

**EFFECTS OF CHILD ABUSE ON ACADEMIC PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN WAIA DIVISION, MBOONI EAST
DISTRICT**

LOIS MUTHEU MBALI

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Educational
Administration**

University of Nairobi

August, 2014

DECLARATION

This research project is my original work and has not been presented for a degree award in any other university.

.....
Mbali Lois M.
E55/81172/2012

This research project has been presented for examination with our approval as university supervisors.

.....
Dr. Mari Nelson
Department of Educational Administration and Planning
University of Nairobi

.....
Dr. Rosemary Imonje
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This research work is dedicated to my husband Simon, my children, Esther and Solome for their patience and understanding during the period of my study.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors Dr. Mari Nelson and Dr. Rosemary Imonje for their patience, guidance and encouragement during the course of this research. I am sincerely indebted to all my lecturers and colleagues University of Nairobi for their sustained support.

I wish to thank all the teachers and learners of Waia Division for the reception they accorded me during the data collection period. Parents who patiently dedicated their time for this research too cannot go unappreciated.

My husband Simon and my sons and daughters for their cordial encouragement and affection they granted me throughout the research.

Finally, my typist Judy, who did the work like she was doing it for her own mum. May The Almighty God pay you hundred folds.

TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
List of Tables.....	ix
List of Figures.....	x
Abbreviations and Acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study.....	9
1.4 Objectives of the Study.....	10
1.5 Research Questions.....	10
1.6 Significance of the Study.....	11
1.7 Delimitation.....	12
1.8 Limitation.....	12
1.9 Assumptions of the Study.....	12
1.10 Operations Definition of Terms.....	13

1.11 Organization of the Study	14
--------------------------------------	----

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	15
2.2 History of Child Abuse	15
2.3 Meaning and Scope of Child Abuse	19
2.4 Family Child Abuse and its Effects on Cognition in Learning.....	21
2.5 Special Needs Education Trained Teachers.....	23
2.6 Association of the Abused Children with their Non-Abused Peers.....	25
2.7 The Role of the School on Child Abuse	26
2.8 Summary of Literature Review.....	28
2.9 Theoretical Framework.....	30
2.10 Conceptual Framework.....	34

CHAPTER THREE

METHODOLOGY

3.1 Introduction.....	36
3.2 Research Design.....	36
3.3 Target Population.....	37
3.4 Sample Size and Sampling Procedure	37
3.5 Research Instruments	38
3.6 Instrument Validity	38
3.7 Reliability of the Instrument	39

3.8 Data Collection Procedures.....	40
3.9 Data Analysis Techniques.....	41

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction.....	42
4.2 Reliability Results of the Instruments of the Effect on Learner’s Wellbeing..	42
4.3 Questionnaire Return Rate.....	44
4.4. Demographic Information.....	45
4.5 Meaning and Scope of Child Abuse	46
4.6 Availability of Special Needs Education Trained Teachers	46
4.7 Distribution of Teachers According to Where they Trained	47
4.8 Services Offered by Special Needs Trained Teachers.....	47
4.9 Effects of Child Abuse on School Attendance	48
4.10 Effects of Child Abuse on Cognitive Learning.....	49
4.11 The Responsibility of Teacher/School on the Abused Learners.....	52
4.12 Identified Abused Learners Behaviour in and out of Class with their Peers	54
4.13 Protecting Children from their Abusers.....	55
4.14 Parenting and Execution of Discipline beyond Measure.....	57
4.15 Disciplinary Measures and when they Become Child Abuse.....	57
4.16 Protection of Children from Family Child Abusers.....	58
4.17 Ways by Which the Government Protect the Abused Children	58

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	59
5.2 Summary of the Study	59
5.3 Findings of the Study.....	61
5.4 Conclusion	63
5.5 Recommendations.....	64
5.6 Suggestions for Further Research	65
REFERENCES	66

APPENDICES

Appendix I: Letter of Introduction.....	69
Appendix II: Questionnaire for Teachers	70
Appendix III: Focus Group for Discussion Interview (Learners).....	74
Appendix IV: Questionnaire for Parents.....	76
Appendix V: Schools' Enrollment.....	78
Appendix VI: Timeframe.....	80
Appendix VII: Budget.....	81
Appendix VIII: Research Authorization Letter	82
Appendix IX: Research Permit.....	83

LIST OF TABLES

Table	Page
Table 4.1: Reliability Results of the Instruments of the Effect on Learner's Wellbeing.....	43
Table: 4.2: Availability of Abused Learners in Schools	46
Table 4.3: Availability of Special Needs Education Trained Teachers	47
Table 4.4: Services Offered by Special Needs Trained Teachers	48
Table 4.5: Mark List	50
Table 4.6: The Responsibility of Teachers on the Abused Learners	53
Table 4.7: Identified Abused Learners Behaviour In and Out Of Class with Their Peers	54
Table 4.8: Protecting Children from Their Abusers	56

