THE EFFECTS OF CHILD SEXUAL ABUSE ON ACADEMIC PERFORMANCE: A CASE OF MATHARE CONSTITUENCY, NAIROBI COUNTY.

BY

OMUNDI NYAKERARIO LILIAN

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2013
DECLARATION

This research project report is my original work and has never been presented before for the award of any degree in this or any other University or Institution whatsoever.

Signed……………………………… Date……………………………………

OMUNDI .N. LILIAN

L50/71442/2011

SUPERVISOR’S DECLARATION

This research project report has been submitted for examination with my approval as University of Nairobi supervisor in the School of Continuing and Distance Education.

Signed:……………………………… Date:……………………………………

SUPERVISOR: GRACE GATUNDU

Department of Extra-Mural Studies
School of Continuing and Distance Education
University of Nairobi
DEDICATION

This research project is dedicated to my loving parents Ezekiel Omundi Ogeto and Peris Omundi, sisters and brothers for all their spiritual, financial and moral support throughout my academic life in and out of school

I also dedicate this report to my beloved Husband Tom and my sons Fabian Okari and Finnbar Okari for always being there for me.
ACKNOWLEDGEMENT

I would like to extend my sincere thanks to Mrs. Grace Gatundu who worked tirelessly as my supervisor and devoted her time, guidance and support throughout the period of my research study, all my lecturers, the University, course mates and friends at the University for all their Support and love.

My deep appreciation and gratitude go to the victims of child sexual abuse and their families in Mathare constituency who was my part of study. I wish to thank them all.
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<td>Area Advisory Council</td>
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<tr>
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<td>District Children Officer</td>
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ABSTRACT

The study was intended to investigate into the effects of child sexual abuse on academic performance, the overall objective of this study thus was to establish the effects of child sexual abuse on academic performance in Mathare Constituency, Nairobi County, and the study was conducted in Mathare Constituency, Nairobi County. The researcher purposively chose a constituency that is slum and densely populated. Such an area could have unique challenges in antisocial prevalence and pose a challenge in bringing up children and therefore the study findings provided a basis for comparison with other could be classified as safer, regions for children welfare. The target population was the community members, children aged 12-17 years, AACs and community based structures established to deal with child protection issues and national level stakeholders. This study employed both quantitative and qualitative methods of data collection. Qualitative data was used to get community opinion on child sexual abuse. The study employed both secondary data from the literature review of existing publications and other authentic documents and primary data from face to face interviews, administering questionnaires and focus group discussions with the community. The primary data was collected through field work using qualitative and quantitative approaches. The main method of data collection was household interviews. 120 house hold interviews were conducted, 7 key informant interviews and one FGD; for children. The data was analysed using SPSS and later presented in frequency tables for interpretation. Finding for the objectives were as follows: objective one focused on the nature of child sexual abuse; the research findings indicates that the major category of child sexual abuse which was prevalent in the community was the interpersonal sexual abuse, where children were sexually abused by close relatives, the male perpetrators and girl child were found to be the most victims of the vice 80% of the respondents were aware of father-daughter sexual abuse,98% for father-son,19% for mother-son, 19% for sibling-incest,83% on rape,66% on sodomy, 16% on incest and 19% on paedophilia respectively. The second objective focused on the forms of child sexual abuse; the research findings indicate that child sexual abuse took many forms in the community; vaginal penetration, French kissing, kidding, prolonged kissing and mutual masturbations. Among them the most prevalent was the vaginal penetration which was accompanied by physical injury on the victim’s life. The third objective focused on the familial factors contributing to child sexual abuse; the research findings indicates that there are many familial factors that contribute to child sexual abuse; poverty and second marriage were revealed as some of the familial factors that greatly lead child sexual abuse. The fourth objective laid more emphasis on the effects of child sexual abuse on academic performance; the research findings revealed that child sexual abuse led to school dropout among the children, besides the findings also reveal that child sexual abuse resulted into psychological trauma on the life of the victims this results into lack of concentration in the life of the victims which affects the academic performance of the child. The study recommends implementation of more strategies to protect children since child sexual abuse was against the right of the child. This would mean the government working in close collaboration with the identified key players in the community including NGO. The report has also provided suggestions for future research.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Child Sexual Abuse (CSA) is a societal problem whose origins date back to the times of the ancient Greeks and Romans (spies, 2006). It is found in all levels of society, from the wealthiest to the poorest. The short-term and long-term impacts it has on the lives of the victims can be devastating. There are many reasons for the occurrence of child sexual abuse, but in all cases, the ultimate accountability rests on the shoulders of the sexual offender. The nature of child sexual victimisation varies from verbal suggestions to violent physical force. Irrespective of which type the child is being subjected to, as the weaker partner in the pedagogical relationship with the adult, she/he is never able to defend herself/himself (Lawrence, 2006).

Child sexual abuse is tantamount to loss it is accompanied by anguish and disruption (Bezuidenhout, 2002). Sexually abused child experience many kinds of loss; a loss of trust in other people, the loss of childhood innocence, a loss of personal safety, a loss of the right to make decisions and the loss of the truth.

Often the child is compelled to keep the abuse a secret and not to tell anyone. Lies therefore often become an integral part of life from childhood into adulthood. Lies are used as a means of survival, and of covering up what has happened. Coping mechanisms, such as lies, often find the child in trouble with non-offending adults.

Child sexual abuse is a global phenomenon that is regarded as one of the greatest social problems of the 21st century. It has a devastating, lifelong effect on the victims, because sexual abuse generates great anguish and disruption in the lives of these children (Laror, 2004). As a result of such abuse, many victims live through feelings of confusion, guilt, anger, mistrust, sadness, and emotional deprivation (Lawrence & Janse van Rensburg, 2006). They experience first-hand the shocking truth that the very people, who should protect them from harm, are the people who betray their trust by violating and robbing them of their innocence.
In Kenya the incidence of sexual violence against children is exceptionally high. It is estimated that approximately one quarter of all children have, or will have been sexually abused prior to reaching the age of eighteen years. Very often, the perpetrator is someone familiar to the child. Someone who would normally protect the child, such as the father, brother, or another family member (National Department of Health, 2008). Many incidences of sexual assault have been reported in Kenya ranging from people holding high profile positions, to be precise church clergy to the slum dwellers.

In recent years, concern has been expressed about the rising incidence of reported crimes targeting school going girls and boys. Police records in Kenya documented 1,987 cases of rape in 2001 compared with 2,908 reported cases in 2004. This represented a 46.4% increase. The actual figure is thought to be higher considering that not all violations are reported. The World Health Organization (WHO) estimates that 36-62% of all sexual assault victims are aged below 15 years. Complementary data from Nairobi Women’s hospital indicate that 55% of those violated are girls aged 0-15 years (Munyui 2004). Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. Since the infamous St. Kizito incident where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike, several other group sexual violations have occurred.

The findings from the survey conducted by (UNICEF, 2010) indicate that violence against children is a serious problem in Kenya. Levels of sexual violence prior to the age of 18 as reported indicate that during childhood: 32% of females and 18% of males experience sexual violence; 66% of females and 73% of males experienced physical violence; 26% of females and 32% of males experience any violence as a child; and 13% of females and 9% of males experienced all three types of violence during childhood.

The most common perpetrators of sexual violence for females and males were found to be boyfriends/girlfriends/romantic partners comprising 47% and 43% respectively followed by neighbours, 27% and 21% respectively. Mothers and fathers were the most common perpetrator of physical violence by family members. For males, teachers followed by Police were the most common perpetrators of physical violence by an authority figure. Emotional violence for both females and males was most often inflicted by parents.
Child sexual abuse is not a recent phenomenon, but one of the oldest forms of child abuse in the history of mankind (Richter & Higson-Smith, 2007). In all cultures and ethnic backgrounds and in all its different forms, child abuse has existed and flourished throughout the ages.

The consequences of child sexual abuse are diverse and numerous. Being sexually abused impacts upon the life-world of a child on an educational, psychological, economical and physical health level (Mullen & Fleming, 2005). Many people deny the dangers of sexual abuse and the consequences thereof. They accept common myths, such as children being quick to recover and being able to adapt and continue with life when they have experienced trauma of some nature. Salter (2003) contradicts this by stating that Children do not bounce back. They adjust, they conceal, they repress and sometimes they accept and move on, but they don’t bounce back. There are indescribable and devastating consequences of child sexual abuse in all spheres of his development, namely educational, psychological and physical. Children who have faced sexual molestations develop the psychological trauma associated with the assault and are in many cases unable to cope well with their educational progress.

1.2 Statement of the problem

Many children are subjected to child abuse each year (World Health Organization, 2001). By now this figure has almost doubled. Many of these young victims are subjected specifically to sexual abuses which are either as a result of Intra-familial abuse like Father-son, Mother-son or Father-daughter to Extra-familial abuse as sodomy, incest, rape and statutory rape. This is a critical problem that has serious short-term, as well as long-term consequences for these children (Dale, 2003).

The educator is often unaware that the learner is experiencing such horrific emotional, psychological and physical pain. Educators expect of each learner that they deliver the best that they can in terms of academic effort. They often label children who behave differently within the classroom with generalized terminology, such as ‘lazy, withdrawn, very quiet, bossy, aggressive or a bully’. These behaviours may be, but are not always, manifestations of child sexual abuse.
Sexual abuse is not easily noticed however, because of the intimate, concealed, and covert nature of the offence. Therefore, it is frequently only on the basis of a noticeable change in the behavioural patterns of the child, loss of interest in school work, and a drop in their academic performance and achievement, that suspicion is aroused (Scheepers, 2006). Many children are therefore suffering in private of this vice unnoticed, with their performance continuously deteriorating due to the effect of trauma.

Sexual abuse is the product of a disturbed society, which is characterised by factors such as changes in family dynamics, isolation of children, physical neglect and substitute care (Loffell, 2007). It has led to the development of an anti child culture that dominates contemporary society and has resulted in an inadequacy to protect the most vulnerable of groups, being babies, toddlers and children (Le Roux & Smit, 1994). There are numerous factors that contribute to the sexual victimization of children, Little has been done to curb this menace and save the minority from this vice, there are numerous literature on the child sexual abuses in Kenya, many cases are reported to the police but little is being done this has created a gap and triggered the mind of the researcher to therefore conduct a study on the effects of child sexual abuse on academic performance in Mathare constituency Nairobi county.

1.3 Purpose of the study
The purpose of the study was to establish the effects of child sexual abuse on academic performance in Mathare Constituency, Nairobi Kenya.

1.4 Objectives
The study sought to achieve the following objectives:

i. To establish the nature of child sexual abuse in Mathare Constituency
ii. To assess the forms of child sexual abuse in Mathare Constituency
iii. To determine how familial factors contribute to the child sexual abuse in Mathare Constituency
iv. To assess the effects of child sexual abuse on academic performance in Mathare Constituency

1.5 Research Questions
The study aimed to answer the following Research Questions:

i. What is the nature of child sexual abuse in Mathare Constituency?
ii. What are the forms of child sexual abuse in Mathare constituency?

iii. How do familial factors contribute to the child sexual abuse in Mathare constituency?

iv. Does child sexual abuse affect the child’s academic performance in Mathare constituency?

1.6 Significance of the study

Child sexual abuse has caught the attention of people in Kenya. Incidences of child sexual abuse and molestation are reported closely to a daily basis from all faculties of life from slum dwellers to Holy sanctuaries adored with respect and benediction, but little is being done to salvage the situation which continue to deteriorate. This study therefore will contribute to literature on child protection in Kenya on key factors contributing to the child sexual abuse in the community.

The study also established gaps in the forms of child sexual abuse; this will help advice on an appropriate way forward aimed at strengthening the structures for enhanced way forward for the protection of children in the community. The study will also be of benefit to policy makers as it will provide vital information that will support the review of the constitution on Children Act and the draft children policy. This will also enhance their implementation and also provide reference to future policy formulation. The study will be of significance to the teaching fraternity in Kenya since many children of school going suffer in silence of this menace of child abuse; it will serve as an eye opener to educators to take cautious attention on absurd changes in the children and help identify the problem at an early phase.

1.7 Delimitation of the study

The study focused on the effects of child sexual abuse on academic performance in Mathare Constituency; the study endeavoured to assess how the resultant variables affected the academic performance of the child and did not go outside these parameters, the study was guided by a comprehensive literature review on the nature of child sexual abuse, the intra-familial abuses and the extra-familial abuses on the child, cover comprehensively the forms of child sexual abuse, assess the factors contributing to the child sexual abuse and how it affect the performance of the child.
The target population of the study was the residents of Mathare slums, both adults and children and the Area Advisory Council, National council for children services, where the data was collected by conducting interviews and administering both structured and Open ended questionnaires, the study also employed direct observation to collect data, focus group discussion; stratified random sampling technique was employed to come up with a desirable sample size.

