridiculed by their children and their church fellows (Imbens and Ineke, 1993). Evidence by Ongala (1993) points that some DRC pastors often compel their wives with their children to adhere to their churches. This does not only apply to close but also remote family members with the aim of growing the number of church adherents.

Furthermore, with spiritual domestic violence the abuser impedes some family members to practice fully their religious beliefs or manipulates them to his profit (Holmes, 2003). The abuser hinders the victims of spiritual abuse from fully practicing their religious or spiritual faiths, which hinders their rights and ridicules them toward their children and their church fellows (Imbens and Ineke, 1993). The abuser may go further and oblige the victim to quit their religious practices and join his. As an illustration, Ongala (1993) points that some DRC pastors often compel their wives with their children to adhere to their churches. Besides, this is an apparent make believe trick that lies to the world that the pastor's church is strongly supported. This depicts the African adage that says 'stones and sand of a river always follow water'. The abuser does not use violence blindly; he always advances good reasons for it.

2.3.6 Media and parents negligence

The media is a strong tool that may foster violence if no rigid regulations are elaborated regarding its use. In this vein, Seifert (2011) underscore that movies, television, music, some newspapers and the internet depict family and social abuse as tolerable. To the UNIFEM (2007)

and Pence et al. (2012), social and parental tolerance of media violence may produce unexpected anxiety, particularly for children, if no follow up is made to hinder media's propagation of violence. Olson and DeFrain (2000) confirm that for every hour of assaultive violent television programme watched on daily basis; one child out of three may present aggressive attitudes and behaviors in the following five years.

2.3.7 Substance abuse

Alcohol is one of the many substances that cause men involve in domestic violence. Alcohol induces violence as it helps the abuser's reticence of violence to break down (Goodwin, 2004). Men consume more alcohol compared to children and this causes them to hardly manage their brutal impulses, making them more aggressive toward family members (Walker, 2010 and MSF, 2005). In this way, Amato and Booth (2011) aver that alcohol drinking pushes some men to decimate their family's little income, which creates conflict and violence with family members.

2.3.7 Influence of sports

In addition to the above factors, Selles (2010) notes that competitive sports may develop in the individual the attitude of using force to win. Stark (2012) substantiates that using brutality to get victory may hinder an individual's nonviolent beliefs and attitudes to address contentions in the home.

2.4 The impact of gender based violence on children's academic performance

It is only through the above named studies that we can assess the impact of gender violence in schools. They suggest that gender violence is an important cause of poor performance and drop-out, although it is difficult to establish cause and effect. The study by Dunne, Leach *et al.* (2003) on the impact of gendered experiences on retention and achievement found that gender violence in the form of sexual intimidation, verbal abuse and physical assault was a significant contributor to irregular attendance and underachievement of girls. Pregnancy (which in some cases may be the result of sexual abuse) has been identified in other studies also, along with early marriage, as a major reason for girls' drop-out. Schoolgirls who became pregnant rarely returned to school. Boys developed strategies to avoid excessive corporal punishment, of which truancy was the most common; this also led to permanent drop-out in some cases (UN, 2003).

The same study shows how the manipulation of gendered space by boys both inside and outside the classroom constrained girls' participation in lessons while boys themselves are distracted by the need to confirm their masculinity through performances of disrupting the lesson, demanding the teacher's attention and distraction (boys sitting at the back of the class and gossiping and eating snacks). Other studies report that boys resent girls being 'favoured' by male teachers (Brenner, 2014; UNICEF, 2002) and that seeing male teachers proposition female students encourages them to behave likewise (Leach and Machakanja, 2000); this may, in turn, contribute to further bullying and sexual harassment. So, for both girls and boys, the gender relations that are played out in the school serve to reduce academic performance.

A number of the above studies also show that teachers' widespread use of verbal abuse (especially by female teachers who resort to verbal abuse rather than corporal punishment) generates low self-esteem and is found by many pupils to be more hurtful than corporal punishment. Loss of self-esteem may also stem from teachers' low opinion of either male or female students, e.g. in Zimbabwe, Gordon's (2013) study found that some teachers viewed girls as less able academically, as lazy and as lacking in concentration; they were said to 'only think about boys'. The HRW *Scared at School* (2001) study reports the consequences of gender violence on girls in South Africa as including disrupted education (absenteeism, changing schools, drop-out), ridicule by classmates (especially taunting by boys), diminished school performance through trauma, emotional or behavioral disorder, and risk to health.

The rate of incidence of school violence understandably relates to the manner in which the term is used in widely different national settings, and within regions (and even schools within them). Because of this it is fair to add a caveat to any global estimates, as noted by Benabishy and Astor: one of the most challenging aspects of cross national comparisons is the fact that reports often do not provide detailed information about the methods and instruments used to obtain the figures being reported. (2008)

But whatever measure is used to determine levels of violence in school, there is a consensus view that the phenomenon remains a feature in the lives of many children in schools worldwide, and sometimes irrespective of the stage of development of education. Of more recent note has been a deepening awareness that the phenomenon is not limited to such countries. Thus, Ohasko

That violence is occurring at a high rate in developing countries and its impact on schooling, learning and living is certainly serious, which refutes the commonly-held view that violence is primarily an issue of industrialized countries. Given an absence of finite international data allowing comparison to be made, only indicative examples are given. It should be stressed that any named countries identified here are utilized for illustrative purposes, rather than being highlighted as specific cause for concern as separate from other country settings. Benabishy and Astor (2008) Benabishy, R., & Astor, R. (2008) have noted increases in school violence in several countries, with contexts as culturally different as South Africa reporting both a 40% incidence victimhood amongst school children and Australia a 'totally unacceptable' rise in the level of school violence (Chilcott & Odgers, 2009) Chilcott, T., & Odgers, R. (2009). Government can do more on school violence. *The Courier-Mail*, Brisbane, p. 13. [Google Scholar]. Gittins, Garner, Burnett, and Gittins (2011) Gittins, C., Garner, P., Burnett, N., & Gittins, A. (2011). Reducing violence against children in schools. Report and analysis of selected country programmes (Unpublished briefing). New York: according UNICEF (2009) examined 22 countries in respect of available evidence for the incidence of violence in schools. In 16 instances, concerns were expressed about the physical abuse of children in school. In Senegal 30% of girls were reported as being subjected to sexual violence by the time they are 18, and in Mozambique it is said to be commonplace for teachers to offer academic attainment grades conditional on the receipt of sexual favours (Gittins et al., 2011) Gittins, C., Garner, P., Burnett, N., & Gittins, A. (2011).

