School Violence and Girl-Child Education in Primary Schools in Oyam District

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A Dissertation Submitted to The Directorate of Research and Graduate Training in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Education Management of Gulu University

October, 2026

DECLARATION

I Okello Thomas Bosa, affirm that this research dissertation is my original work and that it has never been submitted to any university for the awarding of any academic certification.

Sign..... ...1/10/2026.....

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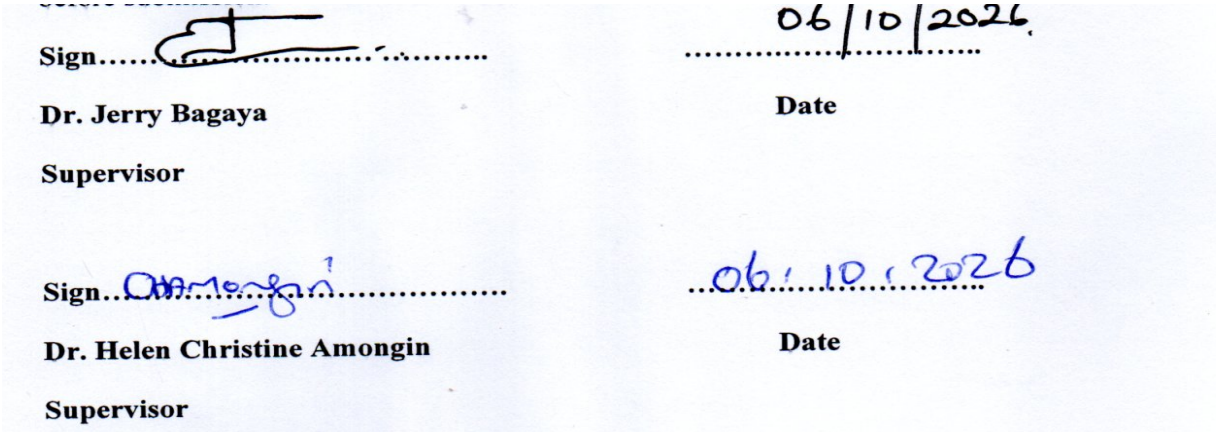
APPROVAL

This serves as official confirmation that the dissertation Titled "School Violence and Girl-Child Education in Primary Schools in Oyam District" been supervised by us and approved before submission.



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DEDICATION

The members of my family are the recipients of this piece of work. To my cherished wife and children, who have never left my side and have been the most inspirational cheerleaders, I would want to express my deepest appreciation.

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ABSTRACT

This study examined the effects of sexual, physical, and psychological school violence on girl-child education in primary schools in Oyam District, Uganda. A cross-sectional survey design was used, involving 284 respondents drawn from 139 primary schools. Participants included school management members, teachers, student leaders, and female learners selected through stratified random sampling. Data were collected using a semi-structured questionnaire and key informant interviews. Quantitative data were analysed using descriptive statistics, Spearman Correlation, and Ordinary Least Squares (OLS) regression in Stata, while qualitative responses provided contextual understanding.

The findings revealed that sexual violence had a negative but statistically insignificant effect on girl-child education. Physical violence also showed a negative and statistically insignificant relationship, indicating limited measurable statistical influence despite its presence in schools. In contrast, psychological violence had a statistically significant positive association with girl-child education outcomes. Socio-demographic factors, particularly age, were also found to significantly influence enrolment and completion rates.

The study concludes that although sexual and physical violence were not statistically significant, all forms of school violence negatively affect girls' educational experiences and learning environments. The results suggest that reliance solely on statistical significance may mask important contextual realities of learners' experiences.

The study recommends strengthening safeguarding policies, teacher training on non-violent discipline, psychosocial support systems, and community engagement. Further studies in other districts are recommended to enhance generalizability and understanding of school violence and girl-child education in Uganda.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the foundational elements of the study. It begins with an overview of the study and provides the background to the research problem. It further outlines the statement of the problem, the main objective of the study, and the specific research objectives. In addition, the chapter presents the research questions and hypotheses that guide the study. It also highlights the significance of the study, defines the scope in terms of content, geography, and time, and concludes with the conceptual framework that guides the relationship between the study variables.

1.2 Background of the Study

This section is divided into four sub-sections, namely: the historical perspective, theoretical perspective, conceptual perspective and contextual perspective.

1.2.1 Historical Perspective

The global community recognizes education for girls as a fundamental and inherent right of every individual. The International Declaration of Human Rights and the United Nations Convention on the Rights of the Child affirm that every girl is entitled to receive an education (Luisa, 2010). In contrast to these assertions, global data presented by UNICEF revealed persistent gender disparities in access to education. In 2018, an estimated 32 million girls of primary school age were out of school worldwide, representing approximately 5.5 million more girls than boys of the same age group (UNICEF, 2020). Research indicated that globally, there were 5.5 million more girls of primary school age who were not enrolled in school compared to boys (UNICEF, 2020).

Achieving gender equality in education in Sub-Saharan Africa presents significant challenges due to a variety of underlying obstacles. These challenges include early marriage, teenage pregnancy, gender-based violence, household poverty, child labour, discriminatory cultural norms, and parental preference for educating boys over girls in some communities (UNESCO, 2018).

As per the UNESCO (2018), sub-Saharan Africa has the most significant disparity in education between genders, with around 123 girls out of school for every 100 boys. Research has consistently demonstrated that in numerous African countries, there is a lower likelihood of girls enrolling in and persisting with their education (Magwa & Ngara, 2015). UNESCO (2018) further reported that Sub-Saharan Africa accounts for more than one-third of the world's out-of-school children, highlighting the magnitude of the educational challenge facing the region.

Despite making progress in education reforms, East Africa still faces challenges in addressing gender inequality. Kenya has successfully implemented free primary education and curriculum improvements. However, studies have revealed a disparity in completion rates between female and male students in the country (Booth, 2022). The completion rates for girls in South Sudan, Ethiopia, and Uganda differ considerably, indicating persistent obstacles in guaranteeing girls' educational opportunities (Kaffenberger, Sobol, & Spindelman, 2021). These disparities are often linked to socio-cultural practices such as early marriage, domestic responsibilities assigned to girls, and school-related gender-based violence that disproportionately affect girls' school attendance and completion.

The Education for All (EFA) initiative, launched in 1990, sought to eliminate gender disparities in educational access and continuation (Sack, 2003). A major turning point occurred in 1994 during the World Conference on Special Needs Education held in

Salamanca, Spain, which reinforced the principle of inclusive and equitable education for all children, including girls and other marginalized groups. The 1994 conference strengthened international commitments to universal education and influenced subsequent global education policies aimed at promoting gender equality in schooling. The Millennium Development Goals (MDGs) and subsequent Sustainable Development Goals (SDGs) placed a greater emphasis on attaining gender equality in education, setting clear targets to address imbalances (UN, 2015).

The African Union passed Africa Agenda 2063 in 2013, emphasizing the importance of education, particularly for girls, in driving socioeconomic advancement across the continent (Kabachinski, 2010). National development visions, such as Vision 2040 and National Development Plans (NDPs), in countries such as Uganda, include initiatives to achieve gender equality in education (NDP, 2013).

In Uganda, despite the implementation of measures specified in the National Development Plan III (NDP III) to foster gender parity in education (NPA, 2020), obstacles continue to exist. The government's measures were designed to enhance the enrolment and retention rates of girls and tackle socio-cultural obstacles to girls' education (NPA, 2020). These socio-cultural obstacles include early marriage, adolescent pregnancy, domestic labour demands, gender stereotypes, and various forms of violence against girls both within and outside the school environment. According to the Uganda Bureau of Statistics, the net enrolment rate at primary level was approximately 92% in 2020; however, completion rates remained lower among girls due to these persistent challenges (UBOS, 2020). Nevertheless, inequalities continue to exist, as seen by the ongoing disparity in enrolment and completion rates between girls and boys (UBOS, 2020). It is crucial to continue making efforts to tackle these

challenges in order to guarantee that every girl in Uganda can access high-quality education and achieve her maximum potential.

1.2.2 Theoretical Perspective

This study was guided by Bronfenbrenner's Ecological Systems Theory (EST), originally proposed by Bronfenbrenner (1979) and later refined by Bronfenbrenner and Morris (2006). The theory explains human development as a product of continuous interactions between individuals and the multiple environmental systems within which they live. Rather than viewing behaviour and development as solely individual phenomena, EST emphasizes that outcomes are shaped by relationships and experiences occurring within interconnected social, cultural, institutional, and historical contexts.

According to Bronfenbrenner, human development occurs within five nested environmental systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). The microsystem comprises immediate settings such as the family, school, and peer groups. The mesosystem refers to interactions among these settings, for example, relationships between parents and teachers. The exosystem consists of external environments that indirectly influence an individual, including school management structures, community institutions, and parental workplaces. The macrosystem encompasses broader cultural values, social norms, traditions, and legal frameworks, while the chronosystem captures changes that occur over time, including life transitions, policy reforms, and historical events that shape developmental experiences (Bronfenbrenner & Morris, 2006).

The relevance of Ecological Systems Theory to the present study lies in its ability to explain how school violence is influenced by multiple interacting factors operating at different levels of the social environment. The theory recognizes that violence against girls in schools is not

merely an individual problem but a consequence of interconnected influences within families, schools, communities, and society at large.

At the microsystem level, experiences of sexual, physical, and psychological violence may directly affect girls' emotional well-being, school attendance, classroom participation, and academic performance. Victims of school violence often experience fear, anxiety, trauma, and reduced concentration, which can negatively affect educational outcomes (UNESCO, 2021). At the mesosystem level, the quality of relationships among parents, teachers, school administrators, and community leaders may influence the effectiveness of efforts to prevent and respond to school violence. Strong collaboration among these stakeholders can enhance child protection and promote safer learning environments, whereas weak coordination may allow abusive practices to persist (Plan International, 2020).

The exosystem highlights the role of institutional and community structures in shaping educational experiences. School disciplinary policies, child protection mechanisms, local government interventions, and law enforcement responses can either mitigate or exacerbate the occurrence of violence in schools. Where reporting and enforcement mechanisms are weak, girls may remain vulnerable to abuse and school dropout (UNICEF, 2022). At the macrosystem level, societal beliefs and cultural norms regarding gender roles significantly influence how girls are treated within educational settings. In some communities, discriminatory gender norms, acceptance of violence, and preferences for educating boys may limit girls' educational opportunities and participation (Wodon et al, 2018).

The chronosystem provides a temporal perspective by recognizing that educational experiences are influenced by changes occurring over time. Policy reforms, advocacy campaigns against gender-based violence, community sensitization programmes, and

improvements in child protection systems may contribute to safer schools and increased educational participation among girls (UN Women, 2021).

The choice of Ecological Systems Theory for this study is therefore justified because it provides a comprehensive framework for examining how school violence emerges from interactions among individual, family, school, community, and societal factors. The theory enables the study to analyse the relationship between sexual, physical, and psychological violence and girl-child education outcomes, including enrolment, participation, and completion of primary education in Oyam District. It further underscores the need for multi-sectoral interventions involving schools, families, communities, and government institutions to address violence and promote educational attainment among girls.

1.2.3 Conceptual Perspective

This study examines two variables: School Violence and Girl-Child Education. The independent variable of the study is school violence. School violence is characterized as the exertion of power over others in educational contexts by any individual, organization, or social mechanism that deprives affected individuals of their humanity, either by degrading their current state or obstructing their potential development (Stuart, 2014). According to Gordon et al (2017), school violence can be defined as any behaviour that is intended to cause harm to others in or near schools. This can involve bullying and victimization, as well as more serious types of violence using weapons (Gordon, Hadass, Ronald, & Aidyn, 2017). School violence encompasses a comprehensive understanding of its historical roots, definitional boundaries, and the contextual factors surrounding the occurrence of violent and high-risk behaviours within school campuses (Michael & Gale, 2000).

This study assessed school violence through the dimensions of sexual violence, physical violence, and psychological violence (Psaki, Mensch, & Soler-Hampejsek, 2017). Sexual

violence encompasses unwanted sexual acts, attempts to engage in sexual acts, or any contact or communication characterized by unwanted sexual attention, occurring without consent or under conditions of consent obtained through force, intimidation, coercion, threats, or abuse of power (UNODC, 2020). Physical violence refers to the deliberate application of physical force that may result in death, disability, injury, or harm (MGLSD, 2018). Psychological violence, also known as emotional abuse, is a form of abuse in which an individual subject another to behaviours that can lead to psychological trauma, such as anxiety, chronic depression, or post-traumatic stress disorder (Akram, Umme, & Abdalah, 2020). Psychological violence encompasses both verbal and emotional abuse (UNESCO, 2016).

Girl-Child Education is the dependent variable. Girl-child education is the fundamental right and transformative key that empowers girls to reach their full potential, enabling them to contribute productively and equally within their families, societies, countries, and the broader global community (Ahmad & Najeemah, 2013). Girl-child education, as exemplified by Plan Ghana's project, involves initiatives aimed at enhancing girls' confidence, academic performance, and social integration, while alleviating financial burdens on parents; though successful, there is a need for broader support for additional girls and boys with similar socio-economic backgrounds (Frank, Emmanuel, & Isaac, 2014). Girl-child education encompasses the formal learning and development opportunities provided to females aged 6-18 years, recognizing the stages from infancy to late adolescence, as they face gender-based disadvantages and various forms of oppression, making it a critical concern, particularly in developing countries such as sub-Saharan Africa, where a substantial number of girls remain out of school (Tyoakaa, Mvendaga, John, & Nor, 2014).

This study assessed Gild-child education through the metrics of girls' primary school enrolment rate, girls' primary school completion rate, and the percentage of girls enrolled in primary school (Okafor & Piesse, 2019). Education is essential to the global integrated

framework of sustainable development goals. Education is central to our initiatives for adapting to change and transforming our world (UNESCO, 2016). The girl-child refers to a biological female from birth until the age of 18 (Uwameiye & Iserameiya, 2013). Girl-child education refers to the educational opportunities provided to female children from birth to 18 years, encompassing early childhood (0-5 years), primary education (6-12 years), and secondary education (12-18 years). The study will focus on primary education for children aged 6 to 12 years. In this phase, the young child is entirely under the supervision of a guardian, typically an adult or parent. During this period, the girl-child constructs and cultivates her personality and character. She is very dependent on those she admires through observation, repetition and imitation. Through proper education, the girl child develops her physical, mental, social, spiritual and emotional characteristics necessary for her to properly fit into the society.

