

**Domestic Violence And Its Influence On Pupils' Academic Performance And School Participation: A Case Study Of Kyenjojo Town Council Kyenjojo District**

**Kembabazi Mouree<sup>1</sup>, Tumusiime Clovice<sup>2</sup>**

**1, 2 Metropolitan International University**

**Abstract**

This study investigates the profound influence of domestic violence on pupils' academic performance and school participation. Domestic violence is a pervasive societal issue that extends its detrimental effects beyond the confines of the home, affecting various aspects of individuals' lives. The aim of this research is to explore the correlation between exposure to domestic violence and its repercussions on pupils' educational outcomes and engagement in school activities. A mixed-methods approach will be employed, combining quantitative surveys and qualitative interviews to gather comprehensive data. The study will involve a diverse sample of pupils from different socio-economic backgrounds, ethnicities, and educational levels. The research will focus on identifying the prevalence of domestic violence within the sampled population and assessing its impact on academic achievement, attendance, and overall school engagement. Quantitative data will be collected through surveys distributed to pupils, teachers, and parents, gauging the frequency and severity of domestic violence exposure and its perceived influence on academic performance. Qualitative data will be obtained through in-depth interviews with selected participants, providing nuanced insights into the emotional and psychological aspects of the pupils' experiences. The findings of this research aim to contribute to the existing body of knowledge on the intersection of domestic violence and education. Additionally, the study will inform educators, policymakers, and mental health professionals about the potential need for targeted interventions and support systems to mitigate the negative consequences of domestic violence on pupils' educational outcomes. Understanding the intricate relationship between domestic violence and academic performance is crucial for creating a safer and more supportive educational environment. By shedding light on this issue, this research seeks to foster awareness and encourage collaborative efforts to address the needs of pupils who are exposed to domestic violence, ultimately promoting their well-being and educational success.

**Keywords: Domestic Violence, Pupils' Academic Performance And School Participation**

**Background Of The Study**

Student participation in school, as seen in attendance, academic achievement and class participation, is related to their psychological and physical health, which in turn can be affected by family relationships, including domestic violence (Godfrey et al., 2023). Domestic violence is almost always accompanied by psychological abuse and, in many cases, forced sex. Although the family is a place where people are expected to maintain intimacy and experience greater emotional support in their relationships, domestic violence presents itself as a paradox (Anthony, Kazaara, Kazaara et al., 2023). Ironically, this very supportive social unit is also the arena where intimate partner violence (IPV) is more often experienced. Slum children who witness violence between their

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

---

parents among other social problems are exposed to the consequences of domestic violence such as anxiety, depression, poor academic performance, low self-esteem, disobedience, nightmares and deterioration of physical health. which can negatively affect their academic performance and school participation (Godfrey et al., 2023).

The scope and extent of domestic violence cannot be accurately measured because there are many cases where victims go unreported, making this vice an interpersonal and family secret (Anthony, Kazaara, & Kazaara, 2023). Spousal violence or IPV usually has far-reaching consequences for children. In addition to traumatizing scenes of violence, children can suffer from short-term and long-term emotional imbalances that affect not only their behavior and performance at school, but can also adversely affect their social and interpersonal relationships (Lydia et al., 2023). These children may then end up as abusers themselves in what can be considered a continuity hypothesis. Children who witness violence between parents often develop many of the same behavioral and psychological problems as children who are themselves abused (Isaiah & Alex, 2023).

#### **Statement of the Problem**

While domestic violence is considered one of the most entrenched and widespread forms of violence in Uganda today, its impact on school children has not yet received the same level of attention (Suzan & Gracious Kazaara, 2023). This is despite the fact that every year in Uganda, thousands of children and women suffer physically, psychologically and sexually as a result of acts of violence against them in their homes – both in urban and suburban areas such as Kyenjojo Town Council in Kyenjojo District (Derrick et al., 2023). Despite the introduction of FPE, about 20% of school-age children in Ugandan urban slums including Kyenjojo City Council have dropped out of school (Suzan & Gracious Kazaara, 2023). Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence (Ramadhan et al., 2023). This can affect their participation in school, as they may go to school when they are too afraid to learn, and a large proportion of them may fall behind in the classroom and in life due to exposure to domestic violence (Christopher et al., 2022). The short-term and long-term emotional and physical consequences of domestic violence can affect students' school attendance, academic performance, and behavior patterns at school and in the classroom (Julius, 2024). It is not clear how the types and extent of domestic violence affect students' school performance and school participation, but this study sought to explore this scenario (Ramadhan et al., 2023).