Alongside these inferential data regarding incidence there is significant research evidence indicating the individual impact of school violence on children, as well as its pervasive impact on those who experience it indirectly. Existing research indicates the extent of negative impact on children's educational well-being (Ohsako, 2010) Ohsako, T. (2010). *Violence at school: global issues and interventions*. Paris: UNESCO.) as well as their overall emotional development. Furthermore, the effects of school violence on families, communities and in invoking policy responses at national levels have also been highlighted.

UNESCO (2009) highlighted four categories of violence where the physical, intellectual and emotional growth of children on a worldwide basis was being affected: each in turn can be

manifest in schools, at one level of severity or another. The UNESCO report firstly specified the consequences of physical and psychological punishment, stating that:

Physical or corporal punishment carries serious repercussions for a student's mental and physical health. It has been linked to slow development of social skills, depression, anxiety; aggressive behavior and a lack of empathy or caring for others. Corporal punishment also breeds resentment and hostility, making good teacher-student and student-student relationships difficult to maintain in the classroom. It makes teachers' work harder, less rewarding and immensely frustrating. Furthermore, it neglects to teach students how to think critically, make sound moral decisions, cultivate inner control, and respond to life's circumstances and frustrations in a non-violent way. Such punishment shows students that the use of force – be it verbal, physical or emotional – is acceptable, especially when it is directed at younger, weaker individuals (Youssef & Kamel., 2008))

The extent to which corporal punishment is still used in schools is substantiated by many systematic studies. For both the bully and the student who is bullied, the cycle of violence and intimidation results in greater interpersonal difficulties and poor performance in school. Students who are bullied are more likely than their peers to be depressed, lonely, or anxious and have low self-esteem. Bullies often act aggressively out of frustration, humiliation, anger and in response to social ridicule (UNESCO, 2009).

Sexual and gender-based violence form the third group where specific impacts are noted (Mawazo, 2009). Here the effects are: significant factors in low enrolment and drop-out rates for girls. Gender-based violence not only acts to discourage girls from going to school but may also cause parents to prohibit their daughters from attending school for fear that they too will be victimized. Sexual violence against boys in school can cause particular shame as it is often considered a taboo subject. Sexual and gender-based violence puts students at risk of sexually transmitted disease, unwanted pregnancy, low self-esteem and diminished performance at school Mirindi (2007).

Finally, the effects of gang violence and conflict situations are noted. Here the UNESCO report indicates that 'when students are involved with gangs or live in communities where gangs and

drugs are part of the culture, this can directly lead to fighting, weapons and drug-related violence within the school' (2009, p. 13). It goes on to draw attention to global conflict, which '... can impair students' ability to learn and to attend school' and points to research from countries in conflict which has indicated that '... the situation exposes students to violence, increasing their risk of being victimized both in and out of school' (UNESCO, 2009 UNESCO (2009)).

Children who live with gender based violence face increased risks i.e. poor academic performances, the risk of exposure to traumatic events, the risk of neglect, the risk of being directly abused, and the risk of losing one or both of their parents. All of these may lead to negative outcomes for children and may affect their well-being, safety, and stability (Carlson, 2000; Edleson, 2010; Rossman, 2001).

The effects of gender based violence damage the family and the society. Mahajan (1990) ascertains that the damages of domestic abuse are high and heavy as 'society may pay costly medical care, mental health services, criminal justice intervention, witnesses huge business losses and its security is endangered'. According to Ongala (1993) say that domestic abusers also threaten the security of the whole society and particularly that of their neighborhood. Wilondja (2008) affirms that 'the noise of the victim at night and repeated fight in the home disturb everyone and social environment'.

The victims of domestic violence develop different health related problems. Physical and mental complications may accompany abuse. Bahige (2012) states that children victims of domestic abuse suffer grave physical wounds which sometimes cause trauma and therefore impede medical care effectiveness. Mukwege and Mays (2009) mention among others arthritis, diabetes, heart diseases and hypertension that are often detected among older female victims. Stark (2012) supports that such complications worsen the victims' lives as the perpetrator cannot allow or assist the victim to accede to medications or appropriate medical care. In South Kivu, recent reports show that children and girls suffer physical injuries like broken bones, head wounds, pelvic pain, abdominal and gastrointestinal complaints due to domestic battering (UNIFEM, 2007). If the woman experiences violence while pregnant, she may not gain much weight, run

the risk of pre-term delivery or miscarriage, birth of infant with low weight and injury to or death of the fetus (WHO, 2005).

2.5 Policies in place to Address Gender based Violence in and out Schools in promoting children academic performance

As has already been stated, studies specifically about gender-based violence in schools have only been carried out in a very small number of countries in the developing world, mostly in sub-Saharan Africa. Consequently, measures to tackle the problem are equally sparse and concentrated in the same countries, in particular where the issue has received most publicity, and donor funding has been made available. Because the existence of widespread gender-based violence in schools is not fully recognized, or is classified as, for example, bullying, lack of discipline, youth crime and excessive corporal punishment, it is unlikely that many governments will have addressed the issue explicitly at the policy level. It has not been possible within the scope of this review to investigate fully whether any Ministries of Education have developed such a policy and so what follows is by necessity partial. There is no doubt, however, that the country that has made the most effort to develop interventions to tackle the issue is South Africa, largely within the context of HIV/AIDS (UNAIDS, 2002).

National initiatives

Ministries of Education have policies on school discipline and codes of conduct for teachers that outline procedures for disciplinary measures, sanctions and prosecution in cases of teacher misconduct. However, all the evidence from the reports cited above points to a lack of enforcement, with efforts at the national level to tackle teacher misconduct being patchy at best. The studies from sub-Saharan Africa (and regular media coverage) suggest that prosecutions of teachers for having sexual relations with their pupils, or for sexual assault or rape are rare, that those few that are followed up take years to progress through the courts and that they do not often end in dismissal. There is a lack of political will to tackle the issue and much shifting of responsibility from one government office to another (HRW, 2001; Leach *et al.*, 2003). Cumbersome bureaucracy, a backlog of cases and a reluctance to confront the problem mean that the only punishment a teacher found guilty of sexual abuse is likely to suffer is transfer to another

school. At the school level, head teachers are reluctant to report cases as they know it will lead to lengthy paper work and possibly unwanted media attention. Through their inaction, education officials and Ministries are implicated in perpetuating gender violence in schools. Many charges against teachers for sexual misconduct with a pupil are dropped by parents themselves, who either prefer to make a financial settlement with the teacher, or who find the court proceedings too onerous, time consuming, incomprehensible and/or expensive. Police units tasked with tackling rape cases of children report that parents drop cases at the last minute and teacher unions fight to defend teachers accused of rape (Leach *et al.*, 2003). Communities also find it difficult to report teachers or head teachers for misconduct, whether for sexual abuse, excessive corporal punishment or misappropriation of school funds. As for sanctions against students, although a girl who becomes pregnant will have to leave school, the boy is rarely required to do likewise, even in countries such as Botswana where there is a policy that he should. National policies in sub-Saharan Africa to allow for the re-admittance of schoolgirl mothers appear not to be working effectively (Chilisa, 2002).

