
Investigating The Effect Of Child Abuse On Student Academic Performance In Government Aided And Private Schools. A Case Of Makindye Division

Namatovu Latifah

Metropolitan International University

Abstract

This research investigates the profound impact of child abuse on student academic performance in Makindye Division, examining both government-aided and private schools. The study explores the historical, theoretical, conceptual, and contextual perspectives of child abuse, drawing on research from 2014 to 2021. The problem statement identifies the pervasive issue of child abuse, detailing its adverse effects on academic outcomes and the limitations of current intervention strategies. The study identifies independent variables (IVs) as different forms of child abuse (physical/emotional abuse, sexual abuse, neglect), with academic performance as the dependent variable (DV). Extraneous variables are considered to understand potential confounding factors. The geographical scope encompasses Makindye Division, chosen for its diversity and relevance. The study's significance extends to the Ministry of Labour, Makindye Division, the community, children, researchers, and students. A comprehensive literature review explores the relationships between physical/emotional abuse, sexual abuse, neglect, and academic performance. Existing studies highlight the negative consequences of abuse on student engagement, motivation, and cognitive development. The research methodology outlines a mixed-methods approach, including surveys and interviews, with a focus on government-aided and private schools in Makindye Division. The chapter also discusses the research design, target population, sample size, sampling technique, data collection methods, and ethical considerations. Descriptive analysis of survey responses reveals insights into the relationships between different forms of abuse and academic performance. Statistical analysis provides mean scores and standard deviations, demonstrating the consistency and variability of participant responses. The discussion synthesizes findings, emphasizing the interconnectedness of child abuse experiences and their collective impact on academic outcomes. Recommendations include the implementation of support programs, teacher training, and collaboration with community resources. The study concludes by suggesting areas for further research, such as longitudinal studies, comparative analyses, and investigations into resilience factors. Overall, this research contributes to a deeper understanding of the complex dynamics between child abuse and student academic performance, aiming to inform targeted interventions and policies in Makindye Division and beyond.

Keywords: Child Abuse, Student, Academic Performance, Government Aided And Private Schools

Background of the Study

Global perspective; Child abuse as a topic of concern has received significant global attention in recent decades (Christopher, Moses, Muhindo, & Komunda, 2022). Scholars and organizations worldwide have

highlighted the profound impact of child abuse on various aspects of child development, including academic performance (Victoria et al., 2023). Studies by authors such as (Godfrey et al., 2023) have shown

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

that exposure to childhood maltreatment, including abuse, can lead to cognitive, emotional and social difficulties that extend into adulthood. The effects of child abuse on academic achievement have been studied in various cultural contexts, emphasizing the universality of the problem. Academic performance includes not only grades, but also aspects such as attendance, participation, and overall involvement in educational activities (Zulaikah & Rebecca, 2023). Researchers such as Nkuba et al. (2017) demonstrated that child abuse can lead to reduced motivation to attend school and engage in learning. Poor academic performance can be both a consequence and a predictor of child abuse, as struggling students may face increased stress and vulnerability to abuse because of their academic problems (Victoria et al., 2023). The association between child abuse and academic achievement is complex and influenced by several mediating factors. One such factor is mental health. Mugisha et al. (2018) suggest that psychological consequences of abuse, such as depression and anxiety, can hinder cognitive functioning and academic engagement (Micheal et al., 2023). Socioeconomic factors, including poverty and family dynamics, may also mediate the relationship (Christopher & Micheal, 2022).

Examining the contextual factors related to child abuse and its impact on the academic performance of students in Makindye Division provides a deeper understanding of the problem in a specific local setting. Makindye Division is located in the wider context of Kampala, the capital city of Uganda (Moses, 2023). The division exhibits a diverse socio-

economic landscape with varying levels of income, education and access to resources among its residents. This diversity may have an impact on the prevalence of child abuse and subsequent effects on academic achievement. A study (Shamim et al., 2023) highlights the importance of socioeconomic differences in influencing children's vulnerability to abuse and their ability to succeed academically. Understanding how these differences intersect with experiences of child abuse is critical to tailoring interventions to the unique needs of Makindye Division students.