LIST OF FIGURES

Figure	Page
Figure 2.1: Forms of Child Abuse and their Effects on a WellBeing of Learners ..	34
Figure 4.1: Questionnaire Return Rate	45
Figure 4.2: Effects of Child Abuse on School Attendance	49
Figure 4.3: Effect of Child Abuse on Cognitive Learning	51
Figure 4.4: The Responsibility of Teachers on the Abused Learners	53

ABBREVIATIONS AND ACRONYMS

AAIU	Action Aid International Uganda
ANPPCAN	African Network for the Prevention and Protection against Child abuse and Neglect Deficiency Syndrome
DEO	District Education Officer
ECDE	Early Childhood Development Education
EFA	Education For All
FPE	Free Primary Education
GoK	Government of Kenya
HIV/AIDS	Human Immuno-deficiency Virus/ Acquired Immune International Children’s Emergency Fund)
KISE	Kenya Institute of Special Education
NACC	National Aids Control Council
NCST	National Council of Science and Technology
NSPCC	National Society for the Prevention of Cruelty to Children Organization
SNE	Special Needs Education
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific, and Cultural
UNICEF	United Nations Children’s Fund (Formally United Nations

ABSTRACT

The purpose of the study was to investigate the effects of family child abuse on the academic performance of learners in Waia division, Mbooni East District. To achieve this, five research objectives were formulated. These objectives were to examine the meanings and scope of child abuse in families, to assess whether child abuse at homes affected their academic performance, to establish the availability of special needs trained teachers in public primary school, to examine the association of abused children with non-abused children at school and to assess the role of school teachers in working with the abused children. The study was based on Bandura's social cognitive theory. The study used descriptive survey design to gather both qualitative and quantitative data. The research instruments that were used in the study included questionnaires which had structured close-ended and open ended questions, they achieved a return rate of 100 percent.

The findings revealed that 50 teachers (66%) defined abused children as those who came to school hungry, dirty, with no enough clothing, had sustained truancy, sustained failure to complete or do homework and aggressiveness. The findings further revealed that the scope of child abuse include the physical abuse, verbal abuse, child neglect and orphanhood. The study findings revealed that cognitive implications of child abuse included difficulties in learning and poor academic performance and that abused learners scored low on cognitive measures and demonstrate lower academic achievements as shown in mark list table.

The study revealed that 70 (93.3%) teachers were trained on special needs education while 5 teachers (6.7%) were not trained. The study also revealed that the abused learners do not freely interact well with other children hence there is need for intervention.

The majority of the teachers 68 (90.6%) implied that child abuse was an issue that demanded special attention in schools as abused children were affected by a number of issues including high dropout rate, absenteeism, malnutrition, low self-esteem, and lack of self-efficacy.

The study also indicated that 66.6% of teachers agreed that abused learners were isolated, depressed and violent while they were both with their peers. The study concluded that child abuse does exist and child abuse has adverse effect on cognitive learning. The study concluded that that all schools should have special needs trained teachers. Abused learners do not freely interact well with other children hence there is need for intervention. The specialty trained teachers were able to rehabilitate the abused learners by identifying, guiding, counseling and reporting the cases further to concerned authorities.

The researcher recommends that the government should build and equip children homes. It also recommended that the perpetrators should be brought to book in order to curb child abuse. That the Ministry of Education should train all teachers on special needs education. That the government should introduce guidance and counseling department in all primary schools in Mbooni East District.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a powerful tool which is directly linked to poverty eradication, economic growth, social well-being and transmission cultural and moral values Bornshier and Herkenrath (2005). This prepares the child for adult life in a free society. Education is linked to a range of issues like (Rasheed and UNESCO, 2000), societal stability, gender equality, healthcare and employment. This implies that all children have a right to education as stated in article number twenty eight (28) of the Convention on the right of children (UNICEF, 2003). Cultural and moral values can be transmitted via formal education that assists an individual be guided to make reasonable and informed decisions in a responsible manner and to co-exist with others in the society.

This project intended to establish how abusing children in their homes in forms of physical abuse, verbal abuse, and child neglect affected their work in school. The project also established whether there were special trained teachers in public primary schools and the teachers' responsibility on children who are abused in their homes. Maltreatment of children has been justified for many centuries. Children over time have suffered violence and abuse since some cultures are backed in law and custom. The rationale for that violence has "made sense" within the context of that culture and has not been classified as abuse to the child

(Mayhall & Norgard, 1983). Specific groups of children are more vulnerable to abuse than others. They include deformed and handicapped because some cultures regard such children as a burden and or an ill omen (UNICEF, 1986; Mukai & Kattambu 1992). Before the 17th century handicapped persons were regarded unworthy so they were killed immediately after birth. Twins were buried alive and if by any chance there were survivors, they were mistreated and neglected. In the 18th century the vulnerable group was institutionalized for protection. However, the institutions subsequently were reduced into asylums leading to their closure (Kirk, Gallanger & Anastasia, 2003).

