

**DEPARTMENT OF SOCIOLOGY  
UNIVERSITY OF NAIROBI**

**THE DIMENSIONS OF CHILD ABUSE IN KENYA: A CASE  
STUDY OF FORMS OF CHILD ABUSE IN KIAMBAA  
DIVISION IN KIAMBU DISTRICT**

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**A project submitted in partial fulfilment of the requirements  
for the degree of Master of Arts in counselling at the  
University of Nairobi.**

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## DECLARATION

I declare that this research project is my own original work and has not been presented for an award of any degree in any university

Signed:  Date 13/11/2009

**Grace Ngaca**

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This research project has been submitted for examination with my approval as the University supervisor.

Signature:  Date 13/11/2009

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## DEDICATION

To my late dad, **John Isaac Ngugi Thuo**, whose inspiration propelled me to undertake this assignment, and my late brother, **Mike Thuo Ngugi**. Both of you passed on while I was pursuing this study.

May your souls rest in Eternal Peace.

## **ACKNOWLEDGEMENT**

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## **ACRONYMS/ABBREVIATIONS**

<b>ANPCAN</b>	African Network for the Prevention and Protection Against Child Abuse and Neglect
<b>ECPAT</b>	End Child Prostitution, Child pornography and Trafficking of Children
<b>FGM</b>	Female Genital Mutilation
<b>ILO</b>	International Labour Organisation
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNICEF</b>	United Nations Children's Education Fund
<b>WHO</b>	World Health Organisation

## ABSTRACT

Child abuse has for a long time been recorded in literature, art and science in many parts of the world and remains a challenging social problem all over the world. Manifestations of child abuse include: child labour; sexual abuse; corporal punishment; abandonment among others.

Under the **Children Act (2002)**, the government commits itself to take steps to the maximum of its available resources to progressively achieve the full realization of the rights of the child. These rights include right to life, parental care, education as well as health care.

Various sources of information including research findings, case reports, population surveys and official statistics often reveal very little about the pattern of child abuse. This is partly because in many countries there are no legal or social systems with specific responsibility for recording, let alone responding to reports of child abuse and neglect. (Bross et al; 2000).

A survey done in 1998/9 revealed that Kenya had 1.9 million children between age 5 to 17 years working, deprived of worthwhile childhood and access to education. (ILO Analytical Report, 2006). Although there is little data to verify the true scale of the problem of sexual abuse, children are clearly vulnerable to such abuse given the levels of poverty and the large numbers of AIDS orphans and street children.

Corporal punishment is a regular method of instilling discipline on children by teachers and parents. This takes the form of canning, slapping, and whipping among others. Use of abusive language, threats and intimidation are also common occurrences.

To combat the vice sensitization and public awareness on the child's right violation should be intensified by the relevant governmental and non-state agencies. Law enforcement should be tightened to apprehend and prosecute perpetrators of child abuse in the society and the community needs to work together with the Children's Department and other relevant government and non-state organs to address child abuse in the division.

## **CHAPTER ONE**

### **BACKGROUND AND PROBLEM STATEMENT**

#### **1.1 Background**

Child abuse has for a long time been recorded in literature, art and science in many parts of the world. Reports of infanticide, mutilation, abandonment, and other forms of violence against children dates back to ancient civilization, (Bensel, Rheinberger and Radbill, 1997). The rearing of children is a crucial task that is significant in determining the quality of citizens that make up a particular society. It is disappointing to note that juvenile cases and other social vices that characterize our society today are traceable to bad child patterns of many homes. Children who pass through homes where they are battered, abandoned or abused in any form are consequently toughened and eventually become liabilities to the community rather than assets. The International Encyclopedia of Education (1991) while citing Korbin (1979) observed that abuse and neglect of children is world wide phenomenon observed in cultures ranging from primitive and poverty stricken to highly industrialized and affluent. The World Health Organization (WHO, 1999) declared child abuse a major health problem worldwide. In 1999, the World Health organization estimated that 40,000,000 children aged between 0 and 14 years around the world suffer from child abuse. In Nigeria, Semenitani, (1998) observed that the rate of child abuse had reached a worrisome and alarming rate. According to Ariyo (2001), the phenomenon of child trafficking for forced or compulsory labour is growing so fast that most countries in Africa fit into one of these three categories: sending countries, transit countries and receiving countries.

According to ANPPCAN (1998), Child abuse is defined as: The maltreatment of children by either hurting them or by purposely failing to provide for their needs thus depriving them of their rights. WHO consultation on Child Abuse Prevention defined child abuse as a maltreatment which constitutes all forms of physical and or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or

dignity in the context of a relationship of responsibility, trust or power. Some definitions focus on behaviours or actions of adults while other considers abuse to take place if there is harm or threat of harm to the child.

There are many forms of child abuse, these include but no limited to child labour, sexual abuse, physical abuse, emotional abuse and neglect. Child labour has emerged as one of the most intolerable form of child exploitation and abuse in most parts of the world. In Kenya, the history of child labour dates back to pre-independence days when Africans in the periphery of white settlements sent their children to work in the farms and homes of settlers as a source of money income for paying the poll tax imposed on them. Child labour is becoming wide spread phenomenon and the number of children being subjected to it is on the increase in both rural and urban areas. This situation is a threat to the social and economic fabric of the country. This disturbing trend is closely linked to the increasing incidence of poverty and is exacerbated by the changing family structures and value systems emanating from economic pressure in families and from the government, (Republic of Kenya, The 1998/1999 Child Labour Report).

## **1.2 Problem Statement**

Child abuse remains a challenging social problem all over the world. Data on forms of child abuse come from a variety of sources, including official statistics, case reports and population based surveys. These sources however differ as regards their usefulness in describing the full extent of the problem. Official statistics often reveal very little about the pattern of child abuse. For instance, Kiambu District Development Plan for the years 2003 to 2008 indicates that the number of child labourers for the children aged between 10 and 18 years stood at 29,489 in 2002. The plan does not capture the specific forms of child abuse and statistics for the divisions are lacking. This is partly because in many countries there are no legal or social systems with specific responsibility for recording, let alone responding to reports of child abuse and neglect, Bross et al (2000). Child abuse takes place in many ways, some of the ways in which it manifests itself in society includes but is not limited to child labour, sexual abuse, physical abuse, emotional abuse and neglect. This problem is real in Kiamba Division. The researcher lived and worked in

the area for several years and witnessed it daily. Child labour is particularly rampant with children working in coffee and tea plantations. This is one of the major factors contributing to children out of school in the division.

A number of studies have been done on areas related to this study. Mutiso, (1989 pp 7) compiled a report on a number of studies done on Female Domestic Workers. In his findings he cited several problems encountered by this category of employees including children. These included sexual abuse and harassment, physical and psychological abuse in their workplace. His study also established that most of these workers were girls aged between 12-17 years. Black (2002, pp. 5) recorded findings of a study by Siniaga Women and child resource Center at Kariobangi Nairobi. According to this study 90% of the domestic workers in Nairobi are young girls below age 18 years. Most of them are subjected to sexual abuse, long working hours and low pay. Zain (1993) studied child labour in the streets of Mombasa. She found out that these children lived and worked in very poor and abusive environments. Her sample composed children aged between 4-17 years. This is the school going age yet these children could not attend school. Were (1992) researched on child abuse in Nairobi. The study confirmed that several children from various backgrounds continue to suffer physical and psychological abuse in this country. One of the most significant findings of the study was that child abandonment accounted for the highest percentage of abused children. Some of the basic risk factors leading to this vice included poverty, large families, single parenthood and low level education. The study recommended that further research be done to establish the extent of child abuse in Kenya.

This study focuses on the dimensions and forms of child abuse in a peri-urban area of Kiambaa Division of Kiambu District. According to the 2003-2008 Kiambu District Development Plan, 70 per cent of the population work in the agriculture sector and the 25.08 per cent live in absolute poverty giving a good ground for child abuse. The fact that 29, 489 children are involved in child labour makes the district suitable for a study. Besides, Kiambu is ranked fourth among districts with the highest concentration of working children in Kenya. A total of 87,573 children between ages 5-17 years are said

to be working (First Kenya Country Report on implementation of the UN convention on the rights of the child 1998).. Kiambaa has a high concentration of coffee and tea plantations compared to the other divisions, a phenomenon that seems to encourage child labour coupled with other forms of child abuse as well. Kiambaa Division is the smallest but with the highest population density of 1,375 persons per Km<sup>2</sup>. This makes the division the most suitable for this study.

### **1.3 Research Questions**

1. Why is child abuse still prevalent in all parts of Kenya in general and Kiambaa Division in particular?
2. What is the community doing to deal with child abuse?

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

1. To establish the prevalent forms of child abuse in Kiambaa Division.
2. To investigate the factors that predispose children to and enhance child abuse
3. To establish community responses to child abuse.
4. To find out ways through which child abuse can be minimized.

### **1.5 Justification of the Study**

Despite laws against child abuse in Kenya, this practice still persist, it is therefore a social problem that needs to be addressed. This study was intended to provide the Kenyan Government policy makers with data on issues relating to children to gain further insight about the status of child abuse in Kiambaa in particular and Kenya in general.

The findings of this study is beneficial in providing insight about child abuse to the local Non-Governmental organizations concerned with child welfare as well as government administrative agencies such as district child welfare officers.

This study is also expected to contribute to the field of academics by providing the much needed knowledge in this area of child abuse. This knowledge is intended to benefit current and future researchers and academicians.

## **1.6 Scope of the Study**

The broad aim of the research is to establish the status of child abuse in Kiambaa Division of Kiambu District. The study therefore sought to determine the nature and extent of child abuse and what the society is actually doing to address this practice.

## **1.7 Definition of Key Terms:**

**Child:** The Children Act (2002) define a child as any human being under the age of 18 years

**Child of tender age:** a child below the age of 10 years

**Child abuse:** According to ANPPCAN (1998), Child abuse is also defined as: The maltreatment of children by either hurting them or by purposely failing to provide for their needs thus violating them or depriving them of their rights. According to the **Children Act (2002)**, child abuse includes physical, sexual, psychological and mental injury.

**Education:** Refers to the giving of intellectual, moral and spiritual instruction or other training to the child

**Emotional psychological abuse:** Refers to all actions meant to cause emotional or psychological pain for the child. All the above forms of abuse have an emotional aspect.

**Female genital mutilation/cutting (FGM/C), or female genital cutting (female circumcision):** Refers to a number of practices which involve cutting away part or all of a girl's external genitalia

**Guardian:** Refers to any person, other than the parent, who in the opinion of the court has charge or control of the child



**Parent:** Refers to mother or father of a child and includes any person who is liable to by law to maintain a child or is entitled to his custody (Children Act, 2002)

**Physical abuse:** Refers to physically harmful actions directed to the child, which may lead to injuries like fractures, bruises, burns and in some cases death.

**Primary school:** Refers to an elementary learning institution catering for children roughly from age six to thirteen years.

