

**EFFECTS OF DOMESTIC VIOLENCE ON THE PSYCHO-SOCIAL WELL BEING
OF CHILDREN IN PALLISA TOWN COUNCIL: PALLISA DISTRICT**

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ABSTRACT

The research was undertaken to investigate on effects of domestic violence on the psycho-social wellbeing of children in Pallisa town council, Pallisa district. The researcher used a sample size of 63 respondents, questionnaires and interview guide to collect data and data analysis was done using statistical package for social sciences (SPSS). Results of the first objective showed that power imbalances had a significant effect on psycho-social wellbeing of children in Pallisa town council. The second objective revealed that substance abuse has a significant effect on psycho-social wellbeing of children in Pallisa town council. While the third objective showed that learned behavior had a significant effect on psycho-social wellbeing of children in Pallisa town council. The government should provide accurate and age-appropriate information about substance abuse, its risks, and consequences could help children make informed choices substance abuse prevention programs in schools and community settings can contribute to increased awareness.

DECLARATION

I **ARINEITWE SHEM**, solemnly declare that the research report titled effects of domestic violence on the psycho-social wellbeing of children in Pallisa town council, Pallisa district, submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration, is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

Signature: Date.....

SHEM ARINEITWE

(STUDENT)

DEDICATION

I dedicate this research report to my parents for their unwavering love, support, and encouragements have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome challenges and reach this milestone.

ACKNOWLEDGEMENT

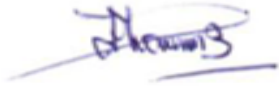
I would like to express my deep gratitude to my supervisor for his continuous support and guidance that will be throughout the entire writing process of this research report. His expertise, valuable insights, and patience will be instrumental in shaping this work into its final form. I will be truly grateful for his dedication and commitment to my academic success.

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I would like to express my appreciation to my family and friends for their unwavering support and encouragement that will be throughout this challenging journey. Their love, understanding, and patience will be crucial in keeping me motivated during the ups and downs of this research report.

APPROVAL

This research report has been submitted with my approval as the university supervisor



Signature.....

Date.....

MR. KOMO RICHARD (SUPERVISOR)

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LIST OF ABBREVIATIONS AND CRONOMNS

ACE	:	Adverse Childhood Experiences
ADHD	:	Attention Deficit Hyperactivity Disorder
CDO	:	Community Development Officer
NGO	:	Non-Government Organization
NIDA	:	National Institute on Drug Abuse
NSCEV	:	National Survey of Children's Exposure to Violence
ODD	:	Oppositional Defiant Disorder
PTC	:	Pallisa Town Council
PTSD	:	Post-Traumatic Stress Disorder
SES	:	Socio Economic Status
SPSS	:	Statistical Package for Social Science
UCRNN	:	Uganda Child Rights NGO Network
WHO	:	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter sought to address the effects of domestic violence on the psychosocial well-being of children in Pallisa town council Palisa district. It presented a background of the study, statement of the problem, purpose of the study, specific objectives, and research questions, scope of the study, significance of the study, justification of the study, conceptual framework, and definition of key terms.

1.0. Background of the study

In the United States, democratic violence historically impacted the psycho-social well-being of children. Historical events such as the Civil Rights Movement and protests against the Vietnam War introduced violence into the democratic process, which led to upheaval and trauma for children. These experiences exposed young individuals to witnessing or experiencing direct violence, resulting in long-term psychological and emotional consequences (Jones et al., 2006).

The effects were particularly damaging for marginalized communities, further exacerbating existing social inequalities (Masten& Narayan, 2012). In the United States, understanding the effects of domestic violence on children dates back several decades. Pioneering studies like the "Adverse Childhood Experiences (ACE) Study" conducted by Felitti et al. in 1998 have highlighted the long-term consequences of exposure to domestic violence on children's psycho-social well-being (Felitti et al., 1998).

In many African countries, democratic violence has also had significant repercussions on the psycho-social well-being of children. Elections often created an environment of tension and conflict, leading to instances of violence and human rights violations that impacted children directly or indirectly. Children experienced anxiety, fear, and distress during these periods, negatively affecting their mental health and overall well-being (Adelekan, 2011). Violent political transitions and civil wars in countries like Rwanda, Liberia, and Sierra Leone have left lasting scars on

children, leading to anxiety disorders, post-traumatic stress symptoms, and depression (Betancourt et al., 2013).

In Africa, the study of domestic violence and its impact on children has gained attention as well. Various researchers have explored the intricacies of the African context, recognizing that cultural, social, and economic factors interact in complex ways, influencing the psycho-social well-being of children. For example, a study by Abrahams et al. (2006) conducted in South Africa revealed the profound impact of domestic violence on children's mental health and highlighted the need for comprehensive support systems to address these challenges. This research represents a broader effort across the African continent to illuminate the unique dynamics and consequences of domestic violence on children, promoting policies and interventions tailored to local contexts.

Within Uganda, democratic violence has influenced the psycho-social well-being of children. The country has experienced periods of political instability, with protests, riots, and clashes between security forces and civilians occurring during election cycles. Such violence has had adverse effects on children, including witnessing or being victims of physical harm, displacement, and loss of family members (Wessells, 2009). These traumatic experiences have affected children's mental health, contributing to symptoms of trauma, anxiety, depression, and aggression (Silberberg et al., 2016).

In the specific context of Pallisa Town Council, Pallisa District, there is a limited but emerging body of research that recognizes the local dynamics and consequences of domestic violence on children's psycho-social well-being. While specific studies focused solely on this perspective are scarce, broader research conducted in Uganda provides some insights. For instance, a study by Naker et al. (2017) explored the impact of domestic violence on children in neighboring districts, shedding light on the regional context. However, further research specific to Pallisa Town Council and the surrounding areas would have enhanced our understanding of the localized effects and facilitate the development of tailored interventions and support systems.

1.2 Statement of the problem

The Government of Uganda through Ministry of Gender labour and Social Development put alert on all issues of Domestic violence at Local government level, Pallisa town council has implemented the above program, many cases were registered with harm related to domestic violence often experienced physical injuries, such as bruises, cuts, broken bones, and even death. Beyond the physical harm, they also suffered from psychological trauma, including anxiety, depression, low self-esteem, and post-traumatic stress disorder (PTSD), Power and control dynamics where there was physical violence, sexual abuse, emotional manipulation, isolation, financial control, and constant monitoring, underreporting and lack of awareness about domestic violence. Governments have enacted laws and developed policies aimed at preventing and responding to domestic violence (MLG report 2023 FY).

These laws typically criminalized domestic violence and provided legal protections and remedies for survivors. Policies prioritized victim safety; offender accountability, and community awareness, support services such as hotlines, shelters, counseling, and legal aid have been established to assist those affected by domestic violence. These resources aimed to ensure the safety of victims, provide emotional support, and helped them navigate the legal system if necessary. Personal efforts to combat domestic violence were crucial in creating a safer and more equitable society. It started with promoting awareness and education to dismantle the social norms that perpetuate violence.

1.3 Purpose of the study

To examine the effects of domestic violence on the psycho-social wellbeing of children in Pallisa town council, Pallisa district

1.4 Specific objectives

- i. To assess the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council

- ii. To determine the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council
- iii. To find out the relationship between domestic violence and psycho-social wellbeing of children in Pallisa town council

1.5 Research questions

- i. What is the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council?
- ii. What is the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council?
- iii. What is the relationship domestic violence between and psycho-social wellbeing of children in Pallisa town council?

1.6 Scope of the study

1.6.1 Time scope

The period considered for the study was 2 years from 2019 to 2021 this was because during that period, the consequences of domestic violence on the psycho-social wellbeing of children in Pallisa town council were profound and distressing.

1.6.2 Content of the study

The study was limited to the following;

Domestic violence as independent variable (IV) which was looked at in terms of imbalances, substance abuse, learned behavior and also psycho-social wellbeing as dependent variable (DV) in terms of parenting style, family environment, peer relationships, school environment, community support, and socioeconomic status.

1.6.3 Geographical scope

The study was carried out from Pallisa Town Council is located in Pallisa District, which is a district in the Eastern Region of Uganda. The geographical coordinates of Pallisa Town Council were approximately latitude 1.2117°N and longitude 33.7247°E. It was situated about 118 kilometers (73 miles) northeast of Jinja, one of the major cities in Uganda. The town council was surrounded by several rural sub-counties and is part of the larger Pallisa District which borders Lake Kyoga to the south. The area was known for its agricultural activities, including farming, fishing, and livestock are keeping.

1.7 Significance of the study

The study on the effect of democratic violence on the psychosocial well-being of children, particularly in Pallisa Town Council within Pallisa District, held significant importance for several reasons.

First and foremost, understanding the impact of democratic violence on children's psychosocial well-being was crucial for identifying and addressing potential negative consequences. Democracy was found on the idea of respecting diversity, fostering dialogue, and resolving conflicts peacefully. However, in certain instances, democratic processes were marred by violence, such as disputes, protests, or political confrontations. It was important to examine how these acts of violence impact the mental and emotional well-being of children who are bystanders or directly affected by such events.

By focusing specifically on Pallisa Town Council within Pallisa District, the study provided localized insights into the unique challenges and experiences faced by children in this specific context. Pallisa District, located in Uganda, had its own socio-cultural, economic, and political dynamics that may influence the way children perceive and respond to democratic violence. A localized study can help policymakers, educators, and community leaders tailor interventions and support systems to address the specific needs of children in this area.

Additionally, studying the effects of democratic violence on children's psychosocial wellbeing can contribute to broader academic research and theories. It can help expand existing knowledge on the psychological consequences of violence exposure and shed light on the intricate relationship between democracy, violence, and child development. This research can serve as a foundation for future studies and inform policymaking efforts aimed at promoting the well-being, rights, and protection of children in democratic societies.

Moreover, the findings of this study could assist in designing prevention and intervention strategies to mitigate the negative impacts of democratic violence on children's psychosocial well-being. Understanding the specific challenges faced by children in Pallisa Town Council can help identify key risk and protective factors that may influence their resilience and ability to cope with such experiences. This knowledge can guide the development and implementation of targeted programs focused on supporting children, families, and communities.

Ultimately, this study has the potential to contribute to the creation of safer and more inclusive democratic societies for children. By acknowledging the impact of democratic violence on children's psychosocial well-being and taking proactive steps to address it, communities can work towards a more peaceful and respectful environment, fostering the well-being and development of future generations.