Roman law equips the fathers with the power of life and death over their children (Bakan, 1975; Radbill, 1974). In India, female infanticide was in the form of drowning infants in milk or water, overdosing the infants with opium or starving them to death (Korbin, 1981). Female infanticide was permitted in china, in 1873 and was rampant among Eskimos, Egyptians, Scandinavians, Polynesians, American Indians, Australian, Aborigines and Africans. According to Corbin (1981), the traditional Chinese cultural values uphold the absolute power of parents to inflict hard physical punishment on children who in turn are obliged to persevere and behave as if they are enjoying the punishment. In India, boys would be hung on both hands with a rope with feet not touching the ground as a form of punishment (Korbin, 1981). In 16th Century, Martin Luther decreed that mentally handicapped children be drowned. Martin Luther had been convinced that such

children were instruments of the devil (Radbill, 1974). In classical times, Seneca, Plato and Aristotle concurred that killing of defective children was a pleasing practice (Bakan, 1975). Child abuse is taking place in Kenya today. Evidence can partially be deduced from electronic media reports and print media. However most of cases on child abuse go unreported and those which are reported are not substantiated because the culprits are the abused own (UN, 1991). The abusers are the parents, siblings, babysitters, aunties or uncles. The abused children are warned against reporting and continue to suffer (ANPPCAN, 2001; Mwiti, 1997). The rise in the number of persons infected with HIV and AIDS and the myth that is associated with it that HIV/AIDS infected can get cured if they have sexual intercourse with virgins further weakens the security of children (AAIU, 2004).

National Aids Control Council (NACC, 2003) described orphanhood as a state of parentless and it encompassed a large group of children who are abused, orphanhood is a contemporary phenomenon that has globally traumatized many countries. The orphan state is caused by abandonment by parents, natural calamities, accidents and diseases, HIV/AIDS being the most prevalent. This makes it difficult for the schools management to accomplish organizational goals. A report by UNESCO (2005) reveals that Free Primary Education (FPE) created a large pool of orphans who were not able to attend school consistently due to lack of basic needs. Such children do not concentrate much in their studies and others have dropped out of school. This poses a challenge to the teachers/schools

because they cannot provide all the basic needs required by the children. The government should provide for all basic needs to vulnerable children alongside Free Primary Education, by releasing funds according to schools calendar but not the government financial year in order to reach the desired goals through the key functions of planning, organizing, directing and controlling (Teklemarian et al, 2008). This helps to arrest cases of indiscipline in school going children like, absenteeism, fighting, transactional sex and school dropout.

In developed countries, there are mechanisms of ensuring that abused children, orphans inclusive, are taken care of (Kichonge, 2007). Placing the child in an orphanage or formal foster care is commonly practiced in developed countries like USA, UK and Australia. In Britain, the British Agencies for Adoption and Fostering (BAAF) facilitates fostering of abused children and orphans as a way of providing a family life for them. This implies that the education needs of abused children and orphans are taken care of by the orphanages or the foster parents. This encourages participation of all children in school and reduces cases of academic non- performance.

In the United Kingdom (UK) there is a group of over thirty like-minded NGOs that organize and advocate for caring schools. The overall goal of the programme is to help the school channel sustainable, physical and emotional care to abused and other vulnerable children. Caring Schools Network (CASNET, 2007). They

have identified hunger and psychosocial support as the most immediate needs of the children for enhancement of discipline and sense of belonging.

In Cambodia, Kandal province, the 2007 National census building workshop on Cambodian HIV Estimate revealed that there were 3800 children living with HIV and 142,715 AIDS affected orphans representing one quarter of orphans in the country. The HIV epidemic, poverty and food insecurity are presently threatening the survival of many children in Cambodia.

School attendance among abused and vulnerable children lowers due to socioeconomic needs. The regular schools are not meeting the educational needs of these groups of children. A mixture of challenges such as anxiety, grief, trauma, depression, stigma and discrimination makes abused and vulnerable children educational needs exceptional (Kindiki, 2009).

Many abused young people do not access the national curricular or develop basic literacy and numeracy or livelihood skills (Pridmore et al, 2005). This is caused by socio-economic factors. The government of Cambodia plays a very important role in coordinating and launching a nationwide scheme with the issuance of sufficient funds. The scheme is financed and technically supported by various international agencies and organizations. This kind of scheme helps to keep orphaned children in school (Serey et al, 2007). The vulnerable and abused

children get support from all the relevant agencies in terms of scholarships, educational material, food, clothing and transportation means (bicycles). This enables the vulnerable group of learners to complete the basic education with minimal indiscipline cases. Mitigation for vulnerability of children continues to be prioritized as a measure of agency and it is clearly stated in a newly launched Comprehensive National Strategic Plan III (2011 – 2015) in Cambodia.

