

Child Abuse And Its Impact On Students Academic Performance In Secondary Schools In Uganda. A Case Of Selected Schools, Mbale District.

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Abstract

This study explored the effects of child abuse on students' academic secondary schools. Mbale district. The problem of variations in students' academic in secondary schools has persisted in Uganda despite relentless efforts by the government and various education development partners to remedy the problem. The study sought to critically find out the effects of child abuse which is the independent variable through its constructs such as child neglect, child sexual abuse and physical abuse and students' academic performance as the dependent variable in terms of quality of grades and pass rates in both national and internal examinations secondary schools. Both qualitative and quantitative data approaches were used during the study and these included interviews, questionnaires and documentary Review methods. Fifteen Interviews were conducted with seven selected students, six teachers and two head teachers. Two hundred and thirty questionnaires were filled by the sampled students within a period of one month. The respondents in the categories were selected using both probability, non-probability sampling techniques and written documents such as text books, official documents were also used. The research findings collected using descriptive statistics revealed that child abuse is still rampant. The data was analyzed using descriptive statistics, and linear regression using the Statistical Package for Social Sciences (SPSS). The results from the study revealed that, of the total respondents, 43% of the respondents were in agreement as shown by the statistics, 52% disagreed and 5% were neutral. The above statistics implied that with 43% in agreement that they are often beaten by the teachers in class in comparison to the 52% who disagreed. The results of quantitative data showed that the independent variable namely child abuse has less significant effects on students' academic performance in secondary schools. While the qualitative data concurs with the hypotheses. It is upon this background that the research called upon the government of Uganda, associated Non-Governmental Organizations, International Organizations and the populace to foster a sustainable child abuse strategy in the fight against child abuse in Uganda

Keywords: Child Abuse, Students, Academic Performance and Secondary Schools

Background of the study

Child abuse is defined as "endangerment of a child by another person, usually a caregiver" and includes physical, child, emotional abuse and neglect (Mercy et al., 2023). Child abuse can be committed by anyone at any time. Child abuse is widespread in almost every culture around the world and has been a problem for as long as recorded history. Globally,

The Positive Care of Children (ASPCC, 2016) found that in America, the majority of children corresponding to 4.1 million were treated negatively. However, some of them were prevented, although their rights were not sufficiently preserved and strengthened (Victoria et al., 2023). The ASPCC also presented a report that found 74.9 percent, 18.3

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percent, and 8.6 percent were abused in terms of neglect, as well as physical and child abuse. The United Nations Universal Charter of Human Rights ensures all individual human rights (Flavia et al., 2023). The United Nations Children's Rights Section provides for children's rights; among others the right to life, access to education, submission to natural justice. In the world, it has been noted that children in various countries are often exposed to child abuse, despite the constitutional provision for the protection of children and other legal provisions of various human rights bodies (Ninsiima et al., 2023). In the United States, it has been observed that every 20 minutes a child is subjected to abuse, sometimes resulting in death. (Daily Nation 4 August 2016). In India, the situation is worse. Families prefer to have a boy rather than a girl (Vincent and Peter, 2023). According to Axmahera (2010) stated that children can be abused even when they are still minors as recorded at a rate of 25.3 percent. According to (Mercy et al., 2023), multiple factors associated with inadequate child care were elevated to the highest level of child abuse in the United States, with 49.6% of cases resulting in death. Although the majority were for boys rather than girls, a rate of 41.6 percent may be physically abused, resulting in poor growth and development. Despite this, child exploitation has led to low socio-economic progress of the country as well as a high rate of population growth due to early pregnancies of some girls who have been abused by children (John et al., 2023). In Africa, middle-aged children experience child maltreatment, as indicated by the Government of South Africa (2016) that 40 percent of middle-aged children suffer from abuse and other factors of abuse, in terms of their emotions, physical

characteristics and neglect in the community (Ntirandekura & Friday, 2022). This can also reduce the social well-being of the youth as well as their economic status. According to Dale (2003), violence and abuse of children throughout the country of South Africa has been recorded at high levels, but in some African countries, but not many, children may be treated equally. In East African countries (EAC) such as Uganda, violence against children occurs before adulthood, causing them to become pregnant early, which can lead to both poor school performance and early school leaving, as well as 18 percent of boys under 18 also has experience with sex. violence (John et al., 2023). Yet, there were 20 percent more girls than boys who reported the problem of abuse in EAC due to the fact that abuse of boys can vary from 5 to 10 percent (UNICEF, 2010). In Rwanda, the prevalence of violence against children was also confirmed by EICV 4, where 24.4% of girls and 28.2% of boys aged 14 to 16 had ever experienced physical violence (Jac & Kazaara, 2023). The situation is confirmed by the recent Democratic Healthy Survey (DHS), which shows that 32.6% of girls and 29.2% of boys between the ages of 14 and 16 have ever experienced physical or childhood violence (UNICEF, 2010). Household poverty increases the risk that children will be exposed to abuse, neglect and exploitation. There is more child abuse in Manafwa district compared to other districts in Eastern Uganda. A 2016 report by Mbale City Probation Officers pointed out that 25% of rural children are abused by being involved in sugarcane cutting, family businesses and denied access to education, subjected to physical and psychological torture by parents, guardians , teachers and some others. security