1.2.4 Contextual Perspective

Several challenges continue to affect girl-child education in Oyam District, Uganda, as reflected in the gap between the current situation and the desired educational outcomes. The proportion of girls enrolled in primary school remains lower than that of boys, indicating persistent gender disparities in access to education. Despite the introduction of Universal Primary Education (UPE) in 1997 and other initiatives aimed at promoting gender equity in education, disparities in girls' enrolment continue to exist (Walakira et al., 2016). This situation suggests that barriers to girls' participation in primary education remain unresolved and require further investigation.

Furthermore, the rates of primary school completion and transition to secondary education among girls in Oyam District remain a concern. Despite efforts to improve access to quality education, completion rates for girls have not shown sustained improvement (Christine, Eric, & Eria, 2014). According to the Uganda Bureau of Statistics (2017), the girl-child completion

rates for 2013, 2014, 2015, 2016, and 2017 were 67%, 72%, 63.30%, 63.40%, and 60%, respectively, while the transition rates to Senior One for the same years were 72%, 70.50%, 63.60%, 65.20%, and 60.50%, respectively. These statistics reveal a declining trend in both completion and transition rates, suggesting that many girls are unable to progress successfully through the education system.

In addition, the issue of school violence and its implications for girl-child education in Oyam District has not received adequate scholarly attention. While enrolment, completion, and transition indicators provide useful information on educational participation, limited evidence exists on how sexual, physical, and psychological violence within school settings affect girls' ability to access, participate in, and complete primary education. Understanding this relationship is important for designing interventions that address factors contributing to poor educational outcomes among girls in the district.

Against this background, the present study examines the influence of school violence on girl-child education in primary schools in Oyam District. Specifically, it seeks to generate evidence on how sexual, physical, and psychological violence affect girls' enrolment, participation, and completion of primary education. The findings are expected to inform policies and interventions aimed at creating safer learning environments and improving educational outcomes for girls in the district.

1.3 Statement of research problem

Despite government investments in Universal Primary Education (UPE) and efforts to achieve Sustainable Development Goal 4 on inclusive and equitable quality education, challenges related to girls' educational participation and completion persist in Uganda. National education statistics indicate that although access to primary education has improved,

many girls continue to drop out before completing the primary cycle and fewer successfully transition to secondary education (UBOS, 2017)). In Oyam District, girl-child completion and transition rates have shown a declining trend, suggesting the existence of factors that continue to undermine girls' educational attainment.

Reports from government agencies, development partners, and previous studies have identified school violence as one of the challenges affecting children within educational settings. Incidents of sexual violence, physical violence, and psychological violence have been reported in Ugandan schools, exposing learners, particularly girls, to fear, emotional distress, absenteeism, poor academic performance, and school dropout (USAID, 2018; Marshak et al., 2017; Burkholder, 2020). Since children spend a substantial portion of their time in school under the supervision of adults, violence occurring within school environments raises serious concerns regarding learners' safety and educational outcomes.

Education is widely recognized as a pathway for empowering girls and improving their future social and economic opportunities. However, where violence occurs in schools, girls may experience barriers to enrolment, regular attendance, participation in learning activities, and completion of primary education. While previous studies have documented the occurrence of school violence and its consequences in different contexts, limited empirical evidence exists regarding how sexual violence, physical violence, and psychological violence specifically affect girl-child education in primary schools in Oyam District.

The exact extent to which these forms of violence influence girls' enrolment, participation, and completion of primary education in the district remains insufficiently documented. This knowledge gap makes it difficult for education stakeholders, school administrators, and policymakers to design targeted interventions aimed at improving girls' educational outcomes. Therefore, this study seeks to answer the question: to what extend does sexual

violence, physical violence, and psychological violence affect girl-child education in primary schools in Oyam District?

1.4 Objective of the Study

1.4.1General Objective

The study's general objective is to examine the effect of School Violence on Girl-Child Education in Primary Schools in Oyam District, with particular attention to the prevalence and effects of different forms of violence**.**

1.4.2. Specific Objectives

1) To determine prevalence and effect of sexual violence on Girl-Child Education in Primary Schools in Oyam district.
2) To determine prevalence and effect of physical violence on Girl-Child Education in Primary Schools in Oyam district.
3) To determine prevalence and effect of psychological violence on Girl-Child Education in Primary Schools in Oyam District

1.5. Research Questions

1) What is the prevalence and effect of sexual violence on Girl-Child Education in Primary Schools in Oyam District?
2) What is the prevalence and effect of physical violence on Girl-Child Education in Primary Schools in Oyam District?
3) What is the prevalence and effect of psychological violence on Girl-Child Education in Primary Schools in Oyam District?

1.6 Hypotheses of the study

The research will be based on the following null hypotheses;

1) H_O: Sexual Violence has no statistically significant effect on Girl-Child Education in Primary Schools in Oyam District.

2) H_o: Physical violence has no statistically significant effect on Girl-Child Education in Primary Schools in Oyam District.
3) H_o: Psychological violence has no statistically significant effect on Girl-Child Education in Primary Schools in Oyam District.

1.7 Significance of the Study

The findings and recommendations of the study will provide essential insights for government officials and policymakers in Uganda, facilitating informed decision-making concerning policies and resource allocation to combat school violence against female children. Understanding the extent and nature of violence in elementary schools enables the government to formulate targeted interventions and programs that address root causes and promote safer learning environments for girls. Educational institutions, especially primary schools in Oyam District, will gain insights from the study, enabling them to identify specific forms of violence and implement targeted strategies, including anti-violence policies, support services for affected students, and training programs for teachers and staff focused on violence prevention and response.

The study aims to inform parents and guardians of female students in Oyam District about the prevalence and effects of school violence on girls' education. This knowledge will help them advocate for safer school environments and support their daughters in navigating these challenges. Furthermore, civil society organizations and advocacy groups focused on gender equality and education will be equipped with evidence to strengthen their lobbying efforts for policy reforms, raise public awareness, and secure resources for violence prevention initiatives. The study's recommendations can also guide the development of specific campaigns and programs aimed at improving the safety and well-being of girls in educational settings.

1.8. Scope of the Study

The scope of the study comprised of the geographical, content and time scope

1.8.1. Content Scope

The study's focus on school violence—encompassing sexual, physical, and psychological forms—and its effect on the education of girls in primary schools in Oyam District is warranted due to its critical importance in tackling an important local issue. The study aims to analyse the specific effects of various forms of violence on girls' educational outcomes. Its objective is to address a notable research vacuum and offer useful perspectives to stakeholders working towards gender equality in education and the prevention of school violence. The study's findings will guide evidence-based solutions focused on establishing safer and more supportive learning environments.

1.8.2. Geographical Scope

The research was conducted in the primary schools of Oyam district. The choice to carry out the study in the primary schools of Oyam district is supported by the district's substantial representation of primary education institutions, which amounts to 139 schools. Located in the Lango Sub Region of Northern Uganda, Oyam district is a significant geographic and demographic area for analysing the relationship between school violence and girl-child primary education in the region. The strategic location, adjacent to multiple districts, presents a varied socio-cultural landscape that elucidates the broader contextual factors affecting the prevalence and impact of school violence on girls' educational experiences. The district's geographical coordinates, situated between latitudes 2° 0’N and 2° 7’N, and longitudes 32° 2’E and 32° 10’E, provide a clear delineation of the study area, enabling precise data collection and analysis within a defined geographic scope (Refer to Appendix E).

1.8.3 Time Scope

The research concentrated on the data for the period from 2015 - 2021. The decision to concentrate the research on data from 2015 to 2021 is explained by the necessity to obtain a thorough overview of current trends and advancements that are pertinent to the study's goals. This time frame provides an extensive examination of the relationship between school violence and primary education for girls in Oyam district. The analysis will cover a substantial period, including different socio-economic, political, and educational transformations. The study analyses data from the previous six years to detect patterns, trends, and changes in the occurrence and consequences of sexual, physical, and psychological violence on girls' educational achievements. This analysis offers valuable information for stakeholders and helps shape targeted interventions and policies to effectively tackle these problems.

1.9 Conceptual Framework

Figure 1.1 depicts a conceptual framework for explaining school violence, which is an independent variable in the study, and girl-child education, which is a dependent variable. It shows how the dependent and independent variables are related and how the intervening variable is a binding factor.

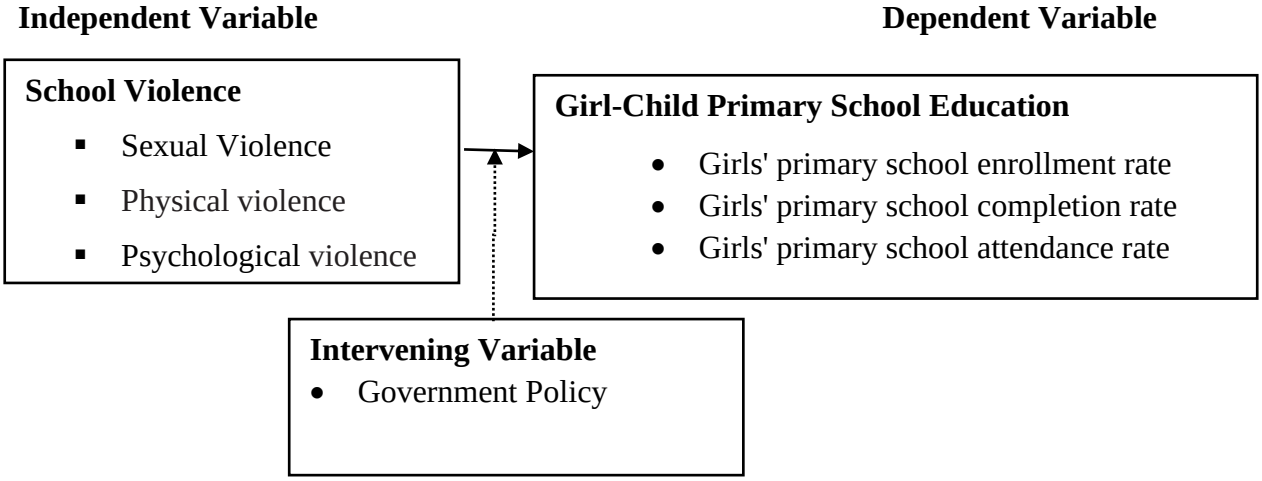

Fig 1: Conceptual Framework of the Study

Source: Bronfenbrenner, (1979) and modified by the *Researcher (2022)*

In Bronfenbrenner's theory**,** school violence (independent variable)—across all ecological levels—undermines the educational attainment of the girl-child (dependent variable)**.** Government policy acts across the macrosystem and exosystem, serving either as a protective or risk-enhancing factor. When policies are gender-sensitive, well-enforced, and comprehensive, they can mediate the effects of school violence, improve school environments, and promote the retention and success of girls in primary education. Government policy acts as the intervening variable. School violence, including sexual, physical, and psychological abuse, is considered the independent factor that directly affects the scholastic achievements of female students in primary schools (Psaki, Mensch, & Soler-Hampejsek, 2017). This violence can appear in different manifestations, such as harassment, bullying, and assault, which result in unfriendly and unsafe learning settings that hinder girls' access to and achievement in education.

Girl-child primary school education is influenced by the prevalence and severity of school violence, making it the dependent variable. Girls' primary school enrolment rate, completion rate, and the percentage of girls in primary school are used as indicators to measure the educational results of girls (Okafor & Piesse, 2019). The presence of increased school violence is anticipated to be associated with decreased rates of enrolment, completion, and involvement among girls, indicating the negative influence of violence on their educational paths.

The influence of government policies and initiatives is vital in defining the educational environment and reducing the impact of violence on girls' education. Implementing policies that specifically target school safety, gender equality, and child protection can establish nurturing environments that promote learning and decrease the occurrence of violence in schools. In addition, implementing policies that focus on advancing girls' education, such as

programmes to boost their access, quality, and retention, can strengthen girls' ability to withstand violence and improve their educational achievements.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews empirical and theoretical literature related to the study variables, namely school violence and girl-child education. The review focuses on the relationship between sexual violence, physical violence, and psychological violence and girl-child education outcomes, particularly enrolment, participation, and completion in primary schools. The chapter examines findings from previous studies, identifies areas of consensus and disagreement in the literature, and highlights methodological, contextual, and empirical gaps that justify the current study. The review is organized according to the study objectives to establish the existing state of knowledge and demonstrate the contribution of the present study.

2. 1 Sexual Violence and Girl Child Education

Geneviève and Martinez (2013) conducted a study on sexual violence against girls in schools in Ghana, examining the gap between policy provisions and actual practice. Drawing on Haraway's feminist standpoint theory, the authors identified sexual violence in schools as a significant barrier to girls' education that had received limited academic and programmatic attention. Sexual violence is defined as non-consensual sexual acts, sexual coercion, sexually explicit verbal remarks, unwanted sexual advances, and other forms of sexual abuse (Geneviève & Martinez, 2013). The study found that sexual violence negatively affected girls' participation and learning experiences in school. However, it did not quantify the extent **(**prevalence or magnitude**)** of this effect on specific educational outcomes such as enrolment, participation, and completion. In addition, the study focused more on policy-practice gaps rather than measurable educational outcomes. This presents a conceptual and methodological

gap regarding the specific effects of sexual violence on girl-child primary education, which the current study addresses in Oyam District.

Okafor and Piesse (2019) examined the relationship between sexual violence and girls' education in developing countries using secondary data from 72 countries. Their findings revealed that higher levels of sexual violence were associated with lower girls' enrolment and completion rates. The study demonstrated that sexual violence undermines educational attainment among girls. However, the authors noted challenges related to underreporting and lack of reliable data due to the sensitive nature of the issue. Furthermore, the study relied on aggregated cross-country secondary data, which limits understanding of how sexual violence operates within specific school environments. This creates an empirical and contextual gap in relation to the prevalence **(**magnitude**)** of sexual violence and its effects at the primary school level in Uganda. The current study addresses this gap by collecting primary data from Oyam District to establish both the prevalence and effects of sexual violence on girls' education.