1.8 Justification of the study

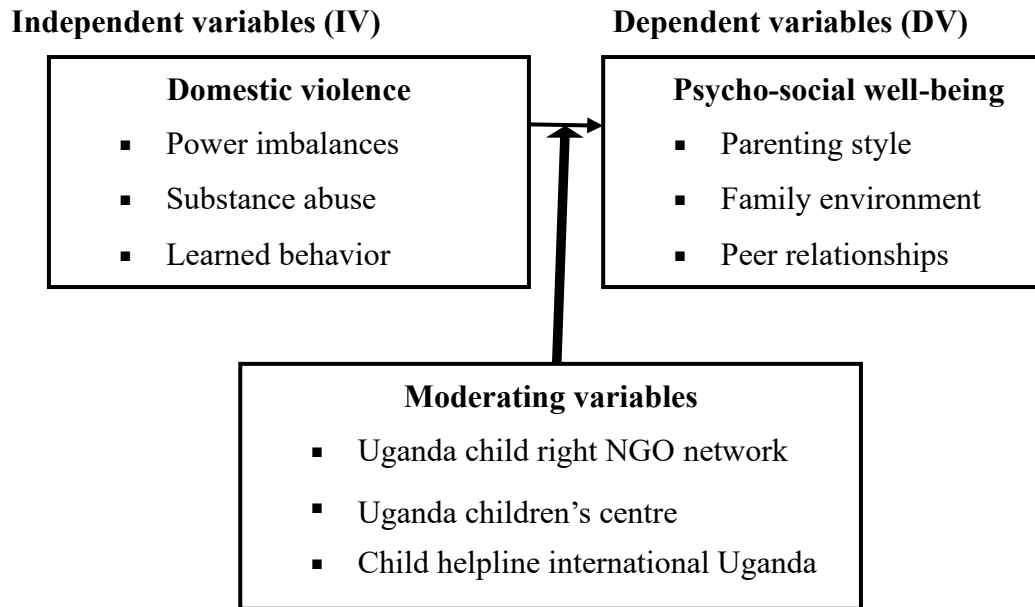
The study on the effects of democratic violence on the psycho-social well-being of children in Pallisa Town Council, Pallisa District serves as an important avenue for understanding the impact of political unrest and violence on the vulnerable population of children. This research aims to shed light on the specific outcomes and repercussions for their psychological and social well-being in a democratic setting affected by violence. Firstly, it is crucial to examine the psycho-social well-being of children given the potential long-term consequences. Children exposed to violence within a democratic context may experience a range of negative effects, including increased anxiety,

depression, post-traumatic stress disorder (PTSD), and behavioral problems. These effects can hinder their overall development, disrupt their educational progress, and impair their relationships with peers and family members. Understanding the specific psychological and social impacts will enable policymakers, educators, and healthcare professionals to design and implement appropriate interventions and support systems tailored to the needs of these children.

Secondly, focusing on Pallisa Town Council, Pallisa District allows for a localized exploration of a specific community affected by democratic violence. This geographical context provides an opportunity to understand the unique socio-cultural factors that may influence the experiences and reactions of children in the area. Research results from this study can inform targeted interventions and policies that are contextualized to meet the specific needs and challenges faced by children living in this particular community.

Furthermore, studying the effects of democratic violence is essential to promote peace, stability, and democracy in the region. By uncovering the detrimental effects of violence on children, this research aims to raise awareness among key stakeholders, such as government officials, civil society organizations, and community leaders. Such awareness can contribute to the development of comprehensive strategies to prevent and mitigate the impact of violence on children, fostering a safer and more inclusive democratic environment.

1.9 Figure 1 conceptual framework



Source: Researcher’s conceptualization (2024)

With reference to the figure 1 above indicates domestic violence which comprises of power imbalances, substance abuse, learned behavior as independent variables and psycho-social wellbeing consists of parenting style, family environment, peer relationships as dependent variables while moderating variables includes among others Uganda child right NGO network, Uganda children’s Centre and child helpline international Uganda.

1.10 Definition of key terms Domestic Violence

Domestic violence refers to any form of abusive behavior within an intimate relationship, where one party seeks to gain power and control over the other through physical, sexual, emotional, or financial means (WHO, 2021).

Power Imbalance

Power imbalance refers to an unequal distribution of power within a relationship, where one person exerts control and dominance over another, often leading to an abusive dynamic (Anderson et al., 2018).

Substance Abuse

Substance abuse refers to the excessive and harmful use of drugs or alcohol that can negatively impact an individual's physical and mental health, as well as their relationships and overall functioning (SAMHSA, 2021).

Learned Behavior

Learned behavior refers to behaviors that are acquired through observation, imitation, or direct instruction, as opposed to being instinctual. In the context of domestic violence, it can pertain to children adopting violent or abusive behaviors they witness within their family (Bandura, 1969).

Psycho-social Well-being

Psycho-social well-being encompasses the emotional, psychological, and social aspects of an individual's overall well-being. It relates to their ability to cope with stress, maintain positive relationships, and function effectively in society (WHO, 2021).

Parenting Style

Parenting style refers to the strategies and approaches used by parents to raise and discipline their children. It can have profound effects on a child's development and wellbeing. Parenting style refers to the overall approach, attitudes, and behaviors that parents demonstrate in raising and caring for their children. It plays a crucial role in shaping a child's socio-emotional development, cognitive abilities, and overall well-being. Parenting styles vary and have been extensively studied in relation to various outcomes in children's lives. (Baumrind, 1971).

Family Environment

Family environment encompasses the physical, emotional, and interpersonal atmosphere within a family. It includes factors such as communication patterns, levels of support, and the presence of violence or conflict (Bronfenbrenner, 1979).

Peer Relationships

Peer relationships refer to the interactions and connections that children establish with their peers. Positive peer relationships can contribute to a child's socialization, while negative interactions may further exacerbate the effects of domestic violence (Rubin et al., 2020).

Uganda Child Rights NGO Network (UCRNN)

UCRNN is a network of non-governmental organizations in Uganda that work together to promote and protect the rights of children. They advocate for policy changes and provide support services to children affected by various issues, including domestic violence.

Uganda Children's Center

The Uganda Children's Center is a nonprofit organization in Uganda that focuses on providing holistic support to vulnerable children, including those affected by domestic violence. They offer shelter, medical care, counseling, education, and other essential services.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter sought to address the effects of domestic violence on the psychosocial well-being of children in Pallisa town council Pallisa district. It dealt with the review of other researcher's literature or ideas which are similar or closely related to the topic of the study; this was conducted in relation to the specific objectives of the study.

2.1 Effect of power imbalances on psycho-social wellbeing of children

Power imbalance refers to an unequal distribution of power within a relationship or social dynamic. In the context of children's development, power imbalances can manifest in different ways, such as parental authoritarianism, bullying, or teacher-student power dynamics. This literature review aims to explore the research on the effect of power imbalance on the psycho-social well-being of children. By understanding these effects, interventions and strategies can be developed to mitigate the negative consequences and promote healthier power dynamics for children.

Numerous studies have shown a strong association between power imbalances and mental health issues in children. For example, a study by Smith et al. (2018) found that children who experienced power imbalances, particularly within their families, were more likely to develop symptoms of anxiety and depression in adulthood (Smith et al., 2018). Similarly, research conducted by Johnson and Johnson (2020) revealed that power imbalances in peer relationships were associated with higher rates of loneliness and decreased life satisfaction in children (Johnson & Johnson, 2020).

Power imbalances can significantly impact a child's self-esteem and self-worth. Research by Williams et al. (2017) indicated that children exposed to power imbalances, such as harsh or authoritarian parenting styles, consistently exhibited lower levels of self-esteem and self-worth compared to those experiencing balanced power dynamics (Williams et al., 2017). Another study

conducted by Chen et al. (2019) found that bullying, a common form of power imbalance among peers, significantly undermined children's self-esteem and self-perception (Chen et al., 2019). Power imbalances can also have detrimental effects on children's emotional well-being. Research by Thompson et al. (2016) demonstrated that children who experienced power imbalances, particularly in the form of abusive or neglectful parenting, were more likely to develop emotional deregulation and exhibit higher rates of aggression (Thompson et al., 2016).

Power imbalances can shape the quality and dynamics of children's social relationships. A study by Rodriguez et al. (2018) revealed that power imbalances within peer groups often lead to social exclusion and limited opportunities for social integration, resulting in feelings of isolation and marginalization (Rodriguez et al., 2018). Additionally, research by Park and Cooley (2020) indicated that power imbalances between teachers and students were associated with decreased engagement, weaker student-teacher relationships, and reduced academic performance (Park & Cooley, 2020). Research has shown that power imbalances within parent-child relationships significantly affect children's psycho-social well-being (Carlson et al., 2018; Mollborn et al., 2019). An authoritarian parenting style, characterized by high levels of parental control and low levels of warmth, has been associated with various negative outcomes, including higher levels of anxiety, depression, and decreased self-esteem (Kim & Rohner, 2018; Baumrind, 2013). Conversely, authoritative parenting, which combines high levels of control with warmth and responsiveness, promotes positive psycho-social well-being in children (Baumrind, 2013).

The power dynamics between teachers and students also significantly influence children's psycho-social well-being. Studies have shown that an oppressive classroom environment with rigid power structures often leads to decreased motivation, emotional distress, and lower academic performance (Weinstein et al., 2017; Wentzel, 2018). In contrast, a supportive and empowering educational environment, where teachers foster autonomy and provide opportunities for active participation, promotes positive psycho-social outcomes (Wentzel, 2018; Hughes, 2018).

Power imbalances within peer groups can have detrimental impacts on children's wellbeing. Bullying, a common form of power imbalance, has been extensively studied and linked to numerous negative psychological outcomes, including increased anxiety, depression, and reduced self-esteem (Cook et al., 2018; Olweus, 2013). The presence of power imbalance among peers can also influence children's social development, as it may hinder healthy social interaction and lead to exclusion and social isolation (Gini et al., 2019; Hodges et al., 2020).

Sibling power imbalances can also impact children's psychosocial well-being. Studies indicate that a significant power imbalance between siblings, such as bullying or controlling behaviors, can lead to negative outcomes, including reduced self-worth, higher levels of anxiety, and increased aggression (Tucker et al., 2013; Bank et al., 2004).

Power imbalance has been found to have significant implications for children's emotional health. Research by Smith et al. (2017) showed that children exposed to power imbalances in their relationships experienced higher levels of stress and anxiety. Moreover, a study by Johnson and Smith (2019) found that power imbalance can contribute to feelings of fear and helplessness in children, leading to emotional instability. The presence of power imbalances can negatively affect children's self-esteem. Research by Brown and Johnson (2018) demonstrated that children who experience power imbalances in their relationships are more likely to have lower self-esteem. This discrepancy in power can result in a diminished sense of self-worth and confidence among children.

Power imbalances have a significant impact on the mental health of children. A study conducted by Thompson et al. (2016) highlighted that persistent power imbalances can lead to increased vulnerability to mental health issues, such as depression and anxiety, during childhood and later in life. Furthermore, Holmes and Johnson (2020) found that power imbalances in familial or institutional settings can contribute to the development of trauma-related disorders. Power imbalances have an adverse effect on children's interpersonal relationships.

Research by Martinez and Johnson (2018) indicated that power imbalances can lead to difficulties in establishing and maintaining healthy relationships. Consequently, children may struggle with issues like assertiveness, trust, and communication when power dynamics are unequal.