**Pupil:** Refers to a child attending / enrolled to study in a primary school.

**Rape:** Penal code (Cap 63, Laws of Kenya), defines rape in section 139 as unlawful carnal knowledge of a woman or a girl without her consent, or if such consent is forcefully attained

**Sexual abuse:** Is involving a child in any form of sexual activity or using a child for sexual gratification. Rape, defilement, bestiality, pornography, anal/ oral sex as well as pornography, and child prostitution all fall under sexual abuse.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This chapter reviews relevant literature and provides a conceptual framework for the study. Literature was reviewed on the following areas: Types of child abuse, forms of child abuse; causes of child abuse; some effects of child abuse; the legal background to the problem of child abuse in Kenya; and the conceptual framework.

#### **2.2 Overview of child abuse**

In compliance with the United Nations convention on the rights of child, the Kenya Children's Act defines a child as any human being under the age of eighteen (18) years. The same law states that every child must be protected from abuse. - Every child is entitled to protection from physical, psychological, sexual, neglect and any other form of exploitation including sale, trafficking or abduction by any person. According to ANPPCAN (1998), Child abuse is defined as: The maltreatment of children by either hurting them or by purposely failing to provide for their needs thus depriving them of their rights. WHO Report on Consultation on Child Abuse Prevention (1999), defined child abuse as a maltreatment which constitutes all forms of physical and or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Some definitions focus on behaviours or actions of adults while others consider abuse to take place if there is harm or threat of harm to the child.

Child abuse has for a long time been recorded in literature, art and science in many parts of the world. Reports of infanticide, mutilation, abandonment, and other forms of violence against children dates back to ancient civilization. (Bensel et al, 1997). The rearing of children is a crucial task that is significant in determining the quality of citizens that make up a particular society. It is disappointing to note that juvenile cases and other social vices that characterize our society today are traceable to bad child rearing

patterns of many homes. Children who pass through homes where they are battered, abandoned or abused in any form are consequently toughened and eventually become liabilities to the community rather than assets. The International Encyclopedia of Education (1991) while citing Korbin (1979) observed that abuse and neglect of children is world wide phenomenon observed in cultures ranging from primitive and poverty stricken to highly industrialized and affluent. The World Health Organization declared child abuse a major health problem worldwide. In 1999, the World Health organization estimated that 40,000,000 children aged between 0 and 14 years around the world suffer from child abuse. (WHO, 1999). In Nigeria, Semenitani, (1998) observed that the rate of child abuse had reached a worrisome and alarming rate. According to Ariyo (2001), the phenomenon of child trafficking for forced or compulsory labour is growing so fast that most countries in Africa fit into one of these three categories: sending countries, transit countries and receiving countries.

According to ILO-IPEC (2000) report, an estimated 60 percent of sex workers in Italy are from Nigeria. UNICEF (1999) estimated that 200,000 children from Western and Central Africa are sold into slavery every year notably for seasonal work such as harvesting Cocoa and other cash crops. Ebigbo (1995) observed that in Ibadan Metropolis, it is daily occurrence to see children below 14 years hawking wares and other products along road side, this situation is no difference from many towns and commercial centers in Kenya.

### **2.3 The law relating to children in Kenya**

Under the Children Act (2002), the government commits itself to take steps to the maximum of its available resources to progressively achieve the full realization of the rights of the child. These rights include right to life, parental care, education as well as health care.

The Act protects every child against physical and psychological abuse, neglect discrimination, economic exploitation and any work that is likely to be hazardous or interfere with the child's health or physical, moral, mental, spiritual or social development. It also protects the child from harmful cultural rites and practices like

female circumcision and early marriage that are likely to affect a child's life, health, social welfare, dignity or psychological development. The same law protects children against sexual exploitation including prostitution or coercion to engage in any sexual activity and exposure to obscene materials. The act also protects the child from use, production, trafficking or distribution of drugs as well as torture and deprivation of liberty.

According to the Act parents/guardians have the responsibility of providing the child with education and guidance as well as inculcating religious, moral, social and cultural values. The same Act spells out clear sanctions and penalties for parents/guardians or any other person charged with a child's care, violating the child's rights by omission or commission. It is also clear on penalties against any other person who violates or deprives the child of his rights or is found guilty of child abuse.

The Penal Code (Cap 63 Laws of Kenya) protects children in that acts and omissions, which amount to child abuse and includes sexual abuse, physical abuse, concealment of birth, killing of unborn, procuring of abortion are considered criminal. Sexual abuse offences outlined in the penal code include rape, defilement, indecent assault, incest and unnatural offences. Physical abuse outlined in the penal code includes common assault, assault occasioning actual bodily harm and grievous bodily harm.

#### **2.4 Forms of child abuse**

Data on forms of child abuse come from a variety of sources, including official statistics, case reports and population based surveys. These sources however differ as regards their usefulness in describing the full extent of the problem. Official statistics often reveal very little about the pattern of child abuse. This is partly because in many countries there are no legal or social systems with specific responsibility for recording, let alone responding to reports of child abuse and neglect. (Bross et al, 2000). Child abuse takes place in many ways, some of the ways in which it takes place includes but not limited to child labour, sexual abuse, physical abuse, emotional abuse, neglect and many other forms of abuse. Some of these forms of child abuse are discussed here below.

### **2.4.1 Child Labour**

About 218 million children worldwide are reported to be working and therefore deprived of education, good health and other basic freedoms. (ILO, 2006). A survey done in 1998/9 revealed that Kenya had 1.9 million children between age 5 to 17 years working, deprived of worthwhile childhood and access to education. Out of these 1.3 million are out of school, (ILO Analytical Report, 2006). Another study revealed that 25% - 30% of the total Agriculture Labour Force in Kenya is comprised of children under the age of 15 years. (ILO, 2002).

The most prevalent form of child abuse in Kenya is child labour. In Kiambu District about 29,489 children between the ages of 10-18 years are estimated to be “working children”. An estimated 80% of the children within Kiambu District are engaged in agricultural activities especially in the tea and coffee growing zones in the district. The work done by children is mainly due to reasons of supplementing their household income as the majority of working children come from low-income group (poor) families. A significant number of children drop out of school because their parents think that education is not very important (Kiambu District Development Plan, 2002-2008). Generally in Kenya and particularly in Kiambu, children work in plantations, mines and quarries, hawking and in households as domestic help. In 1996, Kenya was reported to be among the top 10 African countries in the use of child labour. It was 6<sup>th</sup> in terms of child labour for children aged between 10-14 years, (First Kenya Country Report on implementation of the UN convention on the rights of the child 1998). Kiambu was ranked 4<sup>th</sup> among the districts with the highest concentration of working children in the country, with an estimated 87,573 working children. Although figures for Kimbaa division are not available, these are expected to be high as there is a high concentration of coffee and tea farms that usually employ children.

Andvig, Canagarajah and Kielland (2001) defines child as labour performed by children who are too young in the sense that by doing it they unduly reduce their present economic welfare or their future income earning capabilities, either by shrinking their future external choice sets or through reducing their own future individual productive

capabilities. At the beginning of twenty first century, child labour remains a global problem of enormous proportions. A recent International Labour Organization (ILO, 2006) report reveals that in 2004, approximately 166 million children between the ages of 5 and 14 years were classified as child labourers accounting for about 14 percent of all children in this age group. The child labour problem is particularly severe in the Asia Pacific region and sub-Saharan Africa, where on average 19 and 29 percent of the children aged 5-14 years respectively, are economically active. Although the report document that over the period 2000-2004 the number of child labourers declined by 11 percent and the number of children in hazardous work fell by almost 33 per cent, this encouraging trend is not satisfactory (ILO, 2004).

The incidence of child labour is higher in sub-Saharan Africa than in any other region in the world (ILO, 1998). It is estimated that 41 percent of children aged 5 to 14 years in sub-Saharan Africa work which is about 80 million children. Participation rate is higher in East Africa, followed by West Africa and then middle Africa. The incidence of child labour in the same age-range and for the same definition of work is estimated to be 21 percent in Asia and 17 percent in Latin America. (Ashagrie, 1998). The number of working children is however greater in Asia on account of its greater population density. of 250 million children estimated to be at work, 61 percent are in Asia, 32 percent in Africa and 7 percent in Latin America. 120 million of these 250 million children are in full-time work (ILO, 1996a). In many developing countries, more than half the population is under 20 years old. High child work participation rates therefore involve a substantial fraction of individuals. While the incidence of child labour in Asia and Latin America has witnessed secular decline in the post-war era, this is not the case in sub-Saharan Africa. Slow or negative economic growth, famine and diseases, war and conflict, poor governance and spread of HIV/AIDS in Africa are all likely to have contributed to keeping the incidence of child labour high. The ILO estimates that the number of child labourers in Africa could surge to over 100 million as a result of a demographic explosion of impoverished people, deterioration of living standards, and

incapacity of education systems to cater to all children and poor levels of economic growth across the continent.

Child work is however differentiated from child labour, and can be defined as “Children’s participation in both economic and non-economic activities”. This kind of work is assumed not to negatively affect the health and development of children or interfere with their education. According to the ILO convention 138; work that does not interfere with education (light work) is permitted from the age of 12. There are a variety of tasks and activities child labourers typically engage in, the majority of which can be categorized as follows: unpaid domestic labour, economic activities, school labour, forced or bonded labour, debt bondage, familial obligations (ILO, 2002). Unpaid domestic labour can involve activities such as fetching provisions like wood, food and water. More seriously it can involve the performing of domestic duties such as child care and house keeping. The girl child is at particular risk of engaging in this type of labour particularly in the case of an arranged marriage at a young age, whereby the child resides in the home of her in-laws. (ILO, 2002).

The effectiveness of national and international bans on child labour has been called into question. UNICEF points out that the vast majority of children work in rural subsistence sector and estimates that only 5 percent of child workers are in export industries. Given the weak enforcement capabilities of developing country governments, it is also questionable that national bans on child labour can be any more effective. Partial bans that apply to child labour in export-producing areas alone can mis-fire. (Basu, (1999). For example, the mere threat of a ban of imports into the US of products made with child labour led to a massive layoff of children in Bangladeshi textile factories. Many of these children were girls and they simply moved to sectors of the economy unaffected by trade sanctions such as prostitution and brick-making. The impact of child welfare was clearly negative in this case. (Bachmann, 1988). The effectiveness of all child labour policies will depend, ultimately, on the strength of the incentives to put children to work. Many argue that child labour is a symptom of extreme poverty of the household and countries where it occurs.