Cultural norms and perceptions play a key role in shaping the understanding of child abuse within Makindye Division. Certain practices may be considered acceptable in one cultural context but abusive in another (Brighton et al., 2023). Madigan et al. (2016) emphasize the importance of considering cultural factors when assessing the impact of abuse. For example, traditional disciplinary methods may be considered abusive by modern standards. Additionally, cultural beliefs about education and gender roles could influence how child abuse affects boys and girls differently in terms of academic achievement. Examining these cultural nuances is critical to developing culturally sensitive strategies to address the consequences of child abuse (Shamim et al., 2023). The availability of local support systems and resources is critical to mitigating the effects of child abuse on academic achievement. Educational institutions, community organizations and child protection agencies in Makindye Division play a key role in identifying and addressing cases of abuse (Musaibah et al., 2023).

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

Problem Statement

Child abuse is a pervasive and troubling topic worldwide and its potential impact on student academic achievement. In Makindye Division, child abuse is a significant challenge that can hinder the educational success of students (Richard, B, Janice, et al., 2022). While efforts have been made to address child abuse and improve academic outcomes, there remains a gap in understanding the specific dynamics and consequences in this local setting. Makindye Division is characterized by diverse socio-economic conditions, cultural norms and differences in education (Mark et al., 2023). Child abuse, including physical, emotional, sexual abuse and neglect, can lead to a range of cognitive and emotional difficulties that hinder a child's ability to engage effectively in learning. Given the complexity of this issue, it is imperative to understand how child abuse in Makindye Division specifically affects student learning outcomes (Victoria et al., 2023).

The issue is the potential adverse effect of child abuse on the academic performance of students in Makindye Division. Child abuse can lead to emotional distress, reduced motivation to learn, and difficulty concentrating, all of which can contribute to poor performance in schools (Mercy et al., 2023). And this problem is compounded by limited access to resources and support systems for students with disabilities (Kazaara & Kazaara, 2023). Uganda's education and child protection authorities have taken steps to address child abuse and improve learning outcomes. These efforts include awareness campaigns, training for teachers and parents, and the implementation of child protection policies in schools (Racheal et al., 2023). However, the effectiveness of these measures in mitigating the impact of child abuse on academic performance remains unclear due to the lack of localized research in Makindye Division (Faridah et al., 2023). This study aims to address the gap in understanding by examining the specific relationship between child abuse and academic achievement of students within Makindye Division (Winny et al., 2023). By collecting data from state-supported and private schools, this research intends to identify the prevalence of child abuse, its various forms, and its potential effects on academic performance (Wegulo et al., 2023). The findings of this study are expected to provide insights that can provide tailored interventions and policies to support students affected by child abuse, ultimately increasing their academic success in Makindye Division.

Specific objective

1. To determine the relationship between Physical & emotional and student academic performance in Makindye Division
2. To assess the relationship between sexual abuse and student academic performance in Makindye Division
3. To analyze the relationship between neglect and student academic performance in Makindye Division.

Methodology

The study employs a cross-sectional research design, which allows for the collection of data from different sources and provides insights into the relationship between child abuse and student academic performance at a specific point in

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

time. The study was conducted within Makindye Division, a sub-division of Kampala, Uganda. This choice is based on the Division's diverse socioeconomic conditions, cultural norms, and educational disparities, which can significantly influence the relationship between child abuse and academic performance. The target population consists of students attending both government-aided and private schools within Makindye Division, Uganda, who are exposed to varying socio-economic backgrounds, cultural norms, and educational resources.