#### **Purpose of the Study**

The purpose of this study was to explore domestic violence and establish its influence on academic performance and school participation of pupils in Kyenjojo Town council slum.

#### **Objectives of the Study**

1. To establish the extent of various forms of domestic violence among households of different socio-

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

---

economic characteristics in Kyenjojo Town council slum.

2. To determine the influence of domestic violence on pupil's school attendance in primary schools in Kyenjojo Town council slum.

3. To determine the influence of domestic violence on academic performance of pupils in primary schools in Kyenjojo Town council slum.

### **Methodology**

The study adopted a cross-sectional survey. This design was used to collect the data needed to conduct this study as it examines the state of the phenomenon at one point in time and helped to obtain information from a sample population that represented all relevant subgroups in the population of Kyenjojo City Council slum (L.A. Nafiu et al., 2012). As an exploratory type of design, it facilitated the description of population characteristics and the examination of relationships, differences, and comparisons between different categories of the population (Anwar et al., 2022). In this study, a survey was conducted on the incidence and types of domestic violence that related to the academic performance and school participation of children in Kyenjojo City Council slum. Surveys are also important for studying populations in natural conditions (L. Nafiu et al., 2013). To address design weaknesses related to generalizability, the study used randomization and a relatively large sample of students—154. Kyenjojo City Council slum was purposively selected, is a cosmopolitan area and was considered representative of slums across the country (Jallow et al., 2021). Within the resources that were available, this was also convenient for the researcher. Kyenjojo Town Council is located in Kyenjojo District. The slum has grown due to the lack of affordable housing and sanitation for the poor laborers who provide labor in the industries in Kyenjojo Town Council. As Kyenjojo continued to grow as an industrial city, more slums appeared (Maiga et al., 2021). They are, among others, Katara, Katooke and Mabira. The target population of the study was all households living in the slums of Kyenjojo City Council with children attending local primary schools. Kyenjojo Town Council slum had approximately 700 families and five primary schools which are Kyenjojo Primary School, Kyankuuta P.s, Nyantungo p.s, Katoosa P.s and Hakatoma with a total enrollment of approximately 3710 pupils as at the time of this study.

**Table 1: Pupil population in primary schools in Kyenjojo Town council slum**

| <b>School</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|---------------|-------------|--------------|--------------|
| Kyakuuta      | 280         | 280          | 560          |
| Katoosa       | 320         | 330          | 650          |
| Nyantungo     | 380         | 370          | 750          |
| Kyenjojo      | 460         | 430          | 890          |
| <b>Total</b>  | <b>1880</b> | <b>1830</b>  | <b>3710</b>  |

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

*Source:* Kyenjojo District Education Office (2006)

A total of 80 households were sampled using a simple random sampling technique. This was considered to be representative of 700 households in Kyenjojo City Council slum and was considered consistent with the proposed sample size based on the population, confidence level and other population parameters such as mean and standard deviation considered in the reference table (Lu et al., 2013). A simple random sampling technique is suitable for a large and heterogeneous population and gives each member of the population an equal and independent chance of being selected (Jallow et al., 2021). The researcher prepared two sets of questionnaires that were used to collect information from the respondents. The first set consisted of three parts. Part I was administered to obtain biographical data on household heads, while Part II profiled indicators of the extent and forms of domestic violence in households that affected the spouse and child(ren) (Olanrewaju et al., 2021). Part III asked household heads to provide the names of their child(ren) and the schools they attended so that they could use this information to track these pupils in the second phase of data collection. Questionnaire set two (PSPP) was administered to monitor the level of school performance and classroom teacher participation of students identified in households experiencing domestic violence and attending local elementary schools (Nelson, 2024). The LHC method was used to help respondents gain better access to long-term memory. Modifications were made to allow respondents to better recall and identify memorable and significant events in their lives other than those in preselected domains that indicated exposure to any form of domestic violence (L. A. Nafiu et al., 2013). Data collected from the study were organized and analyzed according to study variables and objectives. Data from both the questionnaire and the PSPP pro forma were coded and entered into the computer. The Statistical Package for the Social Sciences (SPSS) and Microsoft Excel for Windows were used (Nelson et al., 2022). Descriptive statistics (mean values, standard deviation, frequency and coefficient of variation) as well as illustrations (tables and graphs) were used to summarize the data. Analysis of variance, t-test and chi-square at 5% significance level were used to test the hypothesis.