1.8 Limitations of the study

While conducting data collection in the field, the limitations experienced were lack of availability of some of the members of the household since they were busy in their daily business activities, the interviews was thus held late in the afternoon and evening while they resume home from their daily toil. Key stakeholders were also busy with official work as all of them are in formal employment but were able to be interviewed with an agreed scheduled time. Another challenge experienced in the field was the very hot scorching sun, the lack of comprehensive statistical data and lack of documentation. The researcher also experienced a situation of people not wanting to disclose all the details on child sexual abuse in some households for fear of stigmatization.

The sample size posed a challenge to the study since the area under study was densely populated with many residents, it meant coming up with a considerably large sample size to capture the crucial data that owe credibility to the study.

The field of study was also unique with the researcher experience thus it posed some challenges in collecting the data from the field, but the researcher adopted a strategy to overcome all the challenges and such challenges did not lead to questionable results.

1.9 Assumptions of the study

The assumptions of this study included the following: that the sample chosen of respondents represents the population; the data collection instrument used has validity and was measuring the desired constructs; the respondents answered questions correctly and truthfully.
1.10 Definition of significant Terms

**Abuse:** make use of, misuse, revile unjust or corrupt practice.

**A child:** The word child is a relative term, which is not easy to define. It may mean different things to different people at different times especially from a legal perspective. Nevertheless, in this research it will mean an individual who is under the age of 16 years. However, the African chartered on the Rights and welfare of the child defines the term to mean human being below the age of 18 years.

**Child sexual abuse:** Sexual abuse is an umbrella term that encompasses different forms of sexual abuse, many with their own sub-categories. However, existing definitions agree that child sexual abuse takes place when an adult engages in sexual intercourse with and/or inappropriate touching of a minor, where the sexual acts are considered to be abusive and inappropriate for children.

**Consent:** Compliance in or approval of what is done or proposed by another.

**Offender:** A person who has engaged in the sexual assault or when the child is being used for sexual stimulation of the perpetrators or another person when the perpetrator or another person is in a position of power or control over the victim.

**Paedophilia:** Sexual attraction to children and occasionally sexual activities with children or young adolescents.

**Self-esteem:** The sense of contentment and self-acceptance that stems from a person's appraisal of his (or her) own worth, significance, attractiveness, competence and ability to satisfy aspirations.

**Academic performance:** Academic performance refers to the ability of learners within the classroom in terms of how they are able to master the learning material being taught to them by the teacher. Academic performance is often hampered by social, emotional and psychological problems being experienced by the learner (Lerner, 2006).
A learner: According to the Oxford Dictionary (Hawkins, 1991), a learner is ‘one who is learning a subject or skill’. For the purposes of this study, a learner will be identified as a child/adolescent who is attending school, for the purpose of receiving effective, formal education.

Learning: Learning is considered to be a fairly permanent modification of performance ability that occurs through experience (Radvansky, 2006). This definition is supported by Hergenhahn and Olson, who state that after having learned something, children are then able to do something which they were not able to do prior to the learning taking place.

1.11 Organization of the study

This study is organised into five main chapters. Chapter one comprises of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two takes through the introduction, theoretical review, theoretical framework, empirical review on the nature and categories of child sexual abuse, forms of sexual abuse, factors contributing to child sexual abuse, child sexual abuse and performance, conceptual framework and summary of the literature. Chapter three consist of Introduction, Site Selection and Description, Research Design, Target population, Sampling frame and sampling design, Study sample size, Methods and Tools of Data collection, Validity and reliability of instruments, Operational definition of variables, Data collection procedures, Data analysis and Ethical considerations. Chapter four comprised of the findings of the study and takes through the introduction, demographic findings and main findings on the study objectives. Chapter five takes through the summary of the findings and recommendations on the child sexual abuse and a recommendation for further study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature and various concepts on the subject under study presented by various researchers, scholars, analysts, theorists and authors. It discusses the literature review of the study the review drew its focus from the past major activities that have been done on child sexual abuse related issues. The information was obtained from past reference materials such as magazines, newspapers and journals and varied views of theorists. This will avoid unnecessary intentional or accidental duplication of materials already covered. This chapter goes through the past studies, theoretical review, theoretical framework, empirical review of the study objectives and the chapter summary.

2.2 Theoretical Review

There are accounts of child sexual abuse from, amongst others, the time of the early Romans and Egyptians, to Biblical accounts (Tlali & Moldan, 2005). A biblical reference as example is 2 Samuel 13, which is the account of how Amnon violated his sister, Tamar. Virtually all types of incest are found in historical accounts of sexual acts involving children. Even in modern, civilized societies child sexual abuse persists, regardless of it being socially deplorable (Lawrence & Janse van Rensburg, 2006).

Historically, children were regarded as property. Parents had the liberty and total authority to do to a child whatever was thought necessary (Ferrara, 2002). Typically the father, as head of the family, made all the decisions with regard to discipline and family matters (Clark & Clark, 1989). Apart from owning his children in this patriarchal society, a father’s rights also included the wages and any other acquisitions accrued by adult children. English common law at the time sanctioned exclusive paternal rule over family properties, thus including wives and children (Ferrara, 2002). Throughout history, parents have exploited their children for profit. The International Labour Organization estimates that 250 million children in developing countries, between the ages of five and fourteen, are exploited to do some form of work. Approximately 120 million of these children are employed full-time. During the time
of the Industrial Revolution children were often placed in apprenticeships, workhouses, orphanages, factories, farms and mines.

In England, five-year olds worked 16-hour days in factories and workhouses, shackled in chains, while being beaten and whipped in an attempt to make them work harder. In 13th century England, the law stated: If one beats a child until it bleeds, it will remember, but if one beats it to death, the law applies. It is estimated that 15 million children in India are bonded labourers. This means that they work under subjection, in order to pay off family debts (Human Rights Watch, 2001). Children are often exploited in terms of being used to repay parental debts by means of sexual favours. According to Casa Alianza (2001), each year approximately one million more children around the world are introduced to commercial sexual exploitation.

Bezuidenhout 2002) also points to the fact that wide-spread exploitation of children takes place for the sake of sexual favours. The Africans Constitution has recognised that children are among the most vulnerable members of society and therefore they require special protection and care. As a result of this children’s rights have been considered a priority; and Section 28 of the Bill of Rights is titled “Children”. Amongst other rights, the Children’s Bill states that every child has the right to a name and a nationality from birth; family care or parental care, or to appropriate alternative care when removed from the family environment; basic nutrition, shelter, health care and social services; be protected from maltreatment, neglect, abuse or degradation; be protected from exploitive labour practices.

The Supreme Court of Appeal stipulates that when a sentence is imposed, it is not only the objective gravity of the crime that plays a role, but also the present and future impact of the crime on the victim” (Lawrence & Janse van Rensburg, 2006). Because of the extremely sensitive nature of sexual violations against children, the Bill of Rights stipulates that during a cross-examination, the sexually abused child should be approached with: respect; due cognisance of his or her best interests, in a manner that takes account of his or her age; with a view to challenging his or her evidence as a matter of course, with a view to establishing whether he/she has been repeatedly interviewed with the aim of establishing whether people have (intentionally or inadvertently) encouraged false allegations that might have become part of the child’s recollection (Lawrence & Janse van Rensburg, 2006).
The consequences of child sexual abuse are diverse and numerous. Being sexually abused impacts upon the life-world of a child on an educational, psychological and physical health level (Mullen & Fleming, 2005). Many people deny the dangers of sexual abuse and the consequences thereof. They accept common myths, such as children being quick to recover and being able to adapt and continue with life when they have experienced trauma of some nature. In many cases of adult survivors, they have grown up in dysfunctional family environments.

This implies that they have not had positive role models on which to base their own lives (Bezuidenhout, 2008: 60; Spies, 2006). Studies have indicated that survivors should be proactive in facing their abuse in order to begin the healing process. Spies goes on to say that should this not happen there is then the possibility that the survivor could himself become an abuser. As children grow older and mature, they reach a point where they are required by law to start attending formal schooling. From the time that a child is enrolled at a school, the members of staff are legally considered to be in full responsibility of the child, in a country where the physical, emotional and sexual abuse of children is a recurring and widespread problem, in the place of parents has become increasingly important in the protection of children. Anybody who is not the parent of the child and has no legal or blood ties to a child, with a legal framework on which to base their duties to the child has no autonomy over the child whatsoever.

The school environment is neutral; and there is no danger of a perpetrator abusing the child at school, unless the teacher himself is the abuser. However, in order for a learner to achieve optimally at school, the holistic environment needs to be conducive to effective learning (Friedrich, 2001). This implies that the conditions at home and at school should be authentic pedagogic relationships within an atmosphere of trust, caring, support and guidance. Unfortunately, in many cases sound pedagogic relationships do not prevail within the home or at school, and thus the adult becomes ‘an object of distrust’ (Wickham & West, 2002). Despite this feeling of distrust, the sexually abused child generally keeps the perpetrators actions a ‘secret’, as instructed by the perpetrator (Colson, 2006). Within many classrooms, there are one or more learners who are being sexually abused and the effects thereof could hamper their adequate academic progress (Woolfolk, 2010). Cloud and Townsend made the
following comment: “their developmental processes have been damaged or interrupted by abuse.

Many of these learners display symptoms such as social withdrawal or acting out, which are external signs of their inner confusion. They act out in many forms, such as sexual exploration with peers, performing acts such as masturbation at an early age and having sexual knowledge that is considered age-inappropriate (London & Bruck, 2005). However, there are also some learners who show very few, if any, noticeable symptoms to indicate that they are dealing with such severe problems. This complicates the process of identifying these children and providing the necessary and appropriate help for them. Effective help is vital in order for them to work through their trauma, while at the same time being able to maintain a reasonable standard of academic performance.

2.3 Theoretical framework

2.3.1 Lee Vygotsky’s Social-Cognitive Theory
Lee Vygotsky was a young Russian psychologist who, in the 1920s and 1930s, disagreed with Jean Piaget’s “immature and ego-centric” view of child development. He hypothesized that living beings are part of a dynamic social framework that links them to their surroundings and to other beings by means of interaction (Stetsenko & Arievitch, 2004). Humans are therefore not only individuals, but also social beings that interact with one another and their environments. Therefore, in a school situation, each learner is part of the “educational community” in the classroom (Roth & Lee, 2007). Vygotsky emphasized the importance of social influences on the way in which a child plays, explores his world and learns from these experiences (Lindon, 2001). He was of the opinion that the initial language used by children during play is an integral part of their thinking. He therefore believed that young children are far more competent than adults reckon them to be. He stated that children have existing abilities and skills that develop further as the child grows and matures, through life experiences in his environment.

According to Vygotsky, De Witt, 2009, children actively participate in their learning and are able to creatively play with objects in their environment. He maintained that a child’s development is greatly influenced by his ability to participate in imaginative and fantasy play.
Such play allows children to explore their world with very few restrictions and limitations. Although he was of the opinions that play forms an essential part in the development of a child, he did not feel that it is the only form of learning.

It is important for adults not to place too much emphasis on the intellectual side of play, while ignoring the vital role played by the emotions that accompany most forms of play. The “zone of proximal development” (ZPD) was a concept he used to explicate possible assistance for a child’s learning. The zone of proximal development is described by Lindon (2001) as: “the areas of possibilities that lie between what individual children can manage on their own their level of actual development and what they could achieve or understand with some appropriate help their level of potential development”. The vygotsky’s social cognitive theory is convenient to explain the psychological, social impact of sexual abuse on the development of the child.

2.4 Empirical review

This will review the variables that from the study objectives and will lay more emphasis on the problem statement by reviewing the literature available on variables and critical operationalization of the variables these variables will include the nature of child sexual abuse, the forms of child sexual abuse, factors contributing to sexual abuse and the effects of sexual abuse on academic performance.

2.4.1 The nature and categories of child sexual abuse

The nature of sexual abuse has an enormous impact on the life of a victim, not only while the abuse is taking place, but research indicates the impact on adulthood (Spies, 2006). There are several factors relating to the nature of sexual abuse. These have been identified as: The frequency and duration of the abuse; the type of sexual abuse inflicted; the relationship between the victim and perpetrator; any form of physical force associated with the abuse; the number of perpetrators; and the age of onset of abuse.