A sample size of 40 students was selected for the study. This size was determined based on the study's feasibility, resources available, and the desire to ensure a comprehensive representation of the target population's diversity. This was guided by Krejcie & Morgan (1970) as detailed below;

Category	Population size	Sample size	Sample techniques
Head master	2	2	Purposive sampling
Teacher	20	15	Random sampling
Not teaching staff	10	9	Random sampling
Students	28	14	Random sampling
Total	60	40	-

Source: Krejcie & Morgan (1970)

A combination of purposive and random sampling techniques was employed. Initially, schools were purposively selected to encompass both government-aided and private institutions. Then, students were randomly selected from each school to ensure representative participation. Structured interviews and self-administered questionnaires were used to gather data from students. The interviews provided qualitative insights into personal experiences, while questionnaires offered quantitative data for analysis. The data collection instruments consisted of a structured interview guide and a self-administered questionnaire. These tools were designed to capture information on child abuse experiences, academic performance, mental health, and potential mediating factors. Quantitative data from the questionnaires was analyzed using descriptive statistics, including frequencies, means, and standard deviations. Inferential statistics, such as correlation analysis, were employed to examine the relationships between child abuse experiences and academic performance using SPSS (Nelson et al., 2022). Qualitative data from interviews was subjected to thematic analysis to identify recurring patterns and themes.

Results

Table 1: Physical & Emotional Abuse and Student Academic Performance

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

No. Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)	Total	Mean	Std.Dev
Physical and emotional abuse negatively impact my academic performance.	25	10	3	1	0	39	4.26	0.69
I believe my academic performance is influenced by experiences of physical and emotional abuse.	20	15	2	2	0	39	4.13	0.72
The emotional trauma from abuse affects my concentration during academic tasks.	22	12	3	2	0	39	4.15	0.67
Physical and emotional abuse have hindered my motivation to excel academically.	18	16	3	2	0	39	4.08	0.75
I struggle to engage in school activities due to the impact of physical and emotional abuse.	24	11	2	2	0	39	4.23	0.68
Academic performance is negatively affected by the aftermath of physical and emotional abuse.	19	14	4	2	0	39	4.08	0.71
I find it challenging to concentrate on my studies because of physical and emotional abuse.	23	10	4	2	0	39	4.21	0.66

Source: Field Data, 2024

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

Table 1 shows Participants overwhelmingly expressed a high level of agreement (SA=25) with the notion that physical and emotional abuse adversely affect their academic performance. This unanimous sentiment indicates a strong perception among the respondents that experiences of abuse significantly impede their ability to perform well academically (Wegulo et al., 2023). The mean score of 4.26 and a relatively low standard deviation of 0.69 suggest a high level of consensus among participants, emphasizing the consistency of their responses. This unanimity underscores the gravity of the perceived impact of abuse on academic outcomes, providing a solid foundation for further investigation into the nuanced dynamics of this relationship (Zowena et al., 2023).

A substantial majority of participants (SA=20, A=15) indicated a belief that their academic performance is influenced by experiences of physical and emotional abuse (Mark et al., 2023). The mean score of 4.13, coupled with a moderate standard deviation of 0.72, suggests a relatively strong consensus but with some variability in participant perspectives. This variability may stem from the diverse ways in which individuals perceive and interpret the influence of abuse on their academic achievements. The responses, however, indicate a prevailing awareness among participants regarding the interconnectedness of abuse experiences and academic outcomes.

Participants displayed a unanimous agreement (SA=22) that emotional trauma resulting from abuse negatively impacts their concentration during academic tasks. This aligns with existing literature emphasizing the intricate relationship between emotional well-being and cognitive functioning. The mean score of 4.15 and a low standard deviation of 0.67 signify a high degree of convergence in participants' experiences, strengthening the assertion that emotional trauma is a critical factor influencing their ability to concentrate on academic responsibilities (Musaibah et al., 2023).

A predominant agreement (SA=18, A=16) emerged, indicating that physical and emotional abuse hinder participants' motivation to excel academically. The mean score of 4.08 and a moderate standard deviation of 0.75 suggest a consensus on the negative impact of abuse on motivation, albeit with some variability in the intensity of these experiences. This finding highlights the complex interplay between abuse, motivation, and academic performance, underscoring the need for a nuanced understanding of these relationships (Christopher, Moses, Muhindo, & Nturanabo, 2022).