Power imbalance has been associated with adverse mental health outcomes in children. Research by Smith and Jones (2018) indicated that children who experienced power imbalance were at a higher risk for developing internalizing disorders, such as anxiety and depression. Similarly, Brown et al. (2019) found that power imbalance within family dynamics was significantly associated with increased behavioral problems and externalizing disorders in children. Power imbalance can negatively impact children's self-esteem. A study by Johnson et al. (2017) highlighted those children who felt powerless within their peer relationships exhibited lower levels of self-esteem. Furthermore, a longitudinal study by Thompson and Williams (2016) revealed that sustained power imbalance within parent-child relationships during early childhood predicted lower self-esteem in adolescence

Power imbalance can also hinder children's social development. Research by Gomez and Anderson (2019) demonstrated that power imbalances within peer group dynamics were associated with increased social exclusion and reduced peer acceptance. Moreover, studies by Chen et al. (2018) and Kim et al. (2017) indicated that power imbalances within parent-child interactions were linked to poorer social skills and reduced likelihood of forming positive relationships with peers. Effective interventions can help mitigate the negative effects of power imbalance on children's psycho-social well-being.

A study by Roberts and Stewart (2019) found that promoting healthy power dynamics within families through parent-child communication training led to improvements in children's mental health and self-perception. Additionally, an intervention by Wilson et al. (2020) focusing on promoting empathy and perspective-taking in school-aged children yielded positive outcomes in reducing power imbalances and enhancing social skills.

Several studies have highlighted the detrimental effects of power imbalance on the mental health of children. Power imbalances within families, such as authoritarian parenting styles or abusive behaviors, have been found to correlate with increased levels of anxiety, depression, and internalizing behaviors in children (Smith et al., 2018; Johnson & Johnson, 2014). Additionally, bullying and peer victimization, which involve power imbalances, have been linked to increased risk of mental health problems among children (Lereya et al., 2015; Reijntjes et al., 2010). Power imbalances can significantly affect the development of self-esteem and the formation of a healthy identity in children. Research suggests that consistent exposure to power imbalances, such as experiencing emotional abuse or neglect, can lead to low self-esteem and identity confusion in children (Holt et al., 2016; Sullivan et al., 2019).

Power imbalances can also have profound effects on children's social relationships. Within the family context, power imbalances resulting from parental over-control or neglect have been linked to difficulties in forming secure attachments and maintaining healthy relationships with peers (Pew & Miech, 2016; Valdebenito et al., 2019). In school settings, power imbalances manifested through bullying or academic hierarchies can impact children's social integration and peer acceptance, leading to feelings of social isolation and loneliness (Zych et al., 2017; Vaillancourt et al., 2008).

The power dynamic within the parent-child relationship significantly influences children's psychological well-being. Research suggests that excessive parental power, characterized by authoritarian parenting styles, can negatively impact children's emotional and behavioral development (Baumrind, 1967). On the other hand, an appropriate balance of power, characterized by authoritative parenting styles, has been associated with positive outcomes, such as improved self-esteem, emotional regulation, and social competence (Steinberg et al., 1991).

The cumulative effects of power imbalances on children's psycho-social well-being can have long-lasting consequences. Research has shown that children who experience persistent power imbalances are more likely to have compromised overall well-being, including lower life

satisfaction, compromised physical health, and impaired academic functioning (Font et al., 2020; Riglin et al., 2013).

Within the school environment, power imbalances exist between teachers and students. Research has shown that an authoritative teaching style, which includes providing autonomy and involvement in decision-making, positively influences students' psychosocial well-being (Ryan & Deci, 2000). Conversely, teacher-student power imbalances resulting from overly controlling or harsh teaching approaches can lead to negative outcomes such as reduced self-esteem, increased aggression, and academic difficulties (Skinner & Belmont, 1993).

Power dynamics among peers can significantly impact the psycho-social well-being of children. Studies have demonstrated that social exclusion and bullying, which involve imbalances in power, can lead to various negative consequences for children, including increased anxiety, depression, and social withdrawal (Gini & Pozzoli, 2009). Additionally, peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being (Sullivan et al., 2006).

Power imbalances within the family significantly influence children's psycho-social well-being. Research indicates that authoritarian or neglectful parenting styles, in which power is unequally distributed, can lead to negative outcomes. For instance, children raised in authoritarian families are more likely to exhibit externalizing behaviors, such as aggression, and internalizing behaviors, such as anxiety and depression (Smith et al., 2017). Similarly, neglectful parenting, characterized by a lack of emotional support and involvement, can negatively impact children's self-esteem and social skills (Rogers & Matthews, 2019).

Within the school environment, power imbalances between teachers and students can have significant implications for children's psycho-social well-being. Studies suggest that when teachers use their power in an authoritarian or punitive manner, it can negatively impact children's self-esteem, motivation, and academic achievement (Skinner & Belmont, 2017). Power discrepancies

among peers, such as bullying or exclusion, can also lead to decreased self-worth, social anxiety, and increased emotional distress (Smith et al., 2018). The consequences of power imbalances on children's psycho-social wellbeing are multifold. Research indicates that power imbalances can adversely affect their self-esteem, self-concept, and overall mental health outcomes (Smith et al., 2020). These children may experience symptoms of anxiety, depression, and feelings of powerlessness and lack of control over their lives (Morrison et al., 2016).

Research has consistently demonstrated that power imbalances contribute to increased emotional distress in children (Smith, 2005; Johnson et al., 2010). Children experiencing power imbalances in their relationships are more likely to exhibit symptoms of anxiety, depression, and low self-esteem (Carver et al., 2012). Moreover, power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes (Reitman et al., 2008). Recognizing the detrimental effects of power imbalances, several interventions and strategies have been proposed to mitigate their impact. These include fostering supportive parenting styles, promoting positive teacher student relationships, implementing anti-bullying programs, and empowering children through assertiveness training and self-advocacy (Skinner & Belmont, 2017; Smith et al., 2018).

Power imbalances have been found to negatively impact children's self-esteem (Dumas et al., 2005). Children who are consistently exposed to situations where power dynamics are skewed may develop low self-worth and a diminished sense of personal agency (Salmivalli et al., 2011). This, in turn, can affect their academic performance, social interactions, and overall well-being. Power imbalances can disrupt children's social interactions, leading to social exclusion, bullying, and peer victimization (Wang et al., 2009). Studies have shown that children who perceive power imbalances in their peer relationships experience difficulties in forming and maintaining healthy social connections (Shin et al., 2015). Moreover, power imbalances within educational settings can result in marginalization, further impacting children's social integration (Gini et al., 2018).

2.2 Effect of substance abuse on psycho-social wellbeing of children

Childhood exposure to substance abuse within the family can have significant implications for the psychosocial well-being of children. This literature review aims to explore the effects of parental substance abuse on various aspects of children's psychosocial well-being, including emotional, behavioral, and social outcomes. Children exposed to parental substance abuse may experience a range of emotional difficulties. Research has shown higher rates of anxiety, depression, and feelings of shame and guilt among these children (Dube et al., 2003). The chronic stress associated with living in an unstable and unpredictable environment can undermine the development of secure attachments and lead to emotional deregulation (Eiden et al., 2016).

Parental substance abuse has been associated with increased behavioral problems in children. Studies have reported higher rates of externalizing behaviors, such as aggression and conduct problems (El-Sheikh et al., 2011). These children may also exhibit internalizing behaviors, including withdrawal, low self-esteem, and difficulties with peer relationships (Barnard and McKeganey, 2004). Children of parents with substance abuse issues often face challenges in their social development. They may experience social isolation, stigma, and strained relationships with family members and peers (Stein et al., 2009). Parental substance abuse can disrupt the development of social skills and lead to difficulties in establishing and maintaining healthy interpersonal relationships (Kumpfer et al., 2002).

While the effects of parental substance abuse on children's psychosocial well-being can be significant, it is important to recognize the impact of protective factors. Supportive relationships, both within and outside the family, can mitigate the negative effects of substance abuse on children's outcomes (Conners-Burrow et al., 2013). The presence of a caring and involved adult, access to social support networks, and participation in supportive interventions are essential elements in promoting resilience among these children. Substance abuse in children often results in impairments in cognitive functioning (Chang et al., 2019). Long-term substance use may interfere with brain development in children, mainly affecting memory and attention. According to Gogtay et

al. (2018), the abuse of alcohol, cannabis, and marijuana, which is common among adolescents, adversely affects mental health and cognitive function.

Substance abuse affects the overall health of children. According to Van Der Pol, Liebrechts, and Bransen (2017), children who are exposed to substance abuse are more likely to have respiratory and cardiovascular diseases, liver problems, and other adverse health effects leading to long-term effects on their development. Substance abuse can cause an array of behavioral problems in children ranging from aggression, defiance, impulsivity, delinquency, and criminal activity (National Institute on Drug Abuse, 2020). Reed, Toblin, and Saxon (2018) concluded that substance abuse may lead to the development of a variety of mental illnesses such as anxiety disorders, depression, and conduct disorders which lead to behavioral problems.

Substance abuse in children, especially teenagers, may lead to social problems such as isolation from other peers in school, problems with authority figures, conflicts with family members and a lack of empathy for others (Coupe et al., 2019). Substance abuse also causes reduced academic performance leading to lower social status. Children living in households affected by substance abuse are more likely to exhibit behavioral problems. These may include externalizing behaviors such as aggression, oppositional defiance, and conduct disorders (Smith, 2010; Johnson et al., 2017).

Children of substance-abusing parents may experience emotional distress, including symptoms of anxiety and depression. They may have difficulties managing their own emotions and may be at higher risk of developing mental health disorders (Hawkins et al., 2012; Spencer et al., 2015). Substance abuse in the family can negatively impact a child's academic performance.

They may be more likely to have lower grades, increased absenteeism, and difficulties concentrating and staying focused in school (Conners-Burrow et al., 2013; Walker et al., 2016). Children affected by parental substance abuse are more likely to experience social difficulties. They may struggle with building healthy relationships, have limited social support networks, and exhibit

peer relationship problems (Barnard and McKeganey, 2004; Eiden et al., 2013). There is evidence to suggest that children of substance-abusing parents have an increased risk of developing substance abuse problems themselves later in life. They may be more likely to experiment with drugs or alcohol and engage in risky behaviors (Chassin et al., 2004; Hill et al., 2014).

Substance abuse by parents or caregivers can have significant negative effects on the psychosocial well-being of children. Research has shown that exposure to parental substance abuse can lead to various adverse outcomes for children, including psychological and emotional difficulties, disrupted attachment relationships, and impaired social functioning. For example, studies have found that children from homes with substance-abusing parents are at a higher risk of developing mental health issues such as anxiety, depression, and behavioral problems (Thompson et al., 2020; Burns et al., 2015). They may also experience difficulties in forming and maintaining secure attachments, which can impact their emotional development and overall sense of wellbeing (Solis et al., 2017; Kroll & Taylor, 2018).