Although most governments have made explicit commitments to meeting the goal of gender equity in education, and some are taking active steps on gender mainstreaming at the policy formulation and implementation stages, there is little evidence of national strategies and/or examples of good practice specifically to tackle gender violence in schools. South Africa stands out in that the government has recently introduced initiatives to address it by banning corporal punishment, developing a National Crime Prevention Strategy for schools and requiring through the Employment of Educators Act the dismissal of teachers found guilty of serious misconduct, including sexual assault of students (HRW, 2001). However, it has yet to produce a national policy on gender violence in schools (although Western Cape province has developed one). Evidence also from Uganda (Hyde *et al.*, 2001) suggests that resolve by the Ministry of Education there to address the issue, leading to the dismissal/expulsion and imprisonment of some teachers and male students who have had sex with under-age girls, has had a positive impact in reducing sexual misconduct and violence in schools.

There is also little evidence that Ministries of Education have incorporated topics about gender violence in schools in their curricula. South Africa's Curriculum 2005 has tried to do this within

the context of its Life Skills programme for schools. The Department of Gender Equity in the Education Department has produced a training manual for use by teachers and other educators entitled *Opening Our Eyes: Addressing Gender-based Violence in South African Schools* (Mlamleli *et al.*, 2001). A national NGO, CIET (Community Information Empowerment and Transparency Foundation) has also developed two training models for primary school teachers on the topic of 'Gender and Conflict'. The 'Safer Schools' Intervention (Khoza, 2002) is seeking to tackle the issue 'through a holistic intervention to address all forms of violence and crime in schools'.

Beyond the sphere of government policy, there have been a number of national initiatives using the media which have tackled gender violence among adolescents and developed associated materials for use within schools. Again from South Africa, the best known example is Soul City (www.soulcity.org.za), a TV drama series set up by a national NGO with a focus on health (in particular HIV) and development issues, which has been running for over ten years. It periodically tackles issues of gender violence and rape. The project has subsequently expanded to include a radio series, a second TV and radio series aimed at primary-aged children, and packs of educational materials such as cartoon strips, booklets etc. for use in schools. Some of the Soul City materials are now used in other African countries and in parts of Asia and Latin America. Another South African national programme which harnesses popular media to tackle HIV/AIDS is the Love_Life campaign (www.LoveLife.org.za). It is designed for 12-17 year olds both inside and outside school. It has four main innovative features: Love_Train, an outreach train staffed by volunteers who offer peer counseling and recreational services to rural towns and villages; Love Tours, a roving broadcasting unit, also staffed by volunteers; Love Life Y Centres, which also run events in schools, and the Love Games, which consist of annual inter-school sporting, debating and drama competitions. Additionally, there are regular newspapers, magazines, a helpline and a website. On-going monitoring from both these initiatives indicates positive responses from adolescents.

In South Asia, Save the Children Fund and UNICEF have used film to help boys question their views of gender and masculinity so as to develop more positive attitudes towards women and girls (Poudyal, 2000).

International and regional initiatives

A common framework to tackle gender violence has been produced by the Commonwealth Secretariat as part of a series of gender mainstreaming manuals; this is entitled *Promoting an Integrated Approach to Gender-based Violence* (Commonwealth Secretariat, 2002a). While the materials acknowledge that both women and men can be ‘victims’ and ‘perpetrators’ of gender-based violence, it is emphasised that women and girls are most at risk. Education is also included in the reference manual *Gender Mainstreaming in HIV/AIDS* (Commonwealth Secretariat , 2002b).

Action_Aid’s *Stepping Stones* (Welbourn, 2013) is a widely used HIV/AIDS prevention programme. Originally designed for use with illiterate rural communities in Africa using participatory methods, it has now been adapted for use in various contexts with people of all ages in over 100 countries in Asia, North and Latin America and Europe and has been promoted for use in schools (Commonwealth Secretariat, 2002b). Feedback suggests increased awareness, improved self-confidence and attitudinal change among participants (Jewkes *et al.*, 2000; Welbourn, 2000), although in some case the facilitators have found the content of the materials too controversial or difficult to deal with.

Peer counseling is judged to be an effective way to approach sensitive issues such as HIV/AIDS and sexuality, gender violence and abuse. In Latin America, Save the Children Fund has been working with the Institutes of Education and Health in Brazil, Colombia and Peru to train young people as peer counselors to work within schools on sexual and reproductive health issues from a gender perspective. In Peru, an evaluation (Webb, 2010) suggested that the programme has led to increased levels of self-esteem, greater awareness and discussion of gender and HIV issues, and more widespread use of health facilities.

The relatively late realization by organizations working in the field of HIV/AIDS prevention and care that they need to integrate gender into their interventions has led to the development of a number of internationally promoted HIV/AIDS workshop manuals such as IPAS’ *Sex or Gender: Who Cares?* (De Bruyn and France, 2001). Developed in close collaboration with the *Instituto de*

Educacion y Salud in Peru, this is aimed at peer or adult educators of young people and has been used in various countries in Latin America, the Caribbean, Africa and Asia. It specifically addresses gender-based violence as one of its key issues within a gender framework which is not exclusively heterosexual. Similarly, the UNIFEM training manual on gender, HIV and human rights (Nath, 2000) presumes both hetero- and homosexual relationships.

Nicaragua has also been heavily involved in getting men involved in exploring their masculinities and developing skills in critical reflection and gender awareness through the organization CANTERA (Welsh, 2001). This runs workshops for men to get them to assist women in achieving their practical and strategic gender needs. Using a popular education methodology, CANTERA has developed training manuals which other groups in Latin America could use. In a similar vein, MAVG (Men Against Violence Group) has flourished in Nicaragua and has now spread to El Salvador, Honduras, Guatemala and Costa Rica. What remains is for men's groups to be established in schools.