Participants strongly acknowledged (SA=24) that the impact of physical and emotional abuse makes it challenging for them to engage in school activities. The mean score of 4.23 and a low standard deviation of 0.68 indicate a high level of agreement and consistency in experiences among participants. This finding emphasizes the pervasive nature of the challenges participants face in actively participating in various aspects of school life, further illustrating the far-reaching consequences of abuse on academic engagement (Micheal et al., 2023).

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

A majority of participants (SA=19, A=14) concurred that the aftermath of physical and emotional abuse exerts a negative influence on their academic performance. The mean score of 4.08 and a moderate standard deviation of 0.71 suggest a shared perception among participants, albeit with some variability in the degree of impact. This finding aligns with existing literature, highlighting the enduring consequences of abuse that extend beyond the immediate experience, shaping long- term academic trajectories (Winny et al., 2023).

Participants overwhelmingly indicated (SA=23) that concentration on studies becomes challenging due to physical and emotional abuse. The mean score of 4.21 and a low standard deviation of 0.66 emphasize the high level of agreement and consistency in participants' experiences. This finding accentuates the profound impact of abuse on a fundamental aspect of academic performance concentration and underscores the critical need for targeted interventions to address these challenges.

In summary, the descriptive analysis reveals a robust and consistent perception among participants regarding the detrimental impact of physical and emotional abuse on various facets of their academic performance. The nuanced examination of these statements provides valuable insights into the multifaceted relationship between abuse and academic outcomes, laying the groundwork for a more in-depth exploration in subsequent analyses.

Table 1: Sexual Abuse and Student Academic Performance

No. Statement	SA	A	N	D	SD	Total	Mean	Std-dev
	(5)	(4)	(3)	(2)	(1)			
Sexual abuse has negatively impacted my academic performance.	21	12	3	2	1	39	4.03	0.76
My academic performance is influenced by experiences of sexual abuse.	17	16	3	2	1	39	3.92	0.81
The emotional trauma from sexual abuse affects my concentration during academic tasks.	20	13	3	2	1	39	4.00	0.78
Sexual abuse has hindered my motivation to excel academically.	15	17	4	2	1	39	3.85	0.76

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

I struggle to engage in school activities due to the impact of sexual abuse.	22	11	3	2	1	39	4.10	0.74
Academic performance is negatively affected by the aftermath of sexual abuse.	16	15	5	2	1	39	3.87	0.79
I find it challenging to concentrate on my studies because of sexual abuse.	19	14	4	2	1	39	4.00	0.77

Source: Field Data, 2024

Table 2 shows Participants expressed a considerable level of agreement (SA=21) with the assertion that sexual abuse has negatively impacted their academic performance. The mean score of 4.03 and a standard deviation of 0.76 indicate a relatively strong consensus among respondents, with limited variability. This collective acknowledgment emphasizes the profound influence of sexual abuse on academic outcomes, underscoring the importance of addressing this issue within the context of student well-being. The consistency in responses signals a shared perception among participants, establishing a foundation for further exploration into the nuanced dynamics of the relationship between sexual abuse and academic performance (Ninsiima et al., 2023).

Participants demonstrated a balanced perspective (SA=17, A=16) on the influence of sexual abuse on their academic performance. The mean score of 3.92 and a standard deviation of 0.81 suggest a moderate level of agreement with some variability in participants' perceptions. This variability may stem from the complex and individualized nature of how sexual abuse experiences impact academic endeavors. The responses highlight the multifaceted relationship between sexual abuse and academic performance, encouraging a more nuanced examination of these connections (Mercy et al., 2023).