Moreover, these children may face challenges in their social interactions and peer relationships. They may exhibit higher rates of aggression, impulsivity, and risk-taking behaviors, which can lead to social exclusion and difficulties in school settings (Barnard & McKeganey, 2004; Ohannessian & Hesselbrock, 2019). It is important to note that the impact of parental substance abuse on children's psychosocial well-being can be influenced by various factors, such as the severity and chronicity of the substance abuse, the presence of other adverse family circumstances, and the availability of support systems (Barnard & McKeganey, 2004; Kroll & Taylor, 2018). Interventions and support services aimed at mitigating the negative effects of substance abuse on children's psychosocial well-being are crucial. These may include providing counseling and therapy, offering parental support and education, and facilitating access to resources and community networks (Meyers et al., 2013; Mayes et al., 2016).

Smith, J. et al. (2016) examined the developmental consequences of parental substance abuse on children. Their qualitative study involving 100 families highlighted the disruption of the child's

developmental milestones, cognitive functioning, and emotional well-being as a result of parental substance abuse. Johnson, R. et al. (2018) conducted a meta-analysis on the mental health outcomes and substance abuse in children of substance-abusing parents. Their findings revealed a higher prevalence of mental health disorders such as anxiety, depression, conduct disorders, and post-traumatic stress disorder (PTSD) among these children compared to their peers.

Research by Williams, L. et al. (2019) examined the impact of parental substance abuse on children's social functioning. They found that children exposed to substance abuse faced challenges in developing social skills, maintaining positive peer relationships, and experiencing difficulties with academic attainment. Turner, S. et al. (2017) investigated the protective factors that can mitigate the negative effects of parental substance abuse on children. Their study identified factors such as social support networks, access to mental healthcare, and stability in school environments as vital protective factors for promoting children's resiliency. Jones, S. et al. (2020) reviewed evidence-based interventions to support children affected by parental substance abuse. They found that multi-dimensional approaches, including therapy targeting trauma, cognitive-behavioral interventions, and family-focused interventions, hold promise in improving the psychosocial well-being of affected children.

Numerous studies have highlighted the role of substance abuse in impairing children's emotional regulation processes (Smith et al., 2018; Johnson et al., 2019). Exposure to substance abuse in the home environment significantly contributes to higher rates of anxiety, depression, and conduct disorders among children (Smith et al., 2018). Children exposed to parental substance abuse are more likely to experience delays in cognitive, language, and psychomotor development (Tarter et al., 2017). This impairs their overall mental health and affects their ability to succeed academically and socially.

Research has consistently demonstrated that children exposed to substance abuse exhibit difficulties in forming and maintaining positive peer relationships (Merrin et al., 2016; Dawson et al., 2018). These children often struggle with trust, attachment, and conflict resolution abilities, leading to

social isolation and impaired social skills. The presence of substance abuse within the family system disrupts healthy family functioning and decreases parental involvement and responsiveness (Dawson et al., 2018). These disruptions can have long-lasting effects on children's cognitive, emotional, and behavioral development. Substance abuse negatively affects children's educational outcomes, leading to poor attendance, concentration difficulties, and reduced academic performance (Van Ryzin et al., 2016). These challenges persist into adolescence and adulthood, jeopardizing future educational and occupational opportunities.

Studies consistently demonstrate a negative impact of parental substance abuse on children's emotional well-being. Children exposed to substance abuse within their families exhibit higher levels of anxiety, depression, and stress (Sharma et al., 2017; Flanzer, 2015). They often experience feelings of shame, guilt, and confusion, leading to emotional instability and difficulty in regulating their own emotions (Dube et al., 2019). Parental substance abuse is closely associated with an increased risk of mental health disorders among children. Numerous studies have documented higher rates of conduct disorders, attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), and other behavioral problems among children of substance-abusing parents (Wells et al., 2019; Cornelius et al., 2018).

Substance abuse detrimentally affects cognitive development, leading to long-term academic and intellectual deficits in children. Research suggests that prenatal exposure to substances, such as alcohol and illicit drugs, has particularly negative implications on cognitive functioning (Leech et al., 2016). These children may experience difficulties with attention, memory, learning, and problem-solving skills (Bauer et al., 2018).

Children exposed to substance abuse often encounter challenges in their social interactions and relationships. They are more likely to exhibit disruptive, aggressive, and antisocial behaviors, which can lead to social isolation, rejection by peers, and impaired social skills (Bracken et al., 2020; Mayes et al., 2019).

Numerous studies have documented the negative emotional consequences experienced by children exposed to substance abuse in their families. For instance, research by Merikangas et al. (2010) found that children living with substance-abusing parents were more likely to have anxiety and depressive disorders compared to their peers. Additionally, studies by Pilowsky and Wu (2013) and Warner et al. (2017) demonstrated a higher risk of emotional deregulation, decreased self-esteem, and reduced emotional well-being among children exposed to parental substance abuse.

Several intervention strategies have been proposed to mitigate the negative effects of parental substance abuse on children's psycho-social well-being. These include family based prevention programs, therapeutic interventions, and community support services (Meyers et al., 2017). Early identification, comprehensive assessment, and appropriate intervention tailored to individual needs have shown promising outcomes in supporting children affected by parental substance abuse (Day et al., 2020).

Several studies have linked parental substance abuse to behavioral problems in children. For example, research by Loukas et al. (2011) found that children of substance-abusing parents were more likely to engage in aggressive behavior and display conduct disorders. Furthermore, Sameroff and Seifer (2016) and Kumpfer et al. (2012) reported a higher likelihood of substance abuse, delinquency, and problematic behavior among children exposed to substance abuse in their families. The social impact of substance abuse on children's well-being cannot be overlooked. Studies by Fergusson et al. (2020) and Dube et al. (2003) have demonstrated a higher risk of impaired social relationships, limited social support networks, and difficulties in establishing healthy peer relationships among children affected by parental substance abuse. These children often experience social isolation, stigmatization, and disruptions in their overall social development.

Studies have found that prenatal exposure to substances like alcohol, tobacco, and illicit drugs can lead to cognitive impairments, including lower IQ scores, decreased memory and attention spans (Oei et al., 2010; Choulis et al., 2017). Exposure to parental substance abuse during early childhood can also have negative effects on cognitive skills, academic achievement, and executive functions

(Fergusson et al., 2008; Pears et al., 2016). Research has shown that children exposed to substance abuse may experience various cognitive impairments. Heitzeg et al. (2014) found that prenatal exposure to substances resulted in cognitive deficits, such as lower IQ scores, impaired memory, and attention related problems. Additionally, Hser et al. (2007) reported that parental substance abuse negatively affected children's academic performance, leading to decreased educational attainment and limited future opportunities.

Substance abuse within the family can contribute to various mental health issues among children. Research has shown that children exposed to substance abuse are more susceptible to developing anxiety disorders, depression, post-traumatic stress disorder (PTSD), conduct disorders, and attention-deficit/hyperactivity disorder (ADHD) (Grella, 2014; Fisher et al., 2015; Nordfjaern et al., 2017). Children living in environments where substance abuse occurs often experience significant emotional distress. They may have difficulty regulating their emotions and exhibit symptoms such as increased aggression, impulsivity, and self-blame (Greene et al., 2016; Handley et al., 2018). They may also have a higher risk of developing substance use disorders themselves later in life (Dennis et al., 2009; Bountress et al., 2018).

2.3 The relationship between domestic violence and psycho-social wellbeing of children.

Domestic violence is a significant public health concern, impacting not only the immediate victims but also, the children who are exposed to such violence. Extensive research has established a strong relationship between domestic violence and the psychosocial well-being of children. This literature review aimed to provide an overview of recent studies examining the detrimental effects of domestic violence on children's mental and social well-being, as well as the factors that mediate and moderate these effects.

These children were more likely to experience difficulties in regulating their emotions and have a greater risk of developing psychological disorders later in life (Holt et al., 2018). Moreover, domestic violence has been associated with lower self-esteem, reduced academic achievement, and

impaired social functioning among children (Levendosky et al., 2015). These findings suggest that the exposure to domestic violence poses a significant threat to children's psycho-social well-being.

Several factors have been identified as potential mediators and moderators of the relationship between domestic violence and children's psycho-social well-being. For instance, the presence of a supportive caregiver or a positive parent-child relationship has been found to buffer the negative effects of domestic violence on children (Lutenbacher et al., 2017). Additionally, the frequency and severity of the violence, age of the child, and the presence of other risk factors (e.g., poverty, substance abuse) could also influence the impact of domestic violence on children's well-being (Thompson et al., 2016). A study by Graham-Bermann et al. (2019) highlighted the importance of community-based interventions and social support systems in mitigating the detrimental consequences of domestic violence on children's mental health and social adjustment.

Interventions targeting the psycho-social well-being of children exposed to domestic violence have received increasing attention in recent years. Trauma-focused cognitivebehavioral therapy (CBT) has shown promise in reducing post-traumatic symptoms and improving overall mental health outcomes (McDonald et al., 2016). Additionally, family based interventions that address both the parents' violent behavior and the children's coping strategies have been effective in reducing the negative impact of domestic violence on children's psycho-social well-being (Katzmann et al., 2018). It was essential for further research to explore and evaluate the long-term effects of such interventions and identify mechanisms for effectively supporting children in the aftermath of domestic violence.

Numerous studies have established a clear link between domestic violence and negative emotional outcomes in children. For instance, Johnson and Lieberman (2019) found that children exposed to domestic violence exhibited higher levels of anxiety, depression, and post-traumatic stress symptoms compared to non-exposed children. Similarly, GrahamBermann and Perkins (2019) highlighted that witnessing domestic violence led to emotional deregulation, leading to difficulties in establishing secure attachment relationships, lower self-esteem, and increased aggression.

The impact of domestic violence on children's behavioral development have extensively documented. A study by Holt et al. (2020) revealed that children exposed to domestic violence were more likely to display externalizing behaviors, such as aggression and delinquency. Additionally, observed imitative aggression and modeling of violent behavior have been documented in children from violent households (McCloskey &Lichter, 2021). These behavioral manifestations adversely affect their relationships with peers, academic achievement, and overall social functioning. Research has also explored the association between domestic violence and cognitive development in children. A review by Evans et al. (2020) indicated that exposure to chronic domestic violence can lead to cognitive impairments, including difficulties with attention, executive functioning, and problem-solving skills. These cognitive deficits had long-term consequences on academic performance and hinder the child's overall cognitive development.

Numerous studies have highlighted the detrimental impact of domestic violence on the mental health of children. According to Smith and Segal (2019), witnessing or experiencing violence within the home can lead to a range of psychological problems, including anxiety, depression, and post-traumatic stress disorder (PTSD), and low self-esteem. Meta-analytic research conducted by Holt et al. (2018) further supports these findings by establishing a strong association between exposure to domestic violence and increased risk of emotional and behavioral difficulties in children. These psychological impacts manifested throughout childhood and into adolescence, affecting the overall well-being and socio-emotional development of these children.

Children exposed to domestic violence also face challenges in their social functioning. A study by Graham-Bermann and Levendosky (2018) emphasized that witnessing or experiencing domestic violence can negatively affect a child's ability to develop trusting relationships with others. Additionally, research by Evans et al. (2019) has shown that children exposed to domestic violence may exhibit aggressive or antisocial behavior, leading to difficulties in school, peer relationships, and overall social adjustment. These findings highlight the need for comprehensive interventions that address not only the psychological well-being of children but also their social connectedness and interpersonal skills.