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officers (Victoria et al., 2023). Such activities undermine the rights of individual children. According to the Mbale Police Station report and the 2015 Manafwa Health Center III report, 120 cases of related child abuse were reported in 2014, of which 51 were referred to the health center. The

most affected were those from rural areas. Against this background, the researcher found it important to design a study to examine the knowledge, attitudes and practices of teachers towards child abuse in Mbale town.

Statement of the problem

Concerns about child abuse are growing in Uganda. Although Uganda's 1995 constitution provides for individual rights, including the rights of children, child abuse is still commonplace. In Manafwa, and particularly in the town of Mbale, it has been noted that about 60% of rural children in the area are exposed to various forms of child abuse (Mercy et al., 2023). Still, 2015 reports from Maluku Police Station and Health Center III indicated that about 120 cases of child abuse were reported in 2014. This indicates a higher rate of child abuse in the sub-district. Forms of abuse include; Physical abuse, abuse that causes harm or injury to a child, child abuse, and psychological abuse. Due to the higher rate of child abuse in the sub-district, many children have dropped out of school (Suzan & Gracious Kazaara, 2023); were infected with HIV/AIDS, imprisoned and subjected to physical and mental disorders; Something that slows down their proper growth. The local community has done little to reduce the causes and consequences of child abuse. The local community has different knowledge, attitude and practices regarding child abuse. Therefore, the purpose of this study will be to examine community knowledge, practices, and effects of child abuse on student academic achievement (W. Godfrey et al., 2023). It will also enable the researcher to identify the forms and factors of child abuse in the Maluku cell sub-region. The findings helped to depict the Maluku cell community's knowledge, attitudes and practices towards child abuse.

Objectives of the study

1. To establish the effects of child abuse on students
2. To establish the forms of child abuse in students
3. To find out the effect of physical abuse on students

Methodology

A quantitative approach was used involving Correlational research design. A quantitative approach enabled a fair representation of the population and provide quantitative data for studying and testing relationships (Olanrewaju et al., 2021). A Correlational design was used since the study involves establishing the effects of child abuse on students' academic performance. The targeted populations for this study was teachers and students in the selected secondary schools in Maluku cell Mbale city. A total of 144 respondents of whom 50 were teachers and 94 were students selected from the four sample schools. This sample were big enough to represent the total population of study (Nafiu et al., 2013). Students were selected they are mostly subjected to teachers' abuse and the students has the ability to answer the questionnaires. In the process of selecting the sample size, the researcher used purposive sampling procedure. A total of 12 and 6 papers with even and odd numbers were given out to the students' and teachers respectively from each selected school and those who picked add numbers were considered for the study.

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The study instrument was both closed and open-ended Questionnaires (Nafiu, 2012). These were used to collect information from respondents. The questionnaire was divided into three sections. All Sections were answered by all the respondents. Questionnaires were used because they were simple and less expensive in terms of time and money. After the process of data collection, the collected data was checked for completeness and any incomplete or misfired questions realized were not be considered for the study. It was arranged, corded and entered into a computer. Data collected from the field was handled with maximum confidentiality (Nafiu, 2012). Data collected was organized and read through before the actual analysis. The researcher used both quantitative and qualitative data analysis techniques for this study because both approaches complement each other well. Quantitative data was analyzed using the Statistical Packages for Social Sciences (SPSSAs Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient (Nelson et al., 2022).

RESULTS

Table 1: To establish the practices of child abuse in Mbale district

	N	SA	A	NS	DA	SDA	Missing	Mean
Parents of this school pay school fees willingly.	142	64%(91)	23%(33)	8%(12)	3%(4)	1%(2)	2	4.46
Parents of this school provide textbooks, exercise books. Pens and pencils timely.	142	50%(71)	35%(49)	11%(16)	3%(4)	1%(2)	2	4.29
Parents of this school provide mathematical sets, calculators, dissecting kits, technical drawing kits timely.	143	48%(69)	32%(46)	10%(15)	6%(8)	3%(5)	1	4.16
Parents of this school provide packed lunch or money for meals at school,	144	35%(51)	17%(25)	8%(12)	13%(18)	26%(38)	0	3.23