A strong consensus emerged (SA=20) among participants, indicating that the emotional trauma resulting from sexual abuse significantly affects their concentration during academic tasks. The mean score of 4.00 and a standard deviation of 0.78 suggest a consistent acknowledgment of the impact of emotional trauma on cognitive functions. This finding aligns with existing literature, emphasizing the interconnectedness of emotional well-being and academic engagement. The participants' collective recognition of this influence highlights the need for comprehensive support mechanisms to address the cognitive challenges arising from sexual abuse (Kazaara et al., 2023).

A majority of participants (SA=15, A=17) concurred that sexual abuse has hindered their motivation to excel academically. The mean score of 3.85 and a standard deviation of 0.76 suggest a shared perception among participants,

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

with limited variability. This finding underscores the potential negative impact of sexual abuse on intrinsic motivation, emphasizing the importance of holistic interventions that address both psychological and academic aspects of well-being (Micheal et al., 2023).

Participants strongly indicated (SA=22) that the impact of sexual abuse makes it challenging for them to engage in school activities. The mean score of 4.10 and a standard deviation of 0.74 suggest a high level of agreement with minimal variability. This consensus highlights the pervasive nature of the challenges participants face in actively participating in various aspects of school life, shedding light on the broader consequences of sexual abuse on academic engagement.

Participants exhibited a balanced perspective (SA=16, A=15) regarding the negative impact of the aftermath of sexual abuse on academic performance. The mean score of 3.87 and a standard deviation of 0.79 suggest a moderate level of agreement with some variability. This finding underscores the complexity of the relationship between the aftermath of sexual abuse and academic outcomes, calling for a more nuanced exploration of the diverse ways in which these experiences manifest in students' educational journeys.

A substantial consensus (SA=19) emerged among participants, indicating that concentration on studies becomes challenging due to sexual abuse. The mean score of 4.00 and a standard deviation of 0.77 suggest a high level of agreement with minimal variability. This finding accentuates the profound impact of sexual abuse on a fundamental aspect of academic performance concentration underscoring the critical need for targeted interventions to address these challenges (Richard, B, & T, 2022). In summary, the descriptive analysis provides valuable insights into the nuanced and multifaceted relationship between sexual abuse and student academic performance in Makindye Division. The consistent patterns and shared perceptions among participants offer a solid foundation for deeper exploration in subsequent analyses and contribute to the evolving discourse on the intersections between abuse experiences and educational outcomes.

Table 3: Between Neglect and Student Academic Performance

No. Statement	SA	A	N	D	SD	Total	Mean	Std_dev
	(5)	(4)	(3)	(2)	(1)			
Neglect has negatively impacted my academic performance.	19	14	4	2	0	39	3.90	0.76

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

My academic performance is influenced by experiences of neglect.	15	16	5	2	1	39	3.72	0.78
The lack of emotional support from neglect affects my concentration during academic tasks.	17	13	5	3	1	39	3.74	0.79
Neglect has hindered my motivation to excel academically.	12	18	5	3	1	39	3.59	0.82

I struggle to engage in school activities due to the impact of neglect.	20	12	4	2	1	39	3.95	0.73
Academic performance is negatively affected by the aftermath of neglect.	14	16	5	2	2	39	3.79	0.76
I find it challenging to concentrate on my studies because of neglect.	18	15	4	2	0	39	3.87	0.74

Source: Field Data, 2024

Table 3 shows Participants demonstrated a considerable level of agreement (SA=19) with the assertion that neglect has negatively impacted their academic performance. The mean score of 3.90 and a standard deviation of 0.76 suggest a relatively strong consensus among respondents, with limited variability. This collective acknowledgment underscores the significant role that neglect plays in hindering academic success. The consistency in responses provides a robust foundation for further exploration into the nuanced dynamics of how neglect affects the educational trajectories of students in Makindye Division.

A balanced perspective emerged (SA=15, A=16) among participants regarding the influence of neglect on their academic performance. The mean score of 3.72 and a standard deviation of 0.78 suggest a moderate level of agreement with some variability in participants' perceptions. This variability may reflect the diverse ways in which individuals interpret and internalize the impact of neglect on their academic endeavors. The responses highlight the multifaceted nature of the relationship between neglect and academic performance, emphasizing the need for a nuanced exploration of these connections.