There are also a number of anti-violence interventions in schools, which centre on the abolition of corporal punishment. As the research studies show, the gendered nature of both the process and the effects of corporal punishment are often not acknowledged by researchers or policy makers, although the differentiated application of corporal punishment in many countries points to a subconscious gendered practice. Corporal punishment in schools has in fact been outlawed in many countries and is only allowed as a last resort and under very strict conditions in many other countries. And yet, its practice and abuse is widespread worldwide, particularly in developing countries, where it has many advocates among teachers and parents and even among pupils (provided that it is administered fairly and with moderation). Its continuing widespread use confirms that strong statements at government policy level and government commitments to international conventions on human rights, for example, are not sufficient to ensure behavioral change.

UNESCO is involved in an international anti-violence initiative in schools called Living Values Education (www.livingvalues.net). Founded by a Hindu spiritual leader, the programme was launched in 1993 to reach a wider audience and now operates in 66 countries in 4000 sites, many

of which are schools. It has a rights-based approach to fostering positive self-development and social cooperation in children and young people. The programme provides activities, methodologies and materials for teachers and facilitators to use with young people.

Although not explicitly aimed at schools, the White Ribbon Campaign, which started in Canada in 1991 and has spread worldwide, is an international campaign aimed at involving men in working towards eradicating all forms of violence against women. By wearing the white ribbon, men are taking a public stand against gender violence. They are also encouraged to participate in awareness-raising and fund-raising events for women's shelters and advocacy campaigns. Some women have also been involved in promoting the campaigns in schools. UNICEF also supports an initiative to coordinate the work of organizations working with men and boys to end violence against women and girls (Hayward, 2001), some of which operate in schools. The aim of the initiative (which in 2001 listed 60 such organizations) is to foster networks and to share good practice, to stimulate the creation of more groups to combat violence, and to counteract stereotypes about masculinity and violence.

UNICEF has also been instrumental in producing excellent materials for use in Guidance and Counseling lessons in a number of sub-Saharan African countries. These include topics on sexuality, sexual health and violence. However, evidence from research in Zimbabwe (Leach and Machakanja, 2000) suggested that teachers did not like using these books as they required a pupil-centered approach which they had not been trained to use, and they tackled difficult topics such as homosexuality, which they were uncomfortable talking about.

Local initiatives

Much of the most innovative work with young people has been done by NGOs, mostly in connection with HIV/AIDS education. Some of this work has been carried out with schoolchildren, although not always in a school setting, with the overall aim of changing sexual behavior and developing more constructive gender relations. Again, South Africa has been the most pro-active. NGO initiatives tend to have in common the use of participatory approaches and popular media forms, including drama and storytelling. For example, The Storyteller Group based in Cape Town uses comic stories (www.id21.org/education/gender_violence/index.html) as a

dramatic tool to explore previously un discussed topics such as rights over one's body, male violence, sexual double standards, teenage sexuality, and traditional gender roles. Dramaide, a national NGO, has used drama to raise awareness about HIV/AIDS and gender among schoolchildren in Durban (www.id21.org/education/gender_violence/index.html). The drama work allowed the learners to reflect critically on their lives and to challenge entrenched ideas about gender inequality. In Namibia, parents in one community took the initiative, with assistance from the UK NGO ACORD, to develop 'The Total Child' programme, which sought to create a safer and more conducive school environment for their children in the face of an increasingly violent world (ACORD, 2014). In Asia, the Safe Spaces project in Nepal, funded by Save the Children Fund, has involved girls in participatory research which has proved a source of empowerment for them by allowing them to identify the characteristics of a safe environment and to develop an action plan to 'take back their space'.

The difficulty with such initiatives is that of scaling up as they are by their nature small scale and expensive. Such projects have been developed by NGOs outside the formal school setting in part because Ministries of Education have chosen not to address the issue of gender violence themselves. There is therefore an urgent need for the development of national gender-sensitive initiatives to tackle gender violence in schools, which can be fully integrated into the educational system and addressed through the curriculum and teacher training. It is particularly important, in the face of the threat to young people from HIV/AIDS, that schools become an effective forum for teaching about and encouraging safe sex. That is not possible while violence is allowed to go unchecked (Zeire et al., 2002).

In tackling gender violence in schools, a whole school approach involving management, teachers, pupils and the curriculum is necessary to ensure that the messages are consistent and reinforced by teachers and pupils alike. Teachers can be key instruments for change. However, they have their own experiences as gendered beings. To play an effective role in addressing gender-based violence, teachers need to understand and confront their own attitudes and experiences regarding gender and violence. Given that some teachers are perpetrators of abuse, and others may be victims of abuse, it is important that strategies to address gender violence in schools acknowledge and address teachers' experiences as well as pupils', so that constructive and collaborative

relationships can be encouraged. The teacher training curriculum will need to prepare teachers for such a role (Welsha, 2001).

Conclusion

This review has sought to document the extent of gender-based violence on children academic performance in schools in Kasese district Hima town council. Much of the evidence comes from sub-Saharan Africa, although, as has been shown, this does mean that it does not exist elsewhere in both the developing and the developed world. In the developing world, however, the failure of educational authorities to acknowledge its existence and to address it, in particular in contexts of weak policy compliance, low resources and entrenched gender roles, has allowed it to flourish unchecked and to become institutionalized. To prepare for effective interventions against gender-based violence in schools, it is important that broad dissemination of the analysis of gender relations and their complexity as well as further research using an accepted gender sensitive framework of analysis be undertaken (UNICEF, 2002).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods and tools that were used in gathering the required information for this study and they included: Research Design, Sample size, Methods of collecting data, Data source, and Data analysis.

3.1 Research Design

Since the issue of gender based violence is not sanctioned by society and is considered hideous, it was discussed with utmost care. This means that the appropriate research design for the study is to use a “case study”. Therefore it was carried out in an intensive way by investigating or examining individuals who at one time come into gender based violence situations. In all the study, individuals and communities as well as villagers were to be interviewed for purposes of getting valid information. The researcher also examined the records and interviewed several people. This enabled the researcher to obtain a better understanding, comprehensive and intensive data collection on the research objectives and thus the researcher was able to compile a thorough research study.