Parents in my school visit children at school for academic purpose.	144	57%(82)	27%(39)	10%(15)	3%(5)	2%(3)	0	4.33
Parents buy uniform to students when required.	144	64%(92)	28%(41)	4%(6)	1%(1)	3%(4)	0	4.5
Parents are willing to provide support when called upon.	144	58%(83)	28%(40)	6%(9)	6%(9)	2%(3)	0	4.33
My parents provide convenient room for personal revision at home	143	74%(106)	16%(23)	5%(7)	5%(7)	0%	1	4.59
My parents give me time for my personal revision at school.	144	68%(98)	19%(28)	2%(3)	3%(5)	7%(10)	0	4.38
My parents encourage me to work hard and they praise me when i perform well.	144	78%(113)	10%(14)	3%(5)	6%(8)	3%(4)	0	4.56

Source: Primary data

From the table 1 above, the respondents were asked whether parents of this school pay school fees willingly. The results from the study revealed that, of the total respondents (144), 87% of the respondents were in agreement as shown by the statistics, 4% disagreed and 8% were Neutral. The different statistics implied that parents of this school pay school fees willingly, from the 87% level of agreement this shows the parents are doing a good work. This was in comparison to the 4% level of disagreement that Parents of this school pay school fees willingly (W. Godfrey et al., 2023).

This could be the school policy of printing the amount of school fees to be paid by each student per term on the bank slip, the policy of not allowing in any student into the school without full school fees payment or the parents

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are coerced to pay school fees by the school by sending away the fees defaulters as soon as a new term opens up. The 4% level of disagreement could be the few cases of single mothers who according to interviews with one of the head teachers cannot manage to meet all the school requirements in time.

In determining whether Parents of this school provide textbooks, exercise books, pens and pencils timely the study revealed that; of the total respondents, 85% of the respondents were in agreement as shown with the statistics ,11% disagreed and 4% were neutral with a good mean score of 4.29. From the comparisons above it shows that parents of this school provide textbooks, exercise books, pens and pencils timely. From the 85% level of agreement in comparison to 11% level of disagreement this is credit for parents. However, the 11% who are not sure could imply that they do not know. This was further supported in the interviews as one of the key informant who was a senior male teacher in the school who said,

“There are few cases of child neglect in this school and the registered few are of single mothers who look after their children and cannot pay their school fees and their children lack the school basics such as calculators, dissecting kits, casual wear.....this has impacted on their academic performance because it has led to rampant cases of theft and low concentration in class hence poor academic performance of such children” (Senior Male teacher, 3rd September, 2015 at 10.30-11.30 am).

On whether the parents of this school provide mathematical sets, calculators, dissecting kits, technical drawing kits timely (Ronald et al., 2023), respondents were asked to state the extent to which they approved with the above. Of the total respondents, 80% of the respondents were in approval that parents of this school provide mathematical sets, calculators, dissecting kits, technical drawing kits timely 9% disagreed and 10% were neutral. From the statistics above, it shows most of the parents of this school provide mathematical sets, calculators, dissecting kits, technical drawing kits timely this was showed with the 80% who agreed that this is done in comparison to the 10% who were in disagreement. On the 10% who were neutral this implies that they were either not aware of the attribute (Winny, Ariyo, et al., 2023).

This is a key attribute which should be upheld by the parents so as to promote academic performance of students. This could be as a result of the effort of the subject teachers who punish the students who come to attend a practical lesson without the instruments by sending them out of the lesson (Micheal et al., 2023). This was further discovered in an interview with one of the senior four mathematics teacher who had this to say;

“We always check students thorough on arrival at school at the beginning of every term to ensure that they all have the school requirements...those without the instruments are send out of class, so students put pressure on their parents/guardians to avail them with every item required” (The senior four mathematics teacher 3rd September at 2.30 pm).

From the findings of the study when respondents were asked whether parents of this school provide packed lunch or money for meals at school; of the total respondents (144), 53% of the respondents were in approval that parents of this school provide packed lunch or money for meals at school, 39% disagreed and 8% were neutral.

From the statistics above this implies that parents of this school provide packed lunch or money for meals at school, which a good consideration in comparison to the 39% who disagreed with this aspect of the study. The

8% who were not sure this means that these respondents either do not know or have taken a no concern to this aspect. This could be the school policy of making parents deposit pocket money for every student with the school bursar.

