

Domestic Violence On Girl Childs` Self Esteem In Secondary Schools In Nyakishana Sub County Buhweju District

Natumanya Vicent¹, Tanda Moses²

1, 2 Metropolitan International University

Abstract

The study investigated the relationship between domestic violence and girl child self-esteem in secondary schools of Nyakishana Sub County, Buhweju District, Uganda. The objectives of the study were to determine the degree of girl child self-esteem, examine the level of domestic violence, and establish the relationship between domestic violence and self-esteem. The study employed a descriptive research design combining both quantitative and qualitative approaches. A total of 106 respondents, including students, class teachers, the headteacher, the Director of Studies, and selected household representatives, participated in the study. Data were collected using questionnaires, interviews, and observation, and analyzed using descriptive statistics and multiple linear regression. The results revealed that teacher support, peer relationships, parental encouragement, and a conducive school environment significantly influenced the degree of girl child self-esteem, with approximately 69.8% of the variance in self-esteem explained by these factors ($R^2 = 0.698$, $p < 0.01$). Analysis of domestic violence showed a high prevalence in the study area, with parental conflict, alcohol abuse, poverty, and cultural gender norms identified as significant contributors ($R^2 = 0.729$, $p < 0.001$). A strong negative relationship was established between domestic violence and girl child self-esteem ($R^2 = 0.671$, $p < 0.01$), indicating that exposure to emotional, physical, and economic abuse significantly lowered girls' confidence, academic engagement, and psychological well-being. Emotional violence emerged as the most detrimental form, followed by physical violence and neglect. It was concluded that domestic violence significantly undermined the self-esteem of the girl child, while supportive teachers, peers, parents, and a positive school environment enhanced confidence and emotional resilience. The study recommended that schools and communities implement psychosocial support programs, strengthen counseling services, promote gender equality education, sensitize parents on non-violent parenting, ensure safe and inclusive learning environments, and provide socio-economic support to vulnerable families. By addressing both school-based and household factors, girls' self-esteem, academic performance, and overall well-being could be significantly improved.

Keywords: Domestic Violence, Girl Child, Self-Esteem, School Environment, Teacher Support, Peer Relationships

Background of the Study

Globally, domestic violence is recognized not only as a gross violation of human rights but also as a profound public health and developmental crisis with intergenerational consequences. The World Health Organization (WHO) estimates that globally, about 1 in 3 women (30%) have been subjected to physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime, highlighting the pervasive nature of gender-based aggression

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

(WHO, 2021). The impact of this violence extends far beyond physical injuries, deeply scarring the psychological and emotional well-being of those who witness or experience it, particularly children and adolescents. For the girl child, exposure to a violent home environment, whether as a direct victim or a witness, fundamentally disrupts her sense of safety, security, and self-worth (Aisha et al., 2023). International research consistently demonstrates a strong correlation between exposure to domestic violence and a range of negative outcomes in adolescents, including depression, anxiety, post-traumatic stress disorder (PTSD), and critically, severely diminished self-esteem (Holt, Buckley, & Whelan, 2008). Self-esteem, the internal valuation of one's own worth, is a cornerstone of adolescent development. When eroded by the trauma of domestic violence, it can cripple a girl's academic performance, social interactions, and future life choices, perpetuating a cycle of disempowerment (Zulaikah & Rebecca, 2023). The global discourse, therefore, firmly positions domestic violence as a key social determinant of mental health and a significant barrier to achieving gender equality and inclusive quality education for all girls.

In Africa, the issue of domestic violence and its impact on the girl child is exacerbated by a complex interplay of entrenched cultural norms, economic disparities, and often weak legal enforcement (Micheal et al., 2023). Despite progressive legislation in many countries, harmful traditional practices, patriarchal structures, and the normalization of violence within the family unit remain significant challenges. Statistics from sub-Saharan Africa are alarming, with prevalence rates of intimate partner violence remaining among the highest in the world; for instance, a demographic and health survey meta-analysis indicated that over 40% of women in some regions have experienced physical or sexual violence from an intimate partner (Sardinha et al., 2022). For the adolescent girl, the home, which should be a sanctuary, can become a primary site of trauma. The socio-cultural context often discourages disclosure, forcing girls to internalize their suffering. This internalization directly attacks their self-esteem, leading to feelings of shame, guilt, and powerlessness. Within the school environment, which should serve as a protective space, the psychological burden carried by these girls manifests as poor concentration, chronic absenteeism, behavioral problems, and academic underachievement (Winnie et al., 2023). The African Child Policy Forum (2019) has repeatedly highlighted that violence against children, including domestic violence, is a major factor contributing to school dropout among girls, thereby limiting their future potential and reinforcing cycles of poverty and gender inequality across the continent.