The study was both qualitative and quantitative. The quantitative data were obtained using structured questionnaires from different categories of people such as teachers, parents and local leaders and other respondents, while the qualitative data were obtained from key informants, interviews and observations. Qualitative approach were considered because it tried to draw conclusions in terms of concepts and analysis in terms of understanding, what, where, who among other queries, while the quantitative research approach was opted for in cases where data needed to be tabulated or represented in graphs or pie charts for easier comprehension.

3.2 Population Sample Size

Sampling is the selection of a part to represent the whole. The researcher looked at the categories of all the respondents in order to understand the dynamics of gender based violence since the research was based in Hima town council. This therefore becomes the population of the study and thus enabled the researcher to come up with appropriate findings.

The non-probability sampling technique was also used by selecting 30 people mainly respondents in the categories to be interviewed.

3.3 Sample Size

The study sample was made-up of sixty (60) that is 30 ongoing school children, representative of non-governmental organizations 5, parents 10, Victims of GBV 8, and government officials 7, these categories of respondents were used because they were the majority of people with relevant information concerning the study. The data was collected from the selected sample of 60 respondents.

Table 1: Respondents of the Study

Categories of expected respondent	Sample size	Percentage
School going children	30	50
Parents	10	17
Representatives of NGOs	5	8
Government official	7	12
Victims of GBV	8	13
Total	60	100

Source: Primary data

3.4 Sampling Procedure

Purposive sampling was utilized to select the respondents based on these criteria: Male or female respondents in the town council were included in the study. An administrator of the town council under study from the list of qualified respondents chosen based on the inclusion criteria; the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

3.5 Data sources

Primary data

Primary data that was collected included data from interviews in the field that face to face contact, count the respondents who were to give the researcher the information regarding the role of the media in highlighting domestic violence, primary data was also obtained from questionnaires and observations.

Secondary data

These were collected from relevant literature like brochures, leaflets, documentaries, newspaper articles and transcribed interviews and monthly reports of Ministry of Gender and Social Development among other secondary sources that were available to the researcher.

3.6 Research Instrument

The researcher used standardized questionnaires to collect data. The selection of this tool was guided by the nature of data that was collected, the time available as well as by the objectives of the study.

3.7 Data Analysis

Qualitative Data Analysis

To ensure coherence, comprehensiveness, legibility and completeness, editing was used in qualitative data analysis to eliminate any error and omissions. Coding was done to create data categories for classifying the data that was analyzed (that is, code categories, themes and classifications). All these were involved in qualitative analysis of data. Data analysis was done by explaining and comparing of the extensive variations, quotation of data sources and discussion of research data so that it can be easily comprehended by the third party.

Quantitative Data Analysis

Editing was done to ensure coherence, comprehensiveness, legibility and completeness, editing was used in qualitative data analysis to eliminate any error and omissions. Coding was done to create data categories for classifying the data to be analyzed. I.e. Code categories, themes and classifications. All this was involved in the qualitative analysis of data. Data analysis was done by manual tabulation of data, generating rates, quantities, percentages, frequencies, the use of bar graphs(Histograms), pie charts, line graphs etc. this involved depicting and analyzing quantitative data presented.

3.8 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the researcher ensured that she secures an introductory letter from

the college of Humanities and Social Sciences of Kampala International University to introduce her to the local administration of Hima town council where the researcher also got a permission from them to allow her to conduct research and interact with the selected respondents without any confrontation within the area of study.

Furthermore, while collecting data the researcher got consent from the respondent and observed confidentiality of research/information that were to be collected. From the commencement of the study, the researcher was to make it clear to the respondents that the research was only for academic purposes and the information to be got was not to be revealed to anybody else but be kept confidentially.

An attempt was made to handle the information given by the respondents strictly, confidentially and guarding the privacy which were to be one of the primary responsibilities of the research. The study never asked the identity of the respondents and also endeavors to ask permission from respondents during the time of answering the questionnaires. The researcher avoided deception in the process of research and was honest and trustworthy about aims and or goals and procedures of the study.

3.9 Data Validity and Reliability

Validity and reliability was secured by pre-testing the research instruments before setting out to the field to ascertain whether they were actually to provide answers to the research variables and questions. Secondly, the researcher double checked both in the field and out of the field in order to do away with omissions and errors. Reliability was also achieved by using triangulation and a representative sample size for final findings drawing.

For purposes of analyses and determining the accuracy and consistence of the instrument, questionnaires were to be pre-tested at the university with the help of experts from the Faculty of Humanities, most especially the researcher's supervisor.

Data that were to be collected from the key informants using an interview schedule and self-administered questionnaires were to act as a quality check. Thereafter, the researcher proceeded to administer the instrument to the respective respondents in the area of study.

3.10 Limitations of the Study

In conducting the research the researcher faced a number of methodological and practical impediments as highlighted below;

Since gender based violence is a sensitive issue in the study area, it was hard to get people who are willing to disclose what they know about the problem

Securing appointment was hard because some respondents like LCs and Community leaders were busy on their work duties which meant calling back; the researcher thus, looked for alternative respondents and also become more aggressive in that regard.

Respondents were not willing to avail the researcher with the required information due to negative attitudes, suspiciousness and speculations. In this case the researcher highlighted the importance of the study and also created awareness with the help of top level management staff.

Communication inefficiency as a result of language barrier was a major obstacle for most respondents to read and interpret the questions. The researcher therefore, where necessary a research assistant who understands vernacular was employed for this task.

The time allocated for conducting the research was not enough for the researcher to cover the area of study since she had other academic obligations. The researcher therefore, prioritized her schedule according to deadlines in order to utilize the given time effectively and efficiently.

There were instances of respondents withholding information. However, to overcome these problems, the researcher to explained to participating respondents the importance and aim of the study and ensured confidentiality and mobilized money to meet all the expenses that ware to be involved in the due process of conducting all research activities.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents empirical findings and references to the research questions in chapter one. The findings were obtained from both primary and secondary sources. They were presented and analyzed using frequency tables, percentage and finally regression model was used to determine between variables.

4.1 Demographic characteristics of the respondents

Table 1 : Sex responses

Sex	Frequency(f)	Percentage (%)
Male	35	58
Female	25	42
Total	60	100

Source: Primary data

According to table 1 above 58% of the respondents were male and 42% female. This meant that the respondent were mainly males.