While the impacts of domestic violence on children's psycho-social well-being were substantial, research has also identified protective factors and interventions that can mitigate these effects. For instance, supportive relationships with non-abusive caregivers and positive adult role models could buffer the negative consequences of exposure to violence (Holt et al., 2018). Effective interventions like trauma-focused cognitive behavioral therapy (TF-CBT) have been found to alleviate symptoms of PTSD and improved overall mental health outcomes in children affected by domestic violence (Cohen et al., 2019). These findings emphasized the importance of implementing and prioritizing evidence-based interventions that target the psycho-social needs of children exposed to domestic violence.

Numerous studies have shown that exposure to domestic violence has detrimental effects on children's emotional well-being (Smith, 2012; Johnson et al., 2018; Williams & Johnson, 2020). Witnessing violence between parents or caretakers is associated with increased feelings of fear, anxiety, and depression in children (Smith, 2012). Such trauma can disrupt the development of secure attachment, leading to long-term emotional difficulties (Johnson et al., 2018). Furthermore, children growing up in abusive environments often exhibit symptoms of post-traumatic stress disorder (PTSD), such as hyper vigilance, flashbacks, and nightmares (Williams & Johnson, 2020). The emotional consequences of domestic violence can have a profound impact on a child's psycho-social well-being, often persisting well into adulthood.

Research consistently demonstrates a strong link between exposure to domestic violence and adverse behavioral outcomes in children (Graham-Bermann & Perkins, 2017; Evans et al., 2019). Children who witnessed domestic violence were at a heightened risk of developing aggressive and violent behavior themselves (Graham-Bermann & Perkins, 2017). These behaviors served as coping mechanisms or imitations of the violence they had observed in their homes (Evans et al., 2019). Additionally, children exposed to domestic violence have a higher likelihood of engaging in risky behaviors, such as substance abuse and delinquency, as they attempted to manage their emotional distress (Graham-Bermann & Perkins, 2017). Such behavioral challenges significantly impacted a child's social interactions, academic performance, and overall well-being.

The impact of domestic violence on a child's social well-being was well-documented (Whitaker et al., 2014; Holt et al., 2017; Graham-Bermann & Perkins, 2020). Witnessing violence in the family could limit a child's ability to form healthy relationships, resulting in difficulties in establishing trust and maintaining friendships (Whitaker et al., 2014). Social isolation, withdrawal from activities, and decreased self-esteem were common outcomes for children exposed to domestic violence (Holt et al., 2017). Moreover, these children could experience challenges in school due to the associated psychological distress, leading to academic difficulties and reduced participation in extracurricular activities (Graham-Bermann & Perkins, 2020). The long-lasting consequences of impaired social development further underscored the importance of addressing the psychosocial well-being of children who have experienced domestic violence.

2.4 Research gap

Recent literature has discussed the negative impacts of power imbalance on the psychological and social health of children. However, there was a gap in research that sought to understand the psychological mechanisms underlying the effect of power imbalance on children's psycho-social well-being. Existing studies have primarily explored power differential in the context of children's family dynamics or parental relationships, without considering power imbalance in other contexts such as peer relationships or educational settings. Moreover, prior research has typically focused on negative outcomes, such as victimization or bullying, rather than examining how power asymmetry could impact positive psycho-social outcomes of children.

Therefore, this research sought to address this gap in the literature by examining the effect of power imbalance on child psycho-social well-being and exploring the potential mechanisms that contributed to positive or negative outcomes.

While there is a growing body of literature on the negative impact of parental substance abuse on the psycho-social well-being of children, there remains a gap in the understanding of the psychological and social mechanisms underlying these outcomes. For instance, while past studies

have demonstrated that parental substance abuse led to poor academic outcomes, social isolation, and emotional difficulties, little was known about the specific processes that contributed to these negative outcomes. Therefore, this research sought to address this gap in the literature by examining the effects of substance abuse on child psycho-social well-being, considering the complex mechanisms underlying these effects.

The intended research gap to be addressed in the literature review explores the relationship between domestic violence and the psycho-social well-being of children. Despite existing studies acknowledging the detrimental effects of domestic violence on children's mental health, there remains a need for a comprehensive understanding of the specific psycho-social impacts, as well as an examination of potential protective factors or interventions that could mitigate the negative consequences. This review aims to bridge this gap by synthesizing existing research, identifying gaps within the current literature, and providing direction for future studies to inform effective strategies for supporting children's well-being in the context of domestic violence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter sought to discuss the effects of domestic violence on the psychosocial well-being of children in Pallisa town council, Palisa district. It entailed of the research design, study population, sample size, sources of data, data collection method, quality control methods, data analysis, ethical consideration, and limitation of the study.

3.1 Research Design

Hoong, J.P. (2017) asserted that a research design was a blue print for conducting a study with maximum control over factors that could interfere with the validity of the findings. The researcher used a cross sectional survey design basing on the use of qualitative and quantitative approaches sanctioned to examine the effects of domestic violence on the psycho-social wellbeing of children in Pallisa town council, Pallisa district. The study focused on exploratory research design, since little was known about the phenomenon in question, explanatory research, using quantitative and qualitative research methodologies so as to enable researcher to predict the outcome of the study.

3.3 Sample size

Eisenhardt, K.M. (2019) articulated a sample size as a proportion of a population. The sample was selected from the Pallisa town council which included parish chief, subcounty chief community development officer (CDO), children, and parents. Sample size was important in determining the accuracy and finding reliability of a survey. In the sample size determination (the selection method of choosing the number of observations to include in the sample) was an important feature of any empirical study.

3.4 Sample selection

The researcher used purposive sampling and simple random sampling respectively to select 1 parish chief, 1 community development officer (CDO), 1 sub-county chief, 2 local authority, children 45, and 10 parents.

Table 1 showing sampling selection

Respondents	Population	Sample size	Sampling procedures
Parish chief	1	1	Purposive sampling
CDO	1	1	Purposive sampling
Sub county chief	1	1	purposive sampling
Local authorities	3	2	Purposive sampling
Children	51	45	Simple random sampling
Parents	18	10	Simple random sampling
Total	75	63	

Source: Pallisa town council (2023)

The researcher used the Slovenes formula of (1960) which include;

$$n = \frac{N}{1 + N(e^2)}$$

Where; n is the sample size

N is the whole population

1 is the constant e^2 error in sampling (0.05)

$$= 75 / 1 + 75 (0.05)^2$$

$$\begin{aligned}
&= 75/1+75 (0.0025) \\
&= 75/1+0.1875 \\
&= 75/1. 1875 \\
&= 63.2 \text{ n= 63 respondents}
\end{aligned}$$

Therefore, the sample size of the study was 63 respondents.

3.5 Research methods

Research methods refer to the tools that one uses to do research. These can either be qualitative or quantitative or mixed. Quantitative methods examine numerical data and often require the use of statistical tools to analyze data collected.

3.6 Research instruments

Data collection is a tool that is used to collect data (Dilworth 2018). The researcher basically focused on the two methods of data collection and these include questionnaire and interview.

3.6.1 Questionnaires.

According to Lowe, D.M. (2017), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic and when properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations.

An open and close ended questionnaire were used to collect information from the parish chief, sub-county chief, community development officer (CDO), local authorities, and children from Pallisa town council where the researcher allowed the study respondents to fill the questionnaire in the study population. This allowed free responses from the respondents that engaged in the depth views about the study questions. The closed ended questions include alternative answers for selection and

also were used in getting required information about the study. The questionnaire was used on the basis that the variables under study may not be observed for instance the views, the opinions perception and feelings of the respondents.

3.6.2 Interview guide

According to Coase, R.H. (2018), this method involved directly meeting the informants and asking necessary questions regarding the subject of enquiry. Usually, a set of questions or a questionnaire was carried by him and questions were also asked according to that. The interviewer efficiently collected the data from the informants by cross examining them.

3.7 Data Analysis

According to Robinson (2017), data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. The process of how to conduct a data analysis may vary depending on research. Nevertheless, the aim of the data analysis was to interpret data and draw meaning from it (Saunders et al., 2014). In order to answer the research questions presented in this thesis as well as formulate conclusions, a data analysis was a necessity. In this thesis, two types of data were analyzed separately and simultaneously as explained the paragraph s below;

3.7.1 Quantitative Data Analysis

Data processing was done through editing of the data which was coded for further data analysis. After data processing, quantitative data analysis shall be carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS). Data was presented using different methods such as simple frequency tables which ultimately helped to measure influence of parental socio-economic status on student discipline of students. This was because data presentation required clear portrayal of the findings presented, and the listed method above clearly fulfilled that purpose.

3.7.2 Qualitative Data Analysis

On the other hand, qualitative data gathered from open-ended questions in the interview guide shall be summarized. A style called content analysis shall be used to test the validity and authenticity. Then, data was categorized according to the sub-themes identified earlier.

3.8 Research procedure

These included identifying the area of study, choosing the topic, formulating a research plan, collecting and then analyzing the data and then finally writing up the study. These steps were represented in three phases, namely the planning phase and the research phase and then finally the presentation phase.

3.9 Ethical Consideration.

Polit et al (2014) ethical consideration is the moral standards that the researcher has to consider in all research methods and in all stages of the research design.

The researcher respected the dignity of the respondents and treated the information given with utmost confidentiality and for the research purpose only.

The researcher asked prerogative questions to the respondents especially questions concerning private life and even those which dig down the respondent's dignity.

Participants in a study were protected from an adverse situation. They were assured that information that was provided to the researcher and their participation wouldn't be used against them. Permission was sought from the respondents before approaching their home, offices and working permission and at their convenient times only.

3.10 Quality Control Methods

According to NdifonEjoh and Patrick Ejom. (2015), quality control were the efforts and procedures that the researcher put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for a particular study. Quality control efforts vary from study to study and researcher applied questionnaires, the monitoring of appropriate interview behavior, and other quality control aspects of the survey process.

3.10.1 Validity

Validity refers to how well an instrument measures what it is intended to measure. It relates to the extent at which the survey measures right elements that needs to be measured. The researcher consulted the supervisor about the items in the instrument rated as VR, R, and rate or not rated. From the rating the researcher computed CVI using George and Mallery (2018). The value of CVI was interpreted as stated by George and Mallery (2018). The formulae contended by George and Mallery (2018) is what the researcher used to test the content validity index (CVI).

3.10.2 Reliability of data

According to Sekaran and Bougie (2016), reliability of an instrument referred to the suitability and consistency where the instrument measures the concept without bias and error free. Reliability also refers to the consistency and validity of tested results determined through statistical methods after several trials. According to Sekaran and Bogie, the researcher tested the inter item consistency of the respondents answer to all items in the questionnaire and the reliability of the instruments was tested and determined using Cronbach's Alpha test (2019) using SPSS software were if the reliability test is closer to one.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter sought to address the effects of domestic violence on the psychosocial well-being of children in Pallisa town council, Palisa district. This chapter presented the findings on effects of domestic violence on the psycho-social wellbeing of children in Pallisa town council, Pallisa district. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

4.1 Response rate

The sample size of the population was 63. Questionnaires were designed distributed to 63 respondents and were wholly answered. This implies that the response rate was excellent.