From the findings of the study in determining whether Parents in my school visit children at school for academic purpose the study revealed that; of the total respondents, 84% of the respondents were in agreement that parents in my school visit children at school for academic purpose as shown with the statistics while 5% said that parents in my school do not visit children at school for academic purpose, while 10% were not sure from the statistics above this shows that school management in regards to this aspect is critically dealt with (Alex et al., 2023). The 10% of the respondents who were not sure this implies that either they are not aware or have decided to ignore this concern. Thus from the findings above this is a key attribute which should be upheld by the school management. In an interview with one Director of studies, he had this to say,

“He said the most common child neglect is parents failure to meet school requirements such academic trips, payments for attending external seminars and workshops and he also noted that some parents fail to attend school functions such as sports days, school open days to see that practical talents of their children in co-curricular activities and some do not even attend annual general meetings where school policies are amended and strategies for improving academic performance are made.....thus some of the students become bitter with their parents, others cry endlessly especially girls and their morale becomes low thus low concentration in class” (DOS 3rd September at 4.00 pm).

Respondents were asked whether parents buy uniform to students when required, of the total respondents (144) 92% of the respondents were in approval that parents buy uniform to students when required while 4% disagreed and 4% said they were not sure. This implies that majority of the respondents agreed that parents buy uniform to students when required. In comparison to the 4% who disagreed with this aspect. The 4% who were sure this implies that either they don't know. This could be because it is a school policy that every student reports to school from holidays in a school uniform, attends lessons, school functions and any outing in a school uniform.

From the findings of the study in determining whether parents are willing to provide support when called upon the study revealed that; of the total respondents, 85% of the respondents were in agreement that Parents are willing to provide support when called upon as shown with the statistics while 8% said Parents are not willing to provide support when called upon while 6% were not sure. From the statistics above this shows that parents are willing to provide support when called upon, the 16% of the respondents who were not sure this implies that either they are not aware or have decided to ignore this concern. In an interview with one Director of studies, he had this to say (Winny, Kazaara, et al., 2023),

“He said most parents readily attend, but there are few parents who fail to attend school functions like candidates commissioning prayer and this demoralises their children and their concentration in class becomes low leading to poor academic performance”

(DOS, 3rd September, 2015 at 4.45 pm).

On whether my parents provide convenient room for personal revision at home; respondents were asked to state the extent to which they approved with the above. Of the total respondents, 90% of the respondents were in approval that their parents provide convenient room for personal revision at home 5% disagreed and 5% were neutral. From the statistics above, it shows most of the students were satisfied with their parents providing convenient room for personal revision at home 'this was showed with the 90% who concurred that this is done in comparison to the 5% who were in disagreement. On the 5% who were neutral this implies that they were either not aware.

This is a key attribute which should be upheld by the parents providing convenient room for personal revision at home. This was a key attribute which was voiced more by one of the director of studies who had this to say;

"There are cases where the academic performance is poor and we have experienced students with poor results at the beginning of every terms exams which contribute 20% and this comes from lack of pressure and commitment of the parents on their children to revise during holidays" (DOS, 3rd September at 11.00 am).

In determining whether my parents give me time for my personal revision at school the study revealed that; of the total respondents, 88% of the respondents were in agreement as shown with the statistics ,10% disagreed and 2% were neutral with a mean of 4.38. From the comparisons above it shows that parents give me time for my personal revision at school and enhance academic performance. From the 88% level of agreement in comparison to 10% level of disagreement this is credit to parents who give me time for my personal revision at school. This could be because parents look at these children as source of labour during holidays

From the table 7 above, the respondents were asked whether my parents encourage me to work hard and they praise me when i perform well. The results from the study revealed that, of the total respondents, 88% of the respondents were in agreement as shown by the statistics, 9% disagreed and 3% were Neutral. The different statistics implied that as part of child neglect, from the 88% level of agreement this shows at least the parents encourage me to work hard and they praise me when i perform well. This was in comparison to the 9% level of disagreement. The other 3% who were not sure it could be that they are not aware.

Table 2: The effect of child abuse on students' academic performance

Child abuse	N	SA	A	NS	DA	SDA	Mean
Some children face physical Effects	144	8%(11)	7%(10)	34%(49)	15%(22)	36%(52)	2.35
Some teachers in this school touch girls' breasts.	144	6%(9)	8%(11)	30%(43)	23%(33)	33%(48)	2.31
Some children face Emotional and Psychological Effects.	144	15%(21)	8%(12)	36%(52)	11%(16)	30%(43)	2.67