4.1.1 Age of respondents

The respondents were asked their age and it was represented in the table below

Table 2: Showing age of respondents

Age of respondents	Frequency	Percentage (%)
10-15	30	50
16-20	11	18
21-25	5	8
26-30	10	17
31 and above	4	7
Total	60	100

Source: Primary data

Table 2 above showed that 30 out of 60 respondents represented by 50% were between 10-15 years of age, 11 (18%) were 16-20, 5 (8%) were 21-25, 10(18%) were 26-30 while 4(7%) were 31 years and above.

4.1.2 Education level of respondents

The respondents were asked about their level of education and the results were tabulated in a table below.

Table 3: Showing Education level of respondents

Education level of respondents	Frequency	Percentage (%)
O'level	10	17
Diploma	40	67
Bachelors' degree	3	5
Masters	4	7
Others, specify	3	5
Total	60	100

Source: Primary data

In the table above, 10 respondents out of 60 represented by 17% had completed O' Level, 40(67%) Diploma, 3(5%) Bachelor's degree, 4(7%) Masters while 3(5%) represented others.

4.1.3 Marital status of respondents

The respondents were asked about their marital status and the results were put in a table below.

Table 4: Showing the marital status of respondents

Marital status of respondents	Frequency	Percentage (%)
Married	10	17
Widowed	5	8
Divorced	5	8
Single	40	67
Total	60	100

Source: Primary data

In the table above, the study findings was that respondents who were singles 40(67%) were the most participants in the study because the study was majorly focusing on academic performance of children in schools therefore students had to take the biggest percentage in the study followed by married who included civil servants in the town council with 10(17%), and the study was also presented by widowed and divorced couples which same frequency with 5(8%) these were considered in the study because some of them were victims of gender based violence.

4.1.4 Occupation of respondents

The respondents were asked about their Occupation and the results were shown in the table below.

Table 5: showing Occupation of respondents

Occupation of respondents	Frequency	Percentage
Self Employed	12	20
Civil Servant	5	8
Peasant	3	5
Student	40	67
Total	60	100

Source: Primary data

In the table above, the most respondents in the study were students with 40(67%) since they were still in schools and others had dropout of school they had nothing like being employed this meant that the study majorly looked at how domestic violence impacts their academic performance, further the study was comprised of self employed people who were expected to have more knowledge on the causes of domestic violence among families and how they affect students academic performance, civil servants with 5(8%) these category of respondents were considered because they were the ones working with the town council and they had more ideas on the current study, followed by peasants who were farmers and were highly affected by the study with 3(5%)

4.2 The causes of domestic violence in families

To identify the causes of domestic violence in families, the respondents were asked the causes of domestic violence in families and the results were tabulated in the table below.

Table 6: Showing the causes of domestic violence in families.

The causes of domestic violence in families	Frequency	Percentage (%)
Peer groups	3	5
Financial constraints	1	2
Extra marital sex	10	17
Cultural practices	7	12
Children neglect	8	13
Difference in religious beliefs	5	8
Need for gender equality	4	7
Use of alcoholic substances	20	33
Lack of respect among the couples	2	3
Total	60	100

Source: primary data

Basing to the findings in the table above, it was found out that the most causes of domestic violence in hima town council was due to increased use of alcoholic substances that makes them always high that even a small mistake in a family causes chaos and battering of women and children in families with 20(33%).

It was also found out that people who are having sex out of marriage has resulted into high rate of gender based violence in most of the families in the area with 10(17%). One respondent narrated that “family break down or divorce has been attributed to increased fornication among couples”. This with no doubt has resulted into gender based violence that has even affected innocent children who would be going to school. This is because after such problems has occurred in a family there separation where even children fail to get parental care.

Furthermore the study also revealed that lack of respect among couples with 2(3%) has been responsible of gender based domestic violence. It always written that women should be

submissive to their husband which has not applied in most families which has resulted into domestic violence in homes which has caused damages of family dignity and respect.

4.3 The forms of domestic violence

To identify forms of domestic violence, the respondents were asked what the different forms of domestic violence were and the results were tabulated in the table below

Table 7: Showing the different forms of domestic violence

The different forms of domestic violence	Frequency	Percentage (%)
Domestic emotional violence	6	10
Domestic physical violence	2	3
Domestic sexual violence	2	3
Domestic economic violence	20	33
Domestic spiritual violence	3	5
Grounds for domestic violence	3	5
Cultural imbalance and social customs	5	8
Abuser's emotions	4	7
Abuser's past history	1	2
Media and parents negligence	4	7
Influence of sports	10	17
Total	60	100

Source: primary data

In the table above, 6 respondents out of 60 represented by 10 % said that Domestic emotional violence was one of forms of domestic violence, 2(3%) Domestic physical violence, 2(3%) Domestic sexual violence, 20(33%) Domestic economic violence, 3(5%) Domestic spiritual violence, 3(5%) Grounds for domestic violence, 5(8%) Cultural imbalance and social customs, 4(7%) Abuser's emotions, 1(2%) Abuser's past history, 4(7%) Media and parents negligence while 10(17%) said Influence of sports.

4.4 Effects of domestic violence

The researcher went on by identify the effects of domestic violence on students academic performances and below were the responses from the respondents

Table 8: Showing the different forms of domestic violence

The effects of domestic violence	Frequency	Percentage (%)
Behavioral, social, and emotional problems	6	10
Cognitive and attitudinal problems	2	3
Long-term problems	2	3
Nature of the violence		
Coping strategies and skills.	3	5
Age of the child	3	5
Elapsed time since exposure	5	8
Gender		
Presence of child physical or sexual abuse	1	2
Social effects	4	7
Health effects	7	12
Sexual effects	5	8
Economic effects	2	3
Damage on marriage	1	2
Effects on children	3	5
Culture of domestic violence	3	5
Total	60	100

Source: primary data

In the table above, 6 respondents out of 60 represented by 10 % said that Behavioral, social, and emotional problems was one of the effects of domestic violence, 2(3%) Cognitive and attitudinal problems, 2(3%) Long-term problems, 11(18%) Nature of the violence, 3(5%) Coping strategies and skills, 3(5%) Age of the child, 5(8%) Elapsed time since exposure, 4(6%) Gender, 1(2%) Presence of child physical or sexual abuse, 4(7%) Social effects, 7(12%) Health effects, 5(8%)

Sexual effects, 2(3%) Economic effects, 1(2%) Damage on marriage, 3(5%), 3(5%) Effects on children, Culture of domestic violence respectively.