According to section 56 (1) of the Employment Act of Kenya (2007), no person is allowed to employ a child who has not attained the age of 13. Section 56(2) of the same Act states that a child of between thirteen years of age and sixteen years of age may be employed to perform light work which is not likely to be harmful to a child's health or development. Although data on the prevalence and magnitude of child labour is inadequate, the number of children working under intolerable conditions in Kenya was estimated at over 3 million in 2001. However the number of domestic child workers and children working in the informal sector are much more difficult to estimate because child labour in these two sectors is largely invincible to privacy of the domestic sector. A lot of Kenyans are not aware of the problem of child labour in general and that of the domestic child worker in particular. (Suda, 2001). Many children who have dropped out of primary school usually end up working in a wide range of sectors which include commercial agriculture, tourism industry, quarries and mines, miraa growing areas of Nyambene district, gold mining areas of Kakamega district, garbage collection, fishing industry, the public transport sector where they move from place to place as *matatu touts* and the domestic sector. (Suda, 2001). There are different forms of invincible child workers. These include children in commercial sex work, in pornography, in bonded labour, in domestic service, in the fishing industry and very young children who are left to look after other younger siblings when parents or guardians are away. (Suda, 2001).

The ILO convention 182 Having been convened at Geneva by the Governing Body of the International Labour Office, and having met in its 87th Session on 1 June 1999, adopted new instruments for the prohibition and elimination of the worst forms of child labour, as the main priority for national and international action, including international cooperation and assistance, to complement the Convention and the Recommendation concerning Minimum Age for Admission to Employment, 1973, which remain fundamental instruments on child labour. According to this convention, the effective elimination of the worst forms of child labour requires immediate and comprehensive action, taking into account the importance of free basic education and the need to remove the children concerned from all such work and to provide for their rehabilitation and social integration while addressing the needs of their families. The convention recognized that child labour



is to a great extent caused by poverty and that the long-term solution lies in sustained economic growth leading to social progress, in particular poverty alleviation and universal education. (ILO, 1999)

#### **2.4.2 Sexual exploitation and abuse of children**

Estimates of the prevalence of sexual abuse vary greatly depending on the definition used and the way in which information is collected. Some surveys are conducted with children, others with adolescents and adults reporting on their childhood, while others question the parents about what their children might have experienced. These three different methods may have produced different results. For example, the survey of Romanian families found that 0.1 percent of parents admitted having sexually abused their children, while 9.1 percent of children reported having suffered sexual abuse, Browne et al (2000). This discrepancy may be explained in part by the fact that the children were asked to include sexual abuse by people other than their parents. Among published studies of adults reporting retrospectively on their own childhood, prevalence rates of childhood sexual abuse among men range from 1 percent using a narrow definition of sexual contact to 19 percent where broader definition was used. (Goldman et al, 1997). Lifetime prevalence for childhood sexual victimization among adult women range from 0.9 percent, using rape as a definition of abuse to 45 percent with a much wider definition. (Hunter, 2000). Findings reported in international studies conducted since 1980 reveal a mean lifetime prevalence rate of childhood sexual victimization of 20 percent among women and 5-10 percent among men. (Finkelhor, 1994). These wide variations in published prevalence estimate could result either from real difference in risk prevailing in different cultures or from differences in the way studies were conducted. (Finkelhor, 1994).

Whether abusers are more likely to be male or female depends in part, on the type of abuse. Research conducted in China, Chile, Finland, India and the United States suggests that women reports using more physical discipline than men. (Jenny, 1999). Sexual abusers of children in the cases of both female and male victims are predominantly men

in many countries, (Lévesque, 1999). Studies have consistently shown that in the case of female victims of sexual abuse, over 90 percent of perpetrators are men and in the case of male victims, between 63 percent and 86 percent of perpetrators are men. (MacIntyre et al, 1999).

The African Network for the Prevention and Protection of against Child Abuse and Neglect (ANPPCAN, 2000), surveyed 501 children, in both rural and urban areas, regarding child abuse and children's rights. A total of 7.6 percent of children were reported as having been "sexually abused". However there is no further discussion of children's actual experiences. "Sexual abuse" is not defined, nor is there any account of perpetrators or the children's ages when abused. The African Medical and Research Foundation (AMREF, 1993) surveyed over 10,000 adolescent females regarding health and sexuality. While the majority (66%) had not had sexual intercourse, the mean age at first coitus amongst those who had had sexual intercourse was 14.8 years. Six percent (of those who had intercourse) had their first coitus below age 10 (204 of the 10,000 surveyed). Given their young age, it is possible that this group may have been coerced/forced into their first coitus. Unfortunately no further information is reported on this sub-sample.

The Kenya Demographic and Health Survey 1998 (National Council for Population and Development [NCPD], Central Bureau of Statistics [CBS], Office of the Vice President and Ministry of Planning and National Development [Kenya], and the Macro International [MI], 1999) provides some further insight into the area of adolescent sexuality in Kenya by questioning respondents if they have given (men) or received (women) any money, gifts, or favours in exchange for sex. The study reveals that 15% of the adolescent girls who have ever had sexual intercourse have had so in exchange for money, gifts or favours in exchange for sex. The proportion is higher among 15 to 19 year olds who are unmarried, compared to those who are married (20.9% vs. 4.2%). Interestingly urban dwelling females are considerably more likely to report having had sexual intercourse for money, gifts, or favours than their rural counterparts (12.7% vs. 5.1%).

Child sex tourism in Kenya is officially acknowledged as a problem requiring greater awareness raising, implementation of new legislation and coordinated effort to protect and promote the rights of children. Although there is little data to verify the true scale of the problem, children are clearly vulnerable to such abuse given the levels of poverty and the large numbers of AIDS orphans and street children. Children in the sex industry are also often targets of sex tourists. UNICEF estimates that some 30,000 Kenyan children are being exploited in the sex industry and that this figure is likely to be an underestimation due to the lack of monitoring and the social stigma inhibiting children from reporting abuses. The ways in which children become exposed to sex tourism are numerous; one of the ways that child sex tourists seek out children is under the guise of domestic workers in their private residences. Reportedly this is practiced in Mombassa, Ukunda, Malindi, and Nairobi. On the beach resorts of Mombassa, boys and girls appear to be sexually abused by male and female sex tourists. In some locations, there are suspicions that hotel staff bring children into hotel for abuse by sex tourists. Children also frequent beach and resorts catering for foreigners in order to make some money. This places them at risk from sexual offenders as well as intermediaries who search for children to lure them into the sex tourism industry. (ECPAT UK 2006).

Various studies indicate that sexual abuse and exploitation is one of the major drawbacks to the education of girls worldwide as they happen to be the main victims. The studies also single out male teachers, and other male adults in the school as well as the boys as the main perpetrators. Specific studies in Africa indicate that this is a very serious problem that needs to be urgently addressed. A study in Ghana revealed that male pupils use force, threaten and tease their female counterparts to silence, (Anderson 1994). 1995:35. These activities do not seem to draw the attention of teachers who are expected to ensure the safety and comfort of all pupils. Another study in Rwanda found teachers to be coercing girls into sexual activities threatening to fail them in exams. "Uncooperative" girls obtain poor grades as punishment or publicly humiliated by teachers. (Prouty, 1991). Teachers were reported to be responsible of 20% sexual abuse among children in schools. (ANPPCAN 2000,46). A recent report by the Teachers'

Service Commission acknowledged that sexual abuse of school girls is rampant but most cases are never reported owing to parental attitudes and collusions with school managers and education officials in the field. 53% of the respondents viewed sexual abuse of school girls by teachers as a very high occurrence. (TSC, September, 2009)

### **2.4.3 Physical abuse**

Physical abuse of a child is defined as those acts of commission by a caregiver that cause actual physical harm or have the potential for harm. Estimates of physical abuse of children derived from population based surveys vary considerably. A 1995 survey in the United States asked parents how they disciplined their children. (Straus et al 1998). An estimated rate of physical abuse of 49 per 1000 children was obtained from this survey when the following behaviours were included: hitting the child with an object, other than on the buttocks; kicking the child; beating the child; and threatening the child with a knife or a gun. Available research suggests that the rates for many other countries are no lower, and may be indeed higher than the estimates of physical abuse of the United States.

The following findings among others in the world have emerged: In a cross-sectional survey of children in Egypt, 37 percent reported being beaten or tied up by their parents and 26 percent reported physical injuries such as fractures, loss of consciousness or permanent disability as a result of being beaten or tied up. (Youseff et al, 1998). In a study in the Republic of Korea, parents were questioned about their behaviour towards their children. Two-thirds of the parents reported whipping their children and 45 percent confirmed that they had hit, kicked or beaten them. (Hahm and Guterman, 2001). A survey of households in Romania found that 4.6 percent of children reported severe and frequent physical abuse, including being hit with an object, being burned or being deprived of food. Nearly half of Romanian parents admitted to beating their children “regularly” and 16 percent to beating their children with objects, Browne et al (2000). In Ethiopia, 21 percent of urban school children and 64 percent of rural school children reported bruises or swellings on their bodies resulting from parental punishment. (Ketsela et al, 1997).

One study on Kenyan schools found corporal punishment to be a regular method of instilling discipline on children by teachers. This takes the form of canning slapping, and whipping to maintain order in the class/school and improve academic performance. Teachers were reported to be routinely striking pupils with a cane, a wooden uneven stick about ¼ inches in diameter (canning). Pupils were being flogged with rubber whips made from old car tires. In addition, teachers would slap, kick and pinch pupils regularly. (Human Rights Watch, 1999,8)

#### **2.4.4 Emotional abuse**

Emotional abuse includes the failure of a care giver to provide an appropriate and supportive environment, and includes acts that have adverse effects on the emotional health and development of a child. Such acts include restricting a child's movement, denigration, ridicule, threats and intimidation, discrimination, rejection and other non physical forms of hostile treatment. Psychological abuse of children has been allotted even less attention globally than physical and sexual abuse. Cultural factors appear strongly to influence the non-physical techniques that parents choose to discipline their children-some of which may be regarded by people from other cultural background as psychologically harmful. Defining psychological abuse is therefore very difficult. Furthermore, the consequences of psychological abuse, however defined, are likely to differ greatly depending on the context and the age of the child. There is evidence to suggest that shouting at children is a common response by parents in many countries. Cursing children and calling them names appear to vary more greatly. (Lopez et al 2000).

Data on the extent that non-violent and non-abusive disciplinary methods are employed by caregivers in different cultures and parts of the world are extremely scarce. Limited data from the world SAFE project suggest that the majority of parents use non-violent disciplinary practices. These includes explaining to children why their behaviour was wrong and telling them to stop, withdrawing privileges and using other non-violent methods to change problem behaviour. Elsewhere in Costa Rica, for instance, parents

acknowledge using physical punishment to discipline children, but reported it as their last preferred method. (Lopez et al, 2000).

#### **2.4.5 Neglect**

Neglect refers to the failure of a parent to provide for the development of the child-where the parent is in a position to do so-in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions. Neglect is thus distinguished from circumstances of poverty in that neglect can occur only in cases where reasonable resources are available to the family or caregiver. There exist many manifestations of child neglect, including non-compliance with healthcare recommendations, failure to seek appropriate health care, deprivation of food resulting in hunger, the failure of a child physically to thrive. Other causes of concern include the exposure of children to drugs and inadequate protection from environmental dangers. In addition, abandonment, inadequate supervision, poor hygiene and being deprived of an education have all been as evidence of neglect.