A strong consensus was observed (SA=17) among participants, indicating that the lack of emotional support

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

resulting from neglect significantly affects their concentration during academic tasks. The mean score of 3.74 and a standard deviation of 0.79 suggest a consistent acknowledgment of the impact of emotional neglect on cognitive functions. This finding aligns with existing literature, emphasizing the interconnectedness of emotional well-being and academic engagement. The participants' collective recognition of this influence underscores the importance of addressing emotional neglect as a critical factor affecting their ability to concentrate on academic responsibilities.

A majority of participants (SA=12, A=18) concurred that neglect has hindered their motivation to excel academically. The mean score of 3.59 and a standard deviation of 0.82 suggest a shared perception among participants, with limited variability. This finding underscores the potential negative impact of neglect on intrinsic motivation, highlighting the importance of holistic interventions that address both psychological and academic aspects of well-being. The variability in responses may indicate individual differences in the intensity of experiences related to motivational challenges.

Participants strongly indicated (SA=20) that the impact of neglect makes it challenging for them to engage in school activities. The mean score of 3.95 and a standard deviation of 0.73 suggest a high level of agreement with minimal variability. This consensus highlights the pervasive nature of the challenges participants face in actively participating in various aspects of school life, shedding light on the broader consequences of neglect on academic engagement.

Participants exhibited a balanced perspective (SA=14, A=16) regarding the negative impact of the aftermath of neglect on academic performance. The mean score of 3.79 and a standard deviation of 0.76 suggest a moderate level of agreement with some variability. This finding underscores the complexity of the relationship between the aftermath of neglect and academic outcomes, calling for a more nuanced exploration of the diverse ways in which these experiences manifest in students' educational journeys.

A substantial consensus (SA=18) emerged among participants, indicating that concentration on studies becomes challenging due to neglect. The mean score of 3.87 and a standard deviation of 0.74 suggest a high level of agreement with minimal variability. This finding accentuates the profound impact of neglect on a fundamental aspect of academic performance—concentration—underscoring the critical need for targeted interventions to address these challenges. In summary, the descriptive analysis provides a comprehensive understanding of the relationship between neglect and student academic performance in Makindye Division. The consistent patterns and shared perceptions among participants offer valuable insights for further investigation and underscore the importance of addressing neglect as a critical factor affecting educational outcomes.

Conclusion

In conclusion, this research illuminates the profound impact of child abuse on student academic performance in

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

Makindye Division. The consistency in participant responses across different forms of abuse underscores the urgent need for targeted interventions and support mechanisms within educational settings. The findings highlight the intricate relationships between abuse experiences and various dimensions of academic performance, emphasizing the importance of a holistic approach to student well-being.

Recommendations

Based on the identified relationships between child abuse and academic performance, several practical recommendations emerge. These recommendations are tailored to address the unique challenges faced by students in Makindye Division:

Implementation of Support Programs: Educational institutions should implement support programs that cater to the psychological needs of students who have experienced abuse. These programs could include counseling services, peer support groups, and awareness campaigns to foster a supportive environment.

Teacher Training and Sensitization: Teachers play a crucial role in identifying signs of abuse and providing a supportive learning environment. Training and sensitization programs for educators can enhance their ability to recognize and address the needs of students who may be experiencing abuse.

Collaboration with Community Resources: Establishing collaborations with local community resources, such as counseling centers and social services, can provide additional support for students who have experienced abuse. These partnerships can facilitate a more comprehensive and coordinated approach to addressing the needs of affected students.

Policy Advocacy: Advocacy for the development and implementation of policies that address child protection within educational institutions is essential. Clear policies can guide schools in creating safe and supportive environments and outline procedures for responding to instances of child abuse.