## **RESULTS**

### **The Nature and Extent of Domestic Violence**

The study sought to find out the type and extent of domestic violence in households living in Kyenjojo Town council slum of Kyenjojo District. The types of domestic violence investigated included IPV and child abuse. The elements of IPV explored were: verbal abuse, physical violence, severe physical violence, emotional/psychological abuse and sexual abuse. This study showed sexual coercion existing along a continuum from forcible marital rape to non-physical forms of pressure that compelled spouses to engage in non-consensual sex. Respondents frequently mentioned being physically forced to have sex. Others reported giving into sex out of fear of the consequences of refusal, such as physical abuse, loss of economic support, accusations of infidelity and others were harangued into it by a drunken husband. Many respondents (61.25%)

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

---

reported having used sexual abuse as a way of handling disagreements. 85% of household heads reported their partners having used sexual abuse in handling disagreements. Although both spouses can be victims of sexual abuse, most respondents were women who reported a prevalence of this form of domestic violence (Mercy et al., 2023). Women reported being more profoundly affected by sexual abuse as a way of handling disagreements than did men. It should be noted that sexual abuse as defined in this study includes a verbal-perhaps less violent-but no less damaging component that of “the sexual insult”. This aside, much of non-consensual sex remains alarmingly prevalent within consensual unions.

From the study 78.75% of household heads reported having used one or more forms of verbal abuse in their marriage as a way of handling disagreements. Likewise, 90% of household heads reported their partners being verbally abusive while handling disagreements. The use of one or more forms of physical abuse as a way of handling disagreements was reported in 47.50% of households. A corresponding 82.50% of respondents sampled reported their partners using physical abuse in handling disagreements. As far as severe physical abuse was concerned, 33.75% of household heads reported having used this form of violence in handling disagreements, while 81.25% of household heads reported that their partners had used severe physical abuse while handling disagreements.

#### **Intimate Partner Violence**

The nature of IPV investigated in the study included verbal, physical and emotional forms. Table 7 shows the distribution of the respondents by the extent of occurrence of these various forms of IPV.

**Table 2: Occurrence of various forms of IPV**

|                              | <b>Often</b> | <b>Sometimes</b> | <b>Rarely</b> | <b>Never</b> | <b>Total</b> |
|------------------------------|--------------|------------------|---------------|--------------|--------------|
| Handling Disagreements       | 14           | 41               | 8             | 17           | 80           |
| Verbally                     | 17.50%       | 51.25%           | 10.00%        | 21.25%       | 100.00%      |
| Partner Verbally Abusive     | 39           | 33               | 4             | 4            | 80           |
|                              | 48.75%       | 41.25%           | 5.00%         | 5.00%        | 100.00%      |
| Handling Disagreements       | 6            | 21               | 11            | 42           | 80           |
| Physically                   | 7.50%        | 26.25%           | 13.75%        | 52.50%       | 100.00%      |
| Partner Physically Abusive   | 27           | 35               | 4             | 14           | 80           |
|                              | 33.75%       | 43.75%           | 5.00%         | 17.50%       | 100.00%      |
| Severe Physical Violence for | 1            | 16               | 10            | 53           | 80           |
| Handling Disagreements       | 1.25%        | 20.00%           | 12.50%        | 66.25%       | 100.00%      |
| Severe Physical Violence by  | 22           | 35               | 8             | 15           | 80           |
| Partner                      | 27.50%       | 43.75%           | 10.00%        | 18.75%       | 100.00%      |

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

|                                                                  |        |        |       |        |         |
|------------------------------------------------------------------|--------|--------|-------|--------|---------|
| Handling disagreements by<br>Emotional/Psychological<br>Violence | 4      | 49     | 7     | 20     | 80      |
|                                                                  | 5.00%  | 61.25% | 8.75% | 25.00% | 100.00% |
| Partner Emotionally or<br>Psychologically Violent                | 27     | 43     | 5     | 5      | 80      |
|                                                                  | 33.75% | 53.75% | 6.25% | 6.25%  | 100.00% |
| Handling Disagreement by<br>Sexual Abuse                         | 3      | 39     | 7     | 31     | 80      |
|                                                                  | 3.75%  | 48.75% | 8.75% | 38.75% | 100.00% |
| Partner Sexually Abusive                                         | 20     | 46     | 2     | 12     | 80      |
|                                                                  | 25.00% | 57.50% | 2.50% | 15.00% | 100.00% |