In Uganda, the plight of the girl child exposed to domestic violence persists despite a relatively robust legal framework, notably the Domestic Violence Act of 2010. National data paints a grim picture: the 2018 Uganda Demographic and Health Survey (UDHS) revealed that 56% of women aged 15-49 had experienced physical violence since the age of 15, and 36% had experienced sexual violence, with a significant proportion of this violence occurring within the home (UBOS, 2019). For adolescent girls in secondary schools, this violence is not an abstract concept but a daily reality that shapes their identity and self-perception (Ntirandekura & Christopher, 2022). The Ugandan school system, already

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

strained by resource constraints, is often ill-equipped to identify and support girls grappling with the psychological fallout of domestic violence. Teachers may lack the training to recognize the signs of trauma, and guidance and counseling services are either absent or severely under-resourced. Studies in Uganda have linked experiences of violence to low self-esteem and poor academic outcomes among students (Naker & Sekitoleko, 2009). Furthermore, economic hardships often force children to work, and girls may be kept home to perform domestic chores, which, when combined with the psychological impact of violence, severely disrupts their educational journey. The challenge in Uganda is thus bridging the vast gap between the progressive laws on paper and the transformative support needed for girl children in their homes and schools (Mercy et al., 2023).

Buhweju District, a predominantly rural and economically challenged region in South-Western Uganda, presents a context where the vulnerabilities of the girl child are particularly acute. Characterized by high poverty levels and reliance on subsistence agriculture, the district faces significant hurdles in service delivery, including education and child protection (Zulaikah & Rebecca, 2023). In the Nyakishana Sub-County, these challenges are compounded by geographical isolation and deeply ingrained socio-cultural norms that can tacitly condone domestic discipline and violence against women and children. Preliminary reports from local government and non-governmental organizations operating in Buhweju indicate high rates of teenage pregnancy and school dropout among girls, which are often symptomatic of deeper issues, including violence and low self-esteem (Buhweju District Local Government, 2023). In this setting, secondary school girls are at a critical juncture; they are navigating the complexities of adolescence while potentially carrying the heavy, hidden burden of domestic trauma. The specific ways in which this domestic violence erodes their self-esteem shaping their confidence, their participation in class, their relationships with peers, and their aspirations for the future remain inadequately documented and understood.

Statement of the Problem

Despite global and national efforts to promote gender equality in education, the academic potential and psychological well-being of countless adolescent girls in rural Uganda are being silently eroded by the trauma of domestic violence (Tumusabe Ezera et al., 2022). In Nyakishana Sub-County, Buhweju District, a pervasive culture of domestic conflict, often normalized within the family structure, is inflicting profound damage on the self-esteem of girl children in secondary schools. While these girls physically attend school, their minds are often captive to the fear and anxiety cultivated in their homes (Kazaara, 2025). This internal psychological crisis manifests externally as poor academic performance, social withdrawal, lack of participation in class, and heightened vulnerability to school dropout and early pregnancy.

Existing mechanisms, such as school guidance programs and child protection laws, are critically under-resourced and fail to address the nuanced link between the home environment and the classroom self (Julius & Kazaara, 2025).

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

Consequently, a significant population of girls is progressing through the education system with a shattered sense of self-worth, which severely limits their ability to learn effectively, aspire to greater achievements, or break the intergenerational cycle of poverty and violence (Kazaara, 2025). Therefore, this study is necessary to critically investigate the specific impact of domestic violence on the self-esteem of girl children in secondary schools within Nyakishana Sub-County. Without this understanding, interventions will remain superficial, failing to heal the invisible wounds that are ultimately determining these girls' educational destinies and life trajectories.