Some children experience Cognitive and Behavioral Consequences,	144	5%(7)	13%(18)	28%(40)	17%(24)	38%(55)	2.29
Some children experience some Social and Interpersonal Challenges like social isolation	144	7%(10)	10%(15)	33%(48)	15%(22)	34%(49)	2.41
Some students have Mental Health illness which are caused by child abuse	144	5%(7)	2%(3)	5%(7)	11%(16)	77%(111)	1.47
Some students face Long-term Consequences to the life like on employment and relationships.	144	6%(9)	3%(4)	3%(4)	9%(13)	79%(114)	1.48
Some students face Risk of Revictimization like substance abuse	144	2%(3)	1%(1)	1%(2)	6%(9)	90%(129)	1.19
I have ever been forced into practicing child act by a teacher.	144	1%(2)	0%	1%(1)	7%(10)	91%(129)	1.14
I have ever been raped by an unknown person when on my way to school.	144	2%(3)	0%	1%(2)	8%(11)	89%(128)	1.19

Source: *Primary data*

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree, M-missing

From the table 2 above, the respondents were asked whether some teachers in this school propose children face physical Effects. The results from the study revealed that, of the total respondents, 15% of the respondents were in agreement as shown by the statistics, 51% disagreed and 34% were Neutral. The different statistics implied that as part of child abuse, school Management has done well in terms of protecting the students as agreed from the finding with 15% in agreement in comparison to the 51% who disagreed. From the findings above this show that school management should tackle seriously this virtue (Faith et al., 2023).

On whether Some teachers in this school touch girls' breasts the study revealed that; of the total respondents, 14% of the respondents were in agreement as shown with the statistics ,56% disagreed and 30% were neutral. From the findings above as shown by 14% who agreed to 56% who disagreed of not knowing that this attribute exists. The 18% who were neutral this implies that either they are not aware or it is not a key issue. This is a serious issue which should be taken care of seriously.

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On whether some teachers in this school Some children face Emotional and Psychological Effects, respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 23% of the respondents were in approval that some teachers in this school Some children face Emotional and Psychological Effects 41% disagreed and 26% were neutral. From the statistics above, this calls for rechecking this attribute by the school management as this really exemplifies a poor trait among students. The 26% who were not sure this implies that either they are not aware or this is not a point of concern to them (Anthony et al., 2023).

This is a key attribute which should not be played around with by the school management so as to promote improvement academic performance. The study acknowledged child harassments of the learners by the teachers. From the findings of the study on whether, some girls in this Some children experience Cognitive and Behavioral Consequences, respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 17% of the respondents were in approval that some Some children experience Cognitive and Behavioral Consequences, 55% disagreed and 28% were neutral. From the statistics above this is a key attribute which should be checked by school management since a recognisable 17% is in approval of practicing commercial sex in comparison to the 55% who disagreed. The 28% who were neutral this implies either they are not aware or they decided to neglect this issue.

In determining whether some student experience some Social and Interpersonal Challenges like social isolation the study revealed that; of the total respondents, 17% of the respondents were in agreement that Some students in this Some children experience some Social and Interpersonal Challenges like social isolation, while 49% disagreed and 33% not sure. This was further supported in the interviews as one of the senior male teachers said (Inuwa et al., 2017),

“He said there are few cases of child abuse since at school the couples got in the act of child practices consent(agree), the few cases are from homes where house boys and relatives who are entrusted with the responsibility of caring for the students end up childly abusing them. He said he got to know about such cases from peer counsellors, victim’s friends and suggestion box or during counselling concessions of individual classes” (Senior male teacher, 4th September 2015 at 4,00 pm).

From the findings to check whether Some students have Mental Health illness which are caused by child abuse. Respondents were asked the extent to which they agreed with the above. Of the total respondents, 7% of the respondents were in approval that students have Mental Health illness. While 88% disagreed and 5 % said they were not sure. From the statistics above, this shows that school management should enact stricter laws to even curb the 7% students who agreed that students have Mental Health illness.

The respondents were asked whether Some students face Long-term Consequences to the life like on employment and relationships. The results from the study revealed that, of the total respondents, 9% of the respondents were in agreement as shown by the statistics 88% disagreed; and 3% not sure. The findings from the study implied that as part of enhancing academic performance of students, this is a key aspect in enhancing their academic performance which should be tackled keenly.

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From the findings of the study on whether Some students face Risk of Revictimization like substance abuse, respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 3% of the respondents were in approval that I have been told to get married by my parents. 96% disagreed and 1% was neutral. From the statistics above this is a key attribute which should be checked by the school management since it is not acceptable. The 3% approval could have been due to parent's lack of knowledge about children's rights or failure to pay school fees due to poverty (S. Godfrey et al., 2023).

In determining whether a student has ever been forced into practicing child act by a teacher the study revealed that; of the total respondents, 1% of the respondents were in agreement while 98% disagreed and 1% not sure. From the above findings this shows that a good number of students are in agreement with a statistic of 98% that they have never been forced into practicing child act by a teacher as the study revealed in comparison to the 1% who disagreed.