Many researchers include neglect or harm caused by a lack of care on the part of parents or other caregivers as part of the definition of abuse. (Wolfe, 1999). Conditions such as hunger and poverty are sometimes included within the definition of neglect. Because definition varies and laws on reporting abuse do not always require the mandatory reporting of neglect, it is difficult to estimate the global dimension of the problem or meaningfully compare rates between countries. Little research for instance has been done on how children and parents or other care givers may differ in defining neglect. In Kenya, abandonment and neglect were the most commonly cited aspect of child abuse when adults in the community were questioned on the subject. (ANPPCAN, 2000). In the ANPPCAN (2000) study, 21.9 percent of children reported that they had been neglected by their parents. In Canada, a national study of cases reported to child welfare services found that, among the substantiated cases of neglect, 19 percent involve physical neglect, 12 percent abandonment, 11 percent educational neglect, and 48 percent physical harm resulting from parents' failure to provide adequate supervision. (Troeme et al, (2001).

## **2.5 Causes of Child Abuse**

There are a number of characteristics of children that make them vulnerable to all forms of abuse by offenders. These characteristics promote child abuse and also lead to persistence. Below is a discussion on some of the causes.

### **2.5.1 Age of the child**

Vulnerability to child abuse-whether physical, sexual or through neglect-depends in part on the child's age. (Hunter et al, 1978). Menick (2000) contends that fatal cases of physical abuse are found largely among young infants. In reviews of children's death in Fiji, Finland, Germany and Senegal, for instance, the majority of victims were less than 2 years. (Haapasalo, 1999). Young children are also at risk for non formal physical abuse, though the peak ages for such abuse vary from country to country. For example, rates of non-fatal physical abuse peak for children at 3-6 years of age in China, at 6-11 years of age in India, and between 6 and 12 years of age in the United States. (Tang, 1998). Olsson (2000) observes that sexual abuse rates on the other hand tend to rise after the onset of puberty, with the highest rates occurring during adolescence.

### **2.5.2 Sex**

In most countries, girls are at a higher risk than boys for infanticide, sexual abuse, educational and nutritional neglect, and forced prostitution. Findings from several international studies show rates of sexual abuse to be 1.5 to 3 times higher among girls than boys. (Finkelhor, 1994). In Kenya, reports from children also show more violence from mothers than fathers. (ANPPCAN, 2000). However men are more common perpetrators of life threatening head injuries, abusive fractures and other fatal injuries. (Starling and Holden, 2000).

### **2.5.3 Poverty**

Numerous studies across many countries have shown a strong association between poverty and child maltreatment, Bagley and Mallick (2000). Rates of abuse are higher in communities with high levels of unemployment and concentrated poverty. (Coulton et al, 1999). Such communities are also characterized by high levels of population turnover and overcrowded housing. Research shows that chronic poverty adversely affect through its

impacts on parental behaviour and the availability of community resources. (McIlroy , 1990). Communities with high levels of poverty tend to have deteriorating physical and social infrastructures and fewer of the resources found in wealthier communities.

#### **2.5.4 Poor social capital**

Social capital represents the degree of social cohesion and solidarity that exist between communities. (Runyan et al, 1998). Children living in areas with less “social capital” or social investment in the community appear to be at greater risk of abuse and have more psychological and behavioural problems. On the other hand, social networks and neighbourhood connections have been shown to be protective of children. (Korbin et al, 2000). This is true even for children with a number of risk factors- such as poverty, violence, substance abuse and parents with low levels of educational achievements-who appear to be protected by high levels of social capital. (Runyan et al, 1998).

### **2.6 Effects of Child Abuse**

#### **2.6.1 Health burden**

Ill health caused by child abuse forms a significant portion of the global burden of disease. While some of the health consequences have been researched, (Lau et al, 1999), others have recently been given attention. (Trowell et al, 1999). Importantly, there is now evidence that major adult forms of illness-including ischemic heart disease, cancer, chronic lung disease, irritable bowel syndrome and fibromyalgia-are related to experiences of abuse during childhood. (Andah, 1999). The apparent mechanism to explain these results is the adoption of behavioural risk factors such as smoking, alcohol abuse, poor diet and lack of exercises. Research has also highlighted important direct acute and long term consequences. (Wattam et al, 1996). Similarly, there are many studies demonstrating short-term and long-term psychological damage. (Fergusson et al, 1998). Some children have few symptoms that do not reach clinical levels of concern, or else are at clinical level but not as high as in children generally seen in clinical settings. Other survivors have serious psychiatric symptoms, such as depression, anxiety, substance abuse, aggression, shame or cognitive impairments. Finally some children meet the full criteria for psychiatric illnesses that include post-traumatic stress disorder, major



depression, anxiety disorders. (Trowell et al, 1998). A recent longitudinal cohort study in Christchurch, New Zealand, for instance, found significant associations between sexual abuse during childhood and subsequent mental health problems such as depression, anxiety disorders and suicidal thoughts and behaviour. (Fergusson et al, 1998).

### **2.6.2 The financial burden**

The financial cost associated with both the short-term and long-term care of victims form a significant proportion of the overall burden created by child abuse and neglect. Included in the calculation are the direct costs associated with treatment, visits to the hospital and doctor and other health services. A range of direct cost is related to lost productivity, disability, decreased quality of life and premature death. There are also costs borne by criminal justice system and other institutions. In 1996, the financial cost associated with child abuse and neglect in the United States of America was estimated at some US\$12.4 billion, (WHO, 1999). In the United Kingdom, an estimated annual cost of nearly US\$ 1.2 billion has been cited for immediate welfare and legal services alone, (Her Majesty Stationery Office, 1996).

Child labour has potential ill-effects on the education and moral well-being of the child, with implications that persist over the child's life cycle. Many of these effects tend to perpetuate across generations, reducing economic and social mobility. Consider for example the evidence that parental education has a positive effect on the child's school attendance and a negative effect on the probability and extent of child labour. So less educated parents tend to send their children to work and these children grow up to be less educated parents, who then send their children to work. (Emerson et al, 2000). Since education is a strong predictor of income, this is a mechanism that generates poverty trap, a situation in which cause and effect are reinforcing, resulting in persistence of poverty from one generation to another. This calls for government intervention to break the vicious cycle by making targeted investments in children. On top of this individual level effects are important macroeconomic effects of child labour. With theoretical development in the area of endogenous growth, economist have produced considerable

evidence in recent years, of externalities associated with human capital accumulation that imply that the social return to human capital investments exceeds the private return, Ray (1988). So improving the human capital base of the economy is good not just for children but for the economy as a whole. Macroeconomic data show that countries that spend greater fraction of GDP on education have higher growth rates, other things being equal. (Mankiw et al, 1992). This offers a priori justification of government intervention.

## **2.7 Theoretical framework**

The major theories that will guide this study are the social control theory and the frustration-aggression theories. These theories are discussed here below.

### **2.7.1 The social control theory**

The social control theorist like Nye (1958) argued that lack of consensus on social norms, caused by conflicting norms of different groups which intermingle, results into social disorganization, necessitating social control. The different cultures in the world, some conflicting with the generally argued principles of child protection such as child labour, early and forced marriages, female genital mutilation, contributes to lack of consensus on societal norms touching on child protection. According to the social control theorists, child abuse occurs due to an absence of social control. Social control bond people together to the social order and negatively sanctions them against child abuse. Nye (1958) emphasized the fact that laws are generally negative in that they prescribe duties or prohibit behaviour, and so is intrinsically difficult to enforce. As a direct control, the children Act prescribes duties of the child handlers and stakeholders in protecting children from the abuse, and prohibits certain behaviour, that amount to child abuse.

Child handlers are mandated to exercise control, punishment, disapproval, issue orders and directives to protect children from child abuse. The limitations of the social control theory was that the children's Act could only effectively protect children from abuse where the people charged with the responsibility of protecting children were aware of their responsibilities under the Act, and the suspected child abusers could expect to be

detected. However, where people are ignorant and there are no proper systems to detect and punish child abuse, the Act becomes difficult to implement. (Nye, 1958).

### **2.7.2 The frustration-aggression theory**

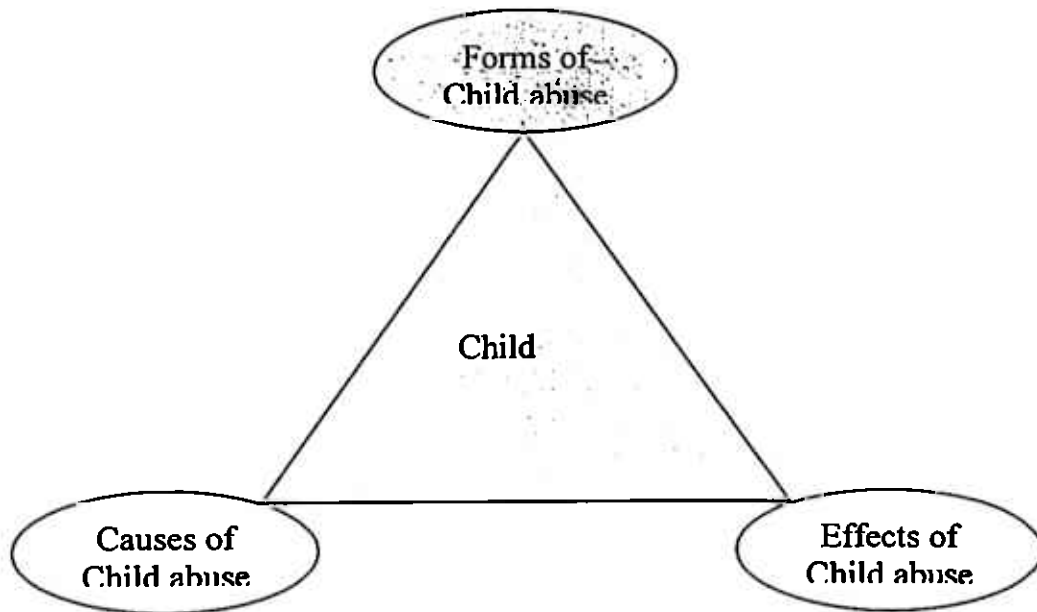
Child abuse can be explained by the frustration- aggression theory where the perpetrator intentionally hurts the child. Aggression is defined as any form of behaviour towards the goal of harming or injuring another living being who is motivated to avoid such treatment. (Baron , 1977, 7). It is a behaviour intended to cause harm to others this means that the person deliberately hurts the child to harm him. This may be caused by anger or immediate provocation by the victim. The child's behaviour may have made the person angry and hence the aggression. However anger is not always a prerequisite. People can display aggressive behaviours to others without necessarily having angry emotions towards them. Individuals at times become aggressive towards those they hold positively.