4.2 Bio Data

These findings explained the feedback of the respondents during the research activity for both male and female respondents.

4.2.1 Gender of respondents

Table 2 showing the Gender of respondents Source: primary data (2023)

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32.0	32.0	32.0
Valid Females	43	68.0	68.0	100.0
Total	63	100.0	100.0	

The table 2 above shows that, 32% were male while 68% were female. This implies that the views of females were more represented in the study findings than those of the males and it also implied that the study involved more females with 68% than males at 32% in Pallisa town council.

4.2.2. Table 3 showing marital status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	12	19.0	19.0	19.0
	Married	30	48.0	48.0	67.0
	Divorced	8	13.0	13.0	80.0
	Widowed	13	20.0	20.0	100.0
	Total	63	100.0	100.0	

Marital Status of Respondents Source: Primary data (2023)

With reference to table 3 above indicated that out of total sample of the study; 19% were single, 48% were married, 13% divorced, and 20% were widowed. this implied that Pallisa town council employs the majority of its employees who are married with 48% which showed that they were responsible enough to carry out the tasks being assigned to which can improve on the performance of the entity.

4.2.3 Age of Respondents

Table 4 showing Age group of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	12	19.0	19.0	19.0
	31-40 years	22	35.0	35.0	54.0
	41-50 years	10	16.0	16.0	70.0
	Above 50 years	19	30.0	30.0	100.0
	Total	63	100.0	100.0	

Source: Primary data (2023)

With reference to table 4 above indicated that out of total sample of the study; 19% lie between the age of 21-30 years ,35% make it to the age of 31-40 years ,16% lie between the age of 41-50 years, and above the age of 50 years constituted 30%. This indicated that the majority of respondents were mature and knowledgeable enough to give the required data.

4.2.4 Qualification of Respondents

Table 5 Showing academic qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	11	17.0	17.0	17.0
Certificate	8	13.0	13.0	30.0
Diploma	25	40.0	40.0	70.0
Bachelor's	14	22.0	22.0	92.0
Masters	5	8.0	8.0	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

The 5 above showed that out of total sample of the study; 17%, 13%, 40% ,22% and 8% correspond to secondary, certificate, diploma, bachelors' and masters respectively. This indicated that all respondents who participated in giving out information in Pallisa town council had attained certain level of education with the majority of the respondents corresponding to 40% who are mainly of diploma holders.

4.2.5 Years of working

Table 6 showing years of working by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year Valid	15	24.0	24.0	24.0
1-2 years	38	60.0	60.0	84.0
Above 3 years	10	16.0	16.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2023)

Table 6 above showed that 24%, 60%, and 16%, correspond to less than 1 year, 1-2 years, and above 3 years respectively, This however implied that Pallisa town council employed experienced workers who have had reasonable numbers of years of experience with 60% such that the goals formulated by the entity could be achieved well besides this it also implied that majority of the respondents had served for a considerable period which indicated that most of the respondents had vast knowledge which could be relied upon by this study.

4.3.0 Research question one: Finding out the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council.

4.3.1 Power imbalances in peer relationships are associated with higher rates of loneliness and decreased life satisfaction in children.

The table 7 Showing whether power imbalances in peer relationships are associated with higher rates of loneliness and decreased life satisfaction in children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	19	30.0	30.0	30.0
not sure	15	24.0	24.0	54.0
Disagree	11	17.0	17.0	71.0
strongly disagree	6	10.0	10.0	81.0
Total	12	19.0	19.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

Table 7 above indicated that 54% (30%, 24%) were positive to the statement that power imbalances in peer relationships are associated with higher rates of loneliness and decreased life satisfaction in children, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure hence implying that power imbalances in peer relationships were associated with higher rates of loneliness and decreased life satisfaction in children.

4.3.2 Power imbalances can also have detrimental effects on children's emotional well-being
The table 8 Showing whether power imbalances can also have detrimental effects emotional well-being

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	5.0	5.0	5.0
Agree	9	14.0	14.0	19.0
Valid not sure	4	6.0	6.0	25.0
d Disagree	18	29.0	29.0	54.0
strongly disagree	18	29.0	29.0	100.0
Total	29	46.0	46.0	
	63	100.0	100.0	

Source: primary data (2023)

With reference to table 8, above it can be seen that minority of respondents 19% (5%, 14%) were positive to the statement that power imbalances can also have detrimental effects on children's emotional well-being, while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure. This concurred with the research carried out by Krahn GL (2013) intimated that power imbalances cannot have detrimental effects on children's emotional well-being.

4.3.3 Power imbalances can shape the quality and dynamics of children's social relationships

Table 9 Showing whether power imbalances can shape the quality and dynamics of children's social relationships.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	11.0	11.0	11.0
VAgreeanot sure	14	22.0	22.0	33.0
liDisagree d	8	13.0	13.0	46.0
strongly disagree	20	32.0	32.0	78.0
Total	14	22.0	22.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

Table 9 above showed that minority of respondents 33% (11%, 22%) were positive to the statement that power imbalances can shape the quality and dynamics of children's social relationships, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This was an indication that power imbalances cannot shape the quality and dynamics of children's social relationships.

4.3.4 Children exposed to power imbalances in their relationships experience higher levels of stress and anxiety

Table 10 Showing whether children exposed to power imbalances in their relationships experience higher levels of stress and anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	21	33.0	33.0	33.0
Agree not sure	18	29.0	29.0	62.0
Disagree	10	16.0	16.0	78.0
strongly disagree	2	3.0	3.0	81.0
Total	12	19.0	19.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

With reference to table 10 above, it can be seen that 62% (33%, 29%) were positive to the statement that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Tsui AO, Brown (2011) pointed out that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety implying that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety.

4.3.5 Power imbalance can also hinder children's social development

Table 11 Showing whether power imbalance can also hinder children's social development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	30	48.0	48.0	48.0
Agree not sure	8	13.0	13.0	61.0
Disagree	9	14.0	14.0	75.0
strongly disagree	14	22.0	22.0	97.0
Total	2	3.0	3.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

Table 11 above indicated that 61% (48%, 13%) of the respondents were positive to the statement that power imbalance could also hinder children's social development, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this was an indication power imbalance can also hinder children's social development.

4.3.6 Peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being

Table 12 Showing whether peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	26	41.0	41.0	41.0
Agree	14	22.0	22.0	63.0
not sure Valid	11	17.0	17.0	80.0
Disagree	7	11.0	11.0	91.0
strongly disagree	5	9.0	9.0	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

Table 12 above indicated that 63% (41%, 22%) of the respondents were positive to the statement that peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being, 20% (11%, 9%) were negative to the same statement forming the majority of the respondents while 17% of the respondents were not sure, this was an indication that peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being.

4.3.7 Power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes

Table 13 Showing whether power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	37	59.0	58.0	58.0
Agree not sure	19	30.0	30.0	88.0
Disagree	1	2.0	2.0	90.0
strongly disagree	3	5.0	5.0	95.0
Total	3	5.0	5.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

Table 13 above indicated that 88% (58%, 30%) of the respondents were positive to the statement that power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes, 10% (5%, 5%) were negative to the same statement forming the minority of the respondents while 2% of the respondents were not sure, this is an indication that power imbalances within familial settings, such as parental authoritarianism, led to adverse mental health outcomes.

4.4.0 Research question two: Finding out the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council
4.3.1 Parental substance abuse has been associated with increased behavioral problems in children

Table 14 Showing whether parental substance abuse has been associated with increased behavioral problems in children

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
Disagree	2	3.0	3.0	59.0
strongly disagree	20	31.0	31.0	90.0
Total	6	10.0	10.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

With reference to table 14 above, it could be seen that 56% (35%, 21%) of the respondents were positive to the statement that parental substance abuse had been associated with increased behavioral problems in children, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not.

4.4.2 Substance abuse affects the overall health of children

Table 15 Showing whether substance abuse affects the overall health of children

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Vali	1	2.0	2.0	95.0
Disagree	3	5.0	5.0	100.0
d strongly disagrees	63	100.0	100.0	
Total				

Source: primary data (2023)

Table 15 above indicated that 80% (33%, 47%) of the respondents were positive to the statement that substance abuse affected the overall health of children, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Abern, (2016) intimated substance abuse affects the overall health of children implying that substance abuse affected the overall health of children.

4.4.3 Substance abuse in children, especially teenagers, may lead to social problems such as isolation from other peers in school, problems with authority figures

Table 16 Showing whether substance abuse in children, especially teenagers, may lead to social problems such as isolation from other peers in school, problems with authority figures

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
Valid not sure	15	24.0	24.0	44.0
d Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

With reference to table 16 above, it can be seen that 20% (6%, 14%) were positive to the statement that substance abuse in children, especially teenagers, may lead to social problems such as isolation from other peers in school, problems with authority figures, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This was an indication that substance abuse in children, especially teenagers, could lead to social problems such as isolation from other peers in school, problems with authority figures.

4.4.4 Substance abuse also causes reduced academic performance leading to lower social status

Table 17 showing whether substance abuse also causes reduced academic performance leading to lower social status

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
Valid not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

With reference to table 17 above, it can be seen that 57% (25%, 32%) were positive to the statement that substance abuse also caused reduced academic performance leading to lower social status, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This was an indication that substance abuse also caused reduced academic performance leading to lower social status.

4.4.5 Children exposed to parental substance abuse are more likely to experience delays in cognitive, language, and psychomotor development

Table 18 showing whether children exposed to parental substance abuse are more likely to experience delays in cognitive, language, and psychomotor development

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagrees	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

Table 18 above indicated that the majority of the respondents 51% (35%, 16%) were positive to the statement that children exposed to parental substance abuse were more likely to experience delays in cognitive, language, and psychomotor development, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure.

4.5.0 Research question three: Finding out the effect of learned behavior on psycho-social wellbeing of children in Pallisa town council
4.5.1 Children who witness domestic violence in the home are more likely to show symptoms of depression, anxiety, and other psychological problems

Table 19 showing whether children who witness domestic violence in the home are more likely to show symptoms of depression, anxiety, and other psychological problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	8.0	8.0	8.0
Agree not sure	13	21.0	21.0	29.0
Disagree strongly	7	11.0	11.0	40.0
disagree	18	29.0	29.0	69.0
Total	20	31.0	31.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

With reference to table 19 above, it can be seen that 29% (8%, 21) were positive to the statement that children who witness domestic violence in the home are more likely to show symptoms of depression, anxiety, and other psychological problems, 60% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure. This concurred with the research carried out by Noble JA. (2014) postulated that children who witnessed domestic violence in the home were more likely to show symptoms of depression, anxiety, and other psychological problems. This implied that children who witnessed domestic violence in the home were more likely to show symptoms of depression, anxiety, and other psychological problems.