This is a plus to the school management as it should uphold this attribute to enhance academic performance. From the 1% who were not sure this means these respondents are not aware of this aspect or they decided to neglect it. From the findings to check whether a student has ever been raped by an unknown person when on my way to school; respondents were asked to what extent to which they agreed with the above. Of the total respondents, 2% of the respondents were in approval while 97% disagreed and 1 % said they were not sure.

From the statistics above, this showed that school management should consider this aspect as this is a key attribute which should be rechecked by the school management as if poorly carried out may greatly degenerate the academic performance of the school.

Table 3: the effect of physical abuse to students' academic

Respondents	N	SA	A	NS	DA	SDA	M	Mean
I am often beaten by the teachers in class.	142	18%(26)	25%(35)	5%(7)	34%(48)	18%(26)	2	2.91
Teachers on duty in this school beat students severely.	144	28%(40)	15%(22)	15%(21)	23%(33)	19%(28)	0	3.09
I am sometimes beaten at home by my parents.	144	5%(7)	10%(14)	1%(2)	22%(32)	62%(89)	0	1.74
I have ever been assaulted by an unknown person on my way to school.	144	5%(7)	1%(1)	4%(6)	17%(25)	73%(105)	0	1.47

My parents give to me all the domestic work to do alone.	144	4%(6)	3%(5)	3%(4)	20%(29)	69%(100)	0	1.53
I often miss coming to school since I have to dig the garden for my parents.	144	4%(6)	3%(4)	1%(1)	10%(15)	82%(118)	0	1.37
I am given manual labour to do when other students are in class learning.	144	24%(34)	13%(19)	6%(9)	16%(23)	41%(59)	0	2.63
Students in this school are taken by the teachers to dig their gardens.	144	9%(13)	4%(6)	10%(14)	13%(18)	65%(93)	0	1.81
Students are taken by the teachers to clean teachers' compound.	143	10%(14)	6%(9)	9%(13)	15%(21)	60%(86)	1	1.91
Students spilt firewood used for cooking at the kitchen.	144	11%(16)	12%(17)	8%(11)	10%(14)	60%(86)	0	2.05

Source: *Primary data*

From the table 3 above, the respondents were asked whether they are often beaten by the teachers in class. The results from the study revealed that, of the total respondents, 43% of the respondents were in agreement as shown by the statistics, 52% disagreed and 5% were neutral. The above statistics implied that with 43% in agreement that they are often beaten by the teachers in class in comparison to the 52% who disagreed. The implication of those who disagreed and not sure are that maybe they have never experienced this situation at school.

On whether Teachers on duty in this school beat students severely; respondents were asked to state the extent to which they agree with the above. Of the total respondents (144), 43% of the respondents were in approval that Teachers on duty in this school beat students severely 42% disagreed and 15% were neutral. From the statistics above, this showed that school management should consider this aspect and should be checked by the school management to promote academic performance. In order to find out whether, students are sometimes beaten at home by their parents respondents were asked to state the extent to which they agreed with the above. Of the total

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respondents, 15% of the respondents were in approval, 84% disagreed and 1% were neutral. From the statistics above with 15% in agreement this was a positive to the school management in comparison to the 84% who were in disagreement. The 1% who were neutral either they are not aware or this is not a concern to them. In determining whether a student has ever been assaulted by an unknown person on my way to school. The study revealed that; of the total respondents, 6% of the respondents were in agreement while 90% disagreed and 4% not sure.

This showed that the school management in respect to the nature of the school should uphold strict rules to enhance student academic performance. From the findings of the study the respondents were asked if their parents give to them all the domestic work to do alone. Of the total respondents, 8% of the respondents were in approval while 90% disagreed and 3% said they were not sure.

From the statistics above, this showed that school management should discourage such activities as they limit revision time of student to doing other unnecessary chores instead of concentration on the school work. This is a key attribute which should be highly discouraged as this will degenerate student academic performance.

The respondents were asked whether they often miss coming to school since they have to dig the garden for my parents. The results from the study revealed that, of the total respondents, 7% of the respondents were in agreement as shown by the statistics, 92% disagreed and 1% not sure. The different statistics implied that as part of physical abuse, this attribute should be highly discouraged. Thus to enhance student academic performance instead of digging in parents' garden students should spend time reading their books.

In determining whether I am given manual labour to do when other students are in class learning, the study revealed that; of the total respondents, 37% of the respondents were in agreement as shown with the statistics, 57% disagreed while 6% said not sure. From the findings above this shows that school management considers manual labour as a reflective punishment to improve or change for better academic improvement with 37% in agreement in comparison to the 57% who were in disagreement. This is a critical aspect which should not be violated by the school management in light of enhancing academic performance. The 6% who were not sure this implies either they have not faced the same punishment or a well-disciplined student.