According to Dollard et al (1939) aggression is preceded by frustration, which is defined as the thwarting or blocking of on-going goal oriented responses. One becomes aggressive towards another when the attainment of his goals has been blocked. (Baron 1977, 8). Even critics of this theory are in agreement that frustration is one of the main factors preceding aggression. Aggressive behaviour is not necessarily directed to the real source of anger or frustration. Research has established that sometimes the innocent bystander, usually weaker and more vulnerable becomes the target. (Gunn, 1973, 54). This is the pecking order where there is a tendency for the stronger individuals to attack the weaker ones. Children can thus easily fit this description and mostly suffer innocently. Adults may become violent towards them as a way of getting relief from their frustrations whose source is elsewhere. The child's mistakes are magnified to justify severe punishments that end up hurting him. The innocent child thus becomes the scapegoat as the person vents his anger and frustration on the weaker and more vulnerable person, the child.

## 2.8 Conceptual Framework

The conceptual framework that guides this study revolves round the status of child abuse in Kenya in general and in Kiambaa Division in particular. The dependant variable in this study is the child while the independent variables are forms/status of child abuse, causes of child abuse and factors promoting persistence of child abuse. This can be illustrated diagrammatically as shown below. The basic concepts are also explained below figure 1.

Figure 1: Conceptual framework



### Forms of child abuse

Child abuse take place in many ways, some of the ways in which it takes place includes but is not limited to child labour, sexual abuse, physical abuse, emotional abuse, neglect and many other forms of abuse.

### Causes of child abuse

There are a number of characteristics of children that make them vulnerable to all forms of abuse by offenders. These characteristics promote child abuse and also lead to its persistence

### Effects of child abuse

Child abuse has a number of effects on the individual child and on the society. Some of the main effects are health and financial burdens.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction:**

This chapter presents the procedures that were used in conducting the study. It is organized into the following sub-headings: research design, target populations, unit of observation, unit of analysis, sample and sampling procedures, sample size, research instrument, methods of data collection, and validity of instruments.

### **3.2 Site Description:**

Kiambaa Division is one of the seven Divisions of Kiambu District in Central province of Kenya. Kiambaa Division is further divided into five Locations and seventeen sub-locations. The division has a total area of 91.1 km<sup>2</sup>. Kiambaa division is the smallest Division in the Kiambu District and has the highest population density of 1,375 persons per km<sup>2</sup>. The division had an estimated total population of 125,276 by 2002. Kiambaa Division has been picked for the study because it reflects a typical Kenyan scenario (both rural and urban set up) where child abuse takes place. It also has coffee and Tea plantation which provides a good environment to assess the most common and prevalent form of child abuse-child labour.

### **3.3 Research Design:**

The study used an ex-post facto design. According to Kerlinger (1979) this is a systematic empirical enquiry in which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulatable. An ex-post facto design (descriptive research) has been selected for the study because it was not possible to manipulate the variables of the study. Surveys are used to gather systematically factual information necessary for decision making. Kerlinger (1973) confirms this view when he states that survey is a method that studies large population (universe) by selecting and studying the samples from the population to discover the relative incidence, distribution and interrelations of

sociological and psychological variables. This is an efficient method of collecting descriptive data regarding current practices, conditions and preliminary information for generating research questions. (Ogula, 1998, 58).

### **3.4 Target Population:**

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate a research study. (Borg and Gall, 1989). The target population in the study comprised of all the children in the public schools in Kiambaa Division. There are 42 public primary schools in the division. The total number of pupils attending public schools in the division is 29,269: 14,839 boys and 14,428 girls. The total number of pupils in classes six to eight in the division is 11,199: 5,532 boys and 5,667 girls. In this study the population consisted of public primary pupils in classes 6-8. The study covered sampled primary schools in Kiambaa Division.

### **3.5 Unit of observation:**

Mugenda and Mugenda (2003:15) describe a unit of observation as the subject, item or entity from which a researcher measures the characteristic or obtains data required in the researcher's study. In this study the unit of observation was primary school pupils in classes 6-8 in Kiambaa Division.

### **3.6 Unit of analysis:**

Mugenda and Mugenda (2003:14) describe the unit of analysis as the individual units about which or whom descriptive or explanatory statements are to be made. In this study the unit of analysis are the forms of child abuse in Kiambaa Division.

### **3.7 Sample and Sampling Procedures:**

Wiersma (1985) defines sample as a small proportion of a target population selected using some systematic procedures for the study. He points out that an ideal sample should be large enough so that the researcher can be confident within specified limit, be certain that a different sample procedures can give approximately similar results. Purposive

sampling was used to pick population elements for the study. According to Cooper and Schindler (2001), in simple random sampling all the elements in a population have equal chances of being selected, thereby minimizing chances of biasness.

To get the respondents, a list of the total number of schools was obtained from the division office. 10% of the schools were then sampled from the list. This represented four schools. For this study samples were drawn from public primary school pupils and from key informants.

### **3.8 Sample size:**

A total of 100 respondents were sampled using the class registers as sampling frame. Care was taken to sample children who were able to respond to questions, preferably from classes 6-8. Each of the four sampled schools was allocated equal number of children, ie 25. Class eight was allocated 9 pupils while classes seven and six were allocated 8 pupils each. These pupils were picked from class registers using simple random sampling. The total population of classes 6-8 in the four sampled schools was 1,096 pupils.

In the second category, key informants included 7 parents, 8 teachers, DEO, AEO, 3 religious leaders, 1 District Officer, 3 police officers, 3 women group leaders, 1 children's officer and 2 Chiefs were purposively sampled for study.

### **3.9 Methods of data collection:**

Both qualitative and quantitative data collection methods were applied. A questionnaire was used to collect data from the children. The researcher also used face to face interviews with key informants. Some data was obtained through observation while documentary sources from the district and divisional offices were used to provide secondary data on issues relating to child abuse.

### **3.10 Research Instruments/Tools:**

The researcher used questionnaire, interview guide and observation guide.

#### **(a) Questionnaire:**

According to Wiersma (1985), questionnaire studies are generally much less expensive and they do not consume a lot of time in their administration. The questionnaire was used to capture information from children in school.

The questionnaire was divided into four sections. Section one sought and collected the respondent's bio data. Section two contained questions that sought to establish the prevalent forms of child abuse. Section three sought to obtain data on causes of child abuse while section four sought to obtain data on factors promoting the persistence of child abuse. The questionnaire contained both open ended and close ended questions. They used Likert scales, on the scale of 1-5.

(b) Interview guide:

This was used to capture information from key informants: namely teachers, parents, religious and government administrators.

(c) Observation guide:

The researcher gathered more information by visiting schools and their neighborhoods and making observations based on the observation guide.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Background Information:

##### 4.1.1 Distribution of children by Gender

The study established that majority of the children respondents interviewed were male 52% and 48% were female. This is consistent with the available gender disaggregated data of school children which indicates that girls are less than boys. The results were as presented in table 4.1

Table 4.1 Distribution of Respondents by Gender:

	<b>frequency</b>	<b>Percent</b>
Male	52	52
Female	48	48
<b>Total</b>	<b>100</b>	<b>100</b>

##### 4.1.2 Distribution of Key Informants by Gender:

There were 13 male and 17 female key informants.

##### 4.1.3 Distribution Children by Class:

34% of the children respondents were in class eight while 33% were in class seven. There were 33% of the children respondents in class six.

##### 4.1.4: Distribution Child Respondents by Age:

The results presented in Table 4.1.1 show that majority of the children respondents (67%) who were interviewed were in the age bracket of 13-15 years. The results show that 33 % were in the age bracket of 10-12 years. The results also revealed that most of the children in the upper classes in the primary schools in the Division were aged between 13 and 15 years.

**Table 4.1.1 Children's Age Bracket:**

	<b>Frequency</b>	<b>Percent</b>
10 - 12 years	32	33
13 - 15 years	68	67
<b>Total</b>	<b>100</b>	<b>100</b>

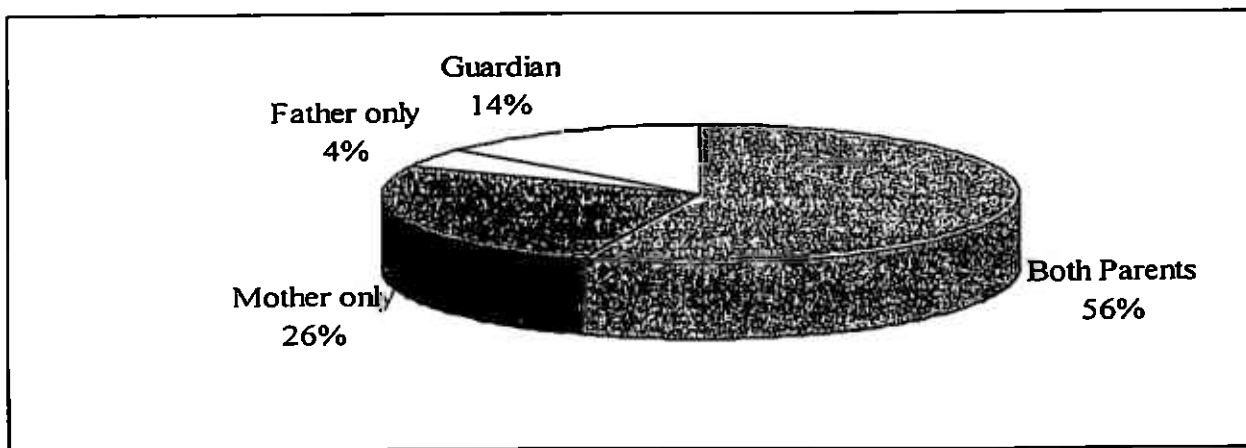
#### **4.1.5 Reasons why Children Drop out of School:**

The key informants were asked to state some of the reasons why children dropped out of school in the division. They indicated that some parents have forced their children out of school to do household duties. They further indicated that several girls in the division have dropped out of school after they were sexually abused by their teachers, fellow pupils or relatives and got pregnant. They revealed that some children had dropped out of school due to fear of punishment, which they described as cruel, given by their teachers at school. Some children were said to drop out of school to take care of their siblings as their mothers go to work in coffee plantations. Others were said to have dropped out of school to engage in child labour and supplement their family income.

#### **4.1.6 Persons whom Children Respondents are living with:**

The children respondents were asked to indicate the persons they were living with. According to the results of the study presented in Figure 4.1.3, majority of the respondents (56%) lived with both their parents. The results further revealed that 26% lived with their mothers while 14% lived with their guardians. From this finding, it was revealed that most of the children in the division 46% were not living with both their parents for various reasons. This was an indication that the children were vulnerable to many forms of child abuse because many of them were not under the care of both parents.