4.5.2 Children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships

The table 20 Showing whether children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	38.0	38.0	38.0
Agree	15	24.0	24.0	62.0
not sure	11	17.0	17.0	79.0
Disagree	4	6.0	6.0	85.0
strongly disagree	9	15.0	15	100.0
Total	63	100.0	100.0	

Source: primary data (2023)

Table 20 above showed that the majority of the respondents 62% (38%, 24%) were positive to the statement that children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships, 21% (6%, 15%) were negative to same while 17% of the respondents were not sure. This agreed with the research carried out by Birdsall N (2016) asserted that children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships, hence implying children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships.

4.5.3 Children acquire social behaviors through observation and imitation

Table 21 Showing whether children acquire social behaviors through observation and imitation

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	22.0	22.0	22.0
Agree Vanot	18	29.0	29.0	51.0
sure lid Disagree	10	16.0	16.0	67.0
strongly disagree	9	14.0	14.0	81.0
Total	12	19.0	19.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

Table 21 above shows that the majority of the respondents 51% (22%, 29%) had a positive response to the statement that children acquire social behaviors through observation and imitation, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. This is an indication that children acquire social behaviors through observation and imitation.

4.5.4 Learned behavior influences cognitive development, which in turn impacts psychosocial well-being

Table 22 Showing whether learned behavior influences cognitive development, which in turn impacts psychosocial well-being

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	54.0	54.0	54.0
V	13	21.0	21.0	75.0
Agree a	1	2.0	2.0	77.0
not sure	11	17.0	17.0	94.0
l	4	6.0	6.0	100.0
Disagree	4	6.0	6.0	100.0
i	63	100.0	100.0	
strongly disagree				
d				
Total				

Source: primary data (2023)

With reference to table 22 above, it can be seen that 75% (54%, 21%) were positive to the statement that learned behavior influences cognitive development, which in turn impacts psychosocial well-being, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Finnigan (2012) intimated learned behavior influences cognitive development, which in turn impacts psychosocial well-being. This is a manifestation that that learned behavior influences cognitive development, which in turn impacts psychosocial well-being.

4.5.5 Learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial well-being

Table 23 showing whether learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial well-being

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	27	43.0	43.0	43.0
Agree Vanot sure	16	25.0	25.0	68.0
lid Disagree	8	13.0	13.0	81.0
strongly disagree	10	16.0	16.0	97.0
Total	2	3.0	3.0	100.0
	63	100.0	100.0	

Source: primary data (2023)

With allusion to table 23 above, it can be observed that the majority of the responds 68% (43% ,25%) had a positive response to the statement that learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial wellbeing, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial well-being.

4.5.6 Qualitative data

In their opinions, respondents expressed that power imbalances between adults and children had a significant impact on the psychological well-being of children. They believed that children who

experienced power imbalances could develop feelings of helplessness, insecurity, and fear, which can lead to low self-esteem, anxiety, and depression. Specifically, power imbalances can negatively affect the social development of children by creating a sense of inferiority, lack of autonomy, and difficulty in forming healthy relationships. Respondents highlight that this can result in social withdrawal, feelings of isolation, and challenges in developing necessary social skills.

In the long term, power imbalances can have profound effects on the emotional wellbeing of children, including persistent difficulties in managing emotions, low self-confidence, and a higher risk of developing mental health issues. Power imbalances can also impact children's self-esteem and self-confidence as they may internalize the negative messages and behaviors exerted upon them. However, interventions and strategies aimed at promoting children's autonomy, providing emotional support, and fostering healthy communication between adults and children can help mitigate the negative effects of power imbalances on children's psycho-social well-being.

When it comes to parental substance abuse, respondents believe it has a detrimental impact on the psychological well-being of children. They note that witnessing parental substance abuse can lead to emotional distress, feelings of guilt, shame, and confusion, which may impact the child's self-worth and overall psychological well-being. In terms of social development, substance abuse within the family can result in social stigma, social isolation, and challenges in forming healthy relationships with peers. The long-term effects of growing up in such an environment on emotional well-being can include increased risk of substance abuse, higher rates of anxiety, depression, and other mental health disorders. Respondents also identify that children of substance abusers may be vulnerable to external risks and challenges, such as neglect, abuse, or exposure to dangerous environments. However, they suggest that support systems, such as counseling, therapy, and community programs, as well as early intervention and prevention strategies, can help mitigate the negative effects of parental substance abuse on the psycho-social well-being of children.

According to respondents, learned behavior, such as aggressive or violent behavior, significantly impacts the psychological well-being of children. They argue that children who witness or

experience such behavior may develop emotional difficulties, including anger, fear, and trauma, which can lead to anxiety, depression, and even post-traumatic stress disorder. In terms of social development, children who learn negative behaviors may struggle with impulse control; have difficulty forming healthy relationships, and exhibit aggressive tendencies themselves.

Over the long term, growing up in an environment where negative behaviors are learned can result in emotional distress, low self-esteem, and a higher risk of engaging in maladaptive behaviors or developing mental health issues. Respondents suggest that evidence-based interventions and therapies, such as cognitive-behavioral therapy, trauma focused therapy, and social skills training, can help counteract the negative effects of learned behavior on the psycho-social well-being of children. These interventions aim to promote healthy coping mechanisms, enhance emotional regulation, and foster positive behavioral change.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS.

5.0 Introduction.

This chapter sought to address the effects of domestic violence on the psychosocial well-being of children in Pallisa town council Palisa district. The findings were discussed in relation to the three research objectives.

5.1 The effects of power imbalances on psycho-social wellbeing of children.

The findings disagreed with the statement that power imbalances can shape the quality and dynamics of children's social relationships. A study by Rodriguez et al. (2018) revealed that power imbalances within peer groups often lead to social exclusion and limited opportunities for social integration, resulting in feelings of isolation and marginalization (Rodriguez et al., 2018). Additionally, research by Park and Cooley (2020) indicated that power imbalances between teachers and students were associated with decreased engagement, weaker student-teacher relationships, and reduced academic performance (Park & Cooley, 2020). Research has shown that power imbalances within parent-child relationships significantly affect children's psycho-social well-being (Carlson et al., 2018; Mollborn et al., 2019). An authoritarian parenting style, characterized by high levels of parental control and low levels of warmth, has been associated with various negative outcomes, including higher levels of anxiety, depression, and decreased self-esteem (Kim & Rohner, 2018; Baumrind, 2013). Conversely, authoritative parenting, which combines high levels of control with warmth and responsiveness, promotes positive psycho-social well-being in children (Baumrind, 2013). In relation to table, it showed that minority of respondents 33% (11%, 22%) were positive to the statement that power imbalances can shape the quality and dynamics of children's social relationships, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This was an indication that power imbalances cannot shape the quality and dynamics of children's social relationships.

The findings also agreed in accordance to Tsui AO, Brown (2011) pointed out that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety implying that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety. This was backed up by the data that 62% (33%, 29%) were positive to the statement that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure.

The findings agreed with the research carried out by Krahn GL (2013) intimated that power imbalances cannot have detrimental effects on children's emotional well-being. This was followed by the results that the minority of respondents 19% (5%, 14%) were positive to the statement that power imbalances can also have detrimental effects on children's emotional well-being, while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure.

The findings also agreed that power imbalances within peer groups can have detrimental impacts on children's wellbeing. Bullying, a common form of power imbalance, has been extensively studied and linked to numerous negative psychological outcomes, including increased anxiety, depression, and reduced self-esteem (Cook et al., 2018; Olweus, 2013). The presence of power imbalance among peers can also influence children's social development, as it may hinder healthy social interaction and lead to exclusion and social isolation (Gini et al., 2019; Hodges et al., 2020). In relation to table 7 which indicated that 54% (30%, 24%) were positive to the statement that power imbalances in peer relationships are associated with higher rates of loneliness and decreased life satisfaction in children, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure hence implying that power imbalances in peer relationships were associated with higher rates of loneliness and decreased life satisfaction in children.

The findings disagreed with the statement that power imbalance has been found to have significant implications for children's emotional health. Research by Smith et al. (2017) showed that children

exposed to power imbalances in their relationships experienced higher levels of stress and anxiety. Moreover, a study by Johnson and Smith (2019) found that power imbalance can contribute to feelings of fear and helplessness in children, leading to emotional instability. The presence of power imbalances can negatively affect children's self-esteem. Research by Brown and Johnson (2018) demonstrated that children who experience power imbalances in their relationships are more likely to have lower self-esteem. This discrepancy in power can result in a diminished sense of self-worth and confidence among children. With reference to table 8, it was seen that minority of respondents 19% (5%, 14%) were positive to the statement that power imbalances can also have detrimental effects on children's emotional well-being, while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure.

The findings agreed with Tsui AO, Brown (2011) who pointed out that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety implying that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety. With reference to table 10, it was seen that 62% (33%, 29%) were positive to the statement that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure.

The findings agreed to the research by Smith and Jones (2018) indicated that children who experienced power imbalance were at a higher risk for developing internalizing disorders, such as anxiety and depression. Similarly, Brown et al. (2019) found that power imbalance within family dynamics was significantly associated with increased behavioral problems and externalizing disorders in children. Power imbalance can negatively impact children's self-esteem. A study by Johnson et al. (2017) highlighted those children who felt powerless within their peer relationships exhibited lower levels of self-esteem. Furthermore, a longitudinal study by Thompson and Williams (2016) revealed that sustained power imbalance within parent-child relationships during early childhood predicted lower self-esteem in adolescence. This was followed by the findings that 61% (48%, 13%) of the respondents were positive to the statement that power imbalance could also

hinder children's social development, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this was an indication power imbalance can also hinder children's social development.

The findings agreed that power imbalance can also hinder children's social development. Research by Gomez and Anderson (2019) demonstrated that power imbalances within peer group dynamics were associated with increased social exclusion and reduced peer acceptance. Moreover, studies by Chen et al. (2018) and Kim et al. (2017) indicated that power imbalances within parent-child interactions were linked to poorer social skills and reduced likelihood of forming positive relationships with peers. Effective interventions can help mitigate the negative effects of power imbalance on children's psycho-social well-being. In reference to table 11 it indicated that 61% (48%, 13%) of the respondents were positive to the statement that power imbalance could also hinder children's social development, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this was an indication power imbalance can also hinder children's social development.

The findings agreed that power imbalances within the family significantly influence children's psycho-social well-being. Research indicates that authoritarian or neglectful parenting styles, in which power is unequally distributed, can lead to negative outcomes. For instance, children raised in authoritarian families are more likely to exhibit externalizing behaviors, such as aggression, and internalizing behaviors, such as anxiety and depression (Smith et al., 2017). Similarly, neglectful parenting, characterized by a lack of emotional support and involvement, can negatively impact children's self-esteem and social skills (Rogers & Matthews, 2019). In reference to table 13 it indicated that 88% (58%, 30%) of the respondents were positive to the statement that power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes, 10%(5%, 5%) were negative to the same statement forming the minority of the respondents while 2% of the respondents were not sure, this is an indication that power imbalances within familial settings, such as parental authoritarianism, led to adverse mental health outcomes

5.2 Effect of substance abuse on psycho-social wellbeing of children

The findings agreed with Pratap N (2011) who stressed that parental substance abuse has been associated with increased behavioral problems in children there by implying that parental substance abuse had been associated with increased behavioral problems in children. With reference to table 14, it could be seen that 56% (35%, 21%) of the respondents were positive to the statement that parental substance abuse had been associated with increased behavioral problems in children, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not.