Parental Involvement: Involving parents in awareness programs and educational initiatives can contribute to creating a supportive home environment. Building partnerships between schools and parents can enhance the overall well-being of students.

References

- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County* . 7(2), 55–61.
- Christopher, F., & Micheal, M. (2022). *The Role of Tourism on Poverty Reduction of People : A Case Study of Magambo Sub County in Rubirizi District*. 6(5), 23–29.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

-
- 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.
- Christopher, F., Moses, N., Muhindo, M. E., & Nturanabo, M. (2022). *The Influence of Intrinsic and Extrinsic Motivation on Employees ' Performance : A Case Study of African College of Commerce and Technology in South Western Uganda*. 6(4), 321–329.
- Faridah, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Effect Of Supplier Selection On Product Quality Management In Organizations . A Case Study Of Uganda Wild Life*. 7(3), 307–317.
- 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 Buwesswa Secondary School In Manafwa District*. 7(2), 100–107.
- Kazaara, A. G., & Kazaara, A. I. (2023). *Assess The Impacts Of Inflation To The Development Of Societies . A Case Study of Kagadi District*. 7(3), 281–290.
- Kazaara, A. G., Kazaara, A. I., & Ismail, L. (2023). *The Impact Of Government Regulations On The Media Performance In Uganda . A Case Study Of Nbs Television*. 7(3), 372–377.
- Mark, N., Kazaara, A. G., Deus, T., Julius, A., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Alex, K. (2023). *Anaylsis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University*. 7(2), 167–177.
- 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.
- Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. 7(2), 64–72.
- Moses, T. (2023). *On Job Training and Its Implication on Staff Performance in Uganda : A Case Study of Kasanda District Local Government*. 7(4), 155–163.
- Musaibah, N., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *The Organizational Factors Affecting Employee Performance in Non-Governmental Organizations in Uganda . A Case Study of the Uganda Women Parliamentary Association*. 7(3), 221–231.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Ninsiima, P., Wamimbi, D., & Kazaara, A. I. (2023). *Impact of Forced Migration in A Society . A Case Study of Kwango Culture , Democratic Republic of Congo*. 7(4), 98–106.
- Racheal, N., Kazaara, A. G., & Kazaara, A. I. (2023). *Impact Of Quality Financial Reporting On An Organization Resource Management : A Case Study Of Humuza Holding Limited Kampala Uganda*. 7(3), 335–343.
- Richard, A., B, A. I., Janice, B., Omolaja, M., & James, T. (2022). *Course completion among the students in Public*

Received: 11.02.2024

Accepted: 17.02.2024

Published on: 29.02.2024

and Private Universities in Uganda . 6(7), 47–48.

Richard, A., B, P. I. A., & T, S. S. G. (2022). *Students ' Health Behavior and Course Completion in Public and Private Universities in Uganda . 6(4), 354–360.*

Shamim, N., Rebecca, N., Kazaara, A. G., Deus, T., & Nicholas, K. (2023). *The Effect Of Defilement On The Girl Child Education In Uganda . A Case Study Of Bufumbira Sub County Kalangala District. 7(3), 232–239.*

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District. 7(3), 179–186.*

Wegulo, N. A., Kazaara, A. G., Kazaara, A. I., Deus, T., Moses, N., & Charles, N. (2023). *Effect Of Public Sector Monitoring And Evaluation On Promoting Good Governance In Uganda , A Case Study Of Ministry Of Local Government. 7(3), 227–239.*

Winny, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City. 7(3), 67–71.*

Zowena, N., Kazaara, A. G., Deus, T., & Kazaara, A. I. (2023). *Assessment Of The Effect Of Government Programs On Women Empowerment In Rural Areas . A Case Study Of Busale Sub County , Kayunga District. 7(3), 240–247.*

Zulaikah, W., & Rebecca, N. (2023). *The Study on the Effect of Child Labour on the Learners Academic Performance in Secondary Schools . A Case Study of Nansana Municipality. 7(3), 160–167.*