Figure 4.1.2: Persons whom Children Respondents are living with:



Most of the children who were not living with their parents were orphans according to eight parent and six teacher key informants. They therefore lived with any of their relatives who promised to take care of them. Information from key informants indicated that sometimes single parents were forced to leave their children behind under care their parents or other relatives while they go to look for job or even marriage. This was common with the single mothers. Few cases of abandonment and neglect were also cited. Therefore weak family life in the midst of coffee plantations predisposed children to many forms of abuse especially child labour mainly in the plantations.

#### 4.2 Forms of child abuse:

Based on interviews with key informants in the schools, community and observation, there was consensus that there is child abuse in the division. Interviews with children also established that some of the tasks they are assigned amount to child abuse. The researcher also observed child abuse both in schools and community. Cases of teachers administering corporal punishment, carrying a cane or punishing pupils excessively were noted. In all the four schools sampled, teachers were seen carrying canes indicating that they were likely to be applying corporal punishment. Others were observed caning the pupils as punishment for reasons ranging from lateness to school, noise-making and failure to finish homework. Teachers admitted it was against the Government policy but said they were permitted by parents to do so.

Most children workers were spotted in plantations picking coffee or tea and carrying the same to the selling centres. They were also spotted in the households as well as in the shopping centres helping with chores and small business activities as well as carrying luggage during school hours. One child employer said he was aware that employing children was wrong, however, it was difficult to deny children the opportunity since parents wanted them to earn some money and supplement the family income. It was observed that child employment was hard to resist as it cost the employer less in terms of payment. In some cases children were paid in kind eg being provided with a meal. Moreover, some employers observed that children seeking employment in their farms were out of school anyway. Observation further revealed that child labourers were being exploited and underpaid. Other persons including parents and guardians were receiving payment on behalf of the children. Children were spotted in the plantations wearing tatters.

The study sought to establish from children respondents whether child abuse existed in the schools in Kiambaa Division in the community. The Results of the study as presented in Table 4.2 show that child abuse existed in both the schools and the division according to 83.3 percent and 91.7 percent of the respondents respectively.

Table 4.2: Child abuse in School and in the Division:

	<b>In school (%)</b>	<b>In the Division (%)</b>
<b>Yes</b>	83.3	91.7
<b>No</b>	16.7	8.3
<b>Total</b>	<b>100</b>	<b>100</b>

Responses from children showed that canning was a frequent occurrence in school with 91% reporting that they have witnessed it. Other forms include severe punishment (68%), use of abusive language by teachers (52%), pulling hair and ears (37%), threats by teachers (56%), sexual abuse (30%) and pinching (35%).

The respondents also reported that the same forms of child abuse were being practiced at home and in the community: children being caned by parents/guardians (78%); severe

punishment (64%); pinching and pulling ears (50%); use of abusive language by parents/guardians (65%); and threats by parents/guardians (48%).

The study established that child labour is rampant in the division with respondents reporting that majority of their classmates who have dropped out of school are working: in plantations (60%); in family shambas/ “business” (35%) and employed as house helps (25%)

Key informants were asked to indicate the types of child abuse that were practiced in Kiambaa Division. It was found out that child labour was very common in Kiambaa Division as children were working in tea and coffee plantations. This study confirms the findings of a study by the First Kenya Country Report on Implementation of the UN Convention on the Right of the Child of 1998, which ranked Kiambu District 4<sup>th</sup> among the districts with the highest concentration of working children in the country. The study was also informed that there were cases of sexually abused children in the division as well as violent beating of the children both at home and in schools. These findings support Straus et al (1998) and Hahm and Guterman (2001) findings that most parents used severe and frequent physical abuse such as hitting the child with an object, kicking and beating the child and threatening with dangerous object. The study was further informed that there were cases of early marriages female genital mutilation in the division.

Other forms of child abuse in the division according to the study included use of children to peddle drugs, denying children food for having done a mistake, use of children to carry luggage in the market places, use of children to collect scrap metals and use of children to do domestic chores instead of attending school. According to the area chiefs, it was found that other forms of child abuse in the division included forcing young people to join outlawed sects, neglect of children between separated families, denying children food, neglecting them and chasing them away from home. The findings of the study confirm the findings of the study by ANPPCAN (2000) abandonment and neglect were the most common aspects of child abuse. Key informants concurred that these practices are present

in the division. The researcher observed that child labourers offer paid labour. However, parents/guardians receive the proceeds on behalf of the children in some of the cases. All the practices cited are in contravention of the Children Act and therefore qualify to be described as child abuse.

#### **4.3 Factors that predispose children to child abuse:**

In this section the study sought to establish the factors which caused child abuse in Kiambaa Division. The results of the analysis are presented in the sections that follow.

##### **4.3.1 Weak Parental Care:**

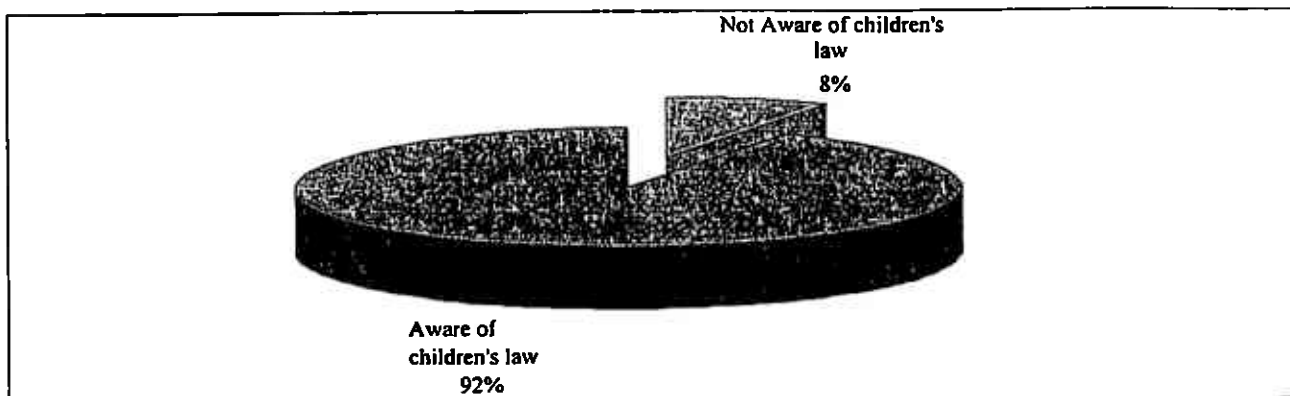
46% of the interviewed children were not living with both parents for various reasons. Out of these, 14% lived with guardians. Weak parental care/diminishing role of parents was isolated as one of the major causes of child abuse as many children were left vulnerable. According to the findings of the study poverty, lack of proper parental care, unemployment, single parenthood and low levels of education for parents and guardians featured prominently among the factors causing child abuse in the division. Key informants said that child abuse was as a result of the moral decay of the society. They pointed out that society has turned to children who are orphaned and are using them for their own gain instead of protecting them. Poverty in the region was said to be one of the major causes of child abuse in the region as the children from poor families are forced to engage in child labour especially in the plantations and house help to complement the little their parents get. Other causes of child abuse in the division included increase in the number of orphans, use of guardians and step parents to bring up the children and children involvement in drugs.

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##### **4.3.2 Level of awareness of the Children Act, 2001:**

The study also sought to establish whether children respondents were aware of children's law. The results were as presented in figure 4.3 below.

**Figure 4.3: Awareness of children's Law:**



The findings of the study showed that majority of the children interviewed (92%) were aware of the children's law. Majority of the respondents indicated right to be provided with basic needs, education, health care, shelter, right to clean environment and right to protection among other rights they were aware of. Only 8% of the children were not aware of the children's law.

Key informants also had knowledge of the existence and content of the Children's law. This shows that despite the prevalent child abuse in the division, the residents were aware of the children's law. This indicates that contravention of the Children Act and the continued existence of child abuse in the country are not as a result of ignorance of the law relating to children. This study found that weak enforcement of the Children's Law, rather than ignorance of the law, is the cause of the rampant child abuse in the division.

#### 4.3.3 Source of Information on Child Rights:

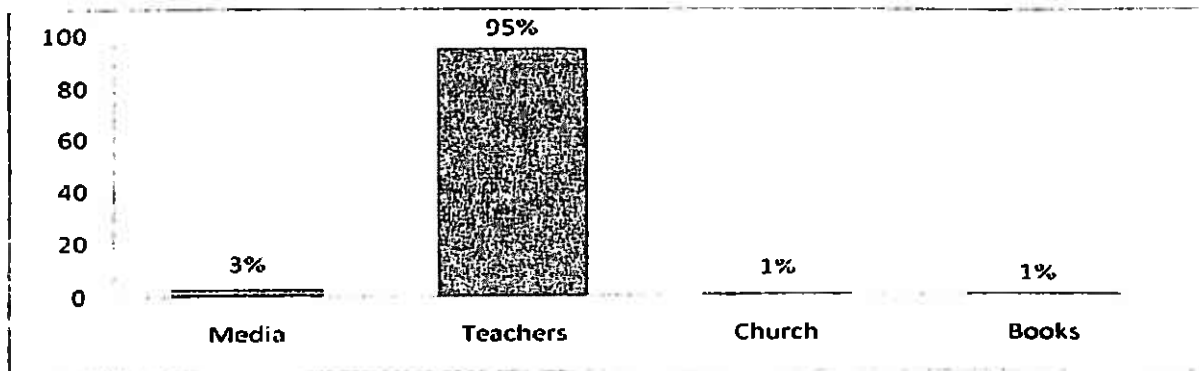
The study sought to know how the key informant knew of the child rights. The findings of the study showed that most of the key respondents learnt the child rights through print and electronic media. Few have read the Children's Act through a government circular besides media (both print and electronic). Others learnt through attending the Chief's

baraza. They reported that the chiefs always urged them to take children to school instead of exposing them to child labour. They were also informed that it is against the law to mistreat children.

The children respondents indicated that they knew of the children's rights through their teachers (95%), 3% of the children learnt of the rights through the print media while 1% knew of the rights through the church and reading books. It was observed that children rights are now taught in schools as part of the syllabus. Sensitisation through media seems to have been scaled up as well.

The findings of the study were as presented in figure below.

Figure 4.3.1: Source of Information on Child Rights for Children Respondents:



#### 4.3.4 Addressing issues on Child Rights and abuse during Chief's Barazas:

The study also sought to know from the key informants the frequency with which the chiefs addressed the issues on child rights and abuse during chief's Barazas. The findings of the study showed that some key informants attending a chiefs' baraza indicated that the Chiefs sometimes addressed child rights issues while others indicated that the chief addressed issues to do with this always. Three respondents indicated that the chief rarely addressed the children's right issue. Most key informants said they attended the chief's barazas regularly and had had the chief address general mistreatment of children and



child labour in particular. They also said he told residents to ensure their children were attending school.