Akram et al. (2020) identified sexual violence as one of the major forms of school-based gender violence and found that it creates unsafe learning environments that negatively affect girls' educational participation. The study further showed that fear, stigma, trauma, and psychological distress associated with sexual violence reduce school attendance and academic engagement among girls. However, the study focused broadly on gender-based violence and did not specifically isolate sexual violence or examine its direct relationship with primary school enrolment, participation, and completion. This indicates an analytical gap in understanding how sexual violence specifically influences girl-child primary education outcomes. Therefore, the current study examines the effects of sexual violence on girls' enrolment, participation, and completion in primary schools in Oyam District.

2.2 Physical Violence and Girl Child Education

The current body of research, as demonstrated by studies such as B & M Development Consultants PLC (2008) and the United Nations Girls Education Initiative (UNGEI) and USAID (2018), emphasises the widespread occurrence and harmful effects of physical violence against girls in primary schools, particularly in relation to their educational participation and achievement. These studies highlight the urgent need to address physical violence in schools, as it undermines girls' access to safe learning environments and negatively affects their physical and psychological well-being. However, despite these insights, limited attention has been given to how physical violence influences specific educational behaviours such as school absenteeism, reluctance to attend school, and dropout decisions among girls. In addition, there is limited context-specific evidence on how physical violence affects girl-child education outcomes in settings such as Oyam District. This reflects an empirical and contextual gap, as most existing studies are not based on primary data from local Ugandan primary schools.

UNESCO (2016) and UN Women (2021) reported that school-related gender-based violence, including physical violence, remains a significant barrier to girls' participation in education globally. The report indicates that physical violence reduces school attendance and contributes to unsafe school environments that discourage regular participation. Similarly, Onoyase (2019), in a study on school-related gender-based violence and its consequences among secondary school students, found that schools with lower levels of violence recorded higher participation and retention of girls. However, the study focused on secondary education rather than primary education, creating a contextual gap, and did not specifically measure the extent (magnitude, meaning the level, frequency, or prevalence) of physical violence in relation to educational outcomes.

The USAID (2018) report on the global prevalence of school-related gender-based violence further shows that physical violence is associated with increased absenteeism among girls in primary schools. UNESCO (2018) similarly reported that approximately 6% of female learners missed school due to physical violence, which contributes to higher dropout rates and reduced progression. However, these reports provide aggregated global estimates and do not disaggregate findings to specific school settings or districts, creating an analytical and contextual gap in understanding how physical violence operates within Ugandan primary schools.

Kennedy (2021), in a study conducted in Jamaica, found that school-related gender-based violence poses significant barriers to girls' educational participation and retention at the primary level. However, the study examined gender-based violence as a broad construct encompassing physical, sexual, and psychological forms of violence rather than isolating physical violence as a distinct predictor of enrolment, attendance, and completion outcomes (Kennedy, 2021). This presents a conceptual gap**,** as the specific influence of physical violence on girls' educational trajectories remains insufficiently examined.

Walakira et al. (2016), in their study *The State of the Ugandan Child – An Analytical Overview,* using both secondary data and primary data from selected districts in Uganda, found that the education system continues to experience declining trends in girls' enrolment, completion, and representation in primary schools. However, the study did not establish the direct relationship between physical violence and these educational outcomes. This creates a methodological gap, as the study was not specifically designed to measure causal or associative links between physical violence and girl-child education outcomes.

Psaki et al. (2017), in their study conducted in rural Malawi, found that multiple factors contribute to school dropout among girls, including physical violence. However, the study

examined violence as part of a broader set of household and school-related factors, limiting the ability to isolate its specific effect on educational outcomes. This creates an analytical gap, as the distinct contribution of physical violence to enrolment, attendance, and completion was not separately measured.

Overall, the reviewed literature demonstrates that although physical violence is widely recognized as a barrier to girls' education, there is limited empirical evidence on its specific magnitude (level, frequency, and extent) and its direct effects on enrolment, participation, and completion of primary education in Oyam District. The present study therefore addresses these gaps by focusing specifically on physical violence and its influence on girl-child primary education outcomes in the study area.

2.3 Psychological violence and Girl Child Education

The USAID (2018) report on the Global Prevalence of School-Related Gender-Based Violence (SRGBV) presents data illustrating the scope of SRGBV worldwide and indicates that psychological violence against girls adversely affects their education. The report shows that while boys are more frequently subjected to physical punishment, girls are more likely to experience psychological abuse linked to gender stereotypes, which negatively affects their schooling experiences. However, the study did not examine the extent (magnitude, meaning the level, frequency, or prevalence) of psychological violence on girl-child primary education outcomes.

Research further indicates that girls who experience psychological abuse are more likely to suffer from trauma-related conditions such as anxiety, chronic depression, and post-traumatic stress disorder, which negatively affect learning outcomes (Akram, Umme, & Abdalah, 2020). Similarly, verbal and emotional abuse undermines the emotional well-being of

learners and disrupts their educational engagement (UNESCO, 2016). These effects contribute to increased absenteeism, dropout rates, reduced enrolment, and lower completion rates among girls (Walakira, Muhangi, Munyuwiny, Matovu, & Awich-Ochen, 2016). However, these studies did not specifically quantify the magnitude (extent or frequency) of psychological violence or establish its direct effect on enrolment, participation, and completion in primary schools, indicating a conceptual and methodological gap**.**

Burkholder (2020) found that psychological abuse in schools leads to stigmatization, reduced confidence, and social isolation among affected learners, particularly girls. This contributes to school withdrawal and poor educational outcomes (Bezu, 2018; Marshak et al., 2017; USAID, 2018). Kennedy (2021), ISER (2019), and Merrill et al. (2018) also observed that although girls often begin primary school with higher enrolment rates, this advantage declines over time due to verbal and emotional abuse from peers and teachers. However, these studies did not examine the magnitude (level, frequency, or prevalence) of psychological violence in relation to dropout or completion rates, presenting an analytical gap**.**

Overall, although psychological violence is widely acknowledged as a barrier to girls' education, there remains limited empirical evidence on its specific effects on enrolment, participation, and completion in primary schools within localized contexts such as Uganda. The current study therefore examines the effects of psychological violence on girl-child primary education in Oyam District.

2.4 Summary of Research Gaps

The reviewed literature highlights significant challenges in Uganda's education system, particularly the declining trends in girls' enrolment, completion rates, and representation in

primary education (Walakira et al., 2016). The disparity increases with higher grade levels (Education Policy and Data Center, 2014). Although factors such as sexual, physical, and psychological violence have been identified as contributors to poor educational outcomes, the comprehensive and comparative effects of these forms of violence remain insufficiently understood in the Ugandan context, indicating an empirical gap.

In addition, most studies have examined school violence in isolation or as part of broader gender-based violence frameworks, rather than analysing its direct relationship with specific educational outcomes such as enrolment, participation, and completion. This presents a conceptual gap in the literature.

Sexual violence in schools has been widely recognized as a barrier to girls' education, yet it remains underreported due to its sensitive nature, resulting in limited reliable data on its prevalence (magnitude) and consequences (UNICEF, 2015). Similarly, physical violence has been shown to discourage school attendance and increase dropout rates (UNESCO, 2018), while psychological violence has been linked to emotional distress and reduced academic performance. However, most studies have not measured the magnitude (level, frequency, and extent) of these forms of violence or their direct effects on primary school outcomes, indicating a methodological gap**.**

Furthermore, existing studies are largely based on secondary data or non-Ugandan contexts, limiting their applicability to local school environments in districts such as Oyam. This creates a contextual gap, as there is limited primary data capturing learners' experiences of violence within Ugandan primary schools.

Therefore, the present study addresses these gaps by examining the effects of sexual violence, physical violence, and psychological violence on girls' enrolment, participation, and

completion in primary schools in Oyam District. The study generates primary data to provide empirical evidence on the prevalence (magnitude) and effects of school violence, thereby informing targeted interventions to improve girls' educational outcomes.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The approach that was utilized in the research is detailed in this chapter. The research methodology, research design, study population, sample size selection, sampling techniques and procedures, data sources, data collection methods, data collection instruments, validity and reliability, data analysis, ethical considerations, assumption of the study limitation, and delimitation of the study are all aspects that are examined in this study.

3.2 Research Approach

The study took a mixed approach. The quantitative approach (Amin, 2005; Kothari, 2004) was chosen because it allows for the collection of large amounts of data from respondents and allows the researcher to investigate the relationship between school violence and girl-child primary school education, sexual violence and girl-child primary school education, and physical violence and girl-child primary school education. The qualitative technique was utilized to document occurrences and discussions related to interview results (Kothari, 2004).

3.3 Research Design

The study adopted a descriptive and correlational cross-sectional research design (Amin, 2005). The descriptive component was employed to provide a detailed account of the nature and prevalence of school violence as well as its perceived effects on girl-child education in primary schools in Oyam District. This design enabled the researcher to collect and analyze data on various dimensions of school violence—sexual, physical, and psychological—within a defined period, offering contextual insights into the educational experiences of girls.

The correlational aspect of the design was used to examine the statistical relationship between school violence and girl-child education outcomes, including enrollment, retention, and completion. This was achieved through quantitative analysis using Spearman's correlation and ordinary least squares (OLS) regression.

In addition, the study integrated a qualitative component through key informant interviews, which facilitated in-depth exploration and interpretation of primary and secondary data. This qualitative element enhanced the understanding of contextual nuances and stakeholder perspectives, enriching the interpretation of the quantitative findings.

The combination of descriptive, correlational, and qualitative approaches allowed for a more holistic understanding of how school violence impacts girl-child education and provided a solid foundation for practical recommendations.

3.4 Study Population

The study population comprised 139 government-aided and private primary schools in Oyam District, Northern Uganda**,** which formed the unit of analysis for the study. From these schools, a total of 973 respondents were identified as the target population. These included 139 Chairpersons of School Management Committees (SMCs), 139 head teachers, 139 Directors of Studies, 278 girls (two from each school), and 278 student leaders (Head prefects and Head girls)**.**

The target population was determined based on the structure of primary school governance and the need to obtain information from both policy/administrative actors and learners with lived experiences of school violence. Specifically, head teachers, Directors of Studies, and SMC chairpersons were included because they are directly involved in school administration, policy enforcement, child protection oversight, and disciplinary systems, which are key in addressing school violence. In addition, girls and student leaders were included because they are direct beneficiaries of the education system and are more likely to experience or observe incidents of sexual, physical, and psychological violence within the school environment**.**

The selection of participants was therefore guided by their direct interaction with school governance structures and their exposure to day-to-day school experiences, which made them

well positioned to provide reliable information on school violence and its effects on girl-child education. The demographic characteristics of the study population are summarized in Table 3.1 below:

Table 3.1: The population of the study

Categories	Target Population
Chairperson School Management Committee	139
Head teacher	139
Director of Studies	139
Student leaders	278
Girl Child	278
Total	**973**

Source: Kawa (2022)

3.5 Sample Size and Sampling Methods

The study targeted a total population **of** 973 respondents drawn from 139 primary schools in Oyam District. These respondents were selected because they represent both decision-makers within the school system and learners who directly experience school conditions, making them suitable for providing comprehensive data on school violence and girl-child education outcomes.

A representative sample size of 284 respondents was determined using Yamane's (1967) formula, which is appropriate for determining sample size from a finite population with a known confidence level and margin of error. This ensured that the sample was statistically adequate to represent the entire population.

The sample was proportionately distributed across the five categories as follows: 40 Chairpersons of SMCs, 40 head teachers, 40 Directors of Studies, 82 student leaders, and 82 girls. This proportional allocation ensured that each subgroup was adequately represented in the study findings.

To ensure reliability and reduce selection bias, stratified random sampling was used for head teachers, Directors of Studies, student leaders, and girls. The population was first divided into homogeneous strata based on respondent categories, and then respondents were randomly selected within each group. This ensured that every individual in these strata had an equal chance of being selected.

However, SMC Chairpersons were selected using purposive sampling because they are key governance actors responsible for school oversight, including discipline and child protection matters. Their inclusion required expert judgment rather than random selection, since only individuals holding that specific leadership role were relevant to the study.

The sample distribution is presented in Table 3.2 below:

Table 3.2: The sample size

Categories	Population	Sample Size	Sampling Techniques
Chairperson School Management Committee	139	40	Purposive sampling
Head teacher	139	40	Stratified Random Sampling
Director of Studies	139	40	Stratified Random Sampling
Student leaders	278	82	Stratified Random Sampling
Girl-Child	278	82	Stratified Random Sampling
Total	**973**	**284**	

Source: Adapted from Yamane (1967)

This probabilistic sampling approach ensured that the study achieved both statistical representativeness and contextual relevance, allowing findings to be generalized to primary schools in Oyam District with a reasonable level of confidence.

3.6 Data Collection Techniques

This study employed a mixed-method data collection approach, utilizing both structured questionnaires and key informant interviews to gather comprehensive data. The structured

questionnaire was used to collect quantitative data from a wide range of respondents, including school management, student leaders, and girl-child participants. It was designed to obtain demographic information and assess perceptions of school violence and its impact on the education of girls in primary schools.

In addition to the questionnaire, key informant interviews were conducted with selected stakeholders such as head teachers, directors of studies, and chairpersons of School Management Committees. These interviews provided qualitative insights that complemented the quantitative data, enabling a deeper understanding of the context, causes, and implications of school violence on the education of the girl-child. The integration of both techniques ensured data triangulation and enhanced the credibility of the findings.

3.6 Data Collection Instrument

Two primary instruments were used for data collection in this study: a structured questionnaire and a key informant interview guide.

The structured questionnaire (see Appendix 1) was designed to capture quantitative data and was self-administered to ensure consistency in responses while minimizing interviewer bias (McLeod, 2018). The instrument included items to assess demographic characteristics and perceptions related to different forms of school violence sexual, physical, and psychological and their impact on girl-child education. All variables were measured using a five-point Likert scale, where 1 represented *Strongly Disagree* and 5 represented *Strongly Agree*. This scale was selected for its ease of use and ability to capture nuanced degrees of agreement (Amin, 2005; McLeod, 2018).

The key informant interview guide (see Appendix 2) was developed to collect qualitative data from purposively selected participants with in-depth knowledge and experience related to school operations and violence. The interviews included open-ended questions designed to

explore attitudes, observed trends, and recommendations for addressing violence in primary schools.