A summary of the prevalence of the specific forms of domestic violence is shown in Figure 2. Figure 3 compares this prevalence between male and female respondents. It was found out that verbal abuse and emotional abuse were the most common forms of domestic violence among the households in Kyenjojo Town council slum. These forms of violence represent the initial stages of severe domestic violence and could take the form of: continually criticizing partner, calling him/her names or shouting at him/her insulting or chasing away partner's friends or family humiliating partner in private or public keeping partner from working, controlling partners' money or making all the decisions refusing to work or to share money taking partners property or money regularly threatening to leave or telling partner to leave threatening to harm the children when the abuser is angry with the spouse abusing pets or objects to hurt a partner manipulating partner with lies and contradictions

#### **Academic Performance and Pupils' School Participation**

These two dependent variables indicated the total influence arising from the effects of the independent variable of domestic violence. Academic performance was operationalized as the mean score in examination of a pupil in the past one year. Pupils' school participation had the following indicators: school attendance, class participation, discipline, and pupils' Behavioural patterns (Seth & Ntirandekura, 2022). The questionnaires were administered to the class-teachers in the primary schools attended by the pupils coming from those households identified and reported to have had or were experiencing domestic violence. This was done so as to track the levels of pupils' school participation and academic performance. The class-teachers indicated whether the identified pupil was rated as Poor, Below Average, Average, Good or Excellent in each of the indicators (Anthony, Kazaara, Kazaara, et al., 2023).

Out of the 154 pupils tracked, 30 pupils' academic performance, school attendance, class participation, discipline and behavioural patterns were silent because they had already dropped out of school. 55.7% girls and 46.2% boys indicated an average level of academic performance. Only 2.2% of boys had an excellent performance and

**Received: 09.07.2024**

**Accepted: 12.07.2024**

**Published on: 30.07.2024**

0% for girls. As far as pupils' school participation is concerned, majority of pupils tracked showed an average and a good record in school attendance with girls showing a lower level of attendance. Majority of pupils showed an average level in class participation. Class participation comprised the level of pupil asking or answering questions and how the pupil was attentive in class. Discipline of the pupil included how she/he obeyed or disobeyed the set school rules and regulations.

This study showed that majority of both girls and boys had a good record of discipline. Behavioural patterns of the pupils tracked down were measured by how each pupil interacted with other pupils in class and also with the other pupils in the school. It was enquiring whether the pupil fought others, quarreled with other pupils, bullied or was withdrawn from others. This study showed majority of pupils recording good behavioural patterns. Tables 11, 12, 13, 14 and 15 present the bivariate distribution of academic performance by gender and participation by gender as measured through the class teachers rating of the pupils' school attendance, class participation, and discipline and behaviour patterns respectively.

**Table 3: Cross-tabulation of School Participation of pupils by gender**

|                 |       | SCHOOL ATTENDANCE |               |         |       |           | Total  |
|-----------------|-------|-------------------|---------------|---------|-------|-----------|--------|
|                 |       | Out of School     | Below Average | Average | Good  | Excellent |        |
| GENDER OF PUPIL | Boy   | 21                | 9             | 27      | 3     | 2         | 93     |
|                 | Count |                   |               |         | 4     |           |        |
|                 | %     | 22.6%             | 9.7%          | 29.0%   | 36.6% | 2.2%      | 100.0% |
|                 | Girl  | 9                 | 1             | 27      | 23    | 1         | 61     |
|                 | Count |                   |               |         |       |           |        |
|                 | %     | 14.8%             | 1.6%          | 44.3%   | 37.7% | 1.6%      | 100.0% |
| Total           | Count | 30                | 10            | 54      | 57    | 3         | 154    |
|                 | %     | 19.5%             | 6.5%          | 35.1%   | 37.0% | 1.9%      | 100.0% |

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Table 3 shows a cross-tabulation of school participation of pupils according to their gender. It reveals that out of the total 93 boys, 21 boys representing 14.8% were out of school, 9 boys accounting for 9.6% had below average participation, 27 boys constituting 29% had average participation, 34 boys forming 36.6% had good participation, and 2 boys making up 2.2% had excellent participation. Similarly, out of the total 154 pupils, 30 pupils accounting for 19.5% were out of school, 10 pupils representing 6.5% had below average participation, 54 pupils constituting 35.1% had average participation, 57 pupils forming 37% had good participation, and 3 pupils making up 1.9% had excellent participation.