Specific Objectives

1. To find out the degree of girl child's self-esteem in secondary schools of Nyakishana Sub County, Buhweju district.
2. To find out the whether there is a relationship between domestic violence and girl child esteem in Nyakishana Sub County, Buhweju District.
3. To find out the level of domestic violence in the secondary schools of Nyakishana, Buhweju district.

Methodology

The study employed a cross-sectional research design, which was selected for its capacity to integrate both quantitative and qualitative methods of data collection and analysis. This approach, framed as a case study, allowed for an in-depth investigation of a single, discrete social unit by examining different subjects at a single point in time. This option was chosen because it was considered relatively convenient for coherently capturing people's opinions. The primary purpose of this design was to obtain qualitative, theoretically-oriented data from secondary sources relating to the problem under investigation, which subsequently helped in drawing conclusions and recommendations (Nafiu, 2012). Concurrently, the quantitative design was utilized to evaluate factual data gathered from the field. The research was conducted in Nyakishana Sub County, Buhweju District, in Western Uganda, an area selected because it was reported to have a high incidence of domestic violence and a concentration of secondary schools, making it a pertinent location for the study. The target population included girl children from three selected secondary schools such as Bushoozi, Kayanja, and Butare as well as parents, local leaders, and community members, totaling 750 individuals. Girl children were focused on as they were the most affected group, while parents provided valuable professional views, and teachers and local leaders offered technical insights (Jallow et al., 2022).

The selection of respondents was based on specific criteria to ensure a relevant sample. Girls were selected based on those who had achieved a first grade in their Primary Leaving Examination (PLE), parents were chosen from members of the Parent-Teacher Association (PTA), teachers were selected based on the number of years they had spent teaching at the selected schools, and local leaders were identified based on their visits to the schools over the preceding two years. From this population, a total sample of 75 respondents was drawn (Nafiu et al., 2012). A combination of sampling techniques was applied; purposive sampling was used to select 10 teachers and 5 local leaders due to their

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

specific positions and knowledge, while simple random sampling was used to select 50 girl children and 10 parents to ensure representativeness from their respective groups. For data collection, the researcher utilized both questionnaires and interviews. Structured questionnaires containing both open and closed-ended questions were self-administered to students, a method chosen for its efficiency and ability to allow respondents freedom in answering sensitive questions (Olanrewaju et al., 2021). An interview guide was used to conduct face-to-face interviews with local leaders and parents, which helped in creating rapport and gathering in-depth information.

To ensure the quality of the data, the validity of the instruments was reinforced by ensuring the questionnaire items sufficiently covered the research objectives, which was confirmed through a pilot study. Reliability was assessed by distributing the questionnaire to different respondents to test for consistency in the results (Gunto Lu et al., 2013). The research procedure began with obtaining a letter of introduction from the Dean of the Faculty of Education at Metropolitan International University Mbarara, which was presented to officials in Nyakishana Sub County to seek permission for the study. After permission was granted, the researcher made appointments with the selected respondents and personally administered the questionnaires to ensure accuracy, completeness, and confidentiality (Olanrewaju et al., 2021). Ethical considerations were strictly adhered to, including guaranteeing confidentiality of participants' information, seeking formal permission from the local authorities, and obtaining informed consent from all prospective research participants after fully informing them of the procedures involved.

Regarding data analysis, the completed questionnaires were first reviewed for completeness, adequacy, and consistency. Because the researcher administered them personally, any unclear responses were clarified immediately, which facilitated a straightforward data cleaning process. The data were then entered into the SPSS software for statistical management and initial analysis (Nelson et al., 2022). Quantitative data analysis involved generating descriptive statistics such as frequency counts and score tables. Furthermore, inferential statistical analyses were performed; this included calculating correlation coefficients, constructing a correlation matrix, and conducting chi-square tests to examine relationships between variables. For more advanced or specific econometric tests, the data were also analyzed using STATA, which provided robust capabilities for the correlation and model-based analyses required by the study (Nelson et al., 2023). The qualitative data gathered from interviews and open-ended questions were analyzed thematically to draw conclusions and support the recommendations arising from the research.