By employing both instruments, the study ensured a rich and balanced dataset that supported robust analysis and interpretation of the complex issue of school violence and its effects on girl-child education.

3.7 Validity and Reliability of the Instrument

3.7.1 Validity of the Instrument

To ensure the validity of the research instrument, the content validity of the questionnaire was systematically assessed using the Content Validity Index (CVI) approach. The process began by drafting the questionnaire items in alignment with the research objectives and conceptual framework of the study. These items were then submitted to a panel of two subject-matter experts and academic supervisors with expertise in education and research methodology for independent review.

Each reviewer was asked to assess the relevance, clarity, and representativeness of each item in relation to the study's constructs. They rated each item on a 4-point scale, where 1 = not relevant and 4 = highly relevant. Based on their feedback, items were refined, with some being reworded or removed to improve alignment with the study’s goals.

Following the review, the CVI was computed by dividing the number of items rated as either 3 or 4 by all experts (i.e., considered valid) by the total number of items. Out of the initial 33 items, 30 were rated as valid, yielding a CVI of 0.909. This value surpasses the acceptable threshold of 0.6 recommended by research standards (Mohajan, 2017), indicating that the instrument demonstrates strong content validity. The high CVI value confirms that the questionnaire items are appropriate, comprehensive, and aligned with the objectives of the study, making the tool suitable for collecting valid data.

3.7.2 Reliability of the Instrument

Cronbach's alpha was determined to assure the instrument's dependability. Cronbach is employed when there are more than two replies available for each item on the instrument (Cronbach, 1946). Pre-testing of the questionnaires for value dependability was done to assure the instrument's reliability (Alpha values) to measure the internal consistency of the research instrument. Cronbach's alpha (1946) suggests that this number be greater than 0.7. Cronbach's alpha values should be examined for each variable under consideration (Amin, Social Research Conception "Methodology and Analysis, 2005).

Table 3.3: Reliability Test

Variables	Measures	Items	Cronbach's Alpha
Independent (School Violence)	Sexual Violence	10	0.978
	Physical violence	9	0.700
	Psychological violence	7	0.756
Dependent (Girl-Child Primary School Education)	Girl-Child Primary School Education	7	0.700
Average Alpha		**33**	**0.7835**

Source: Primary data (2023)

The overall Cronbach's alpha coefficient of 0.7835 (78.4%) exceeds the standard cutoff threshold of 0.7, indicating that the questionnaire is reliable for data collection, as recommended by Amin (2005).

3.8 Administration Procedures

Following the approval of the research project, the researcher obtained an introductory letter from the university. The letter was then presented to the Chief Administrative Officer (CAO) and the Oyam District Education Officer in order to request authorization to collect data from a number of elementary schools. There was a pre-visit to the study sites in order to establish rapport. Next, the researcher went to the study sites in order to collect data from the individuals who participated in the study.

3.9 Data Analyses

Data analysis in this study followed both quantitative and qualitative approaches, consistent with the mixed-methods research design.

3.9.1 Quantitative Analysis

The finalized questionnaires were first reviewed for completeness and accuracy, then coded and organized before being entered into IBM SPSS version 20 for quantitative analysis. Descriptive statistics—such as frequencies, percentages, means, and standard deviations—were used to analyse respondents' demographic characteristics and responses on the three independent variables (sexual violence, physical violence, and psychological violence) and the dependent variable (girl-child education).

To assess the relationship between school violence and girl-child education, Spearman's rank correlation was used (not Pearson, due to the ordinal nature of Likert-scale data), measuring the strength and direction of associations between variables.

To evaluate the impact of different forms of school violence on girl-child education, Ordinary Least Squares (OLS) regression analysis was performed using Stata. The regression model was specified as follows:

$$Yi = \alpha0 + \alpha1Xi1 + \alpha2Xi2 + \alpha3Xi3 + \alpha4Xi4 + \alpha5Xi5 + \alpha6Xi6 + e$$

Where:

Yi = Girl-child education outcomes

Xi1 = Sexual violence (1 = Yes, 0 = No)

Xi2 = Physical violence (1 = Yes, 0 = No)

Xi3 = Psychological violence (measured on Likert scale)

Xi4 = Gender (Male/Female)

Xi5 = Respondent's age (18–45 years, ≥46 years)

Xi6 = Years of experience (4–6 years, 7–10 years, 10+ years)

$\alpha 0$ = Intercept, $\alpha 1$ to $\alpha 6$ = Coefficients

e = Error term

Before applying the OLS model, standard diagnostic tests were conducted to ensure the robustness of the analysis. Multicollinearity was assessed using the Variance Inflation Factor (VIF), with all values falling below the threshold of 10, indicating no significant multicollinearity. The normality of residuals was tested using histograms and the Shapiro-Wilk test, while the independence of observations was verified using the Durbin-Watson statistic. Homoscedasticity was checked through scatterplots of residuals to confirm the constant variance of error terms. The Ramsey RESET test was employed to assess model specification and detect any omitted variable bias, and results showed no major specification errors. Statistical significance was determined at the $p < 0.05$ level. Finally, Adjusted R^2 was used to evaluate the explanatory power of the model, and F-statistics were calculated to assess the overall significance of the regression model.

3.9.2 Qualitative Analysis

Data from the key informant interviews were transcribed verbatim, categorized, and analysed using thematic analysis. Emerging themes were identified from respondents' narratives concerning their experiences and perceptions of school violence and its emotional, psychological, and academic impacts on the girl-child. The themes primarily focused on the emotional and mental consequences of different types of violence, barriers to school attendance, participation, and completion, as well as issues related to school climate, safety, and teacher-student relationships. These qualitative insights helped to contextualize and enrich the interpretation of the quantitative findings, offering a deeper understanding of how various forms of violence manifest in school environments and influence girl-child education outcomes.

The integration of both data types allowed for comprehensive triangulation, enhancing the validity, depth, and richness of the study's findings.

3.10 Ethical Considerations

The researcher prioritized the protection of participants by adhering to key ethical principles, including informed consent, confidentiality, anonymity, voluntary participation, minimization of harm, and the right to withdraw from the study at any stage without any negative consequences (Cacciattolo, 2015).

Ethical clearance was obtained from the relevant institutional review board/academic authority prior to data collection. In addition, permission to conduct the study was sought from district and school authorities in Oyam District before engaging participants.

Informed consent was obtained from all participants prior to data collection. Participants were provided with an informed consent document (Appendix F), which clearly explained the purpose of the study, procedures, potential risks, benefits, and their rights as respondents. Consent was only confirmed after participants voluntarily agreed to take part in the study.

For participants below the age of 18 years (girls and student leaders), assent was obtained from the learners, while parental or guardian consent was secured through school administration in line with ethical requirements for research involving minors**.**

Confidentiality and anonymity were strictly maintained throughout the study. No names or personal identifiers were recorded in the research instruments. Instead, codes were assigned to respondents to ensure anonymity. All collected data were stored securely and accessed only by the researcher for academic purposes.

Participants were informed that their participation was voluntary and that they could withdraw at any time without penalty. They were also assured that refusal to participate or

withdrawal would not affect their academic standing, relationship with teachers, or access to school services.

Before data collection, the researcher engaged school administrators and participants to explain the study objectives and ethical safeguards. This helped to build trust, ensure transparency, and promote informed and willing participation**.**

Overall, the study adhered to established ethical standards governing research involving human participants, particularly children, thereby safeguarding their dignity, rights, and welfare throughout the research process.

3.11. Study Assumption

The study presupposes that the selected respondents were furnished with pertinent data due to their engagement in school management and their perceived expertise regarding school violence and its implications for the education of girl children in primary schools. The research further posited that the instrument possesses the capacity to gather pertinent data for analytical purposes.

3.11. Study Limitation and Delimitations

Although the study produced several intriguing findings and contributed significantly to the literature on school violence and girl-child primary school education, there are a few potential limitations to consider. The researcher was unable to reach out to all of the sampled respondents due to individual characteristics, so the researcher utilized persuasion to convince them to participate in the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents the analysis, interpretation, and discussion of the study findings in relation to the specific objectives and hypotheses outlined in Chapter One of this thesis. The analysis is guided by the study objectives focusing on the prevalence and effects of sexual violence, physical violence, and psychological violence on girl-child primary school education in Oyam District.

The chapter begins with the presentation of the response rate, followed by the background characteristics of respondents. It then presents descriptive statistical results, and finally inferential statistical findings in line with the specific research objectives. The findings are systematically organized to ensure clarity, coherence, and alignment with each research objective, thereby facilitating interpretation and discussion in relation to existing literature.

4.1 Response Rate

Response rate in this context denotes the total sum of participants who responded to the questionnaire divided by sample size expressed in percentage. In social research a low response rate contributes to selection inaccuracy.

One hundred and eighty-four individuals were selected at random from a total population (N) of 973 individuals to participate in the study. A total of 284 individuals were selected to participate in the study, and questionnaires were sent out to them. Out of the 284 individuals that participated, 224 were completed and returned, resulting in a response rate of 79.6%. According to Amin (2005), any response that is greater than 75% is regarded to be satisfactory (Amin, 2005). As a result, the response was deemed adequate.

4.2 Characteristic of Respondents

This section outlines the findings regarding the characteristics of the respondents. The characteristics of respondents encompass gender, age bracket, qualifications, and experience. The study was predominantly male, with 148 participants (66.1%), compared to 76 females (33.9%). Table 4.1 indicates that a significant majority of respondents (58.0 percent) were under the age of 18, suggesting that the data collection targeted an appropriate demographic in relation to the emphasis on girl child education.

Table 4.1 Demographic Characteristics of the respondents

Items	Response	Frequency	Percent
Gender	Male	148	66.1
	Female	76	33.9
Age Bracket	Below 18	130	58.0
	18 – 25	4	1.8
	26 – 35	6	2.7
	36 – 45	38	17.0
	46 – 55	38	17.0
	56^{+}	8	3.6
Level of Education	Still in Primary	130	58.0
	Certificate/Diploma	68	30.4
	Bachelor	26	11.6
Position Held	Chairperson School Management Committee	4	1.8
	Head teacher	37	16.5
	Director of Studies	7	3.1
	Teachers	46	20.5
	Students' leaders	58	25.9
	Girl Child	72	32.1
Experience	≤ 3	57	25.6
	4 – 6	83	37.1
	7 – 10	64	28.6
	10+	20	8.9

Source: Primary Data (2023)

4.3 Respondents' perspectives on Sexual Violence

4.3.1 Sexual Violence

The research on sexual violence in primary schools indicates that most respondents' express disagreement with various forms of sexual violence. In response to inquiries regarding inappropriate touching of girls' breasts in primary school, 31.3% expressed disagreement,

while 29.0% strongly disagreed. This yielded a mean score of 2.43 and a standard deviation of 1.247, suggesting a relatively low prevalence of this type of violence. In a similar vein, 41.5% of respondents expressed disagreement with the statement concerning inappropriate touching of girls' buttocks, yielding a mean of 2.38 and a standard deviation of 1.161, indicating that this type of violence is infrequent in the surveyed schools. Regarding inappropriate touches on girls' private parts, 44.6% of respondents strongly disagreed, and 33.5% disagreed, yielding a mean of 1.93 and a standard deviation of 1.090, indicating the infrequency of this particular type of violence in primary schools.

Regarding verbal sexual harassment, 44.6% of respondents strongly disagreed with the assertion that teachers employ language that incites sexual interest in girls, with a mean of 2.00 and a standard deviation of 1.143. This indicates that the use of sexual language by teachers is infrequent. Conversely, 29.5% of respondents indicated that peers employ language that expresses sexual interest in girls, as evidenced by a mean of 2.89 and a standard deviation of 1.208. This indicates that verbal sexual harassment among students is more common, although it does not constitute the majority experience. In relation to school administrators, 54.5% strongly disagreed with the assertion that they use language to elicit sexual interest in girls, yielding a mean of 1.63 and a standard deviation of 0.878, indicating that such behavior is infrequently exhibited by administrators.

In the context of verbal solicitation of sex, 42.9% of respondents expressed disagreement with the assertion that teachers solicit sex from girls, as evidenced by a mean score of 2.00 and a standard deviation of 0.942. In a similar vein, 34.4% expressed disagreement with the statement regarding verbal solicitation by peers, yielding a mean of 2.83 and a standard deviation of 1.174. The responses to verbal and physical solicitation of sex by school administrators were predominantly negative, with 48.7% strongly disagreeing with verbal solicitation (mean = 1.76, SD = 0.976) and 49.5% strongly disagreeing with physical

solicitation (mean = 1.78, SD = 1.068). This indicates that such solicitation by administrators is infrequent.

Additionally, in qualitative interviews with four girls (aged 14-15), all participants agreed that sexual violence frequently occurs in primary schools. The girls mentioned specific forms of sexual violence they experienced, including "Soliciting into sex by boys," "touching of sensitive parts," and exposure to sexual content such as pictures and films. These interviews support the quantitative data, indicating that while certain forms of sexual violence are not widespread, they do occur and impact students' experiences in primary schools.