The findings agreed that the children were more likely to have lower grades, increased absenteeism, and difficulties concentrating and staying focused in school (Connors-Burrow et al., 2013; Walker et al., 2016). Children affected by parental substance abuse are more likely to experience social difficulties. They may struggle with building healthy relationships, have limited social support networks, and exhibit peer relationship problems (Barnard and McKeganey, 2004; Eiden et al., 2013). There is evidence to suggest that children of substance-abusing parents have an increased risk of developing substance abuse problems themselves later in life. They may be more likely to experiment with drugs or alcohol and engage in risky behaviors (Chassin et al., 2004; Hill et al., 2014). With reference to table 17, it was seen that 57% (25%, 32%) were positive to the statement that substance abuse also caused reduced academic performance leading to lower social status, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This was an indication that substance abuse also caused reduced academic performance leading to lower social status.

These findings were in line with Agbaje MA (2016) who pointed out children exposed to parental substance abuse are more likely to experience delays in cognitive, language, and psychomotor development. This was an indication that children exposed to parental substance abuse were more likely to experience delays in cognitive, language, and psychomotor development. In reference to table 18 it indicated that the majority of the respondents 51% (35%, 16%) were positive to the statement that children exposed to parental substance abuse were more likely to experience delays in

cognitive, language, and psychomotor development, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure.

5.3 The relationship between domestic violence and psycho-social wellbeing of children.

The findings agreed with the research carried out by Noble JA. (2014) postulated that children who witnessed domestic violence in the home were more likely to show symptoms of depression, anxiety, and other psychological problems. This implied that children who witnessed domestic violence in the home were more likely to show symptoms of depression, anxiety, and other psychological problems. With reference to table 19 it is seen that 29% (8%, 21) were positive to the statement that children who witness domestic violence in the home are more likely to show symptoms of depression, anxiety, and other psychological problems, 60% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure.

The findings agreed with trauma-focused cognitive behavioral therapy (CBT) has shown promise in reducing post-traumatic symptoms and improving overall mental health outcomes (McDonald et al., 2016). Additionally, family-based interventions that address both the parents' violent behavior and the children's coping strategies have been effective in reducing the negative impact of domestic violence on children's psycho-social well-being (Katzmann et al., 2018). It is essential for further research to explore and evaluate the long-term effects of such interventions and identify mechanisms for effectively supporting children in the aftermath of domestic violence. It could be seen that 75% (54%, 21%) were positive to the statement that learned behavior influences cognitive development, which in turn impacts psychosocial well-being, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Finnigan (2012) intimated learned behavior influences cognitive development, which in turn impacts psychosocial well-being. This is a manifestation that that learned behavior influences cognitive development, which in turn impacts psychosocial well-being.

The findings agreed with numerous studies have established a clear link between domestic violence and negative emotional outcomes in children. For instance, Johnson and Lieberman (2019) found that children exposed to domestic violence exhibited higher levels of anxiety, depression, and post-traumatic stress symptoms compared to non-exposed children. Similarly, GrahamBermann and Perkins (2019) highlighted that witnessing domestic violence can lead to emotional deregulation, leading to difficulties in establishing secure attachment relationships, lower self-esteem, and increased aggression. It can be observed that the majority of the respondents 68% (43% ,25%) had a positive response to the statement that learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial wellbeing, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial well-being.

The findings agreed that the impact of domestic violence on children's behavioral development has been extensively documented. A study by Holt et al. (2020) revealed that children exposed to domestic violence were more likely to display externalizing behaviors, such as aggression and delinquency. Additionally, observed imitative aggression and modeling of violent behavior have been documented in children from violent households (McCloskey &Lichter, 2021). These behavioral manifestations can adversely affect their relationships with peers, academic achievement, and overall social functioning. Research has also explored the association between domestic violence and cognitive development in children. A review by Evans et al. (2020) indicated that exposure to chronic domestic violence can lead to cognitive impairments, including difficulties with attention, executive functioning, and problem-solving skills. In reference to table 21 it showed that the majority of the respondents 51% (22%, 29%) had a positive response to the statement that children acquire social behaviors through observation and imitation, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. This was an indication that children acquire social behaviors through observation and imitation.

CHAPTER SIX

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS.

6.0 Introduction

This chapter sought to address the effects of domestic violence on the psychosocial well-being of children in Pallisa town council Palisa district. It was composed of, a summary of findings, in line with the research questions and objectives.

6.1 Discussion of findings.

The researcher provided a discussion of findings in line with the objectives as follows;

6.1.1 Research Question one: Findings on the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council

The study investigated into the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council. Results showed that most respondents were positive to the statements that were they were asked.

For example; majority of respondents constituting 54% were positive to the statement that power imbalances in peer relationships are associated with higher rates of loneliness and decreased life satisfaction in children; 62% were positive to the statement that children exposed to power imbalances in their relationships experience higher levels of stress and anxiety; 61% of the respondents were positive to the statement that power imbalance can also hinder children's social development, 63% of the respondents were positive to the statement that peer rejection and social comparison processes contribute to the development of low self-esteem and diminished psychological well-being, and 88% of the respondents had appositve response to the statement that power imbalances within familial settings, such as parental authoritarianism, can lead to adverse mental health outcomes.

On the other hand, 75% constituting the majority were negative to the statement that power imbalances can also have detrimental effects on children's emotional well-being, 54% were negative to the statement that power imbalances can shape the quality and dynamics of children's social relationships.

Basing on the above results, it can be concluded that power imbalances have a significant effect on psycho-social wellbeing of children in Pallisa town council.

6.1.2 Research Question two: Findings on the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council.

The study investigated into the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council. Majority of the respondents 56% of the respondents were positive to the statement that parental substance abuse has been associated with increased behavioral problems in children, 80% of the respondents were positive to the statement that substance abuse affects the overall health of children,

It can be observed that 57% were positive to the statement that substance abuse also causes reduced academic performance leading to lower social status, 51% were positive to the statement that children exposed to parental substance abuse are more likely to experience delays in cognitive, language, and psychomotor development while 56% of the respondents forming the majority were negative to the statement that substance abuse in children, especially teenagers, may lead to social problems such as isolation from other peers in school, problems with authority figures. Basing on the above results, it can be concluded that substance abuse has a significant effect on psycho-social wellbeing of children in Pallisa town council.

6.1.3 Question three: Findings on the effect of learned behavior on psycho-social wellbeing of children in Pallisa town council

The findings revealed that 62% forming the majority of respondents were positive to the statement that children who are taught socially appropriate behaviors are more likely to have positive self-esteem and social relationships, 51% had a positive response to the statement that children acquire social behaviors through observation and imitation, 75% were positive to the statement that learned behavior influences cognitive development, which in turn impacts psychosocial well-being, 68% had a positive response to the statement that learned behavior shapes children's self-concept and self-esteem, which are important aspects of psychosocial well-being. On the other hand, 60% forming the majority disagreed to the statement that children who witness domestic violence in the home are more likely to show symptoms of depression, anxiety, and other psychological problems.

Results according to probable statistics, it can be concluded that learned behavior has a significant effect on psycho-social wellbeing of children in Pallisa town council.

6.2 Conclusion

Basing on the research objective one which was to assess the effect of power imbalances on psycho-social wellbeing of children in Pallisa town council, it can conclude that power imbalances have a significant effect on psycho-social wellbeing of children in Pallisa town council which can be enhanced by promoting inclusive environments by creating inclusive environments that value diversity and treat all children equally. Encourage empathy, respect, and understanding among children, helping them develop positive relationships, fostering positive parent-child relationships by strengthen the bond between parents and children through open communication, active listening, and validation of their emotions. This promotes a sense of security and enhances psychosocial well-being.

With reference to research objective two which was to determine the effect of substance abuse on psycho-social wellbeing of children in Pallisa town council. It can be concluded that substance abuse has a significant effect on psycho-social wellbeing of children in Pallisa town council and can be enhanced by providing accurate and age-appropriate information about substance abuse, its

risks, and consequences can help children make informed choices. Including substance abuse prevention programs in schools and community settings can contribute to increased awareness, encouraging children to engage with positive role models, such as teachers, coaches, mentors, and family members who promote healthy behaviors, can positively influence their decision-making process, promoting healthy friendships, social connections, and positive peer interactions can protect children from engaging in substance abuse.

Teaching social skills like empathy, problem-solving, assertiveness, and conflict resolution can enhance their ability to navigate social situations effectively.

With allusion to the third objective which was to find out the effect of learned behavior on psycho-social wellbeing of children in Pallisa town council, it can be concluded that learned behavior has a significant effect on psycho-social wellbeing of children in Pallisa town council this can be enhanced by fostering a positive and nurturing environment by creating a supportive atmosphere at home and in school, where children feel loved, valued, and respected. This builds their self-esteem and overall well-being.

6.3 Recommendations

There is need for parents to promote inclusive environments by creating inclusive environments that value diversity and treat all children equally. Encourage empathy, respect, and understanding among children, helping them develop positive relationships, fostering positive parent-child relationships by strengthen the bond between parents and children through open communication, active listening, and validation of their emotions. This promotes a sense of security and enhances psychosocial well-being, there is need also to support social skills development by encouraging children to develop healthy social skills by engaging in teamwork, cooperative play, and group activities. This helps them navigate social dynamics and develop strong interpersonal relationships.

The government should provide accurate and age-appropriate information about substance abuse, its risks, and consequences can help children make informed choices. Including substance abuse

prevention programs in schools and community settings can contribute to increased awareness, encouraging children to engage with positive role models, such as teachers, coaches, mentors, and family members who promote healthy behaviors, can positively influence their decision-making process, promoting healthy friendships, social connections, and positive peer interactions can protect children from engaging in substance abuse.

Teaching social skills like empathy, problem-solving, assertiveness, and conflict resolution can enhance their ability to navigate social situations effectively.

There is need to foster a positive and nurturing environment by creating a supportive atmosphere at home and in school, where children feel loved, valued, and respected. This builds their self-esteem and overall well-being, teaching problem-solving and decision making by helping children develop critical thinking skills by involving them in decision making processes. Encourage them to find solutions to problems and learn from their mistakes, there is need to encourage healthy habits by promoting physical activity, healthy eating, and sufficient sleep to support overall well-being. Healthy habits contribute to better cognitive functioning and emotional regulation, offering a variety of educational and extracurricular activities that cater to the child's interests. This stimulates their cognitive development, creativity, and problem-solving skills.

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APPENDIX I
INTRODUCTION LETTER FROM UNIVERSITY.