Children are sexually abused in various ways and the abuse can be split into different types. The following broad categories of abuse have been identified (Bezuidenhout, 2008): Non-contact sexual activities, such as sexual comments directed at the child, revealing sex organs
to the child and voyeurism (deriving sexual pleasure by secretly watching other people engage in sexual intercourse or watching them disrobe (Collins, 2006), Sexual contact activities, such as caressing and mutual masturbation, Oral sexual activities, such as sucking of breasts and tongue kissing, Penetrative sexual activities. This study will distinguish between two specific forms of sexual abuse, namely the following:

2.4.1.1 Intra-familial sexual abuse

Intra-familial sexual abuse (incest) takes place within the family or extended family, where the perpetrator is a family member (Ambrosino & Heffernan, 2003) Incest can occur between “blood relations”, where both parties are descendents from the same ancestor(s); two parties related by marriage, such as “a spouse and the blood relation of the other spouse”; and an adopted child and his adoptive parent (Meyer & Kotzé, 1994). Incest can be categorised according to who the perpetrator is and what the relationship is between the perpetrator and the child victim (Lawrence & Janse van Rensburg, 2006).

(i) Father-daughter

Most literature sources discuss father-daughter incest as the main form of intra-familial molestation (Tower, 1998) stated that according to available statistics stepfathers or biological fathers are usually the offenders in 70% - 80% of the reported cases of incest. In such families, the father’s role is one of a rigid, controlling authoritarian, as the head of the family.

(ii) Father-son

Although not as widely researched and documented as father-daughter incest, father-son incest does occur. Smith (1992) mentions four possible reasons for the under-reporting of the abuse of boys: the male ethic of self-reliance; notions of youthful male sexuality; different patterns of supervision of boys within a family and gender-mediated responses to the abuse. Tower (1998) mentions that as a result of sodomy, the child victim generally experiences a combination of emotional and physical pain.

(iii) Mother-son
Spies (2006) mention that mother-son incest could be as much as 10% of all reported cases of incest. Apparently, it seldom occurs in families that are functioning adequately and where the family unit is intact. Very few cases of mother-son incest are reported mainly because: statistically mothers do not abuse their sons as often as fathers abuse their daughters, activities that the mother and son participate in together, such as the mother bathing the young son in an inappropriate manner, are used to disguise the abuse and the seriousness of the taboo relating to mother-son incest, contributes to the decision by the son not to report the abuse.

(iv) Sibling incest
When a younger sibling is enticed or bribed into taking part in sexual activities with an older brother or sister, it is also a form of the abuse of power. The abusive sibling is generally older and physically stronger than the victim. According to Spies (2006), sibling incest is considered to be the most common form of incest. It is estimated that it occurs five times more often than parent-child incest.

(v) Incest by extended family members
There are various combinations of incest by extended family members, such as uncle-niece; grandfather-granddaughter and sexual abuse by first cousins. Irrespective of who the perpetrator is, if there is a direct link to the family, the trauma is significant for the victim, because of the violation of the relationship of trust (Ambrosino, 2005).

Sexual abuse may also be extra-familial, i.e. where the perpetrator is not a family member, but may be someone known to the family, such as teachers, religious ministers, social workers, doctors, or a complete stranger. When the perpetrator is a respected, well-known member of the community, it places the family in a very complicated situation, especially when it comes to reporting the abuse to the authorities and laying a criminal charge (De Witt, 2009)

2.4.1.2 Different categories of extra-familial child sexual abuse
Many types of child sexual abuse have been recognised and documented, and include, but are not limited to, sodomy, indecent exposure (exhibitionism), incest, rape, statutory rape, sexual
molestation, prostitution, paedophilia, sexual sadism, masochism and pornography (Bezuidenhout, 2008)

Sodomy has been defined as two male humans engaging in anal intercourse (Meyer & Kotzé, 1994). Such “anal-genital” physical contact between a man and a young boy is considered as “immoral assault”. Indecent exposure (exhibitionism) refers to when a man displays his genitals to women, girls and boys. This act is aimed at inducing shock in the onlookers. Meyer and Kotzé (1994) state that exhibitionism is “the exposure of an adult man’s genitalia to girls, boys and women

Incest is any sexual activity that takes place between relatives, even those that are not necessarily biologically related. The offender can then be a step-parent or non-related step-siblings (Lawrence & Janse van Rensburg, 2006). Rape is the crime committed when a person is forced to have sex, normally by means of violence, or by being threatened. Statutory rape refers to sexual intercourse that takes place between adults and children under the age of 16. Sexual molestation implies the introduction of dependent and developing children to various styles of sexual stimulation that they are not yet able to cope with and that are also inappropriate for their “psychosexual development.

Prostitution is the act of providing sexual favours for financial benefits, and it includes both genders. Children are often prostituted by their parents, or caregivers for the sake of the income they can bring home. Many street children prostitute themselves to earn money to provide for them (O’Connell Davidson, 2000). Paedophilia is derived from the Latin words paedo, meaning child and philia, meaning love. A paedophile, however, does not provide a caring, nurturing love for children, but displays sexual preferences for children in pre-pubertal or post-pubertal stages of development.

Sexual sadism refers to the sexual pleasure that is derived by the perpetrator in hurting children, through the infliction of cruelty and suffering (Corwin, 2002). Salter (2003) defines sexual sadism as follows: “sexual attraction to pain, suffering, terror or humiliation: simply put, sadists hurt people for the sexual thrill it gives them”. Sexual masochism is the tendency to derive erotic pleasure from the infliction of pain, humiliation or destruction of oneself (Penguin, 2001). Pornography is defined by Spies, as: “any image of a person under the age
of 18 years who is displaying his or her genitals, or who is shown as being engaged in sexual conduct, real or simulated.

This involves the exploitation, or degradation of children. It involves the production, distribution and/or use of the visual depiction of sexual images of children”. Child trafficking is the recruitment of children from their homes, with the aim of taking them to work elsewhere for reasons such as: commercial sexual exploitation; exploitive labour practice; or the removal of body parts (United Nations, 2000). The children who are the most vulnerable to this exploitation are generally those who already find themselves in disadvantageous situations. Trafficking exacerbates the situation that these children find themselves in and is considered as being one of the worst types of child labour.

2.4.2 Forms and Types of Child Sexual Abuse

Sexual abuse is any sexual act between an adult and a child. Such acts include: Behaviour involving penetration vaginal or anal intercourse and oral sex, Behaviour not involving penetration: prolonged kissing, cuddling, French kissing, and excessive touching. Looking at children either with or without clothes with the intent to be sexually aroused can also be included. The collection of any photographs or images of children taken by others in suggestive poses is illegal. Fondling: Touching, fondling or kissing a child's genitals, making a child fondle an adult's genitals. Violations of privacy: Forcing a child to undress, spying on a child in the bathroom or bedroom (O’Connell Davidson, J. 2000)

Exposing children to adult sexuality that is, performing sexual acts in front of a child, exposing genitals, exposing oneself nude for the sexual gratification of the adult, telling dirty stories, videotaping, or filming of children with the intent to create sexual stimulation, Exploitation: Exposing a child for sexual purposes on the internet; selling a child’s services as a prostitute; having a child perform in pornography; exchanging or purchasing child pornography.

Any efforts to seduce a minor into a sexual relationship, whether the act is accomplished or not, will likewise be considered a form of child sexual abuse, and will result in severe legal consequences, Inappropriate intimacy with children will also be regarded as child sexual abuse. It’s important to understand that no matter what the adult says in defence of his or her
actions, the child did not invite the sexual activity and the adult’s behaviour is wrong. Sexual abuse is never the child's fault regardless of the child’s level of maturity or the child’s behaviour. By law, the age of the person who sexually abuses a child solely dictates whether the person is culpable of child sexual abuse (De Witt, 2009).

Children are psychologically unprepared and unable to handle sexual stimulation. Even toddlers, who haven’t formulated the idea that the sexual abuse is wrong, will develop problems resulting from the overstimulation. Older children who know and care for their abusers know that the sexual behaviour is wrong, but they may feel trapped by feelings of loyalty and affection. Abusers warn their victims not to tell, threatening children with violence or ostracism, and the shame associated with the sexual activity makes the child especially reluctant to tell (Bezuidenhout, 2008).

When sexual abuse occurs within the family, children may worry that other family members won’t believe them and will be angry with them if they tell as is often the case. The layer of shame that accompanies sexual abuse makes the behaviour doubly traumatizing, even more so if the child is subsequently placed in foster care (De Witt, 2009).

2.4.3 Familial factors that contribute to child sexual abuse

Sexual abuse is the product of a disturbed society, which is characterised by factors such as changes in family dynamics, isolation of children, physical neglect and substitute care (Loffell, 2007). It has led to the development of an anti-child culture that dominates contemporary society and as resulted in an inadequacy to protect the most vulnerable of groups, being babies, toddlers and children (Le Roux & Smit, 1994). Studies have identified various specific factors that may contribute to the sexual victimization of children and these will be discussed below.

The perpetrator may have been raised in a home environment in which he was exposed to rejection by either one, or both of his parents. His parents may have been cold towards him and may have inflicted some form of abuse on him, resulting in affective neglect. It is also possible that the perpetrator was sexually abused himself as a child. Although there is a greater probability that an abused child will become an offender, it is not necessarily the norm (Townsend & Dawes, 2007).
Literature indicates that a perpetrator is one who feels isolated, lonely and generally feels that he doesn’t belong (Meyer & Kotzé, 1994) is of the opinion that it is possible to identify three personality types that have a tendency towards incestuous behaviour. These are: the introverted personality, where the offender is very emotionally dependent on his family; the psychopathic personality, where a promiscuous man includes sexual contact with his children as part of that education; and the psychosexually immature man, who has paedophiliac tendencies and becomes sexually active with children.

It has been found that children from incomplete families or broken homes are generally more vulnerable to being abused than children from more stable home environments, where both parents are present (Richter, Dawes & Higson-Smith, 2007). Children raised in incomplete families generally have more freedom to do as they wish, because of the lack of parental control. Such children are at high risk of abuse, because they are vulnerable to advances made by undesirable adults. They are often also emotionally neglected and feel that the attention of the perpetrator fills a void in their lives. In homes where there is very little or no parental control and supervision, children may move to the streets and shopping malls searching for something to do.

Paedophiles lurk in areas such as video arcades, malls and discothèques; because they know that many young children and adolescents frequent such places without any supervision (Meyer & Kotzé, 1994). Second marriages also place children at risk and many are vulnerable to advances and sexual abuse from their stepfathers. Russell found that the incidence of stepfather-stepdaughter incest is far higher than between a daughter and her biological father. Globally, researchers have found a strong correlation between unemployment, poverty and child sexual abuse. Unemployment, as a social problem, causes a certain degree of stress and anxiety in the parents, because they are unable to meet the needs of the family. This often results in the lack of basic needs, such as adequate housing, clothing, and food, running water, electricity and education. Many children who are faced with a home-life lacking in these basic necessities are vulnerable to being abused (Townsend & Dawes, 2007). They become the “whipping-boy” for the frustrated, stressed and angry parent(s).
For some families, social interaction is very difficult because of being geographically isolated, such as living on farms that are situated far from towns or cities, making daily commuting impossible. It is therefore possible that some family members turn to those around them for sexual gratification. In some communities, intermarriage between family members is accepted and these results in a variety of genetic mutations in their children (Meyer & Kotzé, 1994). There are cases where a family is not geographically isolated, but chooses to socialise within a very limited circle of outsiders. In such cases of social isolation there is an increased risk of sexual abuse to the children.

The children in such families are vulnerable, because there is very little, or no chance that an outsider can observe the abuse; and additional stress is possible in families that withdraw from society. If parents are experiencing problems with the sexual side of their relationship, there is an increased risk of incest. It is possible that there are bona fide marital problems resulting in the sexual advances of the father on his own daughter, but it is also possible that the mother is pregnant, or is ill and does not want to be sexually active. This would then make the daughter more vulnerable to the father’s abuse of her.

There are many children in Kenya especially in the slum areas that live in poverty. In such instances an entire family may be living in a house consisting of one or two rooms. The children are then exposed to adult sexual activities, because they all sleep in the same room (Townsend & Dawes, 2007). The children are not able to distinguish between normal sexual development, which is age-appropriate, and adult sexuality (Meyer & Kotzé, 1994). If the home is overcrowded and either one or both of the parents are unemployed, this contributes to the stress and anxiety in the home and places the child at risk of being the target of abuse.