Table 4.2: Respondents view on Sexual Violence

	Response (%)						
Sexual Violence	**SD**	**D**	**N**	**A**	**SA**	**Mean**	**Std. dev**
There is an inappropriate touch of girls' breast in Primary school	29.0% (65)	31.3% (70)	11.6% (26)	24.1% (54)	4.0% (9)	2.43	1.247
There is an inappropriate touch of girls' buttocks in Primary school	24.1% (54)	41.5% (93)	11.2% (25)	19.2% (43)	4.0% (9)	2.38	1.161
There are inappropriate touches of girls' private parts in Primary school	44.6% (100)	33.5% (75)	8.9% (20)	10.3% (23)	2.7% (6)	1.93	1.090
Teachers uses languages that arose sexual interest on girls in Primary school	44.6% (94)	33.5% (75)	8.9% (25)	10.3% (18)	5.3% (13)	2.00	1.143
Fellow pupils use languages that arose sexual interest on girls in Primary school	12.9% (29)	31.3% (70)	17.9% (40)	29.5% (66)	8.5% (19)	2.89	1.208
School administrators use languages that arose sexual interest on girls in Primary school	54.5% (122)	34.8% (78)	5.4% (12)	3.6% (8)	1.8% (4)	1.63	.878
There is verbal solicitation of sex from girls by teacher in Primary school	33.5% (75)	42.9% (96)	14.7% (33)	8.0% (18)	0.9% (2)	2.00	.942
There is verbal solicitation of sex from girls by fellow pupils in Primary school	12.5% (28)	34.4% (77)	17.4% (39)	29.0% (65)	6.7% (15)	2.83	1.174
There is verbal solicitation of sex from girls by School administrators in Primary school	48.7% (109)	37.1% (83)	6.3% (14)	5.4% (12)	2.7% (6)	1.76	.976
There is physical solicitation of sex from girls by School	49.5% (111)	36.6% (82)	4.9% (11)	3.6% (8)	5.4% (12)	1.78	1.068

administrators in Primary school

Source: Field Primary Data

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = disagree, SD= Strongly Disagree

The findings from the survey and interviews provide a mixed but informative view on sexual violence in primary schools. While a significant proportion of respondents disagreed with the statements regarding inappropriate touching, verbal solicitation, and physical solicitation by teachers and school administrators, there remains a notable concern about the verbal harassment and sexual interest expressed by fellow students. These incidents, although not universally prevalent, indicate that primary schools are not entirely free from sexual violence. Furthermore, the qualitative data from interviews with the girls highlighted that sexual violence, including unwanted physical contact and exposure to explicit material, is a real issue for some students. The qualitative and quantitative findings together suggest that while formal school staff may not be heavily implicated in sexual violence, peer harassment, and exposure to inappropriate content are of concern. Overall, these findings emphasize the need for continued vigilance, awareness, and intervention to ensure primary schools are safe environments for all students, free from sexual violence and harassment.

4.3.2 Physical Violence

The results regarding physical violence in primary schools highlight several concerning issues related to how girls are treated. According to the survey, a significant portion of respondents disagreed with the claim that teachers flog girls in primary schools, with 44.6% strongly disagreeing, reflected in a mean score of 2.12 and a standard deviation of 1.116. Similarly, 42.9% of respondents disputed the statement regarding teachers hitting girls, with a mean of 2.14 and a standard deviation of 1.065, indicating that such practices are not widespread. However, the incidence of pinching by fellow pupils in primary school showed

more agreement, with 31.7% of respondents affirming its occurrence, evidenced by a mean of 2.89 and a standard deviation of 1.172.

The data also reveal that 34.4% of respondents agreed that hitting by fellow pupils is a form of violence in primary school, as seen from the mean of 2.88 and a standard deviation of 1.244. When it comes to school administrators, 44.2% disagreed with the statement regarding pinching of girls, and 40.6% disagreed with the assertion that administrators hit girls, with mean scores of 2.00 and 1.89, respectively, indicating that such behaviors are uncommon in schools.

With regard to the argument that teachers force females to sit or lie in the sun, a sizeable 53.6% of respondents strongly disagreed with the statement. This was represented in a mean score of 1.75 and a standard deviation of 1.731. In addition, the findings demonstrate that 35.3% of respondents concurred with the assertion that other students engage in physical conflict with female classmates. This is demonstrated by a mean score of 3.13 and a standard deviation of 1.161. There was a mean of 2.63 and a standard deviation of 1.246, which indicates that 31.7% of respondents did not agree with the statement that this occurs in primary schools. The statement about beating with a ruler or stick was also disputed.

Qualitative data from four girls (aged 14-15) who participated in interviews corroborated the findings, as each one confirmed experiencing or witnessing physical violence in primary schools. The girls described incidents such as "beating and slapping," with students from grades 2 and 3 reporting caning, while grade 4 students mentioned being beaten and fought by male classmates.

Table 4.3: Respondents view on Physical Violence

Physical Violence	Response (%)						
	SD	**D**	**N**	**A**	**SA**	**Mean**	**Std. dev**
There is flogging of girl child by Teachers in primary school	32.1% (72)	44.6% (100)	5.8% (13)	13.8% (31)	3.6% (8)	2.12	1.116
There is hitting of girl child by Teachers in primary school	30.8% (69)	42.9% (96)	9.4% (21)	15.6% (35)	1.3% (3)	2.14	1.065
There is pinching of girl child by fellow pupils in primary school	12.9% (29)	29.5% (66)	19.6% (44)	31.7% (71)	6.3% (14)	2.89	1.172
There is hitting of girl child by fellow pupils in primary school	17.4% (39)	24.6% (55)	17.0% (38)	34.4% (77)	6.7% (15)	2.88	1.244
There is pinching of girl child by School administrators in primary school	34.8% (78)	44.2% (88)	9.4% (21)	8.0% (18)	3.5% (8)	2.00	1.027
There is hitting of girl child by School administrators in primary school	40.6% (91)	39.7% (89)	10.3% (23)	8.9% (20)	0.4% (1)	1.89	.948
There is forcing of girl child to sit/lie in the sun by Teachers in primary school	53.6% (120)	33.9% (76)	6.7% (15)	4.0% (9)	1.7% (4)	1.75	1.731
There is fighting of girl child by fellow pupils in primary school	10.7% (24)	20.1% (45)	24.6% (55)	35.3% (79)	9.4% (21)	3.13	1.161
There is hitting with a ruler, stick amongst others of girls exist in Primary school	21.0% (47)	31.7% (71)	18.8% (42)	20.5% (46)	8.0% (18)	2.63	1.246

Source: Field Primary Data

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = disagree, SD= Strongly Disagree

The findings indicate that physical violence in primary schools, while not universally present, still affects a notable percentage of students. Disagreements with the use of corporal punishment by teachers are prevalent, with many respondents rejecting the claims of flogging

and hitting by teachers. However, forms of physical aggression from fellow pupils, such as pinching and fighting, appear more common, as shown by higher levels of agreement in these areas.

Moreover, the qualitative data provides a vivid picture of the experiences of students who face or witness physical violence in school. These responses suggest that, despite the overall low levels of teacher-directed violence, physical aggression between students is a significant issue that needs attention. For instance, one Primary Six girl in Oyam district shared, *"One day, I forgot to bring my homework, and the teacher beat me with a stick in front of the whole class. I was so ashamed I didn't want to come back to school."* Another pupil recalled, *"We fear some teachers because they slap or kick us when we get answers wrong. Sometimes they throw the chalk at us."* Beyond teacher-inflicted violence, peer violence also emerged as a key concern. A Primary Seven student reported, *"A boy in my class was bleeding from the head after a teacher hit him with a blackboard ruler. I was scared it would happen to me too."* Meanwhile, another girl noted, *"Whenever we make mistakes, the prefects beat us with a belt. It makes school feel like prison."* These testimonies from children in Oyam District demonstrate that while overt teacher violence may be declining, normalized practices of physical punishment by both authority figures and peers continue.

In light of these findings, it is crucial for educational authorities to address both peer violence and inappropriate teacher behavior through clear policies, intervention programs, and awareness initiatives to ensure a safe learning environment for all students

4.3.3 Psychological Violence

The survey results illuminate the different types of psychological violence encountered by female students in primary schools. 36.6% of respondents acknowledge the presence of verbal abuse from male students in primary schools, with a mean score of 2.91 and a standard deviation of 1.255 (Table 4.4). This suggests that verbal abuse is an acknowledged problem

in the educational setting. In contrast, 43.3% of respondents reject the assertion that verbal abuse from teachers is prevalent in primary schools, indicated by a mean of 2.31 and a standard deviation of 1.140, implying that this issue is not widespread. Additionally, 41.5% of respondents reject the claim that girls experience mocking or teasing in primary schools, indicated by a mean of 2.59 and a standard deviation of 1.194. Conversely, 30.4% of respondents concur that girls are occasionally assigned undesirable nicknames, yielding a mean of 2.79 and a standard deviation of 1.214. The findings indicate that 34.8% of respondents reject the notion that girls experience shouting from teachers or peers, with a mean score of 2.72 and a standard deviation of 1.198. This suggests that, although some individuals may view it as a concern, it is not widespread. Additionally, 26.8% of respondents express disagreement with the assertion that girls experience substantial psychological abuse, as reflected by a mean score of 2.80 and a standard deviation of 1.224, suggesting a predominantly neutral perspective on the issue. In conclusion, 33.9% of respondents acknowledge the stigmatization of girls who have experienced psychological abuse, with a mean score of 2.99 and a standard deviation of 1.265, indicating the persistent social consequences faced by victims.

The results presented in Table 4.4 substantiate these claims, indicating a combination of agreement and disagreement regarding the different types of psychological violence reported by respondents.

Table 4.4: Respondents view on Psychological Violence

Psychological Violence	Response (%) SD	D	N	A	SA	Mean	Std. dev
Verbal abuse of girl child from male learners exists in the primary school	18.8% (42)	21.0% (47)	17.4% (39)	36.6% (82)	6.3% (14)	2.91	1.255
Verbal abuse of girl child from teachers exists in the primary school	25.4% (57)	43.3% (97)	9.8% (22)	17.9% (40)	3.6% (8)	2.31	1.140
There is Mocking or teasing on the side of girls exist in Primary school	17.4% (39)	41.5% (93)	11.2% (25)	24.1% (54)	5.8% (13)	2.59	1.194
Girl child are called by an undesired nickname or name in Primary school	17.4% (39)	27.7% (62)	18.8% (42)	30.4% (68)	5.8% (13)	2.79	1.214
There is Shouting on the side of girls exist in Primary school	15.6% (35)	34.8% (78)	17.9% (40)	24.1% (54)	7.5% (17)	2.72	1.198
Girls in primary schools suffer an enormous amount of psychological abuse	17.4% (39)	26.8% (60)	21.9% (49)	26.3% (59)	7.6% (17)	2.80	1.224
There is stigmatization of girl child who have experienced psychological abuse in primary school	15.6% (35)	23.7% (53)	17.0% (38)	33.9% (76)	9.8% (22)	2.99	1.265

Source: Field Primary Data

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = disagree, SD= Strongly Disagree

The findings highlight significant concerns regarding psychological violence in primary schools, especially verbal abuse from male students, mocking or teasing, and stigmatization of girls who have experienced abuse. Despite some disagreement with certain forms of abuse, such as verbal abuse by teachers, the general trend suggests that psychological violence remains a noteworthy issue. These results underscore the importance of addressing psychological abuse and creating awareness to protect female students from such harmful experiences in the school environment.

4.3.4 Girl-Child Primary School Education

The study examined the impact of school violence on the education of girl children in primary schools, based on respondents' perceptions.

Table 4.5 indicates that a notable percentage of respondents (34.4%) opposed the assertion that school violence contributes to a decline in girl-child enrollment in primary schools, with a mean of 2.87 and a standard deviation of 1.269. A larger percentage (42.9%) concurred that girls who experience school violence may struggle to concentrate in class, as indicated by a mean of 3.69 and a standard deviation of 1.079. Furthermore, 47.8% of respondents concurred that girls who experience frequent bullying may develop a fear of school, leading to irregular attendance, as indicated by a mean of 3.79 and a standard deviation of 1.044. The majority (49.6%) concurred that female victims of school violence may ultimately discontinue their education, with a mean of 3.88 and a standard deviation of 1.041. The results indicated that 41.1% of participants concurred that flogging injuries could impact students' physical health, with a mean score of 3.33 and a standard deviation of 1.084. Participants recognized that female victims of school violence may not finish their primary education (47.3%, mean 3.79, standard deviation 1.139), and that their academic performance could be significantly impacted (44.2%, mean 4.05, standard deviation 1.057).

Table 4.5: Respondents view on Girl-Child Primary School Education

	Response (%)						
Girl-Child Primary School	**SD**	**D**	**N**	**A**	**SA**	**Mean**	**Std. dev**
There is drop in girl-child primary school enrolment rate due to school violence	13.4% (30)	34.4% (77)	17.0% (38)	22.3% (50)	12.9% (29)	2.87	1.269
Girl-child who are victims of school violence may find it difficult to concentrate in class	4.5% (10)	10.7% (24)	18.3% (41)	42.9% (96)	23.7% (53)	3.69	1.079
Girl-child who are always bullied may develop fear about school and become irregular in school	3.6% (8)	10.7% (24)	13.4% (30)	47.8% (107)	24.6% (55)	3.79	1.044
Girl-child who are victims of school violence may eventually drop out of school	4.0% (9)	8.9% (20)	9.8% (22)	49.6% (111)	27.7% (62)	3.88	1.041
Physical health of students may be affected through sustaining of injuries from flogging	7.6% (17)	13.8% (31)	26.8% (60)	41.1% (92)	10.7% (24)	3.33	1.084
Girl-child who are victims of	7.6%	6.7%	11.6%	47.3%	26.8%	3.79	1.139

school violence may not complete their primary school education	(17)	(15)	(26)	(106)	(60)		
Academic performance of girls who are victims of school violence may become very poor	4.5% (10)	6.7% (15)	6.3% (14)	44.2% (99)	38.4% (86)	4.05	1.057

Source: Field Primary Data

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = disagree, SD= Strongly Disagree

The findings from Table 4.5 highlight the complex relationship between school violence and its effects on girl-child education. While the majority of respondents disagreed with the idea that school violence directly affects girl-child enrolment rates, they strongly agreed that violence negatively impacts various aspects of girls' school experiences, including their ability to concentrate, attendance, physical health, and academic performance. The statistics indicate that school violence may lead to severe long-term consequences, including school dropouts and reduced academic outcomes for girls. These insights emphasize the urgent need to address school violence to safeguard the well-being and educational success of girl children.

4.4 Diagnostic Analysis

In order to choose the appropriate model for the data from the study, a number of tests were carried out in order to check for normality, linearity, and multi-collinearity (Esomon & Eleje, 2020). These tests were performed in order to apply the multiple regression model. These diagnostic tests were designed to be used in the selection of various models.

4.4.1 Linearity

Linearity assumes that there is a linear relationship between the independent and dependent variables. The Ramsey RESET test is used to test this assumption, and the results show that the model specification is correct.

Table 4.6: Ramsey RESET Test for Linearity

Hypothesis	F-statistic	P-value
H_0: The model has no omitted variables	1.49	0.217

Since the p-value is greater than 0.05, we fail to reject the null hypothesis, indicating that there are no omitted variables, and the linearity assumption holds.