**Table 4: Rating of Pupil's School Participation based on their class participation ratings by the class-teachers according to gender**

|                 |              | CLASS PARTICIPATION |             |               |              |              |             | Total         |
|-----------------|--------------|---------------------|-------------|---------------|--------------|--------------|-------------|---------------|
|                 |              | Out of School       | Poor        | Below Average | Average      | Good         | Excellent   |               |
| GENDER OF PUPIL | Boy          | 21                  | 1           | 12            | 37           | 2            | 1           | 93            |
|                 | Count        |                     |             |               |              | 1            |             |               |
|                 | %            | 22.6%               | 1.1%        | 12.9%         | 39.8%        | 22.6%        | 1.1%        | 100.0%        |
|                 | Girl         | 9                   | 1           | 6             | 33           | 12           | 0           | 61            |
|                 | Count        |                     |             |               |              |              |             |               |
|                 | %            | 14.8%               | 1.6%        | 9.8%          | 54.1%        | 19.7%        | .0%         | 100.0%        |
| <b>Total</b>    | <b>Count</b> | <b>30</b>           | <b>2</b>    | <b>18</b>     | <b>70</b>    | <b>33</b>    | <b>1</b>    | <b>154</b>    |
|                 | <b>%</b>     | <b>19.5%</b>        | <b>1.3%</b> | <b>11.7%</b>  | <b>45.5%</b> | <b>21.4%</b> | <b>0.6%</b> | <b>100.0%</b> |

Table 4 presents rating of pupils' school participation based on their class participation ratings as evaluated by the class teachers according to gender. For boys, out of the total 93 boys, 21 boys constituting 14.8% were reported as out of school, 1 boy accounting for 1.6% had poor participation, 12 boys representing 9.8% had below average participation, 37 boys forming 54.1% had average participation, 21 boys making up 19.7% had good participation and 1 boy comprising 1% had excellent participation. Considering all pupils, out of the total 154 pupils, 30 pupils accounting for 19.5% were out of school, 2 pupils representing 1.3% had poor participation, 18 pupils constituting 11.7% had below average participation, 70 pupils forming 45.5% had average participation, 33 pupils making up 21.4% had good participation and 1 pupil comprising 0.6% had excellent participation (Richard, 2022a).

### **Influence of Domestic Violence on Pupil's Academic Performance**

In order to establish if there was any significant influence of domestic violence on pupils' academic performance the hypothesis that *"Domestic violence does not significantly influence pupils' academic performance in primary schools in Kyenjojo Town council slum"* was tested and a PPMCC was computed as shown in Table 4.20. A strong negative correlation exists between domestic violence and pupil's academic performance. Domestic violence therefore has the effect of reducing performance by pupils (Richard, 2022b). Apart from mainstream cognitive factors that influence performance (Danili & Reid, 2006), domestic violence hinders ability of pupils to achieve as it reduces their participation in school, attendance, self-esteem and interaction with other students and teachers.

All these factors collectively lead to reduced opportunities and ability to perform in cognitive aspects of learning. Children's educational outcomes are a function of the environment in which they live (Aaronson, 1998; Oreopoulos, 2003). The neighbourhood and poor living conditions in slums like Kyenjojo Town council exacerbate the impacts on educational outcomes. While these conditions also promote prevalence of domestic violence, domestic violence on its own also exacerbates the negative impacts of performance (Cand et al., 2022). Children who witness domestic violence may have impaired educational attainment as well as facing other challenges such as struggles with self-esteem and forming relationships (Byrne and Taylor (2007). Findings confirmed the major effects that domestic violence can have on children's schooling and relationships. Two typical types of responses by children were identified: those who became quiet and withdrawn, and those who became loud and aggressive.