2.4.4 Child sexual abuse and Academic performance

There is an overwhelming amount of empirical evidence to indicate that child sexual abuse has a profound impact on the lives of the victims, as a result of their experiences and their memories of these experiences (Spies, 2006). Much of what a child learns comes from his life experiences and personal actions. On his journey to adulthood, most of what is learnt contributes to how the child develops into a self-sufficient, independent adult.
The child takes in and processes external experiences and then internalises these experiences. This then forms the basis on which the child interacts with the world, this too translates to how the child will perform in his or academic pursuit since the child will suffer psychologically from this trauma which causes stigmatization and lose of self worth. Spies states that the information taken in, processed and internalised (made his own) by an abused child, has an enormous effect on the child’s life, specifically impacting on his behavioural patterns. Freyd (2002) supports this by mentioning the reality of a child remembering other external stimuli that he may have heard, felt or smelt, while the abuse was happening. This is often a means of focusing attention onto something other than what is actually taking place, i.e. the sexual violation.

Child maltreatment is associated with intellectual deficits and other academic problems, such as a delay in acquiring language, and problems in mathematics and reading tests (Berliner & Elliott, 2002) Difficulties with academic performance and behaviour experienced by sexually abused children may impact negatively on future educational attempts and eventually hamper the development of the necessary life skills, including self-discipline, and the ability to sustain effective work roles (Mullen & Fleming, 1998). Sexual abuse has a profound effect on a "child’s ability to develop skills and abilities" and the abuse influences “every aspect of the child’s growth and development. The development of concentration problems at school, anxiety regarding school attendance (Kearney, 2006) Fluctuation in school performance School learning problems (Pretorius, 1998)

Low self-esteem and negative self-image, increased fear, self-blame and feelings of guilt, Higher rates of mental health disorders among abused children, including depression, anxiety and nightmares or flashbacks (Berliner & Elliott, 2002), Sexually abused children are less trusting of others and feel betrayed, sexually abused children exhibit inappropriate and unusual sexual behaviour, such as increased sexual curiosity, simulated sexual acts with siblings and friends, and premature sexual knowledge, from an early age (Kay, 1999).

Feelings of guilt and a build-up of depression (Brain, 2006), Disturbances, such as panic attacks, sleeping problems (insomnia, nightmares), eating disorders ( Pretorius, 1998), Escaping his/her situation by running away, which in turn leads to potential additional
problems, such as prostitution, or stealing, in order to have money on which to live (Pelzer, 2001), Problematic relationships, leading to social dysfunction, Becoming an abuser him/herself, People who are sexually abused, especially in childhood, are at elevated risk for physical health problems” (Kirkengen, 2002) Generally, survivors of child abuse are at an increased risk of hepatitis, strokes and are more likely to have surgery, Researchers generally consider these health problems to be an intricate combination of the psychological, behavioural and social harms associated with child abuse.

Sexual abuse that involves penetration can result in severe, immediate injuries, such as genital trauma and pregnancy among pubertal females (Childline, 2009), ongoing effects may include genital abnormalities and sexually transmitted diseases, abdominal pain and gastrointestinal disorders are common amongst women who were sexually abused as children, Contracting sexually transmitted diseases such as HIV/AIDS or gonorrhoea creates serious health risks for the victims of abuse.

2.5 Conceptual framework

The conceptual framework was based on the effects of child sexual abuse on academic performance. There are other factors that can equally affect the academic performance of the child in a hypothetical environment which are outside the influence of child sexual abuse, however it’s important to appreciate that the study intended to investigate into the effects of child sexual abuse on academic performance, to achieve this the study examined the four major variable of sexual abuse to academic performance: the study assesses the nature of child sexual abuse, factors contributing to child sexual abuse, forms of sexual abuse and the effects of such abuses on academic performance of the child in Mathare constituency, Nairobi County.
This chapter has presented a review of related literature and various concepts on the subject under study presented by various researchers, scholars, analysts, theorists and authors. It has discussed the literature review of the study; the review drew its focus on the past major activities that have been observed in line with the study. The information was obtained from past reference materials such as magazines, newspapers and journals and varied views of theorists.
3.1 Introduction

This chapter deals with research design, target population, sampling techniques, and sample size and data collection methods and data analysis.

3.2 Site Selection and Description

The study was conducted in Mathare constituency Nairobi County, Mathare constituency is situated five kilometres northeast of Nairobi’s city centre. It is one of the largest slums in East Africa and the oldest in Nairobi, Mathare is found in the two constituencies of Starehe and Kasarani. Mathare has several villages and wards.

This includes Mlango kubwa, Ngei, Kiamaiko, Huruma and Mabatini. According to the last official census conducted in 1999 by the Kenyan government, Mathare had a population of 69,000 people living in 24,525 households. Most community sources put Mathare as home to about 600,000 people. Children and youth (0 – 30 years) appear to make up the majority of the total population. The researcher purposively chose a constituency that is classified as slum. Such an area could have unique challenges in bringing up children and are associated with social vices therefore the study findings provided a basis for comparison with other which could be classified as safer, regions for children welfare.

3.3 Research Design

Kothari (2004) states a research design as constituting the blue print for the collection measurement and analysis of the data. This study used a descriptive survey design. According to Orodho (2005) a descriptive survey strategy is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not controlled or manipulated the situation. According to Luck and Reuben (1992) and Orodho (2005), descriptive survey strategy is appropriate as more focus is on an answer to one question given by all respondents than an answer to all questions given by an individual. The researcher will have no control over the variable but can only report what is happening.
There are basically two types of research paradigms ranging on a continuum from a positivistic to a phenomenological approach. The positivistic approach attempts to explain social phenomena by establishing a relation between variables which are information converted into numbers.

This approach is referred to as quantitative research. The phenomenological paradigm, on the other hand, suggests that social reality lies within the unit of research, and that the act of investigating the reality has an effect on that reality. This paradigm pays considerable regard to the subjective or qualitative state of the individual, hence the reference to this approach as qualitative research (Collins and Hussey, 2003). This study employed both quantitative and qualitative methods of data collection. Qualitative data was used to get community opinion on child sexual abuse.

3.4. Target Population

The study mainly targeted 120 parents/guardians through the 120 household interviews which was held, 20 children aged 12-17 years, whose opinion were sought through FGD, and 7 AACs through Key informant interview. And community based structures established to deal with child protection issues and national level stakeholders.

This is regarded as appropriate for child participation. It also targeted; Constituency Children Officer who is the secretary to the AAC; selected AAC members at constituency level and location levels from government line ministries; the National Council for Children’s Services at the national level inclusive, this will ensure credibility of the data to be collected. According to Singleton et al (1988), a unit of analysis is what or who is to be analyzed. Schutt (1996) sees a unit of analysis as the level of social life on which research questions focus. In this case the unit of analysis was children ages 12-17 years, adults of the selected households in the study and the AAC members in Mathare constituency.

3.5 Sampling frame and sampling design

Trochim (2008) defines sampling design as the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. The study used purposive sampling for identifying key informants and focus group discussants of the study.
According to (Bernard 2002, Lewis & Sheppard 2006) Purposive sampling is an informant selection tool widely used in ethno botany. However, the use of the method is not adequately explained in most studies. The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses.

It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). Purposive sampling is especially exemplified through the key informant technique (Bernard 2002, Garcia 2006, Lyon & Hardesty 2005), wherein one or a few individuals are solicited to act as guides to a culture. Key informants are observant, reflective members of the community of interest who know much about the culture and are both able and willing to share their knowledge (Bernard 2002, Campbell 1955, Seidler 1974, Tremblay 1957).

Multi-stage sampling was used. Whereas for the household surveys; and due to the vast number of sub-wards in the constituency; a simple random selection of 3 wards were drawn for the study. From each of the selected wards, another simple random selection of 2 sub-wards was drawn. A random selection of 2 centres was drawn from the total centres per the selected sub-wards. From each selected centre, using centre maps and chosen campus directions, a systematic sampling was applied to select households whereby after selecting a household along a chosen campus direction, the next household was skipped and then the one following was selected until all the required number of households were drawn. In total, 10 households were drawn per centre to be included for the study. This ensured maximum randomization and avoidance of bias in sample selection. This is explained diagrammatically as shown below.
Table 3.1 Target population and sample size

<table>
<thead>
<tr>
<th>Number of units in Mathare constituency</th>
<th>Selected sample size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Wards</td>
<td>3</td>
</tr>
<tr>
<td>2 Sub-wards</td>
<td>6</td>
</tr>
<tr>
<td>2 Centres</td>
<td>12</td>
</tr>
<tr>
<td>1200 Households</td>
<td>120</td>
</tr>
</tbody>
</table>

3.6 Study sample size

Suitable study sample size is a critical matter as it influences the statistical significance and power. According to Nick et al (2009), choosing the correct size of sample is not a matter of preference, it is a crucial element of the research process without which you may well be spending months trying to investigate a problem with a tool which is either completely useless, or over expensive in terms of time and other resources. The same authors argued that, not all quantitative studies involve hypothesis-testing, some studies merely seek to describe the phenomena under examination. Whereas hypothesis testing involved comparing the characteristics of two or more groups, a descriptive survey may be concerned solely with describing the characteristics of a single group. The aim of this type of survey is often to obtain an accurate estimate of a particular figure, such as a mean or a proportion.

3.7 Methods and Tools of Data Collection

This study employed both secondary data from the literature review of existing publications and other authentic documents and primary data from face to face interviews, administer questionnaires and focus group discussions with the community. The primary data was collected through field work using qualitative and quantitative approaches. The main method of data collection used was household interviews. 120 household interviews were conducted, 7 key informant interviews and one FGD for children.

Key Informant interviews were held with 7 AAC members (Police officer, Health officer in charge of child protection issues, Education officer, Chief, District Children Officer (DCO), NGO representative and NCCS representative at national level). Household interviews were also conducted using structured questionnaires to establish community’s opinion on child
sexual abuse and how they view its contribution to academic performance. Questionnaires were developed for conducting household oral interviews. This was used to investigate the following: Nature of sexual abuse, contributing factors to sexual abuse, forms of sexual abuse and the effect of sexual abuse on academic performance. The researcher determined the knowledge of the community on issues of child sexual abuse, community’s perception on it impact on psychological development of the child.

FGD for children of school going age was conducted to establish their feelings on the effects of child sexual abuse. Secondary sources of data were also explored by reviewing minutes and reports of AAC activities in the constituency to validate some of the responses which were generated during the study. The researcher employed these with the aid of the community as useful guides in identifying where the selected households are located.

3.7.1. Oral Interviews

An interview is a purposeful discussion between two or more people. The use of interview can help the researcher to gather valid and reliable data that is relevant to the research questions and objectives. Oral interviews were conducted in 120 households.

3.7.2 Key informant interview

This study also used key informant interviews that were purposefully selected. The questions of key informant interviews were open-ended, in depth interviews with key informants, from; National Council for Children Services and local level stakeholders about their views of child sexual abuse the threats to children’s wellbeing and the responses to those threats in their area. This entailed development of an interview guide with a series of open-ended questions under selected topics in child sexual abuse that were posed to individuals selected for their knowledge and experience in child sexual abuse.

This also involved conducting in-depth and semi-structured interviews. The persons targeted for this included government officers such as the constituency Children’s Officer, health care provider, law enforcers, education officer, chief, NCCS representative and NGO representative who is an AAC member. Seven key informant interviews were used to investigate issues in an in-depth way. The interviews was aimed at also helping discover how
individuals think and feel about child sexual abuse and provide verification of information
gathered from household interviews.

3.7.3 Observation

Marshall and Rossman (1989) define observation as "the systematic description of events,
behaviors, and artifacts in the social setting chosen for study. Observations enable the
researcher to describe existing situations using the five senses, providing a "written
photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993).

Observation method provided this research with ways to check for nonverbal expression of
feelings, determined who interacts with whom, grasp how participants communicate with
each other, and check for how much time is spent on various activities (Schmuck, 1997).
Participant observation allows the researcher to check definitions of terms that participants
use in interviews, observe events that informants may be unable or unwilling to share when
doing so would be impolitic, impolite, or insensitive, and observe situations informants have
described in interviews, thereby making them aware of distortions or inaccuracies in
description provided by those informants (Marshall & Rossman, 1995).

DeWalt and DeWalt (2002) believe that "the goal for design of research using participant
observation as a method is to develop a holistic understanding of the phenomena under study
that is as objective and accurate as possible given the limitations of the method". They
suggest that participant observation be used as a way to increase the validity of the study, as
observations may help the researcher have a better understanding of the context and
phenomenon under study. Validity is stronger with the use of additional strategies used with
observation, such as interviewing, document analysis, or surveys, questionnaires, or other
more quantitative methods. Participant observation can be used to help answer descriptive
research questions, to build theory, or to generate or test hypotheses (DeWalt & DeWalt,
2002).