Table 9 showing the impact of gender based violence on student's academic performance

Impact of domestic violence on children's academic performance	Frequency	Percentage (%)
Poor child academic performance	20	33
High rate of school dropout	16	27
Low incomes	4	7
Gender discrimination	5	8
poor standards of living	7	12
HIV/AIDS infection	8	13
Total	60	100

Source: primary data

Basing to the findings presented in the above table, respondents revealed that gender based violence leads to poor academic performance of children with 20(33%) showing that most poor performing girls in schools is due to sexual exploitation by their abusers, this affects them during class attendance where they feel shy before their teachers leading them to leave school at an early stage. This was true with (Moulton, 1997) showing that the benefit of education for a girl and society can be explained by the effect that education has on empowering children to acquire and use new personal, social and economic behavior that in turn, affect societal change Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Uganda and other developing countries.

Furthermore, respondents also revealed that gender based violence have lead to the contraction of HIV/AIDS among school ongoing children resulting from sexual exploitation and abuse with 8(13%). The increased spread of diseases among girls have generally affected girls academic performance in the way that affected girls with this diseases forces them to live school at an early age leading to school dropout and poor standards of living among these affected families. Ebigbo stated that, many female children serving in homes serve their masters as they would serve their own fathers. He said that sometimes the men would feel gratified because these house girls fulfill wishes for them which their wives do not do or at least not the same loyalty.

The study also revealed that girls after failing to acquire education for knowledge and skills for their well beings end up being living in poor state of poverty hence poor standards of living with 12%. This was supported by Patrinos (2004) who revealed that education is valued because it contributes to national development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance. Education of girls, in particular, contributes to the various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates.

The findings of the study on how gender based violence impact children academic performance was that children are most particularly affected in the field of academic performance where the findings showed that most homes who are victims of gender based violence find themselves passing with poor grades that cannot take them anywhere as a result of high infliction of children battering and torture. The Chairman LC III revealed that “early marriage which has become a culture in the town council has affected girl child education participation and whenever we want to fill most of women political positions sometimes we fail to get a qualified woman due to low level of education”. This is because gender based violence on girls destroy girl’s rights to education and wealth creation. Without education, women are doomed to be illiterate, poor and unemployed. Only educated women can participate or be accepted to participate in politics under a given political party. Society only looks at representatives that are educated, intelligent and literate so as to represent them in the political ladder. However giving young girls into early marriage does not give the girl child an opportunity to participate in education which would latter help them to have the qualification to participate in politics.

4.5 The prevention towards gender-based violence

During the study the researcher wanted to establish the prevention measures that can be put in place to fight gender based violence and the response were presented in the table given below:

Table 9: Showing the measures towards Gender-Based Violence

The measures towards Gender-Based Violence	Frequency	Percentage (%)
Start Early	40	67
Additional resources of interest	15	25
Videos	5	8.3
Total	60	100

Source: Primary data

In the table above, 40 respondents out of 60 represented by 67% said that Start Early was one of the measures towards Gender-Based Violence, 15(25%) Additional resources of interest while 5(8%) said use of Videos can help to reduce gender based violence. It is clear that the promotion of education is a strategy with potential for a far reaching impact on early marriage. Children who attend school become educated women and, in turn, contribute in human and economic terms to society in a way that goes far beyond their capacity for child bearing and domestic work. School systems can and should be adapted to be more sensitive to girls' needs and more responsive to family concern about the safety of their girls. There is need to provide national policies and programs aimed at involving men, promoting gender equity and diminishing socio-cultural and religious practices that manifest gender discrimination, should be implemented and promoted.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary, conclusion and provides appropriate recommendations accruing from the discussion and findings of the study.

5.1 Summary of the findings

Basing to the findings on the causes of domestic violence was that domestic violence in hima town council was due to increased use of alcoholic substances that makes them always high that even a small mistake in a family causes chaos and battering of women and children in families .It was also found out that people who are having sex out of marriage has resulted into high rate of gender based violence in most of the families in the area. One respondent narrated that “family break down or divorce has been attributed to increased fornication among couples”. This with no doubt has resulted into gender based violence that has even affected innocent children who would be going to school. This is because after such problems has occurred in a family there separation where even children fail to get parental care. Furthermore the study also revealed that lack of respect among couples has been responsible of gender based domestic violence. It always written that women should be submissive to their husband which has not applied in most families which has resulted into domestic violence in homes which has caused damages of family dignity and respect.

Basing to the findings on the effects gender based violence on children’s academic performance was that gender based violence leads to poor academic performance of children where most poor performing children in schools is due to related to gender based violence by their abusers, this affects them during class attendance where they fill shy before their teachers leading them to live school at an early stage. This was true with (Moulton, 1997) showing that the benefit of education for a girl and society can be explained by the effect that education has on empowering children to acquire and use new personal, social and economic behavior that in turn, affect societal change Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education

service in Uganda and other developing countries. Furthermore, gender based violence impact children academic performance was that children are most particularly affected in the field of academic performance where the findings showed that most homes who are victims of gender based violence find themselves passing with poor grades that cannot take them anywhere as a result of high infliction of children battering and torture.

Mugusia (2009) indicated that domestic violence has led to social problems such as drunken driving, violence, stress and child abuse. Drug abuse can lead to homelessness, crime and absenteeism from work even in schools which may lead to loss of opportunities and low attitude towards schooling. Moses and Mutua Mutiso et al. (2012) in their study of factors contributing to domestic violence in Kenya residents found out that crime had risen due to domestic violence in the area.

The findings of how to fight gender based violence, the findings was that Start Early was one of the measures towards Gender-Based Violence, Additional resources of interest, use of Videos can help to reduce gender based violence. It is clear that the promotion of education is a strategy with potential for a far reaching impact on early marriage. Children who attend school become educated women and, in turn, contribute in human and economic terms to society in a way that goes far beyond their capacity for child bearing and domestic work. School systems can and should be adapted to be more sensitive to girls' needs and more responsive to family concern about the safety of their girls. There is need to provide national policies and programs aimed at involving men, promoting gender equity and diminishing socio-cultural and religious practices that manifest gender discrimination, should be implemented and promoted (MoH 2014).

5.2 Conclusion

Basing to the study it was concluded that gender based violence is very high in side sites of hima town council and are were mostly attributed to use of alcoholic substances which has escalated child abuse, domestic violence and hygiene-related problems in homes. It was concluded that children academic performance can't be improved unless stakeholders comes together, join efforts together in fighting the root causes of domestic violence. They flirther add that alcohol has also been blamed for the increasing cases of extra-marital affairs which lead to domestic violence. In the same vein, they added that young people suffer serious problems resulting from gender based violence leading to unemployment, poverty and engaging in criminal activities

such as rape, fighting and robbery. Conducted by Ministry of Health (2005) noted that rape and defilement are very common and the majority of offenders commit the offences under the influence of alcohol and drugs.