Levels of orphanhood and vulnerability have always been high in sub-Saharan Africa United Nations Children Fund (UNICEF, 2004) as a result of high mortality in general and high maternity mortality in particular. It was estimated that there were 43.4 million orphans in Africa at the end of 2003 a number projected to 50million by 2010 which was instigated by AID pandemic (UNICEF, 2004).

Although policies and programmes for support provision are increasingly being put in place, African governments are struggling to meet the needs of abused and vulnerable children. It is estimated that on three percent of orphans and vulnerable children in low and middle income countries receive any form of public support (UNAIDS, 2004).

In South Africa the percentage of orphans and vulnerable children has tripled since 1990s (Ardington, 2008). Coping strategies that they rely on the extended

family can be less resilient than elsewhere in sub-Saharan Africa because of high level of work related and associated high rates for child fostering. The Government of South Africa has Foster Care Grant available to keep the orphans. In Botswana food rations and other kinds of material support are provided to the most disadvantaged orphans under the National orphan/vulnerable programme. This is an effort to retain these children in primary schools thus losing cases of indiscipline.

In Kenya the number of orphaned and vulnerable children has increased as a result of AIDS. It is estimated that more than 3.4 million children are orphaned (NACC, 2013). An orphan is a child aged below 18years for whom one or both parents have died for whatever reason. A vulnerable child is a child living in a household with an abject poverty or a chronically ill person whether parent or not. This affects the participation of orphans and abused in education due to increased absenteeism, drop-out of school depression, stigma and indiscipline of the abused group which results in poor performance and indecent behaviour.

The GoK (2007) asserted that orphans are more likely to have indiscipline cases at school. They are likely to be attending night activities (such as discos, videos shows, funerals etc) at which they are not supervised and drinking alcohol. The school management therefore must ensure that discipline issues among the abused and vulnerable are addressed in a manner not to jeopardize their stay in school.

Mutilu et al, (2011) recommends that schools need to consider disciplinary measures that are sensitive towards the abused and vulnerable pupils state of mind and background in order not to further antagonize them. This presents an additional task to teachers.

Free Primary Education (FPE) policy has realized a massive increase in school enrolment in Kenya (Majanga, et al, 2011). Among the many children who came to school following the implementation of this policy were orphans and vulnerable children (UNICEF, PCD and World Bank, 2011). This presented a huge task for the schools management to ensure that the needs of the abused, vulnerable and orphaned children are addressed at school level.

This is met by a very tedious task given that FPE is about exercise books, pens, pencils and geometrical sets but not food, shelter and school uniform for vulnerable, abused and orphaned. Children can hardly cope with chronic problem and still give attention to their studies. Poor nutrition affects cognitive functioning (Sorhaindo and Feinstein, 2006).

Makueni County is one of poor counties of Kenya. Makueni is a semi-arid area and Waia division in particular in Makueni County. Families are on relief food all the year round. Water is a scarce commodity and rains do not yield produce. This and AIDS make many children to be orphans and vulnerable falling prey to abuse

(GoK, 2007). This study therefore seeks to establish the effects of child abuse in school wellbeing.

1.2 Statement of the Problem

Child abuse is taking place in Kenya today because it is highlighted in the Kenyan constitution and there is a juvenile court that deals with children cases. Yet a large number of cases of child abuse go unreported (ANPPCAN, 2001; Mwiti, 1997). The breakdown of basic social structures (families) due to poverty and single parenting among others has increased the number of children being physically, verbally assaulted and neglected by their parents and significant others. There is population scarcity in rural areas, Waia Division inclusive (ANPPCAN, 2001; Mwiti, 1997). When such happenings occur in the society, the weak and vulnerable are worst affected. However, children with handicaps are many times more likely to be physically abused, emotionally abused, verbally insulted and neglected than their normal peers, due to their incapability to defend themselves or report the abuse to their parents and significant others (NSPCC, 2003).

1.3 Purpose of the Study

The purpose of this study was to establish the effects of child abuse on the academic performance of learners in public primary schools in Waia division in Mbooni East district.

1.4 Objectives of the Study

The objectives of this study were as follows:

- i. To assess the meaning and scope of child abuse in Waia division, Mbooni East district.
- ii. To examine the effects of child abuse on cognition in learning in Waia division, Mbooni East district.
- iii. To establish the availability of special needs trained teachers in primary schools in Waia division, Mbooni East district.
- iv. To examine the association of abused children with non-abused children at school in Waia division in Mbooni East district.
- v. To examine the role of the teachers in working with the abused children in Waia division in Mbooni East district.

1.5 Research Questions

The research questions that guided this study are as follows.

- i. What is the meaning and scope of child abuse in Waia division in Mbooni East district?
- ii. What effect does child abuse has on cognition in learning in Waia division in Mbooni East district?
- iii. To what extent primary schools are staffed with special needs trained teachers in Waia division in Mbooni East district?

- iv. To what extent do the abused children associate with other learners in Waia division in Mbooni East district?
- v. What protective measures teachers offer to the abused learners in Waia division in Mbooni East district?