#### 4.3.5 Reporting Child Abuse:

The study further sought to find out from the key informants where the issues of child abuse were reported. The findings of the study revealed that most of the cases of child abuse go unreported. Out of the few, most reports were made to chiefs. Few cases of child abuse were reported to the police.

Respondents indicated to whom they are most likely to report incidents of child abuse. Only 2% indicated they could report to the police, with majority expressing fear of the police, while 10% would not report to anyone for fear of victimization and about 9% indicated they had no idea how to handle it. 25% indicated they could report to parents/guardians, 18% to close relatives, 15% to the chief and 20% to the teachers. The findings are presented in Figure 4.4 below.

Table 4.3.2: Whom Children are most likely to Report Child Abuse to in case it happened to them:

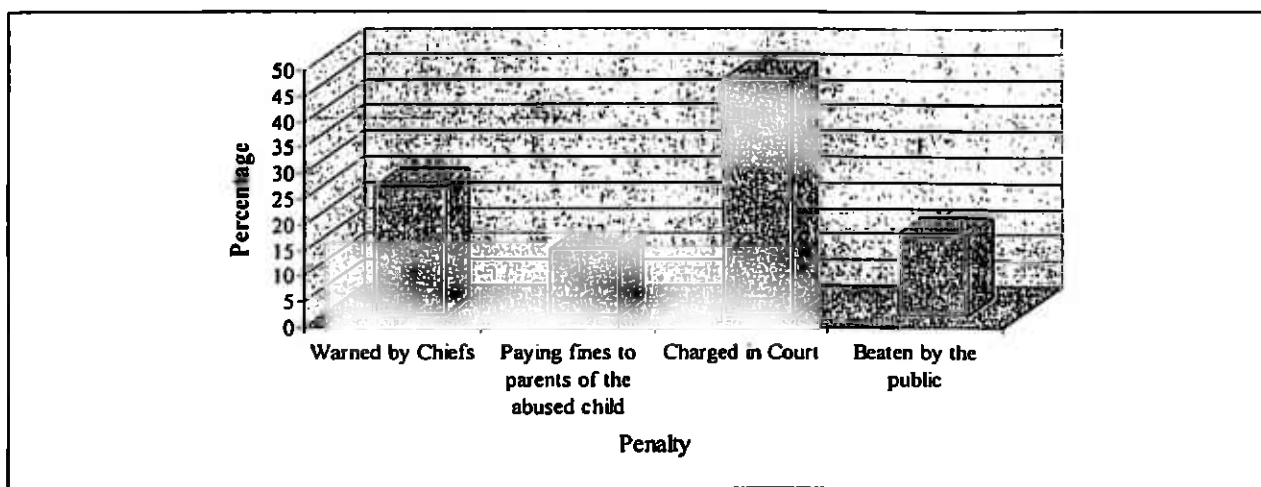
<b>Responsible person/office</b>	<b>Frequency</b>	<b>Percent</b>
Police	2	2
Parents/guardians	25	25
Close relatives	18	18
Chief	15	15
Teacher.	20	20
No idea how to handle the matter/fear of victimisation	19	19
<b>Total</b>	<b>100</b>	<b>100</b>

#### 4.3.6: Penalties given to the Child Abusers:

In an attempt to establish the types of penalties that were given to the child abuser, it was found out that majority of the few reported suspected child abusers (46%) were charged in court. It was also found that the child abusers were warned by chiefs as indicated by 25% of the respondents, 16% indicated that suspected child abusers were beaten by the

public and that some paid fines to the parents of the abused children as indicated by 13% of the respondents. The study established that the majorly child sex abusers were men. According to the key informants very few cases are reported. Parents of the abused children normally agree to settle matters out of court and accept monetary “compensation” from the abusers. According to the findings of the study there were no convictions of any child abuser despite the relatively high number of reported cases charged in court.

Figure 4.3.3 Penalties to the child abusers



#### 4.4 Effects of child Abuse:

##### 4.4.1 Poor health and financial burden:

In this section the study sought to establish the effects of child abuse on individual children and the society. It was evident that the effect of child abuse in the division was serious as it was observed that due to child abuse poverty in the region has increased and likewise social problems are on the rise. Some children were said to have developed health complications due to severe punishment they received in school. At least one child was reported to have undergone several operations after she was sexually abused by her relative. These have increased medical expenses as the parents of the children have had to settle the medical bills for the affected children.

#### **4.4.2 Emotional/psychological trauma:**

Most key informants indicated that children who are subjected to sexual abused or severe punishment in the division have had psychological problems as they are traumatized.

#### **4.4.3 Dropping out of school/missing out on education:**

The key informants said that due to child abuse such as sexual abuse, drug abuse, severe punishment in schools and child labour, several children have been forced out of school and this has to a large extent lowered the levels of education in the division.

#### **4.5.4 Increased insecurity in the division:**

Key informants attributed the upsurge of crime and insecurity in the area to the rising school dropout rates due to child abuse. Some of the children who left school prematurely were said to eventually join criminal gangs or simply engage in crime. Due to child abuse and more specifically use of children to sell the drugs and even introducing them to drug abuse is a big social problem in the division according to the Chiefs and two religious leaders.

#### **4.5 Community response to child abuse:**

The study sought to establish how the community in general responded to the issue of child abuse. According to the key informants, the community reported the cases of child abuse to the authorities e.g. area assistant Chiefs, local Chiefs and the police. The study found out that the community took care of the abused children by starting children's home and giving them moral support. Due to sensitization by the Children's right activists on the rights of the children, some coffee/tea estates no longer employ children. Some employers said they now understood that employing children was an offence and they were discouraging parents from exposing their children to plantation labour instead of sending them to school. The study established that the schools have set up guidance and counselling department where teachers give guidance and counselling to the pupils.

The study indicated that the communities, together with the authorities in the area strive to ensure that all children go to school. The community is working in collaboration with children's department by reporting all cases of child abuse, and that the government is

educating parents on good parenting through Chief's Barazas, seminars and women groups. The churches hold seminars on good parenting. They also encouraged parent to send children to school. Children are being sensitized to be more vigilant and encouraged to report cases of child abuse to someone. This sensitisation has led to increased enrolment in schools, according to key informants. As a result of this campaign, some employers are now resisting child labour. Instead they are advising parents to send children to school.

According to the findings of the study, the community through the local church had established one children home for orphans and vulnerable children and was in the process of starting another one. This imitative, according to key informants, was aimed at reducing risks for the vulnerable children.

Some of the local churches are taking initiative to establish vocational training for the destitute children. The chiefs have empowered some village elders to be vigilant about any form of child abuse in their areas and send any school-age children to the local schools.

#### **4.6 Ways of minimizing child abuse:**

Key informants were asked to state in their opinion ways of minimizing child abuse in the division. The respondents suggested that key among attempts to minimize child abuse were; providing guidance and counselling services, educating parents on child abuse and children's rights, mobilizing parents to realize their duties and responsibilities, reporting child abuse to the authorities and ensuring that proper action is taken against perpetrators, ensuring that school going age were in school and maintaining high discipline standards in schools. The respondents also suggested that the personnel from the provincial administration, namely District Commissioners and District Officers should address issues on child rights and abuse during "update meetings".

Key informants suggested that the Ministry of Education could play a major role in the elimination of child abuse especially in schools by strengthening the Guidance and

Counselling units. All the schools visited had Guidance and Counselling units but teachers expressed they were not adequately trained. Life skills Education syllabus was available and being taught in schools. Teachers, however, expressed inadequacy in handling the subject due to lack of sufficient training. Empowerment of teachers and children through training and education respectively was seen as one of the most effective weapons to fight child abuse in the division. The study findings suggest that corporal punishment is still practised in schools. Both children and key informants reported this was going on. 83.3% and 91.7% of the children reported that child abuse was taking place in the school and community respectively. Caning of children in schools was witnessed by 91% of the respondents. The researcher observed teachers caning pupils and others carrying the cane. Some key informants proposed that there was need to enforce the Ministerial circular against corporal punishment by instituting sanctions against teachers found flouting the circular.

Key informants further suggested that another way of curbing the vice would be through intensified education and sensitisation of parents and the entire community on the consequences of child abuse, the importance of adhering to the Children's Act and the need to play their parental role effectively. There is need to enlighten all players of the possible physical, emotional/psychological and socio-economic consequences of child abuse with a view to encourage them to report all cases. The chiefs should discourage parents against settling case out of court and support the legal process. The study findings indicated that both parents and children fail to report due to fear of stigma, victimisation and embarrassment. Several key informants expressed the need to inform the community more candidly on the consequences of this vice with a view to change their casual attitude towards it.

The study established that none of the few known reported cases to the police and the chiefs had been tried or convicted. Key informants suggested that the Government needs to address such cases sufficiently in order to send strong warning to potential perpetrators of child abuse. Key informants were aware of cases of sexual abuse in the school setting against girls by male teachers. In one of the schools visited there were two recent such

cases. In one case the teacher was said to have deserted work. The girl's parents took no action, while the head teacher only reported desertion from duty to the Teachers' Service Commission. In the second case, the teacher was interdicted but no court action taken. In another case outside the school, the matter was reported to the chief by the parents. The suspect was said to have been interrogated by the chief and later released. Key informants suspected the chief may have been compromised.

The study was informed that concerted effort by all key stakeholders is required to address the vice. The Government through schools and provincial administration should ensure all school age children attend schools. The policy of free and compulsory education needs to be enforced.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

##### **Overall objective:**

The overall purpose of the study was to determine the dimensions of child abuse in Kiambaa Division. To achieve this, the study sought to: establish the prevalent forms of child abuse in Kiambaa Division, investigate the factors that predispose children to and enhance child abuse, establish community responses to child abuse and to find out ways through which child abuse can be minimized in the division.

##### **Prevalent forms of child abuse in Kiambaa:**

The study established the forms of child abuse used in the schools within Kiambaa Division included extreme punishment, striking, pulling hair/ear, and sexual abuse. Other forms of child abuse in schools include use of abusive language, pinching and threats by teachers. The key informants indicated that child labour was rampant in the division as most children were found working in plantations. The study further established that sexual abuse was one of the serious child abuses in the Division but this form of Child abuse has little reported on it despite its prevalence. These findings support study by UNICEF in Kenya which estimates sexual abuse on children to more than 30,000 but due to social stigma inhibiting children from reporting the figures may be higher.

##### **Factors that predispose children to child abuse:**

Factors that predispose child abuse in the division are poverty and unemployment as parents are forced to use the children to help them fend for the family. Other factors were found to be low levels of education, lack of proper care by parents, single parenthood and isolation of the children from family members. The study also found ignorance to be contributor of child abuse. Other causes of child abuse in the Division included: increase in the number of orphans, use of guardians and step parents to bring up the children,

parents accepting to be compensated by abusers out of court and children involvement in drugs.