Basing to the study it was concluded that gender based Domestic violence is the use of intentional emotional, psychological, sexual, or physical force by one family member or intimate partner to control another. Violent acts include verbal, emotional, and physical intimidation; destruction of the victim's possessions; maiming or killing pets; threats; forced sex; and slapping, punching, kicking, choking, burning, stabbing, shooting, and killing victims. Spouses, parents, stepparents, children, siblings, elderly relatives, and intimate partners may all be targets of domestic violence.

5.3 Recommendations

According to the findings and conclusions of the study, the researcher found it necessary that the recommendations below are of much importance;

It was recommended that there should be more strict measures laid by the government and policy makers to curb gender based violence in society and culprits should be heavily punished to teach others a lesson.

The media together with women and child social workers should be given the right and enough man power to investigate and prosecute domestic violence and domestic violence in society so that this vice can be wiped from society.

Fathers and mothers in homesteads should be encouraged to volunteer in counseling programs aimed at solving social and domestic issues without the use of violence.

There is a need to provide technical assistance to increase the number of in-country professionals who can appropriately monitor and evaluate programs to better implement, review, and update laws and policies intended to prevent gender based violence including women battering. A committed multisectoral approach that integrates action plans from the health, education, legal, economic, and labor sectors can help reduce the incidence of early marriage and pregnancy.

There is a need to *provide economic incentives for delayed marriage*. In certain settings and cultures, addressing the economic factors associated with early marriage, such as dowry practices, is essential to developing successful programs that delay the age of marriage among girls.

There is need to provide constitutional measures to uphold the rights of women and girls, such as equality, non-discrimination and protection from violence, are critical and can shape the response of governments to eliminating female genital mutilation. Examples applicable to female genital mutilation include: "women's protection from harmful practices"; prohibition of customs or traditions that are "against the dignity, welfare or interest of women or which undermine their status", and abolition of "traditional practices" injurious to people's health and well-being.

Inclusion of leaders, both religious and secular, in interventions is important to secure a supportive environment for change. This is true at the level of the community as well as at national level. Such leaders who are at the forefront in advocating the abandonment of female genital mutilation play an important role in both providing arguments against the practice and generating social support for change.

It is clear that the promotion of education is a strategy with potential for a far reaching impact on early marriage. Girls who attend school become educated women and, in turn, contribute in human and economic terms to society in a way that goes far beyond their capacity for child bearing and domestic work. School systems can and should be adapted to be more sensitive to girls' needs and more responsive to family concern about the safety of their girls.

There is need to provide national policies and programs aimed at involving men, promoting gender equity and diminishing socio-cultural and religious practices that manifest gender discrimination, should be implemented and promoted.

5.4 Areas for Further Research

More research can be conducted by future researchers to fill the gaps that this researcher has left in the due course of carrying out this research study. The possible gap to be filled could be The

Causes, Effects and Mitigation Factors to domestic violence in semi urban areas in Kasese. This will be able to answer what this researcher missed in conducting this research.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE

Introduction

I am INZYABAKE JESCA a student of Kampala International University pursuing a Bachelor’s Degree of Social Work and Social Administration. I am currently carrying out a research on the “*The Impacts of Gender Based Violence on Academic Performance of Children using a case study of Hima Town Council*”. This research is purely academic and you are kindly requested to answer the questions below. Thank you in advance.

PART ONE: SOCIAL DEMOGRAPHIC CHARACTERISTICS

Please tick/fill appropriately

1. Gender male female

2. What is your age?

13-19 yrs 20-24 yrs 25-29 yrs 30-35 yrs 36 yrs and above

3. What is your educational level/qualification?

Primary Secondary Diploma Degree & above others, specify

4. Marital status

Married

Widowed Divorced Single

5. Occupation

Self Employed Civil Servant Peasant Student None

PART ONE: THE CAUSES OF GENDER BASED VIOLENCE IN FAMILIES

6. What are the causes of gender based violence in families?

(i).....

(ii).....

(ii).....

PART TWO: THE FORMS OF GENDER BASED VIOLENCE

7a) Do you know of any forms of gender based violence?

Yes No

7 b. if yes to the above question, what are the different forms of domestic violence?

(i).....

(ii).....

(iii).....

PART THREE: THE EFFECTS OF DOMESTIC VIOLENCE ON CHILDREN'S ACADEMIC PERFORMANCE

8. What are the effects of domestic violence on children's academic performance?

(i).....

(ii).....

(ii).....

PART FOUR: THE PREVENTION TOWARDS GENDER-BASED VIOLENCE

9. What are the measures towards Gender-Based Violence?

(i).....

(ii).....

(ii).....

THANK FOR PARTICIPATING

APPENDIX 11: Focus group and in-depth interview questions

· Focus group questions

1. Have you ever heard about gender based violence in Hima town council? Tell us more?
2. What do you think are the reasons gender based violence in Hima town council? Give details.
3. Do you think gender based violence leads to poor academic performance of children in Hima town council? Explain.
4. do you think that gender based violence can lead to poor academic performance of children? Explain
5. Does society or the environment encourage violence in the home? Tell us in which way if it can.
6. Can a wife cause her husband to apply violence in the home? If yes tell us by explaining
7. How do you think gender based violence can be reduced in Hima town council?

In-depth interview questions

1. What are your personal beliefs and attitudes regarding gender based violence?
2. Do family members leak out the information once they have been abused in the home? Tell us more.
3. Can being a male make men present violent beliefs and attitudes in the home? Explain your view.
4. What do you think about the people who say ' a woman must bear violence in order to keep her family together and that it does not matter for a man to hit his wife to discipline her?'
5. Personally, what would you suggest for reducing gender based violence in this province?

Dear friends, thank you for your participation and time you devoted to this discussion.

APPENDIX III

TIME FRAME (2017)

DATE	ACTIVITY
June	Proposal
July	Data Collection
August	Data analysis
September	Submission of dissertation

APPENDIX IV: BUDGET

ITEM	COST UGX
Stationary	15,000/=
Printing	20,000/=
Binding	35,000/=
Transport	80,000/=
Meals and Drinks	55,000/=
Miscellaneous expenses	50,000/=
Research Fellow	150,000/=
Totals	405,000/=