

**RELATIONSHIP BETWEEN CHILD ABUSE AND ACADEMIC PERFORMANCE IN FIVE
SELECTED PRIMARY SCHOOL IN SUGUTA ZONE OF SAMBURU COUNTY.**

BY

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DECLARATION

This research project is my original work and has not been presented to any other institution or university.

Sign _____

Date _____

Allan John Kemboi.

L40/75216/2012

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

Sign _____

Date _____

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DEDICATION

I dedicate this research project to my esteemed colleagues in the University of Nairobi and the entire teaching profession in our country Kenya and the rest of World.

ACKNOWLEDGEMENTS

I would like to acknowledge my lecturers in the school of Continuing And Distance Learning for their guidance and continued support and our friends for their continued moral support during the development of this project.

I would also like to thank the Almighty God for His grace without which, I would never have come this far.

ABSTRACT

The main objective of the study was to examine various forms of child abuses, causes for child abuses, the community's perception towards child abuses and the effect of child abuses on participation of primary school education in Loroki Division. The study adopted a descriptive survey design. The target population comprised of pupils, class teachers and Head teachers from five primary schools in the vicinity, parents and local chiefs. Primary data was collected using questionnaires and interview guides. The analysis was done using descriptive statistics generated from Statistical Package for Social Sciences (SPSS) software.

The study findings revealed that child abuses in Loroki Division has adversely affected the level of pupil participation in primary school education. Child abuses has led to decline in pupils' academic performance, drop out from schools, decreased levels of literacy in the Division, and increase in gender disparity in education within the region. Child abuses also lead to poor concentration in class, increased rates of teenage pregnancies, engagement in drug abuse and involvement in armed conflicts.

The main factors leading to the problem of child abuses are high poverty levels in the region, harmful cultural beliefs and practices, lack of appropriate government policies, ignorance and illiteracy among parents as well as loss of parents. The study recommend that the problem of child abuses in Lorroki Division can be tackled if the local community is adequately empowered with knowledge on the importance of education in the present day society; government policies should be reviewed and streamlined to cater for educational challenges that are specific to arid and semi-arid areas; education policy implementation at local level should be reevaluated and parents should be fully involved in tackling the problem of child abuses particularly. The measures aimed at promoting education in this Division should give specific consideration to poverty levels in the region, cultural beliefs and practices and appropriateness of government policies.

The study also recommends further research on the effectiveness of government policies in mitigating the falling levels of pupil participation in primary school education in. It also recommends a replication of this study in other child abuses prone areas.

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LIST OF ABBREVIATIONS

K.I.E-Kenya Institute of Education

MOEST – Ministry of Education, Science and Technology

KMWA – Kenya Medical Women’s Association

UNICEF- United Nation International Children Education Fund

F.G.M- Female Genital Mutilation G.O.K- Government of Kenya

U.N – United Nation

ILO - International Labor Organization

Operational Definition of Key Terms

A Child - A boy or a girl aged 5 to 16 years

Child Neglect – It is an act of failing to meet child's needs

Child abuse – Any activity subjected to a child without his or her consent and may lead to violation of his/her rights.

Child labor – Work performed by children under the age of 18 year that endangers their health and safety.

Delinquency –An offence against the Kenya's penal code (Cap 63, section 14) by individual under 18 years of age.

Physical child Abuse – It is a violence that inflicts pain on a child and is capable of causing body impairment

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

This chapter reviews information on the background to the study, in addition the chapter gives the statement of the problem, purpose of the study, research objectives, significance of the study, limitation and delimitations of the study, basic assumptions ,finally it outlines the overall organization of the study.

Kenya recognizes education as a fundamental human right it as pivotal for the attainment of self-fulfillment and national development (GoK 2007; MoE 2006; Children Act Cap 586 2001).The Importance of education is considered by the United Nations as a basic human rights and as an instruments used for achieving social equality and higher economic growth (UNICEF 1992). Governments use education as a tool for fighting ignorance, poverty and disease. It is a key factor for socio-economic developments (Todaro 1982). It is therefore used, as a means for training and producing human resources needed to manage the economic, social and political sector of the country. There has been increased investment on education.

Although literature review has some variations on the role of education, most scholars agree that educational institutions impart knowledge, skills, traditional beliefs and attitudes which are essential for the preservation and continuity of life in the society. It is a means of enhancing social development (Lipman-Blumen 1984). It has also been realized that economic implication in education leads to higher output, higher wages, and changes in distribution of earned income between the rich and the poor, and leads to economic mobility (Schultz, 1989; Colcolough and Lewin; 1993 and Thurow, (1997). However, in spite of the important role of education, many children are not participating in the education because of child labour.According to (Uwezo Kenya 2011), it is estimated that about 130 million children worldwide do not attend school because they are working. This means that Child labour denies many children their basic human right to education, and in turn prevents many countries from achieving the millennium development goals of eradicating poverty and achieving education for all.

All children regardless of their race social economic status and religion have rights which must be safeguarded by those who care for them and especially their parents, caregivers, teachers

and the government. It is only when children's rights are taken care of that they will realize their full potential (K.I.E, 2006). Failure to provide children with basic needs such as love, care, security and stimulation amounts to child neglect which is one of the most common forms of child abuse.

Physical abuse is another common form of abuse that affects a large number of learners. This is so because many parents were also abused as children and as a result they came to believe that children are innately "bad" and require physical punishment (Vicki, 2000, p.89). Another reason for physical abuse is that children abusers have unrealistic expectations of their children's capabilities and see physical punishment as a way to make their children realize those expectations. Since physical punishment is culturally and socially approved, it is easy for parents who are under stress to go beyond reasonable limits to discipline their children (Vicki, 2000).

The children, who are abused, may not be able to perform as well as their abuse free counterparts. Thus before a teacher or parent rules out that a child cannot be able to perform well, he or she should investigate the causes of poor performance which could include various forms of child abuse.