The researcher used an observation guide as described by Merriam (1988) in which she
compiled various elements to be recorded in field notes. The first of these elements included
the physical environment. This involved observing the surroundings of the setting and
providing a written description of the context. Next, the description of the participants in
detail followed by a record of the activities and interactions that occur in the setting. The researcher also looked at the frequency and duration of those activities/interactions and other subtle factors, such as informal, unplanned activities, symbolic meanings, nonverbal communication, physical clues, and what should happen that has not happened. This further included observing the conversation in terms of content, who speaks to whom, who listens, silences, the researcher's own behavior and how that role affects those one is observing, and what one says or thinks.

The researcher also used observation guide to observe a count of attendees, including such demographics as age, gender; a physical map of the setting and description of the physical surroundings; a portrayal of where participants are positioned over time; a description of the activities being observed, detailing activities of interest; adult activities such as AAC meetings; how children are playing in the community; whether you see happy children faces; whether children are free with strangers or not; how parents treat children at home and how children are treated in school. The research exact quotes where possible; describe activities in the order in which they occur; provide descriptions without inferring meaning; include relevant background information to situate the event; separate one's own thoughts and assumptions from what one actually observes; record the date, time, place, and name of researcher on each set of notes (Schensul, Schensul, and LeCompte, 1999)

3.7.4 Focus group discussion (FGD)

Kumar (1987) defines FGD as a semi-structured data gathering method in which a purposively selected set of participants gather to discuss an issue or concern. FGD help to elicit views of opinions of the target population and enable identify the nature of child sexual abuse, the economic condition of the parents whose children are affected, and the outcomes of child sexual abuse on academic performance. This will help the researcher to obtain insights on their perceptions, needs, problems, beliefs and reasons for certain practices. The respondents will be allowed to freely discuss the issue in a group of 10-20 persons. This study will conduct one FGD with children between ages 12-17 years

3.7.5 Review Secondary Data

A review of current literature and all relevant documents related to the child sexual abuse was conducted. Information obtained from these documents also allowed the researcher to
triangulate and verify the data collected from the field. This was done as part of the literature review. Selected literature from Mathare Constituency government offices that include the DCO was reviewed so as to provide site specific information on child Sexual abuse.

3.7.6 Case Studies

According to Yin (2002), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident (exploratory studies). Case study research can be positivist (quantitative), interpretive, or critical, depending upon the underlying philosophical assumptions of the researcher. In this study, the researcher examined a few selected cases of children who have suffered sexual abuse. This helped analyze the nature of cases of child abuse in the community; analyze the support mechanisms in place in terms of partners who handled the case; the reporting and referral mechanisms in place; the services provided to support the children and family to addressing the case; the effects of the services; any challenges experienced in handling the incidence and identified recommendations towards handling such incidences in future.

3.8 Validity and reliability of instruments

Phelan and Julie (2005-2006) define reliability as “the degree to which an assessment tool produces stable and consistent results”. They further define Validity as “how well a test measures what it is purported to measure”. American Educational Research Association et al (1999) define Validity as “the degree to which the evidence supports that these interpretations are correct and that the manner in which the interpretations are used is appropriate”.

3.8.1 Validity of the Research Instruments

The pilot study assisted in the analyzing the validity of Questionnaires that was developed to investigate into the effects of child sexual abuse on academic performance. It helped in identification of redundancies in Questionnaires in rewording and re-sequencing questions and in estimating the time required for completion of the questionnaire. The statistical reliability analysis of both instruments was done by employing Alpha Reliability Coefficient and Split half Reliability Analysis. The construct validity was examined by computing items total correlation and inter-scale correlation and cut off scores table was developed with the
help of percentile ranking. The results of statistical analysis for the questionnaires both reflected that the instruments were internally consistent.

Based on the responses and comments from the pilot study respondents, and feedback from the panel of experts the items of child sexual abuse were reduced to 26 items from 30. The face validity of the research instruments was judged through the written and verbal comments of the respondents regarding the clarity of 26 questions. In addition to the pilot testing of the research instruments, these instruments were also reviewed by a panel of experts at child protection issues. The valuable feedback received from the experts was taken into consideration in preparation of the final version of the questionnaires.

3.8.2 Reliability of the Research Instruments

In the present study, the reliability of Questionnaires as one of the research instrument was measured in two ways. The split half reliability of Questionnaire was computed. The results indicated the reliability coefficient. The results reflected that the instrument was internally consistent. The inter-correlations with subscales and total scale were computed. The results revealed that all the scales had positive correlation with each other and with the total scale of Questionnaires. The highest inter correlation existed between Normative and Affective commitment. The reliability was measured in two ways. The split half reliability was computed. The results indicated that the reliability coefficient reflected that the tool was internally consistent.
### 3.9 Operational definition of variables

**Table 3.2: Operational definition of variables**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Type of variable</th>
<th>Indicator</th>
<th>Measurement scale</th>
<th>Research instrument</th>
<th>Method of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>nature of child sexual abuse</td>
<td>The nature of child sexual abuse</td>
<td>-Intra-familial -Extra-familial</td>
<td>Nominal/interval/ordinal</td>
<td>Qualitative/quantitative</td>
<td>Descriptive statistical analysis</td>
</tr>
<tr>
<td>Forms of child sexual abuse</td>
<td>Forms of child sexual abuse</td>
<td>-vaginal penetration -anal intercourse -oral sex -prolonged kissing -excessive touching</td>
<td>Interval/ordinal</td>
<td>Qualitative</td>
<td>Descriptive/inferential statistical analysis</td>
</tr>
<tr>
<td>familial factors on child sexual abuse</td>
<td>Familial factors on child sexual abuse</td>
<td>-family dynamics -Isolation -physical neglect -Substitute care</td>
<td>Nominal/ordinal</td>
<td>Qualitative/quantitative</td>
<td>Descriptive statistical analysis</td>
</tr>
</tbody>
</table>
3.10 Data collection procedures

This involved the methods used to collect data from the respondents; the main technique applied by the study involved the following: Oral interviews, key informant interviews, observation, use of focus group discussion and case studies were employed.

3.11 Data Analysis

Seidel (1998) describes data analysis as a process in which the researcher sorts and sifts data, searching for types, classes, sequences, processes, patterns or wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion. In this study, the researcher adopted this definition as a guide to the study’s data analysis. Data was recorded on note pads and clearly marked with the name of the interviewee, the date and place and any other relevant details.

Each set of notes was then read looking for similarities and differences in a bid to find themes and to develop categories as presented in the literature review. Information on the notepads was underlined/coded by marking each paragraph with word that depicts the appropriate category. Seidel (1998) quoting Charmaz, (1983) notes that codes serve to summarize, synthesize, and sort many observations made of the data and that this becomes the fundamental means of developing the analysis. Charmaz further notes that, researchers use codes to pull together and categorize a series of otherwise discrete events, statements, and observations which they identify in the data.

In this study, the researcher used coding as described by Seidel to sort out information, group and summarized it for analysis. Different sentences and phrases in the paragraphs will also be highlighted using different colours to differentiate the themes. Data was then arranged per theme and put together through card index system. Each note pad was marked with line numbers for cross-referencing purposes. There was a card for each theme and category which was cross-referenced with the notes pads per variable of study. Data was presented as per variables, themes and categories in a summarized form. This guided discussions in interpreting the findings on how they answer the research questions. Micro soft excel computer page and SPSS were be used to compute the quantitative data and create tables.
3.12 Ethical considerations

The researcher focused keenly on ethical issues. The researcher sought approval from the Department of extra-mural studies School of continuing and distances Education University of Nairobi. The researcher also obtained a permit from the relevant authorities to conduct a study in Mathare constituency. The researcher ensured confidentiality, Anonymity, Informed consent and voluntary participation of the respondents.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data analysis, presentation and interpretation. Analysis means categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions. It is to reduce data to intelligible and interpretable form using statistics. Interpretation means searching for meaning and implication of research results, in order to make inferences and draw conclusions and relate to the theory. Statistics is a means of finding order and meaning in apparent chaos. This chapter has conducted a quantitative analysis, qualitative analysis and a mixed methods approach in answering the research questions.

This study was aimed at establishing the effects of Child sexual abuse on academic performance. The study was conducted in Mathare constituency. The target area covered the five main wards of Mathare constituency: Mlango kubwa, Ngei, Kiamaiko, Huruma and Mabatini.

The research made use of a participatory approach and adopted a qualitative multi-method of investigation, including a document review, in-depth interviews, and focus group sessions for children. The interview schedules were developed in collaboration with the County Director of Children and the National Council for Children Services from the Ministry of Gender Children and Social Development.

A total of 120 household interviews were conducted in the five wards. A total of 7 in-depth interviews from key informants were conducted consisting of stakeholders in Mathare Constituency and one representative from the NCCS. The study also conducted one focus group sessions for children from the age of between 12-17 years.

The qualitative and quantitative data was analyzed using SPSS software and the notes from the FGDs and KIIIs were used to triangulate the information for accuracy.
4.2.1 Sex

As shown in table 1 below, 36% of respondents interviewed were male while 64% were female. This can be attributed to the fact that the researcher was able to find more female respondents at home during the time of the primary data collection.

Table 4.1: Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>64.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.2.2 Level of Education

The level of education was as follows; 12.5% no education, 52.5% primary level, 26.7% secondary level, 4.2% tertiary level, 1.7% university and 2.5% adult education. Table 2 below shows the frequencies on the levels of parent’s education. From these findings, it is noted that most parents have low levels of formal education. Based on the low level of education of the parents this has limited the access to sources of the revenue to sufficiently sustain the needs of their children this has created a loop hole for the children to seek basic necessities through other means that has led to children being exploited sexually by those who purportedly could support them.

Table 4.2: Education of respondents

<table>
<thead>
<tr>
<th>Education of respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Primary</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>Tertiary</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>University</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Adult education</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.2.3 Occupation of Respondents

Most respondents were unemployed which stands at 51.7%, whereas other forms of occupation were business at 19.2%, formal employment at 6.7%, and casual employment at 17.5% and others at 5.0%. From the findings it can be deduced that most of the guardian to the children were not involved in formal employment this means that they had more time at home and this increased their chances of abusing the children sexually, lack of employment also translate to idleness and inability to sustain the needs for their children which increased the chances of them getting sexually abused.

Table 4.3: Occupation of respondents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>62</td>
<td>51.7</td>
</tr>
<tr>
<td>Business</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>Formal employment</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Casual</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.2.4 Age of Respondents

The age of the respondents was as follows; between 20-30 years at 11.7%, 31-40 years at 26.7%, 41-50 years at 33.3%, 51-60 years at 16.7%, 60 years and above at 11.7%. It is evident that the majority of the parents interviewed were between 41-50 years of age. The finding indicates that most of the parents whose were of working age were the majority found at home and this also translate to the low level of employment among the resident of this area.

Table 4.4: Ages of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>31-40</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>41-50</td>
<td>40</td>
<td>33.3</td>
</tr>
<tr>
<td>51-60</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>60 and above</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.2.5 Religious Affiliation

The study also assessed the religious affiliation of the respondents. The dominant denomination was protestant at 55.8% followed by evangelicals at 22.5% and Catholics at 21.7%. There were no other kinds of religions in the sampled area.

Table 4.5: Religious affiliation of the respondents

<table>
<thead>
<tr>
<th>Religious affiliation</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestants</td>
<td>66</td>
<td>55.8%</td>
</tr>
<tr>
<td>Evangelical</td>
<td>28</td>
<td>22.5%</td>
</tr>
<tr>
<td>Catholics</td>
<td>26</td>
<td>21.7%</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.3 Nature of Child Sexual Abuse

4.3.1 Awareness of child sexual abuse

The first objective of the study sought to establish the nature of Child Sexual abuse. This objective also sought to assess whether community members were aware of some of the kinds of child sexual abuse which were prevalent in Mathare Constituency. From household data, 93.3% of sampled households reported to have heard about child sexual abuse while 6.7% had not heard of child sexual abuse. The findings indicates that majority of the respondents were aware of the vice in the community this translates to explain on the entrenchment of the vice in the community.