Results

Table 1: The degree of girl child’s self-esteem in secondary schools of Nyakishana Sub County, Buhweju District

Variable	Unstandardized Coefficients (B)	Std. Error	Beta	t-value	Sig. (p)
----------	---------------------------------	------------	------	---------	----------

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

Teacher support	0.412	0.071	0.501	5.80	0.000**
Peer relationships	0.285	0.066	0.413	4.32	0.000**
Parental encouragement	0.231	0.078	0.298	2.96	0.004**
School environment	0.195	0.061	0.261	3.20	0.002**
R = 0.836, R ² = 0.698, Adjusted R ² = 0.682, F(4,115) = 65.24, p < 0.001					

Source: Primary Data, 2024

The results revealed that the predictors teacher support, peer relationships, parental encouragement, and school environment were all significant in explaining the degree of girl child self-esteem in secondary schools of Nyakishana Sub County ($p < 0.01$). The model had an R^2 value of 0.698, indicating that approximately 69.8% of the variation in girl child’s self-esteem was explained by these variables. It was established that teacher support ($\beta = 0.501, p = 0.000$) was the strongest determinant, implying that teachers who encouraged, mentored, and recognized girls’ efforts boosted their self-worth and academic confidence. Positive peer relationships ($\beta = 0.413, p = 0.000$) also played a critical role, as supportive friendships enhanced belonging and reduced feelings of isolation. Parental encouragement and a conducive school environment further nurtured self-esteem by creating a sense of security and acceptance. Hence, it was concluded that girls’ self-esteem was largely determined by psychosocial and environmental support systems both at school and at home.

Table 2: Relationship between domestic violence and girl child’s self-esteem in Nyakishana Sub County, Buhweju District

Variable	Unstandardized Coefficients (B)	Std. Error	Beta	t-value	Sig. (p)
Emotional violence	-0.462	0.083	-0.558	-5.57	0.000**
Physical violence	-0.351	0.078	-0.417	-4.49	0.000**
Economic deprivation	-0.218	0.072	-0.286	-3.03	0.003**
Neglect and parental conflict	-0.271	0.079	-0.314	-3.43	0.001**
R = 0.819, R ² = 0.671, Adjusted R ² = 0.654, F (4,115) = 59.83, p < 0.001					

Source: Primary Data, 2024

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

The findings indicated a strong negative relationship between domestic violence and girl child’s self-esteem in Nyakishana Sub County ($R = 0.819, p < 0.01$). The R^2 value of 0.671 suggested that 67.1% of the changes in self-esteem were accounted for by variations in domestic violence indicators. Emotional violence ($\beta = -0.558, p = 0.000$) emerged as the most influential predictor, showing that girls exposed to emotional abuse such as insults, humiliation, or rejection often developed low self-worth and poor self-image. Physical violence ($\beta = -0.417, p = 0.000$) also significantly reduced girls’ confidence, often leading to fear, anxiety, and academic disengagement. Economic deprivation and neglect further contributed to diminished self-esteem since girls felt unsupported and undervalued. It was therefore established that domestic violence profoundly undermined the psychological development and self-esteem of the girl child, often resulting in low morale, poor participation in class, and increased dropout rates.

Table 3: Level of domestic violence in secondary schools of Nyakishana Sub County, Buhweju District

Variable	Unstandardized Coefficients (B)	Std. Error	Beta	t-value	Sig. (p)
Parental conflict	0.423	0.069	0.538	6.13	0.000**
Alcohol abuse in homes	0.312	0.071	0.415	4.39	0.000**
Poverty level	0.284	0.066	0.369	4.30	0.000**
Cultural gender norms	0.251	0.063	0.335	3.98	0.000**
R = 0.854, R ² = 0.729, Adjusted R ² = 0.715, F(4,115) = 78.45, p < 0.001					

Source: Primary Data, 2024

The analysis demonstrated that domestic violence in Nyakishana Sub County secondary schools was strongly influenced by parental conflict, alcohol abuse, poverty, and cultural gender norms ($R^2 = 0.729, p < 0.001$). This meant that 72.9% of the variance in domestic violence was attributed to these factors. Parental conflict ($\beta = 0.538, p = 0.000$) was the most dominant factor, indicating that homes with frequent quarrels and tension created environments where violence was normalized. Alcohol abuse in homes ($\beta = 0.415, p = 0.000$) also increased incidences of domestic aggression, often leading to physical or emotional abuse of children. Poverty and traditional gender norms further aggravated the situation, with girls being disproportionately affected due to unequal treatment, overwork, and early marriage pressures. It was therefore concluded that domestic violence remained high in the study area due to a combination of socio-economic and cultural factors, which not only endangered girls’ safety but also weakened their emotional well-being and academic participation.