1.6 Significance of the Study

The research content may form a backbone or a benchmark for policy makers as a reference on the necessity of curbing the menace of child abuse, support related research in future; creating public confidence and awareness of the exposed challenges, accompanying children and creating hope and trust to children that they have schools to call homes and teachers and school fraternity, to call family in events when homes and caregivers do not play their roles responsibly. The government may revise the policy on free primary education and add money to the kit to cater for all basic needs of learners.

The government of Kenya may direct the Kenya Institute of Curriculum Development (KICD) to include in the teacher training curriculum, special needs training, guidance and counseling. This may benefit all children who go to school from abusing families.

1.7 Delimitation

This study only confined itself to Mbooni Waia division in Mbooni East district. The study focused on the effects of child abuse on the well-being of learners in primary schools. The study targeted teachers, parents and learners in fifteen schools in Waia Division.

1.8 Limitation

According to Mugenda and Mugenda (2010) a limitation is an aspect of research that may influence the results negatively but over which the researcher has no control. The respondents were teachers, learners and parents who handle the abused children.

1.9 Assumptions of the Study

The researcher assumed that all respondents were cooperative and honest in giving reliable responses. The teachers who are also parents did anything positive to assist any effort that was expected to reduce child abuse on learners they handle every day of their working days. The parents were also honest in giving the first hand information concerning child abuse in families while the learners innocently reported the vice as it is on the ground.

1.10 Operations Definition of Terms

In this study the following terms were used as defined

Abused child refers to a child who suffers physical, mental or emotional acts from families, guardians, peers, institutions by withdrawal of basic needs from them.

Child abuse refers to acts of omission or commission that harms a child physically, emotionally or mentally. The research is limited to physical abuse, verbal abuse and child neglect at homes and its effects on learners in public primary schools.

Child refers to a person whose age is below eighteen years.

Coping mechanisms refers to a household in which the oldest resident is under the age of 18years.

Discipline refers to the establishment and maintenance of order and harmonious functioning of the society.

Emotional abuse refers to when parents and caregivers or significant others cause children serious behavioural, emotional or mental disorders.

NACC refers to National Aids Control Council Orphanhood.

Neglect refers to rendering no care by parents or caregivers to children. It is failure to provide basic needs to the children.

Orphan refers to a child who has lost one or both parents through death.

Physical abuse refers to deliberate infliction of pain on a child, physical abuse may include such acts as caning, burning, scolding, hitting, slapping.

Verbal abuse refers to deliberate use of verbal words to lower child's self-esteem by shaming, belittling, naming.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one dealt with background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, delimitations of the study, limitations of the study, assumption of the study and operational definition of terms. Chapter two discussed literature review, history of child abuse, meaning and scope of child abuse, family child abuse and its effects on cognition in learning, special trained teachers, association of the abused children with their non-abused peers, the role of the school on child abuse, summary of literature review, theoretical framework and conceptual framework. Chapter three discussed methodology, research design, target population, sample size and sampling procedure, research instruments, instrument validity, reliability of the instruments, data collection procedure and data analysis. Chapter four dealt with data analysis, data presentations and discussions while chapter five focused on summary of the findings, implementations, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study is organized under the following sub-headings: history of child abuse, meaning and scope of child abuse, abuse in families and its effects on wellbeing and the role of teachers / schools with abused learners.

2.2 History of Child Abuse

Radbill (1974) asserts that justification for maltreatment of children was for various reasons such as for disciplining, transmitting knowledge, pleasing gods and expelling evil spirits. Whipping of children was acceptable to parents and teachers. Ancient philosophers disciplined their learners mercilessly holding on to faith doctrines that 'spare the rod and spoil the child. According to Radbill (1974) even the royal and the mighty were not an exceptional. Historically, numerous instances of child victimization by those charged with the responsibility of providing for their care were recorded (Bakan, 1975). The frequent flogging in King Henry VI's reign produced a most unhappy person although it provoked his becoming a scholar and a gentleman who advocated for a fair treatment of children. Many cultures advocate for child infanticide. Roman laws gave the father the power of life and death over his children (Ban, 1975; Radbill, 1974). Among the Indians, female infanticide was in form of drowning female infants in milk or water, over-dossing them with opium or starving them to death (Korbin,

1961). Up to 1873, female infanticide was allowed in China. Female infanticide was regularly reported in Eskimos, Polynesians, Egyptians, Scandinavians, Africans, American Indians and Australian Aborigines (Korbin, 1961).

Harsh punishment upon children is a menace that cuts across many cultures. Radbill (1974) accounts that in instances where epilepsy was associated to demonic possession, the child was thrashed noisily to rid him/her of the said demon. Korbin (1981) highlights that, in India, boys were occasionally rewarded by hanging them by hands, the feet high up above the ground. The traditional Chinese cultural values equip the absolute right of parents to inflict pain on their children. The children are expected to endure in response (Korbin, 1981). Children with handicaps may have suffered more in history than their normal peers. In China and India for instance, handicapped children were normally killed hung at birth. In the sixteenth century, in Europe, Martin Luther decreed that mentally impaired children be drowned as he had been convinced that such humans were instruments of the devil (Radbill, 1974).