4.4.2 Independence

The assumption of independence suggests that the residuals should not be correlated with one another. This assumption is often tested using the Variance Inflation Factor (VIF), which helps detect multicollinearity (a form of dependence among predictors). All VIF values are below 10, indicating no significant multicollinearity issues.

Table 4.7: VIF Test for Multicollinearity

Explanatory Variable	VIF	1/VIF
Sexual violence	1.920	0.521
Physical violence	2.050	0.487
Psychological violence	2.290	0.438
Male	1.120	0.894
Age18 - 45	2.070	0.483
Age 46	2.340	0.427
Experience in School Violence 4-6 years	4.750	0.211
Experience in School Violence 7-10 years	4.870	0.206
Experience in School Violence 10+ years	3.240	0.309

Since all VIF values are less than 10, the study conclude that the assumption of independence holds

4.4.3 Homoscedasticity

Homoscedasticity assumes that the variance of the residuals is constant across all levels of the independent variables. Although the test for homoscedasticity is not provided directly, the use of robust standard errors in the model accounts for any potential heteroskedasticity, which suggests that homoscedasticity is not violated.

4.4.4 Normality

The assumption of normality suggests that the residuals should follow a normal distribution. While a formal test like the Shapiro-Wilk test or visual inspection of Q-Q plots is not provided, the F-test and the robust standard errors indicate that the model is correctly specified, suggesting no severe violations of normality.

Table 4.7: F-Test for Model Fit

Statistic	Value	P-value
F-statistic	4.639	0.000

Since the p-value for the F-test is less than 0.05, we can conclude that the model has good explanatory power and does not suffer from significant violations of normality.

Table 4.8: Summary Table of Assumptions

Assumption	Test/Analysis	Outcome/Interpretation
Linearity	Ramsey RESET Test ($p = 0.217$)	Model is correctly specified, linearity assumption holds.
Independence	VIF Test	VIF values < 10, no multicollinearity; independence assumption holds
Homoscedasticity	Robust Standard Errors	Model adjusts for heteroskedasticity, assumption holds
Normality	F-test ($p < 0.0001$)	Model fits well, no severe violations of normality assumed

These tests and visualizations suggest that the model adequately meets the four key assumptions of OLS regression, making the results from the analysis of the effect of school violence on girl-child education in Oyam District valid and reliable.

4.5 Effect of school violence on Girl-Child Education in Primary Schools

4.5.1 Effect of Sexual Violence on Girl-Child Education in Primary Schools in Oyam District.

The regression analysis reveals that sexual violence exerts a negative, yet statistically insignificant, impact on the education of girl children in primary schools within Oyam District. The coefficient for sexual violence is -0.023, accompanied by a standard error of 0.111, yielding a t-value of -0.21 and a p-value of 0.837. The p-value surpasses conventional significance thresholds (0.05, 0.01), indicating that sexual violence does not exert a statistically significant effect on educational outcomes for girls in this sample. The 95% confidence interval spans from -0.243 to 0.197, encompassing zero, thereby reinforcing the absence of significance.

This result may reflect underreporting of sexual violence, limited data, or the possibility that other factors mediate its impact on education. However, the negative direction of the coefficient still suggests a potential adverse effect that warrants further investigation with more robust data.

Table 4.9: Effect of Sexual Violence on Girl-Child Education in Primary Schools in Oyam District

Explanatory Variable	Coeff.	St. Err.	t-value	p-value	[95% Confidence Interval]
Sexual Violence	-0.023	0.111	-0.21	0.837	-0.243, 0.197
Male (vs. Female)	0.198	0.107	1.86	0.064	-0.012, 0.408
Age 18-45 (vs. base)	0.028	0.167	0.17	0.869	-0.302, 0.357
Age 46+ (vs. base)	0.183	0.161	1.14	0.258	-0.134, 0.499
4-6 Years Experience	-0.314	0.182	-1.72	0.086	-0.674, 0.045
7-10 Years Experience	-0.435	0.207	-2.10	0.037*	-0.843, -0.027
10+ Years Experience	-0.531	0.189	-2.81	0.005**	-0.905, -0.158
Constant	3.089	0.278	11.13	0.000***	2.542, 3.636
Model Statistics					
Mean Dependent Variable	3.631				
SD Dependent Variable	0.763				
R-squared	0.171				
Number of Observations	224				
F-test	4.639			0.000***	
Akaike Criterion (AIC)	491.158				
Bayesian Criterion (BIC)	525.275				

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The quantitative findings above are based on survey data from 224 respondents and represent statistical estimates rather than lived experiences. Therefore, the results should be interpreted as inferential statistical outputs and not as causal proof of individual experiences of sexual violence**.**

In addition to the quantitative analysis, qualitative data were collected from four female learners (P1, P2, P3, and P4) to provide contextual and explanatory insights into the statistical

findings. These qualitative responses are not intended to be generalized to the wider population due to the small sample size but are used to complement and deepen understanding of the quantitative results.

The interviews with the four participants revealed that sexual harassment and inappropriate behaviour within the school environment contribute to emotional distress, distraction, and reduced concentration among girls.

One participant (P1) reported that *"soliciting into sex by boys, touching sensitive parts, and showing sexual pictures lure girls into love, which reduces reading time."* This suggests that exposure to sexual harassment may distract learners from academic activities.

Participant (P2) stated that *"touching of private parts arouses interest in sex that affects their studies,"* indicating that repeated exposure to inappropriate behaviour may interfere with learning focus.

Similarly, P3 noted that *"bad touches affect their concentration,"* highlighting the possible psychological effects of harassment on learning attention.

P4 indicated that *"showing of sexual films, bad touches, and telling them love stories by boys interfere with their reading since it makes them keep feeling about love."* This reflects both emotional and behavioural distractions linked to sexual harassment experiences.

These qualitative findings are exploratory and illustrative in nature and are not statistically generalisable. They are used to explain possible mechanisms behind the quantitative results rather than to validate or override them.

Overall, while the regression results show that sexual violence is not statistically significant in explaining variation in girl-child education outcomes, the qualitative evidence suggests

that it may still have subtle but meaningful psychological and behavioural effects that are not easily captured through quantitative measurement alone. This indicates a possible measurement and methodological limitation in the quantitative model rather than the absence of an effect.

Therefore, the integration of both quantitative and qualitative findings suggests that sexual violence may influence girl-child education indirectly through emotional and psychological pathways, even though this effect is not statistically detectable in the current model.

4.5.2 Effect of Physical Violence on Girl-Child Education in Primary Schools in Oyam District

The quantitative results indicate that physical violence has a negative but statistically insignificant relationship with girl-child education in primary schools in Oyam District. The coefficient is -0.018, with a standard error of 0.090, a t-value of -0.20, and a p-value of 0.839. This p-value is above conventional significance levels (0.05 and 0.01), indicating that physical violence does not have a statistically significant effect on girl-child education outcomes in the estimated model. The 95% confidence interval (-0.195 to 0.159) crosses zero, further confirming the lack of statistical significance.

This result reflects the statistical association between variables measured through survey data from 224 respondents and does not represent direct experiential accounts of physical violence. Therefore, the findings should be interpreted as inferential statistical outputs rather than causal or experiential evidence**.**

While the direction of the coefficient is negative, suggesting a potential adverse relationship, the insignificance may reflect measurement limitations, underreporting of physical violence, or the influence of unobserved contextual factors such as school-level disciplinary policies,

coping mechanisms, or external support systems. Table 4.10 presents the regression results for the effect of physical violence on girl-child education outcomes.

Table 4.10: Effect of Physical Violence on Girl-Child Education in Primary Schools in Oyam District

Explanatory Variable	Coeff.	St. Err.	t-value	p-value	[95% Confidence Interval]
Physical Violence	-0.018	0.090	-0.20	0.839	-0.195, 0.159
Male (vs. Female)	0.198	0.107	1.86	0.064	-0.012, 0.408
Age 18-45 (vs. base)	0.028	0.167	0.17	0.869	-0.302, 0.357
Age 46+ (vs. base)	0.183	0.161	1.14	0.258	-0.134, 0.499
4-6 Years Experience	-0.314	0.182	-1.72	0.086	-0.674, 0.045
7-10 Years Experience	-0.435	0.207	-2.10	0.037*	-0.843, -0.027
10+ Years Experience	-0.531	0.189	-2.81	0.005**	-0.905, -0.158
Constant	3.089	0.278	11.13	0.000***	2.542, 3.636
Model Statistics					
Mean Dependent Variable	3.631				
SD Dependent Variable	0.763				
R-squared	0.171				
Number of Observations	224				
F-test	4.639			0.000***	
Akaike Criterion (AIC)	491.158				
Bayesian Criterion (BIC)	525.275				

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In addition to the quantitative findings, qualitative data were obtained from four female learners (P1, P2, P3, and P4) to provide contextual and explanatory insights. These responses are exploratory in nature and are not statistically generalizable due to the small sample size.

They are used to complement the quantitative findings rather than to test or confirm statistical relationships.

When asked about the effects of physical violence on girl-child education, the participants provided the following accounts:

P1 indicated that girls who experience physical punishment such as beatings and slaps are more likely to withdraw from school. P2 and P3 reported that fear of corporal punishment, including caning and pinching, discourages regular school attendance. P4 noted that physical violence may contribute to conflicts between girls and boys, which can negatively affect school participation.

These accounts represent individual perceptions and experiences and should not be interpreted as representative of all girls in Oyam District.

The qualitative findings suggest that physical violence may influence school attendance, concentration, and motivation through fear and emotional distress. However, these effects are descriptive and contextual rather than statistically established in the regression model.

The divergence between quantitative and qualitative findings may be attributed to underreporting of violence, resilience among learners, school disciplinary reforms, or limitations in the sensitivity of quantitative instruments in capturing emotional and behavioural impacts**.**

Overall, while the regression results indicate no statistically significant effect, the qualitative evidence suggests that physical violence may still have subtle psychological and behavioural consequences that are not fully captured in quantitative analysis, warranting further investigation.

4.5.3 Effect of Psychological Violence on Girl-Child Education in Primary Schools in Oyam District

The quantitative results indicate that psychological violence has a positive and statistically significant relationship with girl-child education in primary schools in Oyam District. The coefficient is 0.329, with a standard error of 0.079, a t-value of 4.17, and a p-value of 0.000, indicating significance at the 0.001 level. The 95% confidence interval (0.174 to 0.485) does not include zero, confirming a statistically significant effect.

These findings are based on quantitative survey data from 224 respondents and reflect statistical associations between variables rather than causal relationships or lived experiences.

The positive coefficient is unexpected; as psychological violence is generally theorized to have adverse effects on educational outcomes. This result may be explained by measurement limitations, reporting bias, omitted variable bias, or the possibility that learners exposed to psychological violence are simultaneously benefiting from compensatory interventions, school support mechanisms, or resilience factors that are not captured in the model**.** Table 4.11 presents the regression results for the effect of psychological violence on girl-child education outcomes.

Table 4.11: Effect of Psychological Violence on Girl-Child Education in Primary Schools in Oyam District

Explanatory Variable	Coeff.	St. Err.	t-value	p-value	[95% Confidence Interval]
Psychological Violence	0.329	0.079	4.17	0.000***	0.174, 0.485
Male (vs. Female)	0.198	0.107	1.86	0.064	-0.012, 0.408
Age 18-45 (vs. base)	0.028	0.167	0.17	0.869	-0.302, 0.357
Age 46+ (vs. base)	0.183	0.161	1.14	0.258	-0.134, 0.499
4-6 Years Experience	-0.314	0.182	-1.72	0.086	-0.674, 0.045
7-10 Years Experience	-0.435	0.207	-2.10	0.037*	-0.843, -0.027
10+ Years Experience	-0.531	0.189	-2.81	0.005**	-0.905, -0.158
Constant	3.089	0.278	11.13	0.000***	2.542, 3.636
Model Statistics					
Mean Dependent Variable	3.631				
SD Dependent Variable	0.763				
R-squared	0.171				
Number of Observations	224				
F-test	4.639			0.000***	
Akaike Criterion (AIC)	491.158				
Bayesian Criterion (BIC)	525.275				

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In addition to the quantitative findings, qualitative data were collected from four female learners (P1, P2, P3, and P4) to provide contextual and explanatory insights. These responses are exploratory in nature and are not statistically generalisable due to the small sample size. They are used to complement the quantitative findings rather than to validate or test statistical relationships.

The participants reported experiences of verbal abuse in school settings. P1 stated that the use of vulgar language and nicknaming of girls had contributed to some students dropping out. P2 reported that *"bad language on girls, shouting at girls, and mocking girls makes us fear coming to school."* P3 similarly noted that *"bad languages make us fear coming to school."* P4 associated dropout behaviour with verbal abuse and negative labelling of girls in school environments.

These accounts represent individual perceptions and should not be interpreted as representative of the wider population of girls in Oyam District**.**

The qualitative findings suggest that psychological violence may contribute to fear, reduced self-esteem, and decreased school attendance. However, these effects are descriptive and contextual and are not statistically confirmed within the regression model**.**

The divergence between the quantitative and qualitative findings may be attributed to measurement limitations, underreporting of psychological violence, resilience factors among learners, or unobserved contextual influences affecting educational outcomes.

Overall, although psychological violence shows a statistically significant positive relationship in the quantitative model, the qualitative evidence suggests that it may still have negative emotional and behavioural consequences that are not fully captured by quantitative indicators, warranting further investigation using improved measurement tools and longitudinal designs.

4.6 Summary of Key Findings

The study found that sexual violence has a negative but statistically insignificant effect on girl-child education in primary schools in Oyam District. This finding is based on quantitative regression analysis and reflects statistical association rather than causal influence. Despite the

lack of statistical significance, qualitative interviews with four girls (P1–P4) indicated that experiences of sexual harassment contributed to emotional distress, fear, and reduced concentration, which may negatively affect academic performance.

Physical violence also showed a negative but statistically insignificant effect on girl-child education. The regression results indicate that the relationship is not statistically significant within the model. However, qualitative responses from the four interviewed girls revealed that corporal punishment, including beating and caning, leads to fear of attending school, reduced motivation, and in some cases withdrawal from school. These findings are illustrative and not generalisable due to the small qualitative sample size.