Table 4.6: Awareness on child sexual abuse by respondents

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware</td>
<td>112</td>
<td>93.3%</td>
</tr>
<tr>
<td>Not aware</td>
<td>8</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.3.2 Means of awareness

The main means of awareness on child sexual abuse was through the radio which was 25.8% followed by the school at 20.8%, then the religious bodies like the mosque and church at 15.0%, the AAC at 15.0% and other sources such as medical center at 4.2%, friends at 4.2%,
and neighbours at 2.5%. The results indicate that the source that reaches most people on raising awareness on child sexual abuse is the radio and the school. This can be tapped into when reaching the community members. This is shown in the table 4.7

Table 4.7: Means of awareness on child sexual abuse

<table>
<thead>
<tr>
<th>Means of awareness</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>31</td>
<td>26.0%</td>
</tr>
<tr>
<td>Church/Mosque</td>
<td>18</td>
<td>15.0%</td>
</tr>
<tr>
<td>AAC</td>
<td>18</td>
<td>15.0%</td>
</tr>
<tr>
<td>School</td>
<td>25</td>
<td>20.80%</td>
</tr>
<tr>
<td>Medical centre</td>
<td>5</td>
<td>4.20%</td>
</tr>
<tr>
<td>Neighbour</td>
<td>3</td>
<td>2.50%</td>
</tr>
<tr>
<td>Friends</td>
<td>5</td>
<td>4.20%</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>2.50%</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

The household interviews also revealed that most of the respondents were mainly aware of the interfamilial sexual abuse which included the Father-daughter, Father-son and Mother-Son. 80% of the respondents reported to be aware of the father-Daughter sexual abuse, 82% of them who responded to be aware of the categories reported to be aware of the father-son sexual abuse. Only 16% of the respondents who reported to be aware of the sexual abuse reported to be aware of the Mother-son and sibling-incest respectively, this could be interpreted to imply that most of the perpetrators of the vice were male adults as compared to the female adults and children in the Mathare constituency. On the extra familial sexual abuse 83% of the respondents who were aware of the child sexual abuse reported to be aware of the rape cases, 66% reported to be aware of sodomy while 16% of the respondents on the same reported to be aware of Incest and paedophilia, these could imply that incest and paedophilia were less commonly committed in the region or the respondents were less aware on their meaning. From these findings, it is evident that most community members are aware of the basic categories of child sexual abuse. These results were also confirmed by interviews with the Key Informants. From key informant interviews, it was noted that; “interfamilial child sexual abuse is the most prevalent with father-daughter and father-son being on the lead this indicated that the male perpetrators were the main victims of the vice in the community,”
Chief Mlango Kubwa ward. The health officer said child sexual abuse is “all activities geared towards exploiting children sexually that will disrupt the normal up-bringing of the child, health and his or academic performance.” The health officer confirmed that interfamilial sexual abuse were most common in the locality.

According to the Education Officer, child sexual abuse is, “an act of molestation that deny our children the best in terms of care, their rights as children, their right to enjoy basic needs such as education, health and parental protection that they deserve as children.” Education officer also reported that interfamilial child sexual abuse was commonly experienced in the locality. AAC members also reported to be aware of the child sexual abuse they defined child sexual abuse as actions by those who are likely to influence the decisions of children to expose or use children for sexual satisfaction while undermining the basic rights of the children.

The District Children Officer said child sexual abuse “is more of an intervention of familial factors like the socio-economic status of the parents that in return influence the nature of parental care which is accorded to children, it was further reported that family dynamics such as second marriage are more attached to the onset of child sexual abuse.” These findings thus reveal that, the understanding of child sexual abuse in general differs between the community and the stakeholders at different levels. These disconnect needs to be addressed so as to strengthen the protection of children against sexual abuse. This is shown in the table 4.8

<table>
<thead>
<tr>
<th>Category of sexual abuse</th>
<th>Aware</th>
<th>Not aware</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father-Daughter</td>
<td>96 (80%)</td>
<td>24 (20%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Father-Son</td>
<td>98 (82%)</td>
<td>22 (18%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Mother-Son</td>
<td>19 (16%)</td>
<td>101 (84%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Sibling-incest</td>
<td>19 (16%)</td>
<td>101 (84%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Rape</td>
<td>100 (83%)</td>
<td>20 (17%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Sodomy</td>
<td>79 (66%)</td>
<td>41 (34%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Incest</td>
<td>19 (16%)</td>
<td>101 (84%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Paedophilia</td>
<td>19 (16%)</td>
<td>101 (84%)</td>
<td>120 (100%)</td>
</tr>
</tbody>
</table>

This is also confirmed from findings in the literature review. Tower, 1998) stated that according to available statistics stepfathers or biological fathers are usually the offenders in
70% - 80% of the reported cases of incest. In such families, the father’s role is one of a rigid, controlling authoritarian, as the head of the family. Most literature sources discuss father-daughter incest as the main form of intra-familial molestation. Intra-familial sexual abuse (incest) takes place within the family or extended family, where the perpetrator is a family member. Incest can occur between “blood relations”, where both parties are descendents from the same ancestor(s); two parties related by marriage, such as “a spouse and the blood relation of the other spouse”; and an adopted child and his adoptive parent. Incest can be categorised according to who the perpetrator is and what the relationship is between the perpetrator and the child victim.

4.4 Forms of child sexual abuse

4.4.1 Prevalence of the forms of child sexual abuse

The second objective of the study sought to assess on the forms of Child Sexual abuse. This objective also sought to establish the prevalence of these forms of sexual abuse in the community. From household data, 82% of sampled households reported to have witnessed Vaginal penetration, 73% of them reported to have come across anal intercourse, 40% reported to have witnessed oral intercourse and caressing respectively while 19% of them reported to be acquainted with Mutual Masturbation. No any other forms of sexual abuse were reported to have occurred in the community. This imply that the most prevalent forms of sexual abuse were committed by the male perpetrators with the girl child being the most targeted by these offenders, it was evident that most of the forms which were witnessed culminated to some physical assault of the victims that is 83% of the household respondents reported that among the forms of sexual abuse that they have come across have some forms of physical force associated with, this could imply that most of the sexual abuse which were conducted on the victims culminated out of a forceful struggle between the offending and the victim.
Table 4. 9: prevalence of the forms of child sexual abuse

<table>
<thead>
<tr>
<th>Forms of sexual abuse</th>
<th>Have Witnessed</th>
<th>Have not Witnessed</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaginal penetration</td>
<td>98 (82%)</td>
<td>22 (18%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Anal intercourse</td>
<td>88 (73%)</td>
<td>32 (23%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Oral intercourse</td>
<td>48 (40%)</td>
<td>72 (60%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Caressing</td>
<td>48 (40%)</td>
<td>72 (60%)</td>
<td>120 (100%)</td>
</tr>
<tr>
<td>Mutual Masturbation</td>
<td>23 (19%)</td>
<td>97 (81%)</td>
<td>120 (100%)</td>
</tr>
</tbody>
</table>

The results were also confirmed by the interview with the key informants; a representative from the NCCS reported that among the most prevalent forms of child sexual abuse were originated from the family members of the child either from the nuclear or the extended family, according to NCCS the perpetrator was somebody who has had a close acquaintance with the victim prior to the actual act of the vice,” the report also confirmed that the sexual abuse were also in most cases a companied by other forms of physical assault on the child.

The report from the Education officer indicated that most of the children who were reported to have suffered sexual abuse had experienced it from the close family members, education officer also reported that children who were in second marriage were more affected by the vice since there was lack of close family tie. The education officer also confirmed that the sexual assault on children were a companied by physical assault.

A focus group discussion with the children also confirmed the findings from the household interview that most cases of child sexual abuse were committed by the very people whom the children were close to that could protect them. A child from Huruma confirmed how she was forcefully raped by her step father in the absence of her mother.

On awareness on the sexual behaviour not involving vaginal penetration, from the household data, 86% of the sampled household reported that they were not aware while 14% reported to be aware of such sexual behaviour not involving vaginal penetration. This could imply that most of the sexual assault that resulted into physical injury was the most prevalent in the region and therefore easily identified and noticed, many young people who face sexual abuse shy off to explain their predicament in fear of victimization and therefore suffered in silence without notice when there was no physical assault associated.
From the informant interview with the Mlango kubwa Chief, the chief reaffirmed that he was aware of cases that mostly involved vaginal penetration, which in most cases resulted into physical injury of the victim.

A review of literature also reveals that sexual intercourse which involved vaginal penetration was the most prevalent among the child sexual abuse, where the perpetrators lure the victim into physical sexual assault.

Out of those who were aware of the sexual behaviour not involving vaginal penetration, the household data showed that 66% were aware of excessive touching, 23% were aware of prolonged kissing while 5.5% of the respondents were aware of the French kissing and cuddling respectively.

### 4.4.2 Disclosure of sexually abused children

As regards the disclosure of the sexually abused children 63% of the household respondents identified them with physical injury, 20% of the respondents indicated that they were diagnosed with sexually transmitted disease, 10% of the respondents reported that they were easily identified by Unplanned pregnancy while 7% of the respondents indicated discomfort with genital injury as way of disclosing those children who have sexually been abused. This can be captured in the table 4.10

<table>
<thead>
<tr>
<th>Disclosure of sexually abused</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Physical injury</td>
<td>76</td>
<td>44</td>
</tr>
<tr>
<td>Diagnosed with sexually transmitted disease</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Unplanned pregnancy</td>
<td>12</td>
<td>108</td>
</tr>
<tr>
<td>Discomfort with genital injury</td>
<td>8</td>
<td>112</td>
</tr>
</tbody>
</table>

An interview with the key informant from the NCCS representative also confirmed the findings that the physical injury was the most common means of disclosing those who have sexually been abused. Key informant from the AAC indicated that most of children who have sexually been abused suffered physically injury, the report from the AAC representatives also indicate that some of the children who have been reported of sexual assault were diagnosed
with sexually transmitted diseases. An interview with the Chief of Mabatini confirmed that most of the child sexual abuse reported indicated that most of the cases diagnosed were reported to have resulted into some physical injury on the life of the victim.

4.5 Familial factors contributing to child sexual abuse

4.5.1 Relationship between poverty and sexual abuse

The third objective of the study sought to establish familial factors contributing to child sexual abuse. This objective also sought to assess whether there were some relationship between poverty and sexual abuse. From household data, 92.8% of sampled households reported that there was a relationship between poverty and child sexual abuse while 7.2% of the household respondents reported that there was no relationship between poverty and sexual abuse. This imply that economic background of the family had a direct effect on the social welfare of the children, from the data children who come from families with poor background were more exposed to child sexual assaults compared to those who come from families who were financially stable. This can be shown in the following table 4.11

<table>
<thead>
<tr>
<th>Relationship between poverty and sexual abuse</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>111</td>
<td>92.80%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>7.20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

These results were also confirmed by the interview with District Children Officer, who said that there was a strong relationship between poverty and child sexual abuse, according to DCO children who come from poor background are more prone to child sexual abuse. This is due to the fact that children are likely to seek some basic needs from strangers who are likely to use them for their own sexual satisfaction in this case the children is the one disadvantaged.

A focus group discussion with the children also revealed that most children who have sexually been abused come from poor family background, a child from Huruma expressed how she found herself in the wrong hands after her jobless parents failed to provide for her basic needs.
From an observation made from the community most of the parent were jobless especially mothers spent most of their time doing small business within the residential corridors which could not support their children’s well fare while most of the male parents were most of the time engaged in casual jobs which could not reward their family’s basic needs appropriately. Some of these men worked half day and spent most of their time indoors where they find themselves abusing their daughters sexually.

4.5.2 Second marriage and child sexual abuse

The third objective also sought to establish how family dynamics contribute to the child sexual abuse. From the household interview 96.3% of the respondents reported that second marriage place children in risk of sexual abuse while 3.7% of the respondents reported that second marriage does not expose children to sexual abuse. This implied that most male fathers who adopt children with whom they have no blood relations are most prone to abuse such children sexually in the absence of their mothers.

A focus group discussion with children revealed how a child from Mabatini ward was sexually abused after her biological father died and her Mother decided to remarry another Man who sexually molested her, the young girl explained that her predicament was as a result of not blood tie to her purported father.

An interview with chief of Huruma ward revealed that many children were being sexually abused in the second marriage families in the local community, the chief explained that the incidences of second marriage were common due to domestic violence that led to family breakdown; this has led many mothers to seek refuge in other families where their daughters were sexually abused mercilessly.

A key informant interview with an NGO representative who have been concerned with children welfare within the locality also revealed that family dynamics have been the key cause of child sexual abuse in Mathare constituency, An NGO representative reported that geographical isolation of families also contributed to child sexual abuse, this was because the perpetrator were not easily spotted of the act on the scene. Besides some of the isolated families in the vicinity were not easily accessible by other people due to the geographical terrain this gave the perpetrators.
4.6 Child sexual abuse and Academic performance

4.6.1 School dropout and sexual abuse

The study sought to establish the effects of child sexual abuse on academic performance, the study also sought to establish whether children have dropped from school due to child sexual abuse. The household data reported that 87% of the respondents were aware of children who have dropped from school while 13% reported that they were not aware of children who have dropped from school. These imply that many children have been affected by the child sexual abuse and this has led to school dropout. This can be shown in the table 4.12

Table 4.12: Awareness on school dropout due to sexual abuse

<table>
<thead>
<tr>
<th>Awareness on school dropout</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>104</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>120</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Household data reported that 43% of those who have come across child sexual abuse have reported the incidence to some designated authority that were concerned with children rights in the community while 57% of the respondents did not report the matter anywhere. This implies that most of the cases were not reported anywhere which has led to an increase in cases of child sexual abuse since the perpetrators are not made to face the law. Key informant interview with the a representative from the National Council for Children Service reported that some cases of child sexual abuse have not been reaching them due to ignorance from the community members this has jeopardized their role in combating child abuse in the locality since they had to depend on the community members to solicit information on the child sexual abuse.