### **Influence of Domestic Violence on Pupil's Class Participation**

In order to establish any significant influence on pupil's class participation, the hypothesis that *"Domestic violence does not significantly influence pupils' class participation in primary schools in Kyenjojo Town council slum"* was tested and a PPMCC was computed and is reflected in Table 21. The study found a negative correlation between domestic violence and pupils' class participation. This is the result of possible self-esteem influences and fear of reprisal by the children to be active in class (Richard et al., 2023).

### **Influence of Domestic Violence on Pupil's School Behavioural Patterns**

The hypothesis that *"Domestic violence does not significantly influence pupil's school behavioural patterns in primary schools in Kyenjojo Town council slum"* was tested and a PPMCC value computed in order to establish any significant influence of domestic violence on pupil's behavioural patterns. The study found out that domestic violence significantly and negatively influences pupil's school behavioural patterns. These findings match those by Sternberg, et al. (2005) indicating the link between abuse and concurrent behavior of children. The aggressive and delinquent behaviours in preadolescents may be indicators of problems suffered at home from direct child abuse by one or both parents or indirect abuse, such as exposure to domestic violence (Baldry, 2007).

The results paint a negative picture of the effects of domestic violence on children. The relationship between concurrent behavior problems and varied by household socio-economic characteristics was strongest among lower classes and among girls. Predictions regarding the relationship between early abuse and later adjustment have been confirmed in longitudinal studies too (Gracier & Herrero, 2007; Sternberg *et al.*, 2005). Girls were found to be at more risk for internalizing and externalizing behavior problems than boys (Reynolds, 2001). The relationship between gender, depression, and self-esteem in children who have witnessed domestic violence play significant part in explaining this. Success in school is also intrinsically related to these factors (Sutherland, 1999).

### **Conclusions**

There are significant gender differences in the prevalence of verbal abuse, physical abuse, severe physical abuse and perceived child abuse. There are no significant gender differences in emotional and sexual abuse from the study. Significant difference exist in the extent of occurrence of many of the various forms of domestic violence according to age of respondent as well as in prevalence of all forms of domestic violence according to age except for emotional violence and mild physical abuse. All forms of violence are most prevalent among the two middle age groups (25

– 30 years and 30 – 40 years). This study showed high incidences of domestic violence among spouses between 25-40 years of age (98.7%). This study also showed that IPV decreased with age which implied that the younger the spouse, the higher the incidence of domestic violence.

Different households' socio-economic background factors influence domestic violence differently. There are significant differences in the extent of occurrence of all forms of domestic violence according to marital status of the respondent except for severe physical abuse and emotional violence. There was no evidence to show any significant differences in all forms of domestic violence based on duration of marriage except for child abuse and sexual abuse. According to level of education there is no evidence to show significant difference except for emotional violence.

There is a significant but negative correlation between domestic violence and pupils' school attendance. The decision to attend school is often made by parents or may reflect a child emotional and physical well-being. When faced with domestic violence and its trauma, children have low school attendance due to possible medical, social and academic performance

### **Recommendations**

Owing to the widespread prevalence of various forms of domestic violence in the slums, different education sector stakeholders should address domestic violence as a social vice in order to improve academic performance and school participation of children coming from the slum areas. This would be through mainstreaming domestic violence in social work, education and school management and can be achieved through:

- Specific inclusion of domestic violence within delivery of core national curriculum subjects.
- Greater awareness of the impact and issues relating to children, households and domestic violence in slum areas.
- Acknowledgement of the wider implications for children as victims and improved access to support with a more child-centred approach to guidance and counseling.
- Appropriate training for teachers and school administrators should increase awareness about domestic violence, as well as how to ask about it. It should enable exploration of fears and concerns, and provide knowledge and resources including use of safety planning and referral to local advocacy and social support services.
- Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.