This was supported by one of the senior male teachers who said'

"The most common type of punishments administered are in form of canning during general assembly, in class and outside class, denial of opportunity to participate in school trips outside school known as reprimands and most commonly also is manual labour or community service whereby a student is subjected to hard work such as clearing rubbish, mopping the chapel, dining hall and class rooms and some students are made to stand under the punishment tree for a long time during the day and people especially the teachers humiliate them with word and make them feel out of place other suspension from school....all the above punishments lead to improvement of students academic performance since they tend to be reflective to rebuking and counseling both by the parents and teachers" (Senior male teacher 9th September 12.30 pm).

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On whether, students in this school are taken by the teachers to dig their gardens; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 13% of the respondents were in approval of that, 77% disagreed while 10% said not sure. From the statistics above with 13% in agreement in comparison to the 77% in disagreement this is a plus for the school management. This is a key attribute which is highly noted in that personal gratification at the expense of student should not be allowed in school as this will not be in line with enhancing the student academic performance

On whether, students are taken by the teachers to clean teachers' compound; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 16% of the respondents were in approval of that, 75% disagreed while 9% said not sure. From the statistics above with 16% in agreement in comparison to the 75% in disagreement this is a plus for the school management. This is a key attribute which should not be encouraged amongst teachers as this limits the students time of revision in favour of the teachers personal activities.

On whether, Students spilt firewood used for cooking at the kitchen; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 23% of the respondents were in approval of that, 70% disagreed while 8% said not sure. From the statistics above with 23% in agreement in comparison to the 70% in disagreement this is a plus for the school management. This is a key attribute which is highly discouraged by the school management as this limits the students time of revision in favour of the other school activities like firewood splitting.

Table 4; secondary school student's views on physical abuse

Physical Abuse	N	SA	A	NS	DA	SDA	M	Mean
I am often beaten by the teachers in class.	77	42%(32)	29%(22)	3%(2)	6%(5)	21%(16)	1	3.64
Teachers on duty in this school beat students severely.	78	44%(34)	22%(17)	8%(6)	15%(12)	12%(9)	0	3.71
I am sometimes beaten at home by my parents.	78	10%(8)	13%(10)	13%(10)	19%(15)	45%(35)	0	2.24
I have ever been assaulted by an unknown person on my way to school.	77	5%(4)	5%(4)	16%(12)	14%(11)	60%(46)	1	1.82
My parents give to me all the domestic work to do alone.	78	4%(4)	1%(4)	13%(12)	24%(11)	58%(46)	0	1.69

I often miss coming to school since I have to dig the garden for my parents.	77	5%(4)	3%(2)	1%(1)	13%(10)	78%(60)	1	1.44
I am given manual labour to do when other students are in class learning.	77	23%(18)	9%(7)	5%(4)	26%(20)	36%(28)	1	2.57
Students in this school are taken by the teachers to dig their gardens.	78	40%(31)	17%(13)	9%(7)	15%(12)	19%(15)	0	3.42
Students are taken by the teachers to clean teachers' compound.	77	12%(9)	9%(7)	8%(6)	25%(19)	47%(36)	1	2.14
Students spilt firewood used for cooking at the kitchen.	78	14%(11)	19%(15)	10%(8)	17%(13)	40%(31)	0	2.51

Source: Primary data

From the table 4 above, the respondents were asked whether they are often beaten by the teachers in class.. The results from the study revealed that, of the total respondents, 70% of the respondents were in agreement as shown by the statistics, 27% disagreed and 3% were Neutral. The above statistics implied that with 70% in agreement that they are often beaten by the teachers in class in comparison to the 27% who disagreed. The implications of those who disagreed and not sure are that maybe they have never experienced this situation at school.

On whether Teachers on duty in this school beat students severely; respondents were asked to state the extent to which they agree with the above. Of the total respondents 65% of the respondents were in approval that Teachers on duty in this school beat students severely 27% disagreed and 8% were neutral. From the statistics above, this shows that school management should consider this aspect and should be checked by the school management to promote academic performance.

In order to find out whether, students are sometimes beaten at home by their parents; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 23% of the respondents were in approval, 64% disagreed and 13% were neutral. From the statistics above with 23% in agreement this was a positive to the school management in comparison to the 64% who were in disagreement. The 1% who were neutral either they are not aware or this is not a concern to them.

In determining whether a student has ever been assaulted by an unknown person on my way to school. The study revealed that; of the total respondents, 10% of the respondents were in agreement while 74% disagreed and 16%

not sure. This shows the school management in respect to the nature of the school this is a plus and it should be upheld to enhance student academic performance.