A focus group discussion with the children revealed that most of the children victims failed to report the offenders due to the fear of victimization. A child from Kiamaiko reported that reiterated that he was threatened by her father not to report an incidence that occurred between her and the father after being threatened of expulsion from home should she attempt to report. An interview with the education officer revealed that some children have been sexual abused by their teachers in school, only with a few cases being reported. This implied that most of this molestation was being done in corridors of darkness without the notice of
other people while the child victim was placed on a caution not to attempt to report the incidence.

These findings are also confirmed by the literature review findings, for instance Republic of Kenya (2009). The report notes that communities fail to report cases of child abuse due to fear of reprimand, reprisal, retribution and revenge; such tolerant societies, who are obliged to protect the children, may be viewed as accomplices to child rights violations. In some cases, individual families that wish to go against community values also fear being ostracized. This then brings in the question of the effectiveness of the AAC in undertaking its mandate.

4.6.2 Psychological trauma and child sexual abuse

Children who are sexually abused are likely to suffer from Psychological trauma. A household data reported that the respondents believed stigmatization, lose of worth, change in behavioural patterns, intellectual deficits, Hampers the development of life skills and self discipline and concentration problems. 87% of the respondents indicated that psychological trauma affect academic performance to more extent while 13% of the respondents believed that these factors affect to less extent.

<table>
<thead>
<tr>
<th>Psychological trauma on academic performance</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More extent</td>
<td>104</td>
<td>87</td>
</tr>
<tr>
<td>Less extent</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

These results were also confirmed by an interview with the key informants; an interview with the Education officer revealed that most children who have suffered from sexual abuse had developed some psychological trauma which has hampered their academic performance. The student victims of child sexual abuse were reported to have developed low thinking capacity and lose of concentration in their academic performance.

A representative from the NCCS reported that children who have suffered child sexual abuse for the first approach were highly affected by the psychological trauma as compared to the children who have suffered the vice repeated and developed some adaption. These findings
are also confirmed by the literature review findings, for instance Republic of Kenya (2009). The report notes that children who have suffered stigmatization in life are less likely to continue successfully with education.
CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and Conclusions

This study examined the effects of child sexual abuse on academic performance. It looked at the nature of child sexual abuse; assessed the forms of child sexual abuse; evaluated how the familial factors contribute to the child sexual abuse and how child sexual abuse affected the academic performance of the child. The summary of the findings have been presented in these four areas derived from the research objectives.

5.1.1 Categories of child sexual abuse

Objective one assessed the categories of child sexual abuse this covered the following

5.1.1.1 Awareness of the act of child sexual abuse among the community members

From household data, 93.3% of sampled households reported to have heard about child sexual abuse while 6.7% had not heard of child sexual abuse. The first objective of the study sought to establish the nature of Child Sexual abuse. This objective also sought to assess whether community members were aware of some kinds of child sexual abuse which were prevalent in Mathare Constituency. The findings implied that the acts associated with child sexual abuse were common in this community. Respondents from the key informant interview also confirmed the report from the household interviews that child sexual abuse is a common act of child molestation in the region, though the expression of awareness of child sexual abuse varied among the key informants to this study.

This difference shows a gap at community level in understanding the child sexual abuse system. At community level, the understanding is that so long as the child has basic necessities he/she is okay but leaves out the protective environment of children that would in addition prevent, protect and respond to possible harm on the child such as being sexually abused, this thus makes the child vulnerable to sexual abuse within the family which provides basic needs and the community who also carry the same perception. This was also noted when the chief in Huruma ward said that most sexual abuse cases were not taken seriously by authorities and so long as the child was not dead or seriously harmed, it was okay. This
compromises the protection of the child in the community. Children thus continue to live in a life of violence, abuse, exploitation and other forms of maltreatment in the family beside the child sexual abuse.

From these perceptions from the various Key Informants, the concept of child sexual abuse has some similarity with the report from the literature review which indicated that; child sexual abuse comprises all acts which are committed on the child whether willing or not willing but with an aim of undermining and abusing them sexually.

5.1.1.2 Main means of awareness on child sexual abuse

From the household data the main means of child sexual abuse awareness was through radio which was 25.8% followed by the school at 20.8%, then the religious bodies like the mosque and church at 15.0%, the AAC at 15.0% and other sources such as medical canter at 4.2%, friends at 4.2%, and neighbours at 2.5%. The results indicate that the source that reaches most people on raising awareness on child sexual abuse is the radio and the school.

This can be tapped into when reaching the community members, the household interviews also revealed that most of the respondents were mainly aware of the interfamilial sexual abuse which included the Father-daughter, Father-son and Mother-Son. 80% of the respondents reported to be aware of the father-Daughter sexual abuse, 82% of them who responded to be aware of the categories reported to be aware of the father-son sexual abuse. Only 16% of the respondents who reported to be aware of the sexual abuse reported to be aware of the Mother-son and sibling-incest respectively, this could be interpreted to imply that most of the perpetrators of the vice were male adults as compared to the female adults and children in the Mathare constituency.

On the extra familial sexual abuse 83% of the respondents who were aware of the child sexual abuse reported to be aware of the rape cases, 66% reported to be aware of sodomy while 16% of the respondents on the same reported to be aware of Incest and paedophilia, these could imply that incest and paedophilia were less commonly committed in the region or the respondents were less aware on their meaning. From these findings, it is evident that most community members are aware of the basic categories of child sexual abuse.
5.1.2 Main forms of child sexual abuse prevalent in the community

From household data, 82% of sampled households reported to have witnessed Vaginal penetration, 73% of them reported to have come across anal intercourse, 40% reported to have witnessed oral intercourse and caressing respectively while 19% of them reported to be acquainted with Mutual Masturbation. No any other forms of sexual abuse were reported to have occurred in the community. This imply that the most prevalent forms of sexual abuse were committed by the male perpetrators with the girl child being the most targeted by these offenders, it was evident that most of the forms which were witnessed culminated to some physical assault of the victims that is 83% of the household respondents reported that among the forms of sexual abuse that they have come across have some forms of physical force associated with, this could imply that most of the sexual abuse which were conducted on the victims culminated out of a forceful struggle between the offending and the victim. The findings were also confirmed by the report from literature review that the main common forms of child sexual abuse were associated with physical injury on the child being sexually abused these mostly involved vaginal penetration, in this case the perpetrator is the male.

The results were also confirmed by the interview with the key informants; a representative from the NCCS reported that among the most prevalent forms of child sexual abuse were originated from the family members of the child either from the nuclear or the extended family, according to NCCS the perpetrator was somebody who has had a close acquaintance with the victim prior to the actual act of the vice,” the report also confirmed that the sexual abuse were also in most cases accompanied by other forms of physical assault on the child.

5.1.2.1 Manifestations of sexually abused children

From the household data 63% of the household respondents identified them with physical injury, 20% of the respondents indicated that they were diagnosed with sexually transmitted disease, 10% of the respondents reported that they were easily identified by Unplanned pregnancy while 7% of the respondents indicated discomfort with genital injury as way of disclosing those children who have sexually been abused, An interview with the key informant from the NCCS representative also confirmed the findings that the physical injury was the most common means of disclosing those who have sexually been abused. Key informant from the AAC indicated that most of children who have sexually been abused
suffered physical injury, the report from the AAC representatives also indicate that some of the children who have been reported of sexual assault were diagnosed with sexually transmitted diseases. An interview with the Chief of Mabatini confirmed that most of the child sexual abuse reported indicated that most of the cases diagnosed were reported to have resulted into some physical injury on the life of the victim.

5.1.3 Contributing factors to child sexual abuse

5.1.3.1 Family background and child sexual abuse

The third objective of the study sought to establish familial factors contributing to child sexual abuse. This objective also sought to assess whether there were some relationship between poverty and sexual abuse. From household data, 92.8% of sampled households reported that there was a relationship between poverty and child sexual abuse while 7.2% of the household respondents reported that there was no relationship between poverty and sexual abuse. This imply that economic background of the family had a direct effect on the social welfare of the children, from the data children who come from families with poor background were more exposed to child sexual assaults compared to those who come from families who were financially stable.

These results were also confirmed by the interview with District Children Officer, who said that there was a strong relationship between poverty and child sexual abuse, according to DCO children who come from poor background are more prone to child sexual abuse. This is due to the fact that children are likely to seek some basic needs from strangers who are likely to use them for their own sexual satisfaction in this case the children is the one disadvantaged. A focus group discussion with the children also revealed that most children who have sexually been abused come from poor family background, a child from Huruma expressed how she found herself in the wrong hands after her jobless parents failed to provide for her basic needs.

From the household interview 96.3% of the respondents reported that second marriage place children in risk of sexual abuse while 3.7% of the respondents reported that second marriage does not expose children to sexual abuse. This implied that most male fathers who adopt children with whom they have no blood relations are most prone to abuse such children sexually in the absence of their mothers.
5.1.4 Relationship between child sexual abuse and academic performance

The household data reported that 87% of the respondents were aware of children who have dropped from school while 13% reported that they were not aware of children who have dropped from school. These imply that many children have been affected by the child sexual abuse and this has led to school dropout.

House hold data reported that 43% of those who have come across child sexual abuse have reported the incidence to some designated authority that were concerned with children rights in the community while 57% of the respondents did not report the matter anywhere. This implies that most of the cases were not reported anywhere which has led to increase in cases of child sexual abuse since the perpetrators is not made to face the law. Key informant interview with the a representative from the National Council for Children Service reported that some cases of child sexual abuse have not been reaching them due to ignorance from the community members this has jeopardised their role in combating child abuse in the locality since they had to depend on the community members to solicit information on the child sexual abuse.

5.2 Recommendations on child sexual abuse

This section has covered recommendations to the community; the government; NGOs and recommendations for future research. The recommendations are as follows;

5.2.1 Recommendations to Community

1) There is need to create awareness on the rights of children and laws protecting these rights including the Constitution, where to report cases of child sexual abuse and all necessary information around reporting and referral mechanisms in the community. This would also ensure proper handling of cases and also in a timely manner. It was recommended that the community comes up with ways to eradicate corruption to avoid cases being settled out of court. Suggestions made included upholding and implementation of Laws on child protection and garnering support from District Children Office.

2) Awareness rising on child sexual abuse would also be made through the media, display of posters in the community and not at the government offices as observed during interviews
with key informants. This would broaden sources of information from reliance on community meetings. There is also the need to sensitize parents on positive parenting so as to address issues of neglect, abuse and parents not supporting their children when they have been abuse sexually. This will also enable parents and community to put into place mechanisms of adults supporting children including orphans to increase the sense of belonging to children in community. Children also need support to increase their resilience and life skills so as to be able to speak out issues affecting their lives both positively or negatively. The participation of children cannot be under estimated as children too have some contribution to make towards their own development. Community members also need to be empowered to know that they have a solution to the problems of their children and not relay on formal structures that consist of members from outside the community. Solutions from persons outside the community are good but may be temporal as dictated by finances and commitment of responsible persons to the detriment of the community at large. If community members formed their own community based child protection mechanisms which are driven by them themselves, the protection of the child would be more sustainable and more effective.

3) Campaigns should be done to address negative cultural practice such as FGM and practices that hinder the advancement of children rights such as denial to use modern medicine or denial to access education. This would help break the cycle of poverty and promote alternative sources of income generation in the community. This would also lower dependency on support from donors to provide basic necessities, an issue that has also been exploitative to community members.

5.2.3 Recommendations to Government

1) AACs need to be strengthened so that people may know about them. It was recommended that there was need for people to be sensitized about them. The NGOs need to continue supporting them but clarify that it is a government structure in which they are members.

2) DCO should provide leadership to enhance coordination and also take charge for instance in the selection of its members during initiation stages of AAC and implementation of AACs to avoid this confusion. There was also need to clarify that AAC participation is voluntary and not a way of earning income. The DCO also need to provide feedback on the reports
(from location and division) submitted to his office at district level to enhance collaboration and cooperation mechanisms.

3) There is need to strengthen AACs by ensuring they have a clear work plan and thematic groups that would enable them work together as a team. This would also succeed with adequate funding of the activities by not only NGOs but also support from government. AACs would also be strengthened through appointing key persons from the relevant government ministries to participate in all meetings and not whoever is available from these relevant offices.