According to the African Charter on child's Right and Welfare (1990), children should be protected against abuse. Parents and the state have a duty and responsibility to provide their children with the basic needs such as food, clothing, education and other stipulated needs in the charter. Physical abuse, child labor and child neglect have been reported to prevail at a very high degree. This may lead to poor performance in schools leading to adverse effects on the country's economic development at large (Sunday Standard, June 4, 1989). This can also make realization of vision 2030 difficult.

In Loroki Division, child abuses are still a hindrance in children's participation in primary education. The major cause of non-enrollment leading to child abuses is poverty (UNICEF 2001). The county is aridic and there is food shortage, these problems leave many families with no option but to involve children in child labour and other forms of child abuses at the expense of their education. This study therefore, will endeavor to establish the effects of child abuses on children participation in primary education in Loroki Division.

1.1 STATEMENT OF THE PROBLEM

Child abuses persist even though laws and standards to eliminate it in Kenya exist. The government of Kenya introduced Free primary education (FPE) in 2003 so as to ensure access to education by all children. In spite of these efforts, the participation of pupils in primary education is still low in our locality. This problem is brought about by child abuses. Though so many researches have been conducted in Africa and Kenya, the available research tends to address child abuse in general with little reference on its effect in child's academic performances. It is against this background that this study is set to study the effects of child abuses on pupils' participation in primary school education Loroki Division.

Child abuse is still rampant in our Schools, Institutions of learning and in our homes and society at large. It has a negative effect on learners' academic performance. Despite the efforts by the government, individuals and non-governmental organizations to sensitize the public on the rights of children, child abuse is still on the increase. Child abuse affects the child's development and may lead to poor performance which may in turn lead to school drop-out and eventually affect the literacy level of the country, hence retarded economic growth.

1.2 PROBLEM JUSTIFICATION

The findings are expected to create awareness of children education, challenges brought about by child abuses in the Division. This will make community allocate more resources for education of their children. The awareness of the child abuses and participation in primary education can make stakeholders in education apply recommended policies that will curb drop out of children education in primary Schools.

Other Divisions with similar problems can use the findings of the study to the problems facing education of children. Donor agencies can also use the funding of the study to ensure retention and completion of primary School circle by pupils. This data will also help curriculum developers in formulating policies that makes education relevant to the pastoralists' communities.

Identifying causes of child abuse and effects of it to child academic performance will be of much benefit in advising the different education sector on how to ensure that child abuses are done away with and that the right of the child is observed. This research will also add to the

knowledge on the relationship between child abuse and academic performance in Kenya since little or no literature is available on the same. It will help in laying down policies regarding child's rights. The information will also be relevant of teaching and learning purposes as well as for publication to stimulate further research on issues related to inpatients' social safety.

1.5 Purpose of the Study

The purpose of the study is to establish the effect of child abuses on primary school performances in Suguta, Loroki Division, Kenya

1.6 OBJECTIVES OF THE STUDY

The objectives of the study will be to:-

- i. Find out whether child abuse affects the academic performance of learners in primary schools of Suguta zone, Samburu County.
- ii. Examine the extent to which child abuses affect learning in Primary Schools of Suguta zone, Samburu County.
- iii. Investigate how child neglect affects performance of learners in schools of Suguta zone, Samburu County.

1.7 RESEARCH QUESTION

On the basis of research objectives, the study will try to answer the following questions.

-Does child abuse affect the academic performance of learners in primary schools?

-How has the various forms of child abuse influenced the perceptions of classroom teachers?

-How has the various forms of child abuse influenced the instructional practices of classroom teachers?

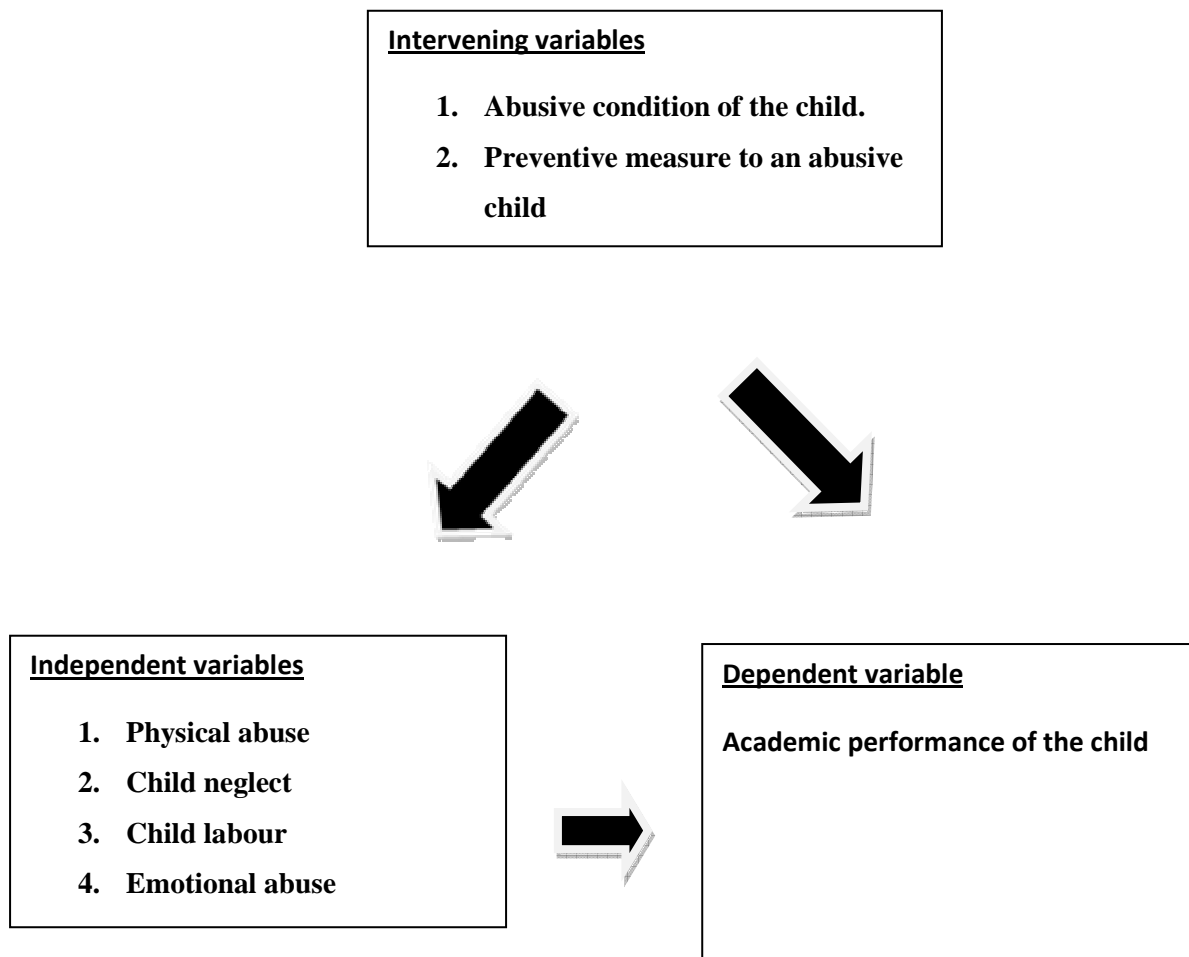
1.8 RESEARCH HYPOTHESIS

There is a relationship between child abuse and academic performance; abused children performed poorly in schools.

1.9 CONCEPTUAL FRAMEWORK.

The conceptual framework tries to illustrate how the independent variables that are associated with child abuses, are likely to affect school attendance, academic performance, enrollment, and dropout, reduced participation of children in the formal primary education. Education is seen by many as a tool of eradicating poverty which is the major cause of child abuses, and when children are abused at the expense of their education, it leads to a viscous cycle of poverty. This means that for children to participate fully in the formal education, their economic situation must first be improved.

Fig. 1.0 conceptual framework



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of available literature child labour and participation in primary school education. An area covered by the literature review includes the following: Causes of child labour, Forms of child labour, attendance in education, dropout, gender disparities, parental attitudes, academic performance, and absenteeism.

2.1 Child Abuse

There are many young, dependent, defenseless children in forced labour, neglected, naked and hungry who have been abandoned by those who bore them. Some are disabled and forgotten children unable to understand their helplessness. Other children roam in the streets eating off the waste of homes with plenty; some beaten, burnt, sexually molested and sentenced to a life of pain and bitterness (Everson, 1990). As you look at these children, their eyes are full of tears and pain due to the agony they have had to go through. These children are desperate for unconditional love and acceptance. They do not understand why their once loving parents or caregivers suddenly became beasts they do not recognize. The adult who represents the strength and security of the child has an obligation to love and protect the child for he too was once a dependent child. Care and concern has to be passed on if the society is to remain integrated. The traditional African cultural setting which considered child protection as paramount has been deliberately neglected. Today, many children lift their small hands towards their maker. They long for someone to hold them to hear their voice, to see their tears and to shield them (Dobson. 1992)

2.1.1 Rights of Children

Children have rights that safeguard them. These rights are behind laws seeking to protect the little one from the abusers. An awareness of what rights a child has or should have will assist an individual who seeks to do what is fair and just in the care of the child.

The International Convention on Civil and Political Rights (1966) and the General Declaration of Rights of the Child (1954) declare that, like other individuals children have specific rights. These rights include: right to enjoy parental care, right to proper nutrition, right to moral upbringing, right to protection from all kinds of harm, right to have a name and nationality, right to education and right to culture.

The United Nations Convention on the Rights of the Child is set within several assumptions as highlighted in the document “State of the world’s children” (UNICEF 1991:77)

- Each state should recognize and reinforce the principle that parents have a responsibility to protect the child from physical or mental abuse, neglect, injury or exploitation. These protective measures should incorporate the country’s legislature, administration, social and educational services.
- Children demand specific protection and sustenance in order to assume their roles as responsible members within a community.
- Childhood is a stage demanding specific care by significant other person. Muthoga (1990:98) reiterates that through a number of acts one can come up with legal expectations pertaining child’s rights.
- Penal code (cap 63, section 14, 139-150) protects the child’s right to life even before birth, thus making abortion or its procurement illegal.
- The Guardianship of Infants Act (Cap 144) provides that the matters concerning custody of children, consideration of their well-being should be supreme.
- The Children’s and Young person’s Act (Cap 144) provides guidelines for the care of the child in the matters concerning criminal offences that is trial need for humane treatment.
- In an ideal world, the right of every child could be protected because every parent would have resources necessary whether physical, moral, spiritual or emotional with which to provide for these rights. However, in this imperfect world, the government must often step in and determine priorities of the welfare of children.

2.2 Common forms of child abuse

There are many types of abuse which include: sexual abuse, emotional abuse, child labour and physical abuse. Sexual abuse is an evil that most people would rather not talk about. Most people would rather leave all matters relating to sex to adults and take great pains to categorically state that such practices as child sexual abuse do not exist at all. Parents, step-parents, close relatives and caretakers have been reported for sexually abusing children under their care. Often the abusers are those known and familiar rather than strangers to the child.

According to Mwiti (1997) a third of all girls and a quarter of all boys may have experienced some form of abuse. Parent-child sexual involvement, child prostitution, child pornography and rape are some of the most common forms of child sexual abuse. Emotional or psychological abuse is also on the increase. Whether a child is physically sexually, or mentally abused, his emotional status is affected thus emotional abuse could as well be the most common form of abuse. Children who are stolen are subject to forced labour hunger and lack of basic needs.

These forms of abuse affect the whole person. An abused child is a wounded child and any intervention to bring healing must be the healing of the whole person. Besides helping the abused child, long term solutions, corporate

2.2.1 Child Neglect

Many children are neglected due to poverty. Parent is unable to provide them with the required needs for their growth. Ignorance is another cause of neglect. Many parents do not know their responsibility for their children and the right of their children. Ground of children most vulnerable to neglect include orphans, children's with disabilities, refuge children, children of terminally ill parents, children who are from poverty stricken homes, children of teenage parents and children from pastoral communities.

Neglected children fell withdrawn, have low self-esteem and are unable to interact with others because they lack basic needs. Other suffers diseases, bad odors, poor social life and this drastically affects their performance.

2.2.2 Child Labour

Child labour on the world scene first came under attack in 1090 when the International Association for Labour Registration was founded. The cause has since been taken over by the International Labour Organization established by the treaty of Versailles and now a specialized agency of the United Nations. The UN General Assembly in 1959 adopted a declaration for the rights of the child but it is only advisory, virtually every nation now has excellent child welfare legislation on the books but enforcement is often spotty and almost non-existent (Hugh G Cleland). According to (Mwiti, 1997) Millions of children are exposed to a lot of danger. The work is very exploitative and abusive and may endanger life, health and performance of a child. There are many causes of child labour which include poverty, which is the greatest single force that creates the flow of children in the work place. Child labour is used to supplement family income on a regular basis.

Family size is another factor that contributes to child labour. A poor household tends to have more children and this leads to child labour due to lack of basic necessities. Large family size is attendance associated not only with higher likelihood that children will work, but also lower school and completion. Other factors that led to children labour are drug and alcohol abuse, death of a responsible person, peer influence, pregnancy out of wedlock and poor physical development.

A research study conducted by the probation services in Nakuru Kenya in collaboration with the Canadian-based Serve the Children Organization reveal that the issue of child labour is concerned. Selling babies is common crime in some countries. The babies are then made laborers in the homes or jobs of the buyers. According to UNICEF there are an estimated 250 million children aged 2-17 in child labour world while excluding child domestic labour. The United Nations and the International Labour Organization consider child labour exploitative with the UN stipulating in article 32 of the convention on the rights of the child that state parties recognized the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with child's education or to be harmful to the child's health or physical mental, spiritual, moral or social development.

In an article that appeared in American Economic Review (1998), the primary cause of child abuse is poverty. That being so they caution against the use of legislative ban against child labour will cause problems. Child labour is still used widely today in countries like India and Bangladesh. Karl Marx fought for the abolition of children labour in the factory in his communist manifesto. The government and concerned individuals should try to curb the problem; otherwise it will greatly affect the growth and performance of the pre-school children.

2.2.3 Physical Child Abuse

Physical child abuse refers to adult physical act of aggressive directed at a child that causes injury even if the child did not intend to injure the child. Such acts of aggression include; hitting a child by the hand, fist or foot or with an object; burning the child, shaking, pushing or throwing a child, pinching or biting the child, pulling a child by the chair, cutting off a child's hair and child homicide where families or parents kill children for economic, religious, cultural or personal reasons. Such acts of physical aggression accounts between 15% and 20% of documented child abuse cases each year (American International Edition, 1829).

Many physical abusive parents and caregivers insist that their actions are simply forms of discipline or ways to make children learn to behave well. They have issues of anger, excessive need for control or immaturity makes them unable or unwilling to see their level of aggression as inappropriate. Sometimes the very youngest child even babies not yet born suffer physical abuse. A woman who drinks or uses drugs when she knows she is pregnant can be charged with child abuse in many jurisdictions, if the baby is born with problems associated with substance abuse.

According to (Pamela, 1989) many children who suffer physical violence/ harm develop fear and are unable to interact with others well. Physical abuse can even cause disabilities or deformities if continuously and severely done. Indicators of physical abuse include: afflicted disability, inconsistent explanation for injuries, over submissiveness, running away from home, general fear of adults, fear of home environment, poorly healed fragile wounds and truancy.

Institutional child battering is also very common. Teachers may severely cane or hit a child using hands or an object. This is hardly considered abuse but when injuries or harm is caused, that is when parents or the government is alarmed. Some teachers use pupils as cheap labour to run errands such fetching water, collecting firewood, digging and clearing bushes.

According to ANNPCAN, (1988:5) war and conflict also contribute to physical abuse. Children may be beaten, injured or even killed during these wars. Some parents physically abandon their children at birth even after a few years. An abandoned child may suffer hunger, sickness or even death as no one comes to his or her aid. This may be due to unwanted pregnancies, poverty or divorce. Death or injury through house fire is considered as a type of child abuse because carelessness and neglect on the part of the parent is usually a contributing factor. This is because the child has a right to be protected from anything that can cause him/her harm

2.3 Causes of Child Abuse

War and political violence lead to civil unrest, hunger and drought. UNICEF (1986) estimates World refugees to be 12-14 million. Some countries record a population of 75% displaced people most of whom are women and children. War is an avenue of child abuse because the little ones suffer for what they cannot be blamed for. They stare helplessly into the world; bear the pain of loss of murdered parents, destroyed homes, hunger, and insecurity and so on. Stress is another cause of abuse. Parents may suffer stress of caring for their children with disability, special needs or difficult behaviors.

Single mothers and fathers have a tendency of neglecting their children, especially after separation, divorce or death while father or other substitutes tend to physically abuse their stepchildren. Violence is a factor leading to abuse found at the family or society level. In a society bent on the use of force to command attention, individuals learn to use it as a tool. Men use violence against their wives and children to make them fear, this causes the children to suffer physical and emotional abuse. Violence in the society is closely linked with television programmes, videos, films and a myth that one has to fight for survival or he will be exterminated.

Conforming to a culture of violence causes people to label it as 'normal' but the label does not remove the inner pain and wounded heart of a helpless child at the mercy of a cruel adult (Stanton, 2009). Cultural practices also encourages child abuse for example in the Kilifi area of Kenya, children are married off when they are as young as six years of age, to old men who could be at their sixties. The determining factor is not the man's age but his wealth.

According to Maendeleo Ya Wanawake Organization (1996), Female Genital Mutilation is another major cause of child abuse. The boy child in most communities is considered safe and is not sufficient taken care of. Many parents and caregivers do not understand the danger boys are exposed to and only consider the girls as the vulnerable ones.

2.4 Effects of Child Abuse

Abuse affects the victims very deeply and often the scars and hurt remain throughout one's life. (Collins, 1988, p.299) writes that in Los Angeles Times Poll constitution 2627 adults, 98% of those who had been sexually abused as children tell that the abuse was permanent. 83% said the greatest damage was not physical but emotional affecting the whole personality. Allender, (1990:97) sums the total effect of abuse in terms of powerlessness, betrayal and ambivalence; he likened the effect of to a ' simultaneous river that rages through the soul tearing away hope, faith and love'. In other words, the total person is affected, his feelings, thoughts and actions.

An abused child has problems which include: low self-esteem and depression; children who have been abused tend to have low esteem and cannot enjoy life. He/she feels belittled, worthless and inferior. These feelings lead to a state of depression. Delinquency is another effect of child abuse. The child may break the law in a bid to hit out at authority as means of revenge. An abused child sees the world through the eyes of pain and suffering. He can either withdraw or give in to helplessness or he can hit out in anger and aggression. Delinquency has been linked to child abandonment willful assault by adult and parental neglect.

Abused children can also suffer stunted maturation either physical, emotional or mentally. Holistic development of a child includes balanced growth of the body, mind and spirit. If some of the needs required for this growth are denied the child may not grow properly (Ndetei, 1992).

Emotional withdrawal and learning helplessness is another effect of child abuse. When a child discovers she cannot trust a parent or caregiver to protect him, he reacts through resistance and tears of fright. Some children may revert to infant behavior like bedwetting or stealing baby's food although they are not hungry.

Physical harm and injury and permanent disability may also result from child abuse. Children who have been abused develop mistrust and may never be able to maintain a healthy relationship even as adults. Some may become prostitutes, gangsters or abusive parents if the situation is not arrested in time (Ndetei, 1992).

2.5 Measures taken to curb child abuse.

The community has a responsibility to ensure the safety of its children (Child Abuse and Neglect, Kenya Medical Women Association, (1989). The report emphasizes on the need for all community members to take care of its children, and not leave everything to the government. Parents, teachers and caregivers should ensure that their children are well taken care of and not neglected. The government should also protect children from child abuse and neglect. This can be done through:

- Creating awareness by use of the media on the enormity of child abuse,
- Networking encourage co-operating between various agencies both professionals and volunteers working in the area of prevention,
- Street children action at community and national level should be encouraged to find solutions to this growing problem,
- Reviewing the national and international awareness on the issue of children in armed conflict and political violence and the effect of war on children.

UNICEF & GOK Annual Report, (1990) has set up task forces to work on the issue of the urban child. They have involved religious organizations, government departments and law enforcement agencies. The Kenya project for children in especially difficult circumstances (CEDCO) incorporates strategies such as supporting women's group which are running schools in poor squatter areas in the country and support of informal schools and skills training

institutions including provision of tool for starting graduate. The programme has succeeded though workshops for teachers in community based informal schools, workshop for managers in children homes, loan scheme of street children's parent. Child adoption can help to provide warm families to homeless abandoned or mistreated little ones.

Children of mothers in prisons should be provided with diets that are balanced and their mothers given opportunity to cook for them. This is because the innocent child suffers with his mother's for a crime he never committed. In case of war, there should be specific planning to alleviate the suffering of children, provision of basic necessities like health services, family food security and to pure water is obligatory. Though, no one seems to care about the abusers since they are taken to be criminals, (Collins, 1988:308), think otherwise. He writes that the abusers lack interpersonal skills, are deficient in communication skills and do not know how to express their feelings or solve personal problems. They cannot cope with crises without hurting someone else while most of them have grown with a history of abuse. They therefore need to be counseled and taught new behavior, alternative responses and communication skills that improve their coping ability. Merely punishing the abusers only offers a partial solution. The cycle should be broken through teaching and counseling.

The church also has a vital position in preventing child abuse. The Bible reminds the Christian to be their brother's keeper. The Christian has a ministry of the traveler, the sick, the widow, the poor and the helpless. Every Christian has a call to be involved (Mwiti, 1997).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research methodology to be used in carrying out the research. It highlights the research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

3.1 Research design

Different scholars have defined research design as a framework of planning and conducting research (Sapsford, 2006). The research design that was adopted is the descriptive survey design. This is because the descriptive survey design helped to determine the frequency of occurrences of the phenomenon and discover whether or not relationships exist between the variables. The descriptive survey design adopted. This is because cross-sectional approach is useful in obtaining an overall picture as it stands at the time of the study. Cross-sectional studies are comparatively cheap to undertake and easy to analyze (Kumar, 2005). The units of analysis included the respondents (pupils, parents, and Head teachers) and the medicinal plants. The dependent variable was performance in primary education while the independent variables are the effect of child abuses and forms of child abuses.

3.4 study location

Loroki division is found in Samburu County –Kenya. Samburu County has total area of 21,002.3km² people. According to the 2009 census report the area has a population of 223,947 people. The altitude of the study area varies from 850-1230m above sea level. The indigenous people of the study area are called the Samburu people. Generally most of the Samburu people are semi-illiterate and speak the Samburu language.

3.5 Target Population

According to Best and Kahn (1989) a population is a group of individuals who have one or more characteristics in common that are of interest to the researcher. Lokesh, (1988), defines a target population as a large group from which a sample population is selected. The target population for this research was five primary schools in Loroki Division, Head teachers, Ministry of Education Officials, 20 pupils from the selected schools, class teachers. Class eight pupils were chosen for the study because they have been in the school since they joined class one and therefore they are literate enough to respond to a questionnaire.

3.6 Sampling Techniques and sample size

A sample is a small subset of the total population. Sampling is a process of identifying the individuals (pupils) who participated in the study. A sample is used to make a generalization of the characteristics being investigated within the entire population. In Loroki Division there are ten primary schools. Only public primary schools will be chosen for the research study. The Stratified random sampling is going to be used because it ensures that certain sub-groups in the population were represented in the sample, in proportion to their numbers in the population itself (Orodho 2004). The researcher used simple random sampling method to select the participating schools in the Division. Simple random sampling is whereby the individuals in the total population have equal and independent chances of being selected as a member of a sample (Orodho 2004). The Division has a total of 6 schools but about 80% of the schools will be used which translates to 6 primary schools. A sample formula of 80% of the total number of schools in each zone will be sampled. The Simple random sampling method was used to select participants from class eight. Class eight pupils are chosen because they have stayed in the school since class one. Since random sampling method was used to select the schools and participant in the Division, it therefore follows that the Head teachers of the selected schools participated in the study. The sample size for the study was estimated at 89 respondents, out of the 109 respondents, 70 was primary school pupils, 10 will be the parents, and nine head teachers.

3.7 Research instruments

3.7.1 Questionnaires

Questionnaires contained a set of written questions which the respondents filled without guidance or scrutiny of the researcher. The questionnaires to be used in this research are in two categories; one for the teachers, and the other for the pupils. The questionnaire for students consists of two sections. Section A aims at eliciting general information about the pupil's age, gender and background. Section B consists of questions about forms of child abuses, causes and how child abuses affects children's performances in primary school education.

3.7.2 Interview guides

Brief interview guides for the teachers were used to collect data. Interview schedule begun with the factual information. Interview guides were used to collect data on the effect of child abuses on performances in primary education. According to Grey (2009) interviewing is appropriate because it ensured a higher response rate and the interviewer were able to probe deeper into the response given by an interviewee. Grey also continues to assert that there is greater flexibility under this method as the opportunity to restructure questions is always there and the language of the interview can be adapted to the ability of educational level of the person interviewed and as such misinterpretations concerning questions can be avoided.

3.8 Data analysis and presentation

The process begun with scrutiny of questionnaires and interview schedules to establish if all the items were well responded to. All information from the questionnaires was then be coded. The data was presented in tables. The Statistical Package for Social Sciences (SPSS) program was used in entering and managing the data. Descriptive statistics was also used. The final results of the analysis were summarized in tables and a report written about it with necessary recommendations.

3.9 Limitations of the Study

The finding of this study was limited because of the decrease in the original number of teachers and students due to the transient, mobile population. Student sample size will also be decreased and affected the outcome as the students advanced. The time frame was not enough since the schools to be sampled are far away from each other and the roads are inaccessible.

3.10 Data collection procedure

A permit for data collection was obtained from the Division Education officer. Thereafter the head teachers of the schools participating in the study were contacted to inform them of the study and make prior arrangements to see their teachers and pupils.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter entails presentation, analysis and interpretation of study findings. The main objective of the study was to establish the effect of child abuses on primary school performances in Loroki Division, Kenya. To achieve the main objective, the study examined the forms of child abuses, the causes for child abuses in, the community’s perception of child abuses and the effect of child abuses on performances in primary school education. The questionnaires and interview guides were administered to a sample of 109 respondents out of which 93 were correctly filled. This constituted a response rate of 85% which is an adequate response rate for statistical reporting the study. Table 1 below shows the response rate for the study.

4.1 Socio demographic Variables

A total of 108 questionnaires were self-administered to school going children and seven more questionnaires administered to Teachers, Parents and care-takers. Of the 108 administered questionnaires 9 got spoilt. This study was done between the months of February and June 2013. Of the 99 respondents 66 (66.7%) were males and 33 (33.3%) were females. Respondents aged <18 years were the majority, 25 (35.4%), 18-34 years 33 (30.3%), 35-65 years were 30 (30.3%) and those above 65 years had the lowest proportion of 4% (4 respondents). 96 (97%) of the 99 respondents were Christians while (2) 2% were Muslims and (1) 1% belonged to other religions.

Figure 2.0 Table of percentage against age

AGE	PERCENTAGES (%)
<18 years	35.4
18-34 years	30.3
35-65 years	30.3
>65 years	4

4.2 Background information of the Pupils in Samburu County

This section presents the background information of the pupils. All the pupil who participated in the study were in class eight because they have been in the school for eight years or more and are literate enough to respond to a questionnaire. The information includes gender.

4.1.1 Gender

Table 4.1: Gender of pupils

Gender	Frequency	Percent
Male	58	65
Female	32	35
Total	90	100

The findings in table 2 indicate that majority (65%) of the pupils who participated in the study were male. The female pupils comprised of 35% of the respondents.

The findings revealed that there is gender disparity in the education of children in Samburu County. The proportion of girls enrolled in primary schools is less than that of boys. 4.1.2 Level of education

4.2 Common forms of Child abuses

This was tested by asking the school going children, the Teachers and care-takers in the selected schools whether they have witnessed any child abuses and which ones are the common. The study showed that 64.6% of respondent affirm that child neglect is the common, 22.2% cited physical abuse while 5.1% cited child labor and 8.1% have not witnessed any child abuse at all in their respective schools.

Figure 3.0 Table of percentage against common forms of child abuses.

Forms of child abuse	Percentages (%)
Child neglect	64.6
Child labor	22.2
Physical abuse	5.1
Not any witnessed	8.1

4.3 Common type of Child neglect.

This was tested by giving the four major forms of child neglect; physical neglect, educational neglect, emotional neglect and medical neglect. The study showed that 52% of children affirmed that physical neglect is the most common, 20% had witnessed educational neglect, and 22% are for emotional neglect while medical neglect was just 8%.

4.4. Causes of Child abuses.

Forty eight point five percent (48.5%) of the respondents rated parental factors as the major cause of child abuse in the vicinity, Child factors was rated second with 20%, attitude and age was third with 18%, family factors was rated fourth with 10% and finally environmental factors and substance abuse was rated with 5% and 6% respectively.

4.5 Effects of child abuses.

Five potential effects were assessed; physical disability, withdrawal, low self-esteem, untrustworthy and anger. 32% cited physical disability, 20% cited withdrawal, 25% cited low self-esteem and 18% cited untrustworthy upon the Teacher while 5% cited anger. These percentages are not cumulative but rather rank the most witnessed effect.

Fig.4.0 Table of percentage against the effects of child abuses

Effects of child abuse	Percentage
Physical disability	32
withdrawal	20
Low self-esteem	25
untrustworthy	18
anger	5

4.6 Performance of an abused child in schools.

With regards to the schools' KCPE performance, 58% of all respondents rated their schools performance is poor, 20% said good while 12% said the performance was very good as illustrated in Table 9 below.

Table 4.2: Rate of schools KCPE performance

Responses	Frequency	Percentage
poor	58	12
fair	20	40
good	12	48
Total	90	100

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents a summary and conclusion drawn from the study findings. The chapter also contains recommendations for policy intervention and for further research. The chapter is presented in line with the objectives which sought to examine forms of child abuses, the causes for child abuses, the community's perception of child abuses and the effect of child abuses on performances in primary school education.

5.1 Common forms of Child abuse.

64.6% of the respondents affirm that Child neglect is most commonly exercised in our schools and homes. Child neglect refers to the failure by the caregiver to provide for the basic needed. Neglect is usually typified by an ongoing pattern of inadequate care and is readily observed by individuals in close contact with the child. Once children are in school, school personnel should notice indicators of child neglect such as poor hygiene, poor weight gain, inadequate medical care or frequent absences from school.

Physical neglect is the most common form of child neglect (52%) and accounts for the majority of cases of child neglect. It generally involves the parent or caregiver not providing the child with basic necessities (e.g., adequate food, clothing and shelter). Physical neglect also includes child abandonment, inadequate supervision, rejection of a child leading to expulsion from the home and failure to adequately provide for the child's safety and physical and emotional needs. It can severely impact a child's development by causing failure to thrive; malnutrition; serious illness; physical harm in the form of cuts, bruises, burns or other injuries due to the lack of supervision; and a lifetime of low self-esteem.

20% cited educational neglect to have a detrimental effect on child's education. It involves the failure of a teacher, parent or caregiver to enroll a child of mandatory school age in school or provide appropriate home schooling or needed special educational training, thus allowing the child or youth to engage in chronic truancy. Educational neglect can lead to the child failing to

acquire basic life skills, dropping out of school or continually displaying disruptive behavior. It can pose a serious threat to the child's performances at school.

5.2 The effects of child abuse.

Abused children often display problems in their regulation of affect and emotions which is needed for good performances. They frequently have intrusive and upsetting emotional memories of their maltreatment, which they attempt to control by generating and avoiding displays of their feelings (James, 1994). Sometimes, the only way they can identify their emotions is through physiological responses such as increased heart rates and perspiration.

Child survivors of abuse and neglect tend to avoid interactions in their relationships because the feeling of closeness increases their feelings of vulnerability and lack of control (James, 1994). Interactions to teachers and fellow children are not desired because it represents a threat rather than nurturance and love. To avoid these interactions, children may exhibit withdrawal, lack of eye contact, hyperactivity, aggression, and other inappropriate behaviors which is detrimental to his/her schooling.

If abused children are unable to experience relief through numbing, they may exhibit more provocative behaviors in order to initiate the numbing process that can quiet their fears of more abuses. Some of the provocative behaviors include aggression and inflicting harm to others and behaving in antisocial ways that result in harsh punishments. The underlying purpose behind these provocative and emotional acts is to produce the numbing responses that can lessen their extreme fears. Most teachers are incapable of noticing this and end up helping them.

Attachment is viewed by Hanson and Lynch (1995) as the bonds that children form with their primary caregivers, usually their parents and teachers. Theories of the attachment process provide information about the role of early relationships in shaping the development of the child's personality and social-emotional adjustment. The attachment process is significant because it affects the child's ability to cope with stress, regulate emotions, benefit from social

supports, and form nurturing relationships. All of these abilities become questionable for abused youngsters because their attachment processes are disrupted (Barnett, 1997).

5.3 The implication of Child abuse to the performance of a child.

Education implications of child abuse include difficulties in learning and in school performance. Many studies have consistently stressed those abused, maltreated, or neglected children on the average score lower on cognitive measures demonstrate lower school achievement when compared with their non-abused peers of similar socioeconomic backgrounds. Recent theories on child-caregiver attachment have suggested that negative interactions between the youngster and the teacher may account for some of this poor school achievement. Youngsters with caring parents and teachers learn to view themselves as worthy, lovable, and successful in school-related and cognitive tasks. However, children of uncaring teachers and caregivers may see themselves as unworthy of love or caring and incompetent in school performance. The detrimental characteristics of abusive or neglectful parenting often lead to loss of self-esteem.

At a very early age, maltreated children exhibit difficulties in self-esteem, behavior, and adaptation to their environments. Abused toddlers respond more negatively, in contrast with non-abused peers, to their mirror images and make fewer positive statements about themselves.

Two studies compared the characteristics of the physically abused and neglected school-age children. The physically abused pupils displayed significant school problems. Their performance was poor in all academic subjects but especially in mathematics and language. They appeared to be underachievers and were more likely to be retained than their non-maltreated peers. In adolescence, they were at risk for dropping out of school. Both teachers and caretakers reported their children as having significantly more behavioral problems than their comparison non-abused classmates.

Neglect was associated with the poorest academic performance among the groups of maltreated students. Teachers reported that these pupils were performing below grade level and that their rate of school absenteeism was nearly five times that of the comparison non-

neglected students. Neglect appears to have a greater long-term impact on academic achievement than other forms of maltreatment. However, the adaptive functioning of the neglected group was within normal limits. Perhaps these children learned the necessary survival skills out of necessity because of the lack of care in their homes.

At later school age, a number of studies demonstrated that all types of maltreated children demonstrated more cognitive difficulties and were considered more at risk for school failure and dropping out than their non-maltreated classmates. The abused youngsters were rated by their teachers as more overactive, inattentive, impulsive, and disorganized than their non-abused classmates. They appeared less motivated to achieve at school and had difficulty learning. This common pattern of behavior for different types of child abuse may indicate that often the forms of abuse overlap. Children may suffer from more than one type of abuse such as a combination of emotional, sexual, and physical maltreatment, and neglect.

5.4 Measures taken to curb Child abuse.

As can be seen from the above discussion, abused children are at high risk for psychological, neurological, and cognitive impairments. By the time the child victims are identified as maltreated, they may have already developed problems. Teachers need to pay greater attention to methods of prevention that promote resilience such as the availability of alternate caregivers, social support systems, interventions, and home visiting.

When maltreatment by the primary caregivers occurs, it is essential for the children to have access to alternate caregivers who will love, nurture, and protect them. Those alternate caregivers may be grandparents, extended family members, foster and adoptive parents, teachers, and other interested community members. Alternate caregivers can provide children who have been traumatized by maltreatment the safety and nurturance they need to recover from their traumas.

Intervention services for maltreated children have been increasing. Model programs have included high-quality child care and preschools that specialize in the treatment of neglected and abused young children. However, these programs have encountered many challenges in

their efforts to help children who may have a combination of language, cognitive, and social-emotional delays because of their maltreatment (Barnett, 1997). The projects were especially designed for maltreated young children and employed teachers who were trained in therapeutic techniques. About 70% of the abused children, ages 18 months to 8 years, demonstrated improvements in their adaptive cognitive and social-emotional skills.

Home visits appeared effective because they helped the parents to manage their stressors before their maltreatment of the youngster became fixed behaviors. Other preventive measures consisted of mental health services that enabled some parents to relieve emotional problems that interfered with their parenting roles.

CONCLUSIONS

From this study I conclude that:

- Abused children are not taken care off in the schools selected and this result to poor performance. This is attributed to some of the respondents citing teachers' inadequacy to handle cases of maltreatment at school and at home, lack of counseling services at schools, the failure of the government and others stakeholders to curb child abuses which is rampart in our schools. Therefore teachers should deal with a child as an individual and with different needs and background.

RECOMMENDATIONS

Based on this research, I came up with the following recommendations:

- i. That all the Teachers should be knowledgeable on how to handle cases of an abused child. They can take short courses based on the child. The Teachers should also have a follow-up on the progress of the child at home so that to nurture an integrated child.
- ii. That all schools should prioritized counseling services and other services that are beneficial to the child. This enables the child to be monitored during his/her hour.
- iii. That all staff attending to the patients should be in their relevant uniform, badges and insignias. The staff should also introduce themselves and seek consent before performing any procedures on the patients.
- iv. That all children background should be clearly tabulated and each teacher should know.
- v. That there should be policies regulating the Teachers handling of the child in school. Teachers can also necessitate child abuses.
- vi. Other researches should be conducted to determine: the effect of child abuse in respect to gender, a comparative study should be conducted to determine the relationship between child abuse and academic performance.

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APPENDIX 1

CONSENT FORM

Dear Respondent,

I, student at the University of Nairobi am carrying out a research on Relationship between child abuse and academic performance in schools. This is in partial fulfillment for the award of Post-graduate Diploma of education of the University of Nairobi.

There are many young, dependent, defenseless children in forced labor, neglected, naked and hungry who have been abandoned by those who bore them. Some are disabled and forgotten children and unable to understand their helplessness. This is detrimental to child academics and therefore low performance in schools.

This is a voluntary study and you are free to participate or pull out of study anytime. Any information collected from you will be kept confidential and will not be accessed by unauthorized persons. There is no right or wrong answers but your honest opinion is what counts.

This study will form the basis for informing Education sector and stakeholders on how to curb child abuse which affects child performance. It will also add to the knowledge on Child abuse since little or no literature is available on the same.

Respondent

I, hereby give consent to take part in this study. I understand that all the information I give will be treated with strict confidentiality and will be used for research purposes only.

Participant's Signature Date.....

L40/75216/2012

Interviewers' signature..... Date.....

APPENDIX 2

QUESTIONNAIRE AND INTERVIEW SCHEDULE

Instructions

- Do not write your name or any other personal data anywhere on this questionnaire.
- This questionnaire contains 3 sections; answer each section as per the instructions given.

SECTION A: DEMOGRAPHIC DATA

1. Gender Male Female
2. Religion Muslim Christian
3. Age <5 years 5-12 years 12-35 years >65 years
4. Education level Primary Secondary Tertiary None

SECTION B:

5. What are the most common forms of child abuse in your school?
 1. Physical abuse
 2. Child neglect
 3. Child labor
 4. Emotional abuses
6. What is the most common type of child neglect (at school and at homes?)
 1. Physical neglect
 2. Educational neglect

3. Emotional neglect

7. What are the causes of child labor?

Parental factors

Child factors

Substance and Family factor

8. Do the school offers any counseling services?

Yes which ones? Outline.....

No

9. Who are the most chosen preferred by the abused children to offer counseling services?

1. Teachers

2. Professionals

3. Parents

4. Other children

SECTION C:

10. What are the effects of child abuse in schools?

Physical disability

Withdrawal

Low self-esteem

11. Do these effects contribute to the poor performance of the abused children in schools than the non-abused?

Yes

No

12. If Yes, Explain.....

APPENDIX 3

INTERVIEW SCHEDULE

Checklist for the Teachers.

1. For how long have you been working as a Teacher?

< 25years <35years <65years

2. In your own opinion, do you think child abuse exist in our schools and at homes?

Yes, Explain.....

No, Explain

3. Is there any measure taken to curb child abuses in schools so that a child can excel in academics?

Yes No

4. Are Teachers committed in monitoring children growth and academic development in schools?

Yes No

5. Are there any mechanisms for helping abused children outside classroom and school compound?

Yes, Clarify.....

No

6. Do teachers have a follow-up to an abused child progress at home?

Yes No

7. Is privacy observed when handling an abusive child case?

Yes No

APPENDIX 4

LETTER OF PERMISSION FROM HEADMASTER OF THE SELECTED SCHOOLS.

Allan Kemboi John,
University of Nairobi,
School of Education,
May 5th 2013.

The Headmaster,
Suguta primary school,
P.O. Box 213,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH.

I am a student of the University of Nairobi at the School of continuing and distant learning. I kindly requesting for permission to carry out a research study on “Relationship between child abuse and the academic performance in schools”. This is in partial fulfillment for the award of Post-Graduate Diploma of Education.

Enclosed is a copy of my research proposal and copies of my student ID cards.

Your assistance will be highly appreciated. Thank you in Advance.

Yours Faithfully,

Allan John Kemboi.