From the findings of the study the respondents were asked if their parents give to them all the domestic work to do alone. Of the total respondents, 5% of the respondents were in approval while 94% disagreed and 13% said they were not sure. From the statistics above, this shows that school management should discourage such activities as they limit revision time of students to doing other unnecessary chores instead of concentration on the school work. This is a key attribute which should be highly discouraged as this will degenerate student academic performance.

The respondents were asked whether I often miss coming to school since I have to dig the garden for my parents. The results from the study revealed that, of the total respondents, 8% of the respondents were in agreement as shown by the statistics, 91% disagreed and 1% not sure. The different statistics implied that as part of physical abuse, this attribute should be highly discouraged. Thus to enhance student academic performance instead of digging in parents' garden students should spend time reading their books.

In determining whether I am given manual labour to do when other students are in class learning, the study revealed that; of the total respondents, 32% of the respondents were in agreement as shown with the statistics, 62% disagreed while 5% said not sure. From the findings above this shows that school management considers manual labour as a reflective punishment to improve or change for better academic improvement with 32% in agreement in comparison to the 62% who were in disagreement. This is a critical aspect which should not be violated by the school management in light of enhancing academic performance. The 5% who were not sure this implies either they have not faced the same punishment or a well-disciplined student.

This was assented by senior male teacher who said'

"Most of our students listen when they are caned since they are true African children and most of our students are subjected to manual labour and suspension and also open exposure of the victim during assembly by the head teacher is one of the modes of physical abuse "(Senior female teacher 9th September at 10.15 am).

On whether, students in this school are taken by the teachers to dig their gardens; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 56% of the respondents were in approval of that, 35% disagreed while 9% said not sure. From the statistics above with 13% in agreement in comparison to the 56% in agreement this is a negative for the school management. This is a key attribute which is highly noted in that personal gratification at the expense of student should not be allowed in school as this will not be in line with enhancing the student academic performance.

On whether, students are taken by the teachers to clean teachers' compound; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 21% of the respondents were in approval of that, 71% disagreed while 8% said not sure. From the statistics above with 21% in agreement in comparison to the 71% in disagreement this is a plus for the school management. This is a key attribute which should not be

encouraged amongst teachers as this limits the students time of revision in favour of the teacher's personal activities.

On whether, students spilt firewood used for cooking at the kitchen; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 33% of the respondents were in approval of that, 56% disagreed while 10% said not sure. From the statistics above with 23% in agreement in comparison to the 56% in disagreement this is a plus for the school management. This is a key attribute which is highly discouraged by the school management as this limits the students time of revision in favour of the other school activities like firewood splitting.

Conclusions

This study concluded that the differences between group Means are likely due to chance, this shows that the few cases which exist have an impact on academic performance but at large in the study the impact was insignificant. And yet according to the qualitative data findings through interview responses, the few students whose Parents do not provide school requirements such as calculators, dissecting kits were sent out of class by the subject teachers when the teachers are teaching hence failure to attend lessons led to poor academic performance.

The study findings concluded that the differences between group Means are minor. This shows that the few cases such as defilement, rape, and early marriages among others which exist have negative effects on students' academic performance but at large in the study the impact was insignificant.

The study concluded that the differences between group Means are minor. This shows that the few cases which exist such as child labour and violence against children have effects on students' academic performance, but at large in the study the effect was insignificant.

The lessons learnt were that physical abuse done to students was to positively reprimand the students wrong doing, amongst the government and private secondary schools, hence their academic performance drastically improves in both the government aided and private secondary schools in Nyimbwa sub-county, Mbale district.

It is recommended in this study that secondary schools, management to drastically improve students' academic performance it should focus on the parents to provide convenient rooms for personal revision at home.

It is recommended that both governments aided and private secondary schools' management should consider sensitizing their students about the dangers of child abuse and immediate effects and impacts in life this at large will act as and enhancer to academic performance.

It is recommended that both governments aided and private secondary schools management should focus on educating the students about punishments that punishments delivered to them are not to torture them but to improve their academic performance. Punishments as manual labour to do when other students are in class learning should be taken in good faith because they are reflective to rebuking them for better not for the worse. This also helps the institution to easily have confidence in its student's levels, thus avoiding setbacks arising from poor performance.

On the whole, it appears that most people advocate for a combination of educational, behavioral, psychological, economic and legal interventions to address child abuse. This implies intervening at different levels including the individual household, the institutional and policy level bringing together a number of actors and relevant stakeholders from the government, members of the civil society, and private sector as well. Therefore stronger partnership and coordination are necessary to strengthen synergies for an effective response to child abuse.

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