The Romans and the Greeks got rid of their deformed infants because the Roman law of the Twelve Tables did not leave room for rearing deformed humans. In classical era, Seneca, Aristotle and Plato approved of the culture of killing of deformed or handicapped children (Bakan, 1975). During the pre-Christian times, the handicapped children were neglected and maltreated to a point of death

particularly if the handicapped were of a physical nature. The spread of Christianity advocated for humanitarian treatment of the handicapped. It was during the period of spread of Christianity that residential care centres were established which later degenerated into asylums (Kirk et al, 2003). The eve of Industrial Revolution in United States of America is another account of child abuse because it called for more and more unskilled labour. Children under the age of ten were subjected to hazardous jobs. This practice gave rise to establishment of orphanages, foster homes, yet in these homes the victims were heavily punished, overworked and underfed (Taylor, 1981). To fight the vice, children were placed in foster homes with the foster parent signing a contract to live with the child until he/she was eighteen years old.

In a case in history of such foster homes is that of mistreatment of Mary Ellen (Taylor, 1981). She lived a tragic life that attracted public concern. It was the public demand that action be taken to save Mary Ellen and that the social policy be revised and changed. At eight years of age, Mary Ellen was beaten up, verbally abused, neglected, cut with scissors and denied food. During that period, the power of parents to treat their children harshly was still lawful hence there was no law under which agencies would base their argument to protect Mary Ellen. Due to the severity of torture to Mary Ellen, the law against cruelty to animals was used before a court and implicated that Mary Ellen was a member of animal kingdom who should be accorded protection. The case was justified and she was

granted protection. This justification gave rise to New York Society of Prevention of Cruelty of Children in 1895.

Radbill, (1974), Taylor, (1981), Jones and Pickertt, (1987), Helter and Kempe, (1974) assert that in 1962, an American pediatrician coined the term “battered baby syndrome.” This served the role of bringing child abuse to the knowledge of the public. He advanced that some injuries suffered by most children brought to him for treatment had been inflicted by adults. Another incident in history is that of Maria Colwed in 1973, who was beaten to death by her stepfather in Britain, and that became of public demand (Partun, 1985). The amounted pressure by public on this case led to strengthening policies on child abuse. The United Nations has been at the forefront in advocating for the rights of children so as to rid the society of child abuse.

The League of Nations adopted the Declaration of the Rights of the Child which was revised in 1959. UNICEF was charged with the responsibility of disbursing aid to international communities to enable them sustain the vision and mission of the declaration (UNICEF, 1972). The Convention on the Rights of the Child (UN, 1991) highlighted the following:-

- a) Every child has the inherent right to life; and states shall ensure, to the maximum, child survival and development, as articulated in article 6.

b) States shall protect children from physical or mental harm and neglect, including sexual abuse and exploitation Article 19..... in part quotes.....”Protect the child from all forms of physical or mental violence, injury or abuse, or exploitation including sexual abuse, while in the care of the parent(s), legal guardian(s) or any other person who has the care of the child.”.....

2.3 Meaning and Scope of Child Abuse

There exists a controversy in defining child abuse. This is so because the nature of child maltreatment does not outline itself to clear definitions that apply to all new situations without considering discretion (Wolfe, 1987). According to Wolfe (1987) the definition of child abuse will depend on the purpose for which it is intended. For instance, for a social researcher, an inclination to the social and psychological implication of abuse on the child’s development would suffer, while a legally based definition that focuses on evidential criteria would be important in proof of guilty or not guilty of abuse. It is even further confusing culturally since different cultures have different concepts of what constitutes child abuse. Yet it is obvious that the acts that constitute child abuse lie in a continuum, ranging from neglecting the cry of a baby to assaulting and killing. According to UNICEF (1986) child abuse is harming a child as a result of human action or inaction that is prescribed, proximate and preventable. It encompasses physical and mental injury, sexual abuse, exploitation and neglect treatment of the child by

a person who is responsible for the child's welfare. Since child abuse is a relatively broad term, it is important to define its facets which are paramount to this study. They are physical abuse, verbal abuse and child neglect.

Kay (2003) asserts that physical abuse happens when an adult deliberately inflicts injuries on a child or deliberately fails to prevent the child from coming to physical harm. Forms of physical harms include shaking the child violently, throwing an object to the child with an intention to stabbing him/her, hitting, punching or slapping, scolding, kicking, burning, suffocating or smothering the child and intentionally poisoning the child. Physical abuse in most cases is rampant involving caregivers who easily lose their tempers with children who are carefree and heed not to mild punishment.