**References**

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Anwar, S. M., Komal, S., Cheema, A. N., Abiodun, N. L., Rasheed, Z., & Khan, M. (2022). *Efficient Control Charting Scheme for the Process Location with Application in Automobile Industry*. 2022.
- Cand, A. R., Ijeoma, P., Blessing, A., Janice, A. B., & James, T. (2022). *Students ' Sick-Role Behavior and Course Completion in Public and Private Universities in Uganda* . 6(6), 125–126. <https://doi.org/10.1007/s10578-014.Patterson>
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Derrick, T., Nelson, K., Ariyo, D., Kazaara, G., Deus, T., Christopher, F., Catherine, M., & Ismail, L. (2023). The Effects of Savings and Credit Cooperative Societies on the Livelihood of Rural Dwellers, A Case Study At Kyamuhunga People's Sacco Rutooky Town Mitooma District. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). [www.ijeais.org/ijamr](http://www.ijeais.org/ijamr)
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwessa Secondary School In Manafwa District*. 7(2), 100–107.
- Isaiah, T., & Alex, O. (2023). *MOTHER TONGUE EFFECT TO THE TEACHING OUTCOMES IN ENGLISH*. 2(3), 1598–1612.

Jallow, M. A., Weke, P., Nafiu, L. A., & Ogutu, C. (2021). *APPLICATION OF A DISCRETE-TIME SEMI-MARKOV MODEL TO THE STOCHASTIC FORECASTING OF CAPITAL ASSETS AS STOCK* Department of Mathematics School of Mathematics University of Nairobi Department of Mathematics and Statistics. 63(1), 1–18.

Julius, A. (2024). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District*. 8(4), 155–160.

Lu, A. F. O. G., Abubakar, U. Y., Isah, A., Nafiu, L. A., & Rauf, K. (2013). *On inequality to generate some statistical distributions*. 2013, 1–14.

Lydia, N., Ariyo, D., Kazaara, G., Kazaara, A. I., Brenda, T., Moses, N., & Bafaki, G. (2023). Promotion of Small-Scale Industries and Development of Business. A Case Study; Masafu Subcounty (Busia). In *International Journal of Academic Multidisciplinary Research* (Vol. 7). [www.ijeais.org/ijamr](http://www.ijeais.org/ijamr)

Maiga, I. H., Abiodun, N. L., & Mageto, T. (2021). *Analyzing the Effects of Flexible Exchange Rate Regime on the Malian Economy Using a Dynamic Stochastic General Equilibrium Model*. 67(12), 9–20.  
<https://doi.org/10.14445/22315373/IJMTT-V67I12P502>

Mercy, B., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Christopher, F. (2023). *Impact of Broadcasting Media in Fighting Against Child Abuse a Case Study of NTV Uganda*. 7(3), 1–9.

Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population*. 2(6), 199–205. <https://doi.org/10.5923/j.ajms.20120206.06>

Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2013). *GENERALIZATION OF MULTISTAGE CLUSTER SAMPLING USING FINITE POPULATION*. 3(1), 17–20.

Nafiu, L., Lanlege, D., & Hakimi, D. (2013). *Statistical analysis of knowledge and awareness to universal basic education in Nigeria*. 1(3), 28–35. <https://doi.org/10.11648/j.sjedu.20130103.11>

Nelson, K. (2024). *Teachers Qualifications and its impact on Pupil 's Academic Performance among selected Government Primary Schools In Kanungu District . An empirical Evidence of Nyakatare Primary School , Karuhinda Primary School and Kirima Primary school*. 8(4), 3–9.

Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.

Olanrewaju, R. O., Waititu, A. G., & Abiodun, N. L. (2021). *Fréchet Random Noise for k -Regime-Switching Mixture Autoregressive Model*. 11(1), 1–10. <https://doi.org/10.5923/j.ajms.20211101.01>

Ramadhan, B., Alex, I., Ariyo, D., Kazaara, G., Nelson, K., Deus, T., & Pascal, T. (2023). Taxation and the Development of Small Businesses in Uganda, a Case Study of Iganga District. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). [www.ijeais.org/ijamr](http://www.ijeais.org/ijamr)

Richard, A. (2022a). *Impact of Substance Use on Students in Urban Public and Private Universities in Uganda* . 6(5), 47–48.

Richard, A. (2022b). *Students ' Healthy Security in Urban Universities in Uganda*. 6(8), 85–86.

Richard, A., Deus, T., James, T., Ijeoma, A., & Janice, B. (2023). *The impacts of using music instruments on learning in post- secondary institutions in Uganda*. 7(3), 35–39.

Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality*. 6(6), 31–48.

Suzan, W., & Gracious Kazaara, A. (2023). *The Impact of Western Education on Social Economic Development of Communities in Uganda-A Case Study of Wakiso Town Council Wakiso District* (Vol. 7).

-