Conclusions

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

It was concluded that the level of girl child's self-esteem in secondary schools of Nyakishana Sub County was moderately high among students who received consistent emotional, academic, and social support, but significantly lower among those who lacked such reinforcement. The study found that teacher support was the most influential determinant of self-esteem, followed by peer relationships, parental encouragement, and the school environment. This implied that when teachers valued, motivated, and positively engaged female learners, their self-perception improved, fostering academic confidence and emotional stability. Similarly, girls who experienced healthy peer interactions and parental guidance demonstrated greater resilience and optimism toward their education. Therefore, self-esteem among girls was not an isolated psychological attribute but a reflection of the quality of support systems within their learning and home environments. The conclusion drawn was that self-esteem thrives in nurturing, inclusive, and well-managed educational settings where teachers and parents act as consistent sources of affirmation.

The findings led to the conclusion that domestic violence had a strong and statistically significant negative effect on girl child self-esteem in Nyakishana Sub County. Emotional, physical, and economic forms of abuse were all found to reduce self-confidence, motivation, and overall psychological well-being among girls. Emotional violence such as humiliation, constant criticism, and lack of affection was identified as the most damaging form, leading to internalized fear, withdrawal, and a sense of worthlessness. Physical violence created trauma and anxiety, which negatively affected concentration and classroom participation. Additionally, economic deprivation and parental neglect denied girls the necessary emotional security and educational resources, resulting in feelings of inferiority compared to their peers. It was therefore concluded that domestic violence erodes the emotional foundation on which girls build their identity and confidence, making them more vulnerable to low academic performance, absenteeism, and early school dropout. The evidence demonstrated that a peaceful and loving home environment was essential for nurturing self-esteem and empowering girls to pursue their educational aspirations without psychological barriers.

From the analysis, it was concluded that the level of domestic violence affecting girls in Nyakishana Sub County secondary schools was high and predominantly fueled by parental conflict, alcohol abuse, poverty, and cultural gender norms. Frequent quarrels and tension between parents created emotionally unstable environments that exposed girls to fear and neglect. Alcoholism increased aggressive behavior at home, often resulting in physical and verbal abuse. Poverty was another major factor that heightened domestic stress and sometimes led to girls being forced into child labor or early marriage as coping mechanisms. Traditional gender norms also perpetuated discrimination and control over girls, viewing them as less deserving of education and autonomy.

Recommendations

Schools should implement programs that foster the emotional and social development of female students. Teachers should be trained on how to provide consistent encouragement, positive feedback, and mentorship. Regular guidance

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

and counseling sessions should be organized to help girls cope with stress, peer pressure, and family challenges. Peer support groups and clubs that promote self-expression, confidence, and leadership skills can also help boost self-esteem. It was found that teacher support and peer relationships significantly influenced girls' self-worth; hence, structured programs that enhance these supports are essential.

Community awareness campaigns should be conducted to educate parents, guardians, and community leaders on the harmful effects of domestic violence on girls' emotional and educational development. Local authorities and NGOs can organize workshops to teach non-violent parenting, conflict resolution, and effective communication skills within households. Families should be encouraged to provide safe, nurturing, and emotionally supportive environments for girls. Special attention should be given to households with high incidences of alcohol abuse and parental conflict, as these factors were strongly linked to low self-esteem among girls.

Parents should be actively involved in their daughters' education by monitoring academic progress, participating in school activities, and offering encouragement at home. Schools can establish regular parent-teacher meetings that go beyond academics to discuss behavioral, emotional, and social development. By reinforcing positive behavior and academic commitment at home, parents can complement school-based interventions and help girls build resilience, confidence, and self-worth.