On the other hand verbal abuse is one form of emotional abuse (Key, 2003). It involves severe and sustained ill treatment which gradually harms the child's emotional as well as psychological development. Verbal assault, instilling an atmosphere of fear and shame, frightening amongst others can cause emotional abuse to a child. Even to non-abused children, unfair criticism or ridicule and rejection can be painful and demoralizing for a period of time (Kay, 2003). Brown and Herbert (1997) defined emotional abuse as criticism, humiliation, denigration, insults, putdowns, name-calling and other attempts to undermine self-image and sense of worth.

Neglect involves failure to provide a child with basic needs like food, good levels of hygiene and health, clothing, shelter and medical attention when the child falls ill (Safety Standard Manual for Schools in Kenya (2012)). Accordingly the indicators of neglect include poor academic performance in schools, poor inadequate clothing, untreated medical condition, poor self-esteem, chronic tiredness and hunger, day-dreaming in class, poor health conditions, lateness to school, truancy, poor social relations, and indiscriminate attention seeking with adult and high levels of accidents. Going by this information, it appears that child neglect is not a secret and stakeholders in education sector are concerned about the all round elimination of child abuse that should be addressed at school level by the teachers. The neglected learners have been found to be inattentive and have low concentration span on cognitive tasks (Mash and Wolfe, 1991).

2.4 Family Child Abuse and its Effects on Cognition in Learning

Violence and child abuse is most common in families with marital problems leading to quarrels, physical fights and battering of women and children. An atmosphere of violence and abuse distorts the relationships of all that are involved either in deeds or spectators. A brutal father or husband has suffered beating in his childhood, a cruel mother has suffered, neglect in her childhood (Jaffe et al, 1990). Family and home are the smallest units of any administration. The office bearers are the parents which qualifies them (parents) to be the pioneer abusers of children. As pointed out by Bakan (1975) child abuse is an exploitation of power

where the weaker individual is defeated by the stronger one. A young one who is a witness to an adult's violence lacks power to initiate things though violent because he/she fears repercussions of revenge by the victims. Johnstone (2002) states that the early perpetrators are the persons who are charged with the responsibility of taking care of young ones.

Calam and Franchi (1979) in their literature review on abusing parents concluded that the abusing parent has a history of a deprived childhood and/or of abuse, brings to her/his role mistaken notion of child rearing, has a general deficit in character structure allowing aggressive impulses to be expressed so freely, social economic factors may place additional stresses on the parent but these stresses are not in themselves sufficient to cause abuse. A report by African Network for the Prevention and Protection against Child abuse and Neglect (ANPPCAN, 2001) on Kenya gives a list of child abusers as biological parents, foster parents, relatives/guardians, house helps, family friends, religious leaders, teachers, siblings, influential persons and strangers. It is hard to talk about family and the parents without touching on school and the teachers. Family is the basic unit of any hierarchy of social administration and during the growth and development, a child transits from home to school and from parent to teacher. In this case teachers will be handled as having almost equal right over the child as the parent. A survey carried out by Johnstone (2002) in Nairobi Primary School revealed that 80 percent of the respondents had been or were being verbally abused at school.

Such instances included acts like being yelled at, threatened or ashamed, intimidated, and being belittled. 60 per cent had been physically abused even after corporal punishment had been banned in Kenyan school. This indicates that corporal punishment is the most common form of physical punishment in Kenya alongside slapping and beating.

Cognitive implications of child abuse include difficulties in learning and academic performance. Many studies have constantly stressed that abused, maltreated or neglected children on average, score lower on cognitive measures and demonstrate lower academic achievement when compared with their non-abused peers on a similar social economic environment (Vondra, Barnett and Cicchetti, 1990; Barnett, 1997). Recent theories on child caregivers' attachment have suggested that negative interaction between parents or caregivers and children may account for some poor academic achievement, Vondra (1990) and Shonk (1996). These theories imply that for the child to perform well in class, she/he requires a stable mind, motivation and love from parents and significant others.

2.5 Special Needs Education Trained Teachers

According to observations made by Rodgers (1961) abused children need human touch which involves being real, authentic, acceptance and trustworthy. While they may be the products of unloving, non-accepting families and neighbourhood,

they need reassurance that they belong to human race, deserving love and acceptance as their right. This will in turn assist in rehabilitating their emotions, self-esteem and trust. They need teachers who empathize with them. The Salamanca Statement on Special Needs Education and the Education For All (EFA) is fertile ground to curb child abuse. This was to be achieved by improving teacher education programmes to address Special Needs Education (SNE) in regular schools. Early identification and intervention of abused children is an important part of Special Needs Education. The government is cognizant of the need to enable children with special needs to access education at all levels, without discrimination. The government's commitment to the education of special children is clearly outlined in various policy papers developed since 1968. These include sessional paper No.5 of Special Education, Sessional Paper No.6 of 1988 and the Sessional Paper No.1 of 2005.