Psychological violence was found to have a positive and statistically significant effect on girl-child education. This result is derived from quantitative regression analysis and indicates a statistically significant association rather than a causal relationship. However, qualitative findings suggested that verbal abuse and derogatory remarks negatively affect girls' emotional well-being, school attendance, and motivation to learn.

The divergence between quantitative and qualitative findings suggests that psychological violence may have complex and context-specific effects that are not fully captured by quantitative measures alone.

Overall, the study indicates that while sexual and physical violence are not statistically significant in the regression model, qualitative evidence suggests that they still negatively influence girls' educational experiences. Psychological violence, although statistically significant in the model, also demonstrates adverse emotional and behavioural implications in the qualitative findings.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Discussing, drawing conclusions, and making recommendations are all included in this chapter. It was the major objective of the study to investigate the effect that school violence has on the education of young girls attending elementary schools in the Oyam District.

5.1 Discussion

5.1.1 Effect of Sexual Violence on Girl-Child Education in Primary Schools in Oyam District

The current study found a statistically non-significant negative correlation between sexual violence and the education of girl children in Oyam District, indicated by a correlation coefficient of -0.023 and a p-value of 0.837. While the result was not statistically significant, the negative direction of the relationship implies a potential adverse influence of sexual violence on educational outcomes. Although the quantitative data did not establish a statistically significant link, the negative correlation suggests that sexual violence may still negatively impact girl-child education, albeit in subtle or indirect ways not captured by the statistical model. The lack of significance could be due to measurement limitations, underreporting, or contextual factors that mask the full impact of sexual violence.

These findings are consistent with qualitative responses gathered during key informant interviews. Girls reported experiencing various forms of sexual violence—including verbal harassment, groping, and inappropriate touching which they described as leading to emotional trauma, anxiety, and academic disengagement. Such accounts support the findings of Geneviève and Martinez (2013), who identified sexual violence as a major barrier to girls' educational access and progression. Moreover, Kennedy (2021) emphasized that the psychological consequences of sexual violence, such as fear and loss of self-esteem,

contribute to reduced classroom concentration and eventual withdrawal from school—effects echoed in this study.

This result aligns with social learning and trauma theories, which assert that repeated exposure to fear-inducing or violent environments impairs a student's cognitive focus, social integration, and academic achievement. However, further theoretical grounding is offered by Bronfenbrenner's Ecological Systems Theory (1994), which provides a multilevel lens to interpret these findings. According to the theory, a child's development is shaped by interactions across five nested environmental systems—microsystem, mesosystem, exosystem, macrosystem, and chronosystem—all of which can mediate the effects of violence on education.

At the microsystem level, direct interactions within the school environment—such as harassment from peers or teachers—create unsafe spaces that directly disrupt the learning process. At the mesosystem level, limited coordination between school authorities and parents may undermine protective responses to incidents of abuse. The exosystem, which includes community structures and institutional responses, appears weak in Oyam District, as many cases of sexual violence go unreported or unresolved. At the macrosystem level, societal norms that trivialize or normalize gender-based violence contribute to low reporting rates and under-identification of abuse, especially in rural contexts where girls may internalize such experiences as normal. Lastly, the chronosystem accounts for the cumulative and long-term impact of sexual violence, which may not manifest immediately but can lead to gradual disengagement and eventual school dropout over time.

The non-significance of the statistical relationship was therefore unexpected, especially given the consistency of emotional harm reported in interviews. This disparity may be explained by institutional or social normalization of violence, where girls refrain from formally reporting

cases or fail to identify some behaviors as abuse due to cultural conditioning. Additionally, sampling limitations or insufficient statistical power could have affected the detection of significance. Importantly, the strong qualitative findings suggest that statistical insignificance should not be interpreted as absence of impact. Instead, it highlights the limitations of purely quantitative measures in capturing complex and sensitive social experiences like sexual violence.

While some studies, such as Okafor and Piesse (2019), argue that the effect of sexual violence on education is mediated by institutional responses, socio-economic conditions, and family support systems, this study's mixed-methods approach provides context-specific insight. The rural setting of Oyam District likely contributes to low reporting rates, weak enforcement mechanisms, and social stigma, all of which could suppress the observable statistical relationship. Therefore, it is argued that the qualitative data offer more valid insight into the lived experiences of girls than the standalone regression results.

In light of the evidence, the study maintains that sexual violence remains a critical factor affecting girl-child education, and that triangulating quantitative and qualitative data provides a more complete picture of its impact. Policy interventions should therefore not disregard the issue based on statistical insignificance alone but should consider the broader psychological and socio-cultural implications revealed through qualitative inquiry and contextualized through ecological theory.

5.1.2 Effect of Physical Violence on Girl-Child Education in Primary Schools in Oyam District

The study revealed a negative but statistically insignificant correlation between physical violence and girl-child education in Oyam District. Although the statistical results did not

confirm a significant relationship, qualitative data collected through interviews offered compelling evidence that physical violence adversely affects girls' educational engagement and school attendance. The negative correlation suggests that physical violence may hinder girl-child education, even though the association was not statistically significant. This result may reflect the limitations of survey data in capturing the full depth of students' lived experiences. Nevertheless, the qualitative accounts indicate that physical violence creates a school environment marked by fear, discomfort, and diminished learning motivation. Participants reported that repeated experiences of beatings, caning, slapping, and verbal abuse from both peers and teachers led to emotional distress, reduced academic participation, and, in extreme cases, school dropout.

These findings are consistent with earlier research. Onoyase (2019) and Kennedy (2021) highlighted that physical violence was a key contributor to increased dropout rates among female students. The testimonies of girls in this study, who recounted emotional trauma stemming from persistent corporal punishment and verbal harassment, support the broader literature asserting that school-based physical violence erodes students' confidence and willingness to remain in school. In particular, participants P1, P2, and P3 described how physical and verbal abuse from male peers and teachers left them feeling humiliated, unsafe, and unwilling to participate in class activities. These accounts strongly align with the findings of B & M Development Consultants PLC (2008), which identified school-based violence as a primary deterrent to girls' academic progression in Sub-Saharan Africa. The study also resonates with UNICEF (2015) and Tina (2016), who emphasized that the lack of physical and emotional safety in schools adversely affects enrolment, attendance, and educational outcomes for girls.

These findings are best understood through the lens of Bronfenbrenner's Ecological Systems Theory (1994), which explains how a child's development is shaped by interactions across multiple, nested environmental systems. At the microsystem level, the school environment—particularly interactions between students and teachers—is the most immediate context where physical violence occurs. Experiences of beatings, slapping, and harsh verbal correction directly affect the girl-child's emotional state, learning concentration, and willingness to engage in class. At the mesosystem level, limited or ineffective communication between parents and school staff regarding disciplinary practices often results in a lack of coordinated intervention. In some cases, parents themselves endorse corporal punishment, reducing the likelihood of external support for affected children.

The exosystem encompasses institutional actors and policies—such as school management, teacher supervision systems, and education inspectorates—that influence the school environment indirectly. In Oyam District, weak enforcement of school discipline codes and child protection mechanisms has allowed violent practices to continue unchecked. At the macrosystem level, cultural acceptance of corporal punishment—both in schools and homes—contributes to the normalization of violence, making it less likely to be reported or challenged. These deeply embedded societal beliefs prevent the recognition of physical violence as a legitimate barrier to education. Lastly, the chronosystem emphasizes how prolonged exposure to violence shapes developmental outcomes over time. Even when girls remain enrolled, the cumulative effects of persistent physical abuse can lead to long-term disengagement, poor academic performance, and eventual dropout.

The lack of statistical significance in the correlation between physical violence and girl-child education was unexpected given the richness of the qualitative data. This gap may be attributed to underreporting, cultural normalization of violence, or the adaptive coping

behaviors of children who attend school despite abuse. Furthermore, the continuation of attendance does not imply meaningful learning or emotional wellbeing. Some girls may be physically present but mentally disengaged due to fear, humiliation, or trauma. Thus, statistical insignificance should not be interpreted as a lack of impact, especially when qualitative evidence clearly illustrates the educational consequences of violence.

In conclusion, Bronfenbrenner's ecological model reveals that school-based physical violence is not an isolated behavior but a product of intersecting systemic, institutional, cultural, and temporal factors. Despite the absence of statistically significant findings, the study strongly argues—based on consistent qualitative evidence—that physical violence compromises the quality and continuity of girl-child education. These findings reinforce the need for comprehensive, multi-level interventions targeting all ecological systems, including stricter enforcement of anti-violence policies, teacher training in non-violent discipline, improved parent-school communication, and community-level sensitization to shift harmful norms surrounding corporal punishment.

5.1.3 Effect of Psychological Violence on Girl-Child Education in Primary Schools in Oyam District

The study revealed a statistically significant positive correlation between psychological violence and the education of girl children, with a correlation coefficient of 0.329 and a p-value of 0.000. This finding was statistically robust, suggesting a meaningful relationship between psychological violence and educational outcomes. However, the positive direction of the correlation was contrary to initial expectations, indicating a need for deeper interpretation of the dynamics at play. At face value, the positive correlation may suggest that exposure to psychological violence is associated with improved educational outcomes. However, qualitative data gathered from interviews complicates this interpretation. Participants

consistently described the negative emotional impacts of psychological violence—including verbal abuse, ridicule, name-calling, and shouting—which contributed to anxiety, demoralization, fear, and disengagement from academic activities. Thus, the positive correlation may reflect a statistical artifact or a complex coping mechanism in which affected students remain in school despite the psychological toll, possibly due to external pressures or personal resilience, rather than because psychological violence is beneficial.

These findings resonate with the work of Akram, Umme, and Abdalah (2020), who observed that psychological violence correlates with increased levels of anxiety, depression, and poor academic performance among female students. Similarly, UNESCO (2016) identified psychological violence as a significant barrier to academic success and school completion. The experiences shared by girls in this study—such as being shouted at in class or publicly humiliated—mirror these broader findings and confirm that psychological violence may not always be overt, but it is equally damaging.

To explain these results, Bronfenbrenner's Ecological Systems Theory (1994) offers a comprehensive framework for analyzing how psychological violence affects girl-child education across multiple interacting systems. At the microsystem level, the school represents the most immediate environment where students directly interact with teachers and peers. Psychological violence—through harsh language, ridicule, or humiliation—erodes the emotional safety and self-esteem of girls, leading to reluctance in classroom participation and fear of academic failure. These everyday interactions, although not physically violent, are powerful disruptors of learning and personal development.

At the mesosystem level, the lack of coordination between school authorities and families regarding non-physical abuse may allow psychological violence to persist unchecked. Teachers may justify their behavior as discipline, while parents may fail to recognize the

emotional damage being inflicted, resulting in minimal intervention or support for the affected child. Within the exosystem, broader school-level factors—such as pressure to perform well academically, lack of teacher training on emotional wellbeing, or limited oversight from education authorities—create an environment where psychological abuse becomes normalized or overlooked.

The macrosystem encompasses the wider societal and cultural norms that influence how psychological violence is perceived and addressed. In the context of Oyam District, verbal reprimand, shouting, and public criticism may be considered acceptable forms of discipline, making it difficult for victims to label these experiences as harmful or report them. Furthermore, the normalization of emotional harshness as a motivator for academic success may lead to distorted associations between psychological abuse and educational attainment, as reflected in the unexpected statistical correlation.

Lastly, the chronosystem highlights the long-term psychological consequences of persistent emotional abuse. Over time, repeated exposure to psychologically violent environments contributes to low self-worth, school avoidance, and emotional withdrawal—even among those who remain enrolled. Thus, the positive statistical relationship may reflect a survival bias, where only the most resilient students endure and appear in the data, while those most negatively affected drop out and are excluded from the analysis.

Despite the statistically significant result, the qualitative narratives in this study provide a more reliable interpretation of the true impact of psychological violence. Participants described emotional harm, lack of motivation, and fear of participation—all of which undermine the quality and inclusivity of education for girls. This contradiction between statistical and narrative findings illustrates the importance of contextual and theoretical analysis in interpreting data on sensitive social issues like school violence.

Therefore, the study contends that psychological violence poses a real and enduring threat to girl-child education, and the misleading direction of the correlation should not obscure the underlying harm being experienced. Drawing on Bronfenbrenner's ecological perspective, it becomes clear that addressing psychological violence requires interventions at multiple levels: reinforcing respectful communication within classrooms, improving parent-teacher dialogue, strengthening institutional accountability, and challenging broader cultural norms that condone emotional abuse. Establishing a supportive school climate is essential not only for keeping girls in school but for ensuring their psychological readiness and motivation to learn.

5.2 Conclusions

This study set out to examine the effects of sexual violence, physical violence, and psychological violence on girl-child education in primary schools in Oyam District. The findings revealed complex, context-dependent, and partly contradictory relationships between school violence and educational outcomes, demonstrating that the impact of violence cannot be fully captured through statistical measures alone.

Consistent with the first and second objectives, the quantitative results indicated that both sexual violence and physical violence had statistically insignificant negative effects on girls' education. However, the qualitative findings provide important contextual evidence showing that these forms of violence are still experienced in schools and have meaningful effects on learners' lived experiences. Girls reported experiences of harassment, corporal punishment, and emotional distress, which contributed to reduced school attendance, diminished concentration, and in some cases withdrawal from school. These findings suggest that although the effects were not statistically significant, sexual and physical violence remain important barriers to effective learning and safe school participation.

Regarding the third objective, the study found a statistically significant positive relationship between psychological violence and girl-child education. However, this result was theoretically unexpected and not aligned with both empirical literature and qualitative evidence. The qualitative findings revealed that verbal abuse, ridicule, and shouting negatively affect girls' emotional well-being, resulting in fear, reduced confidence, social withdrawal, and lower classroom participation. This indicates that the positive statistical relationship may reflect measurement limitations, omitted variables, or unobserved contextual factors rather than a true beneficial effect.

Overall, the study concludes that all three forms of school violence—sexual, physical, and psychological—have detrimental implications for girl-child education in Oyam District, despite variations in statistical significance. The findings further demonstrate that reliance on quantitative results alone may underestimate the real educational and psychosocial consequences of school violence.

The study therefore emphasizes the importance of integrating quantitative and qualitative evidence to fully understand how school violence affects girls' access, participation, and completion of primary education. Addressing these challenges requires multi-level interventions, including strengthened school safeguarding policies, teacher training on positive discipline, improved reporting mechanisms, and psychosocial support systems for learners. Such measures are essential to ensure that girls in Oyam District are able to learn in safe, supportive, and violence-free school environments.