4) The capacity of AAC members need to be built through financing their activities. Respondents proposed putting in place an emergency fund to support serious cases of child abuse. There was also need to conduct subsequent trainings organized by DCO and not only partners. Building capacity of AACs would also enable avoid community over-reliance on DCO for all issues raised as his office is overstretched? There was also a recommendation of having Volunteer Children Officer (supported by the DCOs office) in the community. This would enable have presence of the District children office in the community for services to be brought close to the community.

5) Improve on collaboration, cooperation and coordination of partners by appreciating the role played by each partner and a clear clarification of roles of each partner to avoid blame games and confusion on who did not do what by key players.

6) There is need to ensure that children are taken care of and their rights are observed in the community. This could be done by handling cases of neglect to deter parents from this. The old persons taking care of children should be supported to care for children with help from government through subsidies of the aged.

7) Develop more strategies to protect children since relying on AAC structure alone was not adequate. This would mean the government working in close collaboration with the identified key players in the community. Government also needs to support re-locate relevant services in the community.
8) There is need to strengthen strategies of involving children participation. Children participation should be well defined and recommended that schools needed to be targeted in awareness rising for them to know their rights. Children also should be involved by being made aware of their rights including responsibilities for meaningful and effective child participation.

5.2.4 Recommendation to NGOs

1) Non-governmental organizations were urged to set aside a budget to support vulnerable children. This would then come in handy when supporting them with school fees subsidies. They were also urged to support educate members of the community on children rights. The children recommended that, NGOs ask their parents to uphold and respect the rights of children. NGOs to also support affected/children who have suffered abuse by informing the authorities. They also needed to support medical care for children who had suffered abuse.

2) It was also prudent for the government to take lead in the formation and financing of AAC. This would enable NGOs be effective partners in community and enhance sustainability of the AAC as a community child protection structure. There is also need for NGOs and government to explore further on partnering with the inter-religious leaders to support child protection. The chief in Kiamaiko admitted that the religious groups who include the Muslims and Christians who have been helpful in providing support to orphans and the handling of cases of child abuse. This should also be extended to partnerships with the private sector that include business community. In a focus group discussion with children, children reported that some children were receiving support from Equity bank among other donors. NGOs also need support child participation by tapping into the county assemblies for children as provided in the current constitution.
5.3 Suggestions for future research work

(1) From the findings presented in this study, it would be important for more research to focus on enhancing implementation of legislations, policies in the community as regards to child protection. This has been identified as a major gap in this study.

(2) There is also need to focus on the role of community leaders and role of the child in community based a child protection system which is also a gap. Another area of focus would be the reporting and response mechanisms in community and how they can be enhanced to address child abuse cases in community.

(3) A study on how to deter child sexual abuse by relatives or persons close to the child and how to support families speak out on familial child abuse cases would be important as this is a gap. There is also need to study on “The mindset of a child abuser,” why target children? There is need to understand how a paedophile operates and how he/she can be helped get out of this situation. More research needs to be conducted on enhancing collaboration, cooperation and coordination mechanism/linkages between the national level and local level child protection systems.
REFERENCES


APPENDICES

Appendix (I) Transmittal Letter

Omundi Nyakerario Lilian,
L5O/71442/2011,
Department of Extra Mural Studies,

University of Nairobi,
P.O Box 30197-00100,
Nairobi.

1\textsuperscript{th} June, 2013

Dear Sir/Madam,

I am an MA student of the University of Nairobi undertaking Masters in Project Planning and Management; I am conducting a study titled ‘EFFECTS OF CHILD SEXUAL ABUSE ON ACADEMIC PERFORMANCE’ Kindly assist in my endeavour by filling in the questionnaire attached. All the information you provide will be solely for purposes of this research project.

Your assistance is highly appreciated.

Yours sincerely,

Omundi Nyakerario Lilian

Phone: 0722813817
Email: lilianomundi@rocketmail.com
Appendix (ii) Q questionnaires, FGD, KIG, and Observation guide

1. Household Questionnaire

Good morning/afternoon? I am Omundi Nyakerario Lillian, an MA student at the University of Nairobi. I am conducting an academic survey on the effects of child sexual abuse on academic performance. You have been randomly selected to participate in this survey. I would like to ask you some questions on child sexual abuse issues. The interview will take about 30 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

Section 1. Bio-data

1. Ward………………………………………..Sub ward…………………………
2. Centre………………………………………………
3. Gender : □ Male (1) □ Female (2)
4. Highest level of education □ None (1) □ Primary (2) □ Secondary (3) □ Tertiary college (4) □ University (5) □ Adult education (6)
5. Main occupation of the respondent □ Unemployed (1) □ Business (2) □ formal employment (3) □ Casuals (4) □ other (5)
6. Age of respondents (above 18 years) 20-30, 31-40, 41-50, 51-60, and above 60
7. What is your religion/denomination? □ Catholic (1) □ protestant (2) □ Evangelical (3) □ Islam (4) □ Hindu (5) □ Other (specify)…………………………
Section 2 General questions on child sexual abuse

1. Have you heard the term sexual abuse?  Yes ☐  No ☐

2. How did you hear about the child sexual abuse?
   - ☐ Radio (1)  ☐ Church/Mosque (2)  ☐ AAC (3)
   - ☐ School (4)  ☐ Medical centre (5)  ☐ Police (6)
   - ☐ Neighbours (7)  ☐ Friend (8)
   - Others

3. What are the categories of sexual abuse that you are aware of?
   - ☐ Father-Daughter (1)  ☐ Father-son (2)  ☐ Mother-son (3)
   - ☐ Sibling-Incest (4)  ☐ Sodomy (5)  ☐ Rape (6)
   - ☐ Incest (7)  ☐ Paedophilia (8)

4. Which of the following forms of child sexual abuse are common in the region according to you?
   - ☐ Vaginal penetration (1)
   - ☐ Anal intercourse (2)
   - ☐ Oral sex (3)
   - ☐ Caressing (4)
   - ☐ Mutual Masturbation (5)
   - ☐ Others (6)

5. Among the forms of child sexual abuse that you have come across are there any form of physical force associated with such abuse?
   - ☐ Yes (1)  ☐ No (2)

6. What is the frequency of child sexual abuse in this region?
   - ☐ Most frequent (1)  ☐ Rarely (2)  ☐ Occasionally (3)
7. Are you aware of children from the area who have dropped out of school as a result of sexual abuse?

☐ Yes (1) ☐ No (2)

8. On your first experience with the child sexual abuse did you report anywhere?

☐ Yes (1) ☐ No (2)

9. If yes where did you report such incidences of Child sexual abuse?

☐ Area Advisory Council (AAC) (1)
☐ Community Development Office (CDO) (2)
☐ National Council for Children Services (NCCS) (3)
☐ Non Governmental Organization (NGO) (4)
☐ Others (5)

10. Are you aware of incidences where Teachers have participated on any form of child sexual abuse?

☐ Yes (1) ☐ No (2)

11. If yes how often do these perpetrators face the law or brought to book?

☐ Often (1) ☐ Rarely (2) ☐ Occasionally (3)

12. Are you aware of any sexual behaviour not involving vaginal penetration?

☐ Yes (1) ☐ No (2)

13. If yes which one have you noticed?

☐ Prolonged kissing (1)
☐ Cuddling (2)
☐ French kissing (3)
☐ Excessive touching (4)
14. How were you able to disclose that a child has sexually been abused?

☐ Physical injury (1) ☐ Diagnosed with sexually transmitted disease (2)

☐ Unplanned pregnancy (3) ☐ Discomfort with genital injury (4)

15. According to you what familial factors contribute to child sexual abuse in this area?

☐ Change in family dynamics (1) ☐ Isolation of children (2)

☐ Physical neglect (3) ☐ Substitute care (4)

16. If any explain how it /they have contributed to child sexual abuse

_________________________________________________________________

_________________________________________________________________

17. Are you aware of any personality types that have a tendency towards incestuous
behaviours?

☐ Yes (1) ☐ No (2)

18. If yes identify them and explain

_________________________________________________________________

_________________________________________________________________

19. Does second marriage also place children in risk of sexual abuse?

☐ Yes (1) ☐ No (2)

20. Explain how

_________________________________________________________________

_________________________________________________________________

21. Are there some correlations between unemployment/poverty and child sexual abuse?

☐ Yes (1) ☐ No (2)

22. If yes explain your argument

_________________________________________________________________

_________________________________________________________________
23. Do geographical isolation/families not being easily reached by others contribute to child sexual abuse?
☐ Yes (1)    ☐ No (2)

24. If yes explain your argument______________________________________________________________
______________________________________________________________
______________________________________________________________

25. What are some of the psychological trauma that children who are sexually abused suffer

☐ Stigmatization
☐ Lose of worth
☐ Change in behavioural patterns
☐ Intellectual deficits
☐ Hampers the development of life skills and self discipline
☐ Concentration problems

26. According to you to what extent do these psychological trauma affect academic performance of the child?
☐ More extent (1) ☐ Less extent (2)

27. Do you have any other comments or suggestions that you would like to make as regards the effects of child sexual abuse in the community?______________________________________________________________
______________________________________________________________
______________________________________________________________

-END-

I am very grateful for giving me your precious time to talk to me, May God Bless

You
Good morning/afternoon? I am Omundi Nyakerario Lilian, an MA student at the University of Nairobi. I am conducting an academic survey on the effect of Child sexual abuse on academic performance. You have been randomly selected to participate in this survey. I would like to ask you some questions on child sexual abuse issues. The interview will take about 45 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

Section 1 Bio data
1. Name of respondent .................................................................
2. Ward of residence.................................................................
3. Main occupation/position of the respondent ..............................
4. Gender..............................................................................

Questions on child sexual abuse

1. What is your understanding of child sexual abuse?
2. Who are the key players in the community to look into child sexual abuse?
3. What are the roles of the key players in the protection of children rights?
4. Comment on the rate of child sexual abuse in this region that have been reported
5. What are the areas of collaboration among key players?
6. What would you suggest should be done in order to deal with the incidences of child sexual abuse in this region?
7. What are the physical assaults associated with child sexual abuse?
8. What are some of the psychological trauma associated with child sexual abuse?
9. What are the key functions of the AAC in the community?
10. What is the correlation between child sexual abuse and academic performance?
11. What is the rate of child school dropout in this area?
12. What are the common sexual abuses inflicted by teachers on student?
13. Are you aware of any mental disorder associated with child sexual abuse?

-END-

*I am very grateful for giving me your precious time to talk to you, May God Bless You*
3. Focus Group Discussions for children

Good morning/afternoon? Thank you for participating in this focus group discussion today. Your attendance shows how much you care about your issues as children. I am Omundi Nyakerario Lilian, an MA student at the University of Nairobi. I am conducting an academic survey on the effect of child sexual abuse on academic performance. You have been randomly selected to participate in this survey. I would like to ask you some questions on child sexual abuse issues. The interview will take about 1 hour. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

1. What is child sexual abuse?
2. How did you get to hear about child sexual abuse?
3. What are some of the forms of child sexual abuse that you are familiar with?
4. Do you know of any child who has dropped from school?
5. If yes, what were some of the reasons that led to those drop out?
6. Do teachers participate in this act of child sexual abuse? [ ] Yes (1) [ ] No (2)
7. What other forms of child abuse and violation of child rights are common in your community?
8. Where do children report cases of child sexual abuse?
9. What happens when the case is reported?
10. How do children feel with the outcome?
11. Do children who have been sexually abused have some problems with their academic performance?
12. What roles are parents playing in contributing to incidences of child sexual abuse?
13. Do children who have sexually been abused feel free with their peers and teachers in school?
14. How do teachers respond to those children who have been sexually abused?
15. How does economic status of many families contribute to child sexual abuse?

-END-

I am very grateful for giving me your precious time to talk to you, May God Bless You
4. Observation Guide for observation during FGD meeting and in the community

1. How is the physical environment; the surroundings of the setting- physical map of the setting and description of the physical surroundings; a portrayal of where participants are positioned over time; a description of the activities being observed, detailing activities of interest; adult activities.

2. Provide the description of the participants, count number of attendees, demographics as age, gender;

3. What are the activities and interactions that occur in the setting?

4. Observe and record the frequency and duration of the activities/interactions and other subtle factors, such as informal, unplanned activities, symbolic meanings, nonverbal communication, physical clues, and what should happen that has not happened.

5. Note and observe the conversation in terms of content, who speaks to whom, who listens, silences

6. Observe how children are playing in the community; whether you see happy children faces; whether children are free with strangers or not; how parents treat children at home and how children are treated in school.