**Community response to child abuse:**

The community responded positively to child abuse by reporting the cases of child abuse to the authorities. The study also established that the community acted responsibly by taking care of the abused children when they starting children's home to take care of the victims of child abuse. Due to sensitization by the stakeholders in the children's department on the children's rights, the tea and coffee estates refused to offer employment job opportunities to the children, ensuring that all the children go to school and by working together with the children's department to eliminate child labour. The schools in the division have set up guidance and counselling departments to provide this important service to the victims of child abuse in the schools. These efforts would minimize the effects of child abuse on the victims. Parents have received education on child abuse and child rights in the Chiefs' local Barazas, seminars and the women group meetings and are being mobilized to realize their duties and responsibilities of taking care of their children.

**Ways of minimising child abuse:**

Ways of minimising child abuse include providing guidance and counselling services in schools, educating parents on child abuse and children's rights, mobilizing parents to realize their duties and responsibilities, reporting child abuse to the authorities and ensuring that proper action is taken against perpetrators, ensuring that school going age were in school and maintaining high discipline standards in schools.

**5.2 Conclusion**

From the findings of the study, it is clear that different forms of child abuse are prevalent in Kiambaa Division. Among the forms of child abuse in the division included child labour, Sexual abuse, violence/beatings, juvenile injustice, early marriage, female genital mutilation and child trafficking. Factors that predisposed children to abuse in the division included among others poverty, unemployment, low levels of education, single parenthood, Isolation of the children from the members of the family, among others.



Though these forms of child abuse are common in Kiambaa Division the community has responded to the cases by reporting the authorities, offering guidance and counselling especially in schools, starting children's home to take care of the victims, avoiding offering employment to children both in the farms and in the homes as well as by ensuring that children go to school.

### **5.3 Recommendations**

- i. Sensitization on the children's right violation need to be intensified to minimize child abuse in the region. The Government should use its various institutions and mandates to spearhead the sensitisation and mobilisation of all stakeholders. The Ministry of Education, Ministry of Labour, Ministry of Youth Affairs and the Provincial Administration are key in the fight against Child Abuse. Other players include non-governmental agencies, civil society and Faith Based Organisations.
- ii. The Ministry of Education to take serious measures against teachers who act in contravention of the children Act and the Ministerial policy that outlaws caning in schools.
- iii. Guidance and counselling units in schools should be strengthened to afford children an opportunity to be educated/ sensitized as well as counselled on their rights.
- iv. Law enforcement should be tightened to ensure that no offender of the Children's Rights is let off the hook.
- v. The community should work together with Children's Department to combat child abuse in the division.

#### **5.4 Suggestions for further research**

This study was only carried out in Kiambaa Division in Kiambu District. The researcher therefore suggests that a similar study should be replicated in other parts of the country and in other African countries.

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## APPENDICES

### APPENDIX 1: Interview Guide for Teachers, Parents, Religious Leaders and Government Administrators.

#### Section One: Respondents' Biodata

1. Please indicate your sex Male  Female
2. Please indicate your position by ticking an appropriate box below  
Teacher  Parent  Teaching Parent   
Religious leader  Government Administrator
3. Indicate your age bracket by ticking an appropriate box below
  - a) 20 – 24 Years
  - b) 25 – 30 Years
  - c) 31 – 40 Years
  - d) 41 – 50 Years
  - e) Over 50 Years
4. Please indicate your years of teaching experience
  - a) 1-5 Years
  - b) 6-10 Years
  - c) 11-15 Years
  - d) 16-20 Years
  - e) Over 20 Years
5. Please indicate the number of years you have parented
  - a) 1-5 Years
  - b) 6-10 Years
  - c) 11-15 Years
  - d) 16-20 Years
  - e) Over 20 Years

#### Section Two: Forms of Child Abuse

6. Are you aware of the existence of any form of child abuse in the following places:
  - a) Your schools Yes  No
  - b) Within your division Yes  No

7. To what extent are the following types of child abuse practiced in your school? Please use a five point scale of 1-5, where 1-no extent, 2-small extent, 3-moderate extent, 4-large extent and 5-very large extent.

	1	2	3	4	5
a) Striking	[ ]	[ ]	[ ]	[ ]	[ ]
b) Use of abusive language	[ ]	[ ]	[ ]	[ ]	[ ]
c) Pinching	[ ]	[ ]	[ ]	[ ]	[ ]
d) Pulling hair/ear	[ ]	[ ]	[ ]	[ ]	[ ]
e) Extreme punishment	[ ]	[ ]	[ ]	[ ]	[ ]
f) Sexual abuse	[ ]	[ ]	[ ]	[ ]	[ ]
g) Use of threats	[ ]	[ ]	[ ]	[ ]	[ ]

8. To what extent are the following types of child abuse practiced in Kiambaa Division. Please use a five point scale of 1-5, where 1-no extent, 2-small extent, 3-moderate extent, 4-large extent and 5-very large extent.

	1	2	3	4	5
a) Child labour	[ ]	[ ]	[ ]	[ ]	[ ]
b) Sexual abuse	[ ]	[ ]	[ ]	[ ]	[ ]
c) Early marriage	[ ]	[ ]	[ ]	[ ]	[ ]
d) Female genital mutilation	[ ]	[ ]	[ ]	[ ]	[ ]
e) Violence/beatings	[ ]	[ ]	[ ]	[ ]	[ ]
f) Juvenile injustice	[ ]	[ ]	[ ]	[ ]	[ ]
g) Child trafficking	[ ]	[ ]	[ ]	[ ]	[ ]

9. List some other forms of child abuse practices in the Kiambaa Division

.....  
 .....  
 .....

10. Do you approve of canning as a way of disciplining pupils in schools and children in the division?      Yes   [ ]   No   [ ]

11. What does the school administration and the community do to minimize these child abuse practices in the school?

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**Section Three: Causes of Child Abuse**

12. State the extent to which you agree with the following statements with regard to causes of child abuse in Kimbaa Division using a five point scale of 1-5 where 1-no extent, 2-small extent, 3-moderate extent, 4-large extent and 5-very large extent.

S.No	Causes of child abuse	1	2	3	4	5
a	Poverty					
b	Lack of proper care by parents					
c	Unemployment					
d	Single parenthood					
e	Low level of education					
f	Isolation from the family					
g	Ignorance e.g. Sometimes a cultural tradition leads to abuse.					

13. State any other factors that cause child abuse at schools and within the division.

.....

.....

.....

.....

**Section Four: The Effects of Child Abuse**

14. State the extent to which child abuse has led to the following effects in Kimbaa Division using a five point scale of 1-5 where 1-no extent, 2-small extent, 3-moderate extent, 4-large extent and 5-very large extent.

S.No	Causes of child abuse	1	2	3	4	5
a	Poor health among the abused children					
b	Psychological problems associated with abuse					
c	Social problems associated with abuse					
d	Poor general economic productivity					
e	Low level of education					
f	Increased medical expenses among the abused					
g	Increase in poverty incidences.					

14. Please explain any other effects of child abuse observed within the division.

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15. Explain ways in which the community is responding to child abuse within the division.

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**THANK YOU FOR YOUR COOPERATION.**

## APPENDIX 2: Questionnaire for Children

### Instructions

Please respond to each of question by ticking the appropriate response or by giving your honest opinion as truthfully as possible. Your responses will be completely confidential and will be used by the researcher for the purpose of this study only. Therefore, DO NOT write your name anywhere in this questionnaire. You are kindly requested to respond to all items applicable to you.

1. Name .....
2. Sex:      Male [ ]      Female      [ ]
3. In which class are you?.....
4. Please tick the age bracket to which you belong?

10-12 years	13-15 years	16-18 years

5. Whom do you live with?

- a) Both Parents      [ ]
- b) Mother      only [ ]
- c) Father only      [ ]
- d) Guardian      [ ]

6. By either a 'true' or a 'false' indicate whether the following take place in your school

	True	False
a) Teachers use abusing language when a pupil/student does a mistake	[ ]	[ ]
b) Teachers cane pupils/students who do mistakes	[ ]	[ ]
c) Teachers pull pupils/students hair of ears if they do any wrong	[ ]	[ ]
d) Pupils/students are sometimes pinched by teachers	[ ]	[ ]
e) Pupils/students are sometimes threatened by teachers	[ ]	[ ]
f) Pupils/students are sometimes punished extremely for wrong doing	[ ]	[ ]
g) I have witnessed a pupil/student abused sexually in our school	[ ]	[ ]

7. By either a 'true' or a 'false' indicate whether the following take place in your Division.

- |  | <b>True</b> | <b>False</b> |
|--|-------------|--------------|
| a) Parents use abusing language when children mistake        | [ ]         | [ ]          |
| b) Parents cane children who do mistakes                     | [ ]         | [ ]          |
| c) Parents pull children's ears if they do any wrong         | [ ]         | [ ]          |
| d) Children are sometimes pinched by parents                 | [ ]         | [ ]          |
| e) Children are sometimes threatened by parents              | [ ]         | [ ]          |
| f) Children are sometimes punished extremely for wrong doing | [ ]         | [ ]          |
| g) I have witnessed a child abused sexually in our Division  | [ ]         | [ ]          |

8. By either a 'true' or a 'false', indicate whether the following take place in Kiambaa Division.

- |   | <b>True</b> | <b>False</b> |
|---|-------------|--------------|
| a) Children under the age of 18 years are employed for wages      | [ ]         | [ ]          |
| b) Girls are forced into marriage when still young                | [ ]         | [ ]          |
| c) There is sexual abuse of children in the Division              | [ ]         | [ ]          |
| d) Children are beaten badly by adults when they do mistakes      | [ ]         | [ ]          |
| e) Female genital mutilation/cutting is practiced in the Division | [ ]         | [ ]          |
| f) Children are employed as maids and house boys                  | [ ]         | [ ]          |

**THANK YOU FOR YOUR COOPERATION.**

**APPENDIX 3: Observation Guide**

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**1. Observation on child labour**

- a) Observation on farm labour \_\_\_\_\_  
\_\_\_\_\_
- b) Observation on domestic labour \_\_\_\_\_  
\_\_\_\_\_
- c) Other forms of labour \_\_\_\_\_  
\_\_\_\_\_

**2. Observation on Physical abuse**

- a) Observation on children being caned in school \_\_\_\_\_  
\_\_\_\_\_
- b) Observation on children being caned in the village \_\_\_\_\_  
\_\_\_\_\_
- c) Observation on children's bodies \_\_\_\_\_  
\_\_\_\_\_

**3. Observation on Emotional abuse**

- a) Observation on children being called names \_\_\_\_\_  
\_\_\_\_\_
- b) Observation on threats being made at children \_\_\_\_\_  
\_\_\_\_\_
- c) Observation on emotional stability of children \_\_\_\_\_  
\_\_\_\_\_

**4. Observation on Neglect**

- a) Observation on children fending for themselves \_\_\_\_\_  
\_\_\_\_\_
- b) Observation on children with poor health \_\_\_\_\_  
\_\_\_\_\_
- c) Observation on children with tattered clothes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_