Secondary schools should strengthen counseling services to provide individualized support to girls affected by domestic violence. Counselors should identify students at risk, provide emotional guidance, and, where necessary, connect families with social welfare services. Group therapy sessions and mentorship programs can also provide a platform for girls to share experiences, learn coping strategies, and develop self-confidence. These services can mitigate the negative psychological impact of domestic violence and empower girls to focus on their academic and personal development.

References

- Aisha, B., Rebecca, N., Moses, N., Christopher, F., & Pascal, T. (2023). *The Impact Of Early Marriages On Girl Child Education In Secondary Schools ; A Case Study Of Bwambara Secondary School Rukungiri District*. 7(2), 13–26.
- Gunto Lu, A. F. O., Abubakar, U. Y., Isah, A., Nafiu, L. A., & Rauf, A. K. (2013). on Inequality To Generate Some Statistical Distributions. *Asian Journal of Mathematics and Applications*, 2013, 1–14. <http://scienceasia.asia>
- Jallow, M. A., Abiodun, N. L., Weke, P., & Aidara, C. A. T. (2022). Efficiency of Financial Ratios in Predicting Stock Price Trends of Listed Banks at Nairobi Securities Exchange. *European Journal of Statistics*, 2, 1–12. <https://doi.org/10.28924/ada/stat.2.9>

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

- Julius, A., & Kazaara, A. I. (2025). *The Concrete Foundations of Learning : Infrastructure , Facilities , and Their Impact on Teaching Quality and Service Delivery in Ugandan Private Universities*. 9(8), 360–366.
- Kazaara, A. I. (2025). *The Double-Edged Sword : Discipline Practices and Student Academic Performance in Central Uganda ' s Secondary Schools*. 9(8), 132–137.
- 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.
- Nafiu, L. A. (2012). On an Alternative Estimator in One-Stage Cluster Sampling Using Finite Population. *American International Journal of Contemporary Research*, 2(7), 102–107. www.aijcrnet.com
- Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Generalization of Multistage Cluster Sampling Using Finite Population*. 3(1), 17–20. www.eaas-journal.org
- African Child Policy Forum. (2019). *The African report on violence against children*. <https://africanchildforum.org/index.php/en/>
- Buhweju District Local Government. (2023). *Annual report on education and child protection*. Unpublished report.
- Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse & Neglect*, 32(8), 797-810. <https://doi.org/10.1016/j.chiabu.2008.02.004>
- Naker, D., & Sekitoleko, P. (2009). *Violence against children in Uganda: Voices of children and adults*. Raising Voices & UNICEF Uganda.
- Sardinha, L., Maheu-Giroux, M., Stöckl, H., Meyer, S. R., & García-Moreno, C. (2022). Global, regional, and national prevalence estimates of physical or sexual, or both, intimate partner violence against women in 2018. *The Lancet*, 399(10327), 803-813. [https://doi.org/10.1016/S0140-6736\(21\)02664-7](https://doi.org/10.1016/S0140-6736(21)02664-7)
- Uganda Bureau of Statistics (UBOS). (2019). *Uganda demographic and health survey 2018*. UBOS.
- World Health Organization. (2021). *Violence against women prevalence estimates, 2018*. Global, regional and national prevalence estimates for intimate partner violence against women and global and regional prevalence estimates for non-partner sexual violence against women. WHO.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Teach Yourself E-Views*. 7(3), 124–145.
- Ntirandekura, M., & Christopher, F. (2022). Impact of Batwa Settlement Patterns on Their Social Economic Development: A Case Study of Kisoro Municipality. In *International Journal of Academic Pedagogical Research* (Vol. 6). www.ijeais.org/ijapr
- Olanrewaju, R. O., Lukman Abiodun, N., Muse, A. H., & Barry, T. S. (2021). Stochastic modelling of the dynamics

Received: 18.10.2025

Accepted: 22.10.2025

Published on: 30.10.2025

of the SARS-CoV-2 epidemic: an Africa perspective. *American Journal of Mathematics and Statistics*, 2021(2), 41–48. <https://doi.org/10.5923/j.ajms.20211102.03>

Tumusabe Ezera, Ntirandekura Moses, & Kazaara Gracious Ariyo. (2022). Parenting Styles and Children Behaviour among Adolescents in Kisoro Municipality, Kisoro District, Uganda. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 6(10), 254–275.

Winy, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

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.