5.3 Recommendations.

In light of the findings and conclusions, the study emphasizes the importance of addressing both sexual and physical violence in schools. Although the quantitative results indicated that these forms of violence were statistically insignificant, the qualitative evidence clearly

demonstrated that they negatively affect girls' lived school experiences, including fear, emotional distress, reduced concentration, and school withdrawal. Therefore, schools should implement robust safeguarding and child protection measures aimed at preventing sexual and physical violence.

These measures should include regular teacher training on child protection, identification of abuse, and appropriate intervention strategies, as well as the establishment of safe, confidential, and accessible reporting mechanisms that encourage learners to report incidents without fear of victimization. In addition, schools should enforce a zero-tolerance policy on all forms of school violence, ensuring that perpetrators are appropriately disciplined and that learners are protected from further harm.

The study also highlights the need to address psychological violence, which showed a statistically significant relationship with girl-child education. However, qualitative findings revealed that psychological violence is associated with fear, low self-esteem, emotional distress, and reduced participation in learning activities. To mitigate these effects, schools should introduce structured psychosocial support systems, including school-based counseling services, peer support programs, and anti-bullying interventions.

Teachers should also be trained to recognize early signs of emotional and psychological distress among learners and to apply positive disciplinary approaches that promote dignity and respect. By fostering a supportive and inclusive classroom environment, schools can help improve girls' motivation, attendance, and overall academic engagement.

Additionally, promoting community and stakeholder engagement is essential in addressing school violence. Awareness programs should be conducted for parents, teachers, learners, and community leaders to enhance understanding of the different forms of violence and their

effects on girl-child education. Such engagement can strengthen collective responsibility for child protection and encourage timely reporting and intervention of violence cases.

Community leaders should also play an active role in supporting school-based protection initiatives and reinforcing cultural norms that discourage violence against children. Through coordinated efforts among schools, families, and community structures, a holistic and sustainable approach can be developed to reduce school violence and improve educational outcomes for girls in Oyam District.

5.4 Areas for future research

Future research could explore several key areas to deepen the understanding of violence's impact on girl-child education. First, further studies could focus on the specific institutional and community-level factors that influence the relationship between sexual, physical, and psychological violence and girls' educational outcomes. This could involve examining the effectiveness of different school policies, teacher training programs, and community interventions in mitigating the impact of violence. Additionally, exploring the role of socio-economic status, family dynamics, and local cultural attitudes towards gender and violence may provide further insights into how these factors intersect with educational attainment.

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APPENDIX A: RESEARCH QUESTIONNAIRE

GULU UNIVERSITY

FACULTY OF EDUCATION

MED RESEARCH PROJECT

Dear Respondent,

My name is Okello Thomas Bosa**.** A student of Gulu University, Faculty of education and humanities. I'm currently carrying out an academic study that will lead to the award of Master of Education in Educational Management. The topic of study is "**SCHOOL VIOLENCE AND GIRL-CHILD EDUCATION IN PRIMARY SCHOOLS IN OYAM DISTRICT"**. You have been selected to participate in this study due to your experience in the study variables. The information you provide will only be used for the academic purpose and will be treated with utmost confidentiality. Please your name and identity is not required on this questionnaire.

Thank you for your time.

SECTION A

1) Gender (Please tick appropriately)

   (i) Male ☐ (ii) Female ☐

2) In what age bracket do you fall? (Circle where appropriate)

   (i) Below 18 years old ☐ (ii) 18-25 ☐

   (iii) 26-35 ☐ (iv) 36-45 ☐

   (v) 46-55 ☐ (v) 56+ ☐

3) What is your highest level of education?

   (i) Still in Primary ☐ (ii) Certificate/Diploma ☐

   (iii) Bachelor ☐ (iv) Masters ☐

(v) PhD and Others ☐

4) Position held?

(i) School Management Committee ☐ (ii) Head teacher ☐

(iii) Director of Studies ☐ (iv) Teachers ☐

(v) Girl Child ☐ (vi) Students leaders ☐

5) For how long have you served/been in your organization/Institution?

(i)Below 3 years ☐ (ii) 4-6 years ☐

(iii) 7-10 years ☐ (iv) 10+ years ☐

SECTION B

Please indicate the extent to which you agree with the statements where (1 = strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; and 5 = strongly agree).

Code	**Statements**	**Rating scale**				
SEX	**Statements relating to Sexual Violence**	**1**	**2**	**3**	**4**	**5**
SEX1	There is inappropriate touches of girls' breast in Primary school					
SEX 2	There is inappropriate touches of girls' buttocks in Primary school					
SEX 3	There is inappropriate touches of girls' private parts in Primary school					
SEX 4	Teachers uses languages that arose sexual interest on girls in Primary school					
SEX 5	Fellow pupils uses languages that arose sexual interest on girls in Primary school					
SEX 6	School administrators uses languages that arose sexual interest on girls in Primary school					

SEX 7	There is verbal solicitation of sex from girls by teacher in Primary school					
SEX 8	There is verbal solicitation of sex from girls by fellow pupils in Primary school					
SEX 9	There is verbal solicitation of sex from girls by School administrators in Primary school					
SEX 10	There is physical solicitation of sex from girls by School administrators in Primary school					
PHY	**Statements relating to Physical violence**					
PHY1	There is flogging of girl child by Teachers in primary school					
PHY 2	There is hitting of girl child by Teachers in primary school					
PHY 3	There is pinching of girl child by fellow pupils in primary school					
PHY 4	There is hitting of girl child by fellow pupils in primary school					
PHY5	There is pinching of girl child by School administrators in primary school					
PHY6	There is hitting of girl child by School administrators in primary school					
PHY 7	There is forcing of girl child to sit/lie in the sun by Teachers in primary school					
PHY 8	There is fighting of girl child by fellow pupils in primary school					
PHY9	There is hitting with a ruler, stick amongst others of girls exist in Primary school					

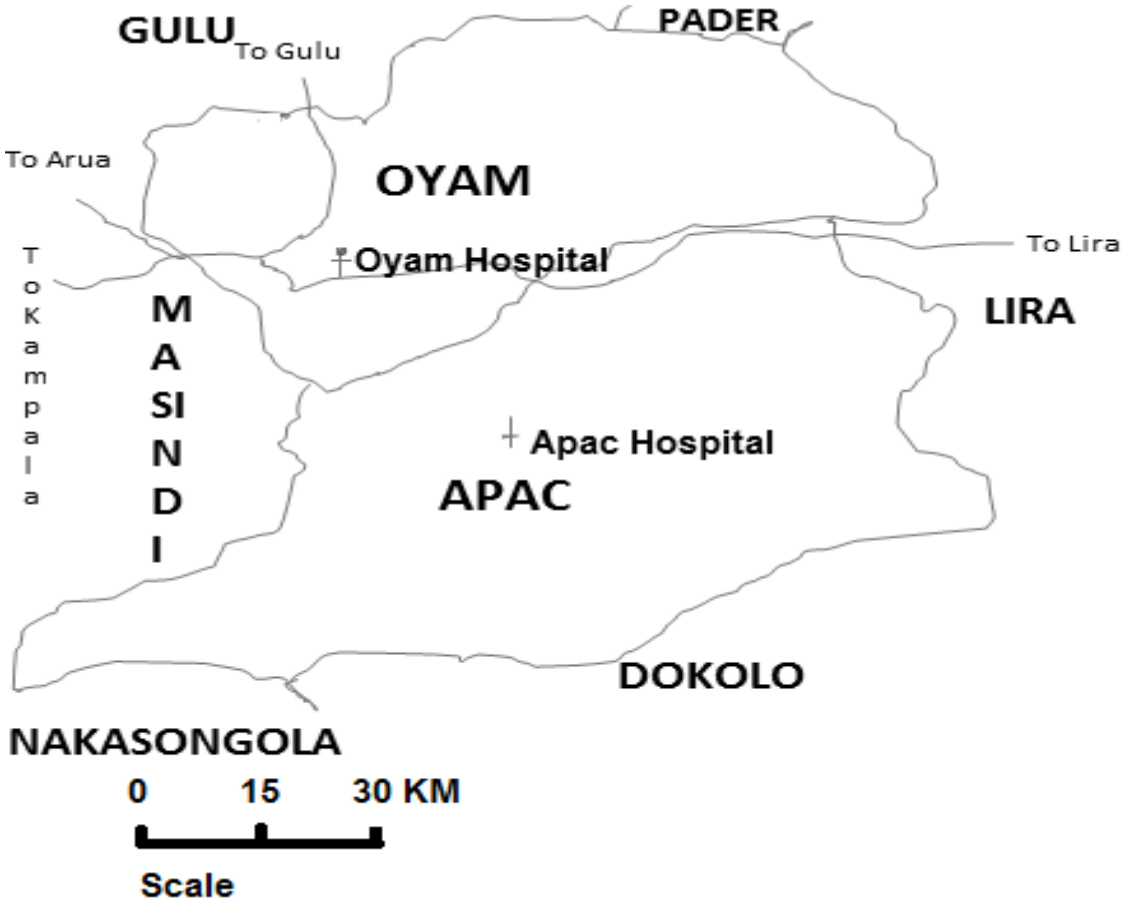
PSY	**Statements relating to psychological violence**					
PSY1	Verbal abuse of girl child from male learners exists in the primary school					
PSY 2	Verbal abuse of girl child from teachers exists in the primary school					
PSY 3	There is Mocking or teasing on the side of girls exist in Primary school					
PSY 4	Girl child are called by an undesired nickname or name in Primary school					
PSY 5	There is Shouting on the side of girls exist in Primary school					
PSY6	Girls in primary schools suffer an enormous amount of psychological abuse					
PSY7	There is stigmatization of girl child who have experienced psychological abuse in primary school					
GC	**Statements relating to Girl-Child Primary School Education**	**1**	**2**	**3**	**4**	**5**
GC1	There is drop in girl-child primary school enrolment rate due to school violence					
GC 2	Girl-child who are victims of school violence may find it difficult to concentrate in class					
GC 3	Girl-child who are always bullied may develop fear about school and become irregular in school					
GC 4	Girl-child who are victims of school violence may eventually drop out of school					
GC 5	Physical health of students may be affected through sustaining					

	of injuries from flogging					
GC 6	Girl-child who are victims of school violence may not complete their primary school education					
GC7	Academic performance of girls who are victims of school violence may become very poor					

APPENDIX B: INTERVIEW GUIDE

1. Does sexual violence exist in Primary Schools?
2. What do you think are the various form of sexual violence in Primary schools?
3. What effect do you think sexual violence has on Girl child education in Primary schools?
4. Does Physical violence exist in Primary Schools?
5. What do you think are the various form of Physical violence in Primary schools?
6. What effect do you think Physical violence has on Girl child education in Primary schools?
7. Does Psychological violence exist in Primary Schools?
8. What do you think are the various form of psychological violence in Primary schools?
9. What effect do you think Psychological violence has on Girl child education in Primary Schools?

APPENDIX E: MAP OF OYAM DISTRICT SHOWING STUDY AREA



APPENDIX F: CONSENT FORM

Study Title: School Violence and Girl-Child Education in Primary Schools in Oyam District

Principal Investigator:
Okello Thomas Bosa
Reg. No: **19/U/2647/MED/PS**
Programme: **Master of Education in Education Management**
Department of Education Management
Gulu University
(Study conducted in partial fulfilment of the requirements for the award of the Degree of Master of Education in Education Management)

1. Introduction

You are being invited to participate in a research study approved under the academic and ethical review procedures of Gulu University. Before agreeing, you are requested to carefully read this information sheet or have it explained to you. You may ask any questions before deciding whether or not to participate.

Participation is voluntary, and refusal to participate will not result in any penalty or loss of benefits.

2. Purpose of the Study

This study seeks to examine the effects of school violence on girl-child education in primary schools in Oyam District, Northern Uganda. The study specifically investigates the influence of sexual, physical, and psychological violence on girls' access, participation, and educational outcomes.

3. Study Procedures

If you agree to participate, you will be requested to take part in one of the following:

- **Questionnaire administration** (for selected respondents), or
- **Key Informant Interview** (for selected school administrators and stakeholders)

The questionnaire will take approximately **20–30 minutes**, while interviews will take approximately **30–45 minutes**. Questions will relate to school experiences, perceptions of violence, and its effects on girl-child education.

4. Voluntary Participation and Right to Withdraw

Your participation is entirely voluntary. You have the right to:

- Refuse to participate without any consequences
- Skip any question you do not wish to answer
- Withdraw from the study at any time without penalty

Declining participation will not affect your position, relationship with the school, or access to services.

5. Risks and Discomforts
There are no significant physical risks involved in this study. However, some questions may address sensitive issues such as school violence. If you feel uncomfortable at any point, you may choose not to respond or stop participation immediately.

6. Benefits
There is no direct financial benefit to participants. However, the study may contribute to:

- Improved understanding of school violence in primary schools
- Strengthened child protection and school safety policies
- Enhanced educational outcomes for the girl-child in Oyam District

7. Confidentiality and Data Protection
All information collected will be treated with strict confidentiality in accordance with Gulu University research ethics guidelines.

- No personal names will appear in reports or publications
- Data will be coded and stored securely
- Only the researcher and supervisor will access raw data
- Findings will be presented in aggregated form

8. Ethical Approval
This study will be conducted in accordance with the ethical standards of Gulu University and relevant district education authorities. Approval has been sought/obtained from the appropriate academic and administrative bodies before data collection.

9. Compensation
There will be no payment or material compensation for participation in this study.

10. Contact Information
If you have any questions or concerns regarding this study, please contact:

Principal Investigator:
Okello Thomas Bosa
Tel: 0784910394
Email: okellobosa@gmail.com

Supervisor:
Department of Education Management
Gulu University

For ethical concerns, you may also contact the **Gulu University Research Ethics Committee** through the university administration.

11. Consent Statement
Please indicate your agreement below:

☐ I confirm that I have read/been explained the information above.
☐ I understand the purpose, procedures, risks, and benefits of the study.

☐ I understand that participation is voluntary and I may withdraw at any time.
☐ I agree to participate in this study.

Name of Participant (optional): _____

Signature/Thumbprint: _____

Date: _____