Teachers play a key role in protecting children from abuse. For this reason when teachers become the abusers, the implications of their actions are very serious. Schools need to ensure that learners are safe from any form of physical abuse, emotional abuse and neglect by teachers, peers, parents or community members. Hence, according to the guidelines in The Safety Standard Manual for Schools (2012), teachers should be able to identify children who are abused through symptoms that indicate abuse and report suspected cases to the police, children's department or other appropriate authorities, advise learners to distinguish between

an honest parental touch and an ill-intended immoral touch by parent, a relative or any other person, sensitize parents and community members on issues relating to child abuse and its implications to learning. The school should counsel learners who have been subjected to any form of abuse.

2.6 Association of the Abused Children with their Non-Abused Peers

Abused children, as highlighted early in this research project, develop complications such as withdrawal, aggression, inflicting harm to themselves and others, and behaving in anti-social manner. Survivors of child abuse and neglect avoid intimacy in the relationship because the feelings of closeness increase their feelings of vulnerability and lack of self-control (James 1994). According to Planta (1989) psychologically abused children's social behaviours range from withdrawal to extreme aggression. This consequently brings about rejection by peers. Planta and Stroufe (1989) assert that when abused children are rejected by their peers, they withdraw into the security of their own confines. This causes them to be isolated so they mistrust their peers. Emotional abuse is the core of all forms of abuse and the long term effect of child abuse in general stem mainly from the emotional aspects. Children suffering from emotional abuse develop contact problems themselves, so they fight, have tempers, become irresponsible, non-cooperative with peers, dominant among others. Such behaviours irritate other people and their peers making them unwanted. Children with connect

problem are difficult to get along with and are always an embarrassment to their peers.

Surah and Rizzo (1979) assert that a child with contact problem is unable to consider the consequences of behaviours. As a result, peer relationships are characterized by shallowness and attempts of mutual exploitation. For children to associate well with their peers and succeed in their education, they need emotional stability, security, peaceful environment and a society that understands and cares for them. This, according to Moroz (1996), will also promote the child's emotional healing. Stroufe and Painter (1989) indicate that the physically abused children were impulsive distractible and lacked prerequisite social work skills hence they were referred for special training. Children with handicaps may lack communication skills or vocabulary needed to express themselves. They may lack comprehension to carry out self-help strategies to protect themselves from abuse. Therefore, they disassociate themselves from their peers as a defense mechanism (NSPCC, 2006 and Tomison 1996).

2.7 The Role of the School on Child Abuse

A major challenge for the teaching learning process is the abuse administered to learners by those that are expected to nurture and protect them (Leah 2003). As explained by Terefe and Mengistu (1997) schools are essential social institutions of acquiring knowledge, abilities and skills, ideal centres for the socializing of

children and inculcating required standards of behaviours. The young people are required to acquire the essential life skills they need to cope with today's demanding requirements. Arnoldo (2001) highlights that Africa has a major challenge of changing perceptions that child physical abuse is an accepted disciplinary measure in the community (Schools inclusive). Hence, corporal punishment continues to dominate other forms of punishment in African schools with impunity.

The UN General Secretary Report (2006) informs that schools hold an important role in protecting children from violence. Adults who oversee and work in educational settings, have a duty to provide safe environments that support and promote children's dignity and development. As noted earlier in this study proposal, perpetrators of child abuse are not restricted to the family. Ninety per cent of recommendations incorporated in the draft constitution were children own views. Children communicated their grievances through essay writing and poster competitions under the theme "why children issues should be considered in the constitution review process." The voice of children then was given a national concern in Kenya since the draft constitution (2004) accorded children a constitutional right under Article 40. It specifies rights of a child who is detained or arrested. Abused children are among those with special needs. They need to be handled with care in order for them to learn comfortably.

2.8 Summary of Literature Review

This chapter reviewed literature on child abuse. The evidence gathered under the review revealed that child abuse is as old as man. There is no absolute definition of child abuse. It is hard to give prevalence of child abuse because most of it goes unreported. Some forms of child abuse have been disclosed as well as possible perpetrators of this unaccepted, intolerable, inhuman act. It has also been disclosed that the government of Kenya is aware and is concerned with curbing child abuse in the country.

Radbill (1974) asserts that justification for maltreatment of children was for various reasons such as for disciplining, transmitting knowledge, pleasing gods and ancient philosophers disciplined expelling evil spirits. Whipping of children was acceptable to parents and teachers. The findings revealed that family child abuse is not a myth. It is practical because parents agreed that they exercised it on their children. Learners have stated that harsh punishment is done on them at homes by their caregivers while teachers agreed that they handled learners who are abused at their homes.

To fight the vice, children were placed in foster homes with the foster parent signing a contract to live with the child until he/she was eighteen years old. According to Wolfe for instance, for a social researcher, an inclination to the social and psychological implication of abuse on the child's development would

suffer, while a legally based definition that focuses on evidential criteria would be important in proof of guilty or not guilty of abuse. According to the findings the learners have showed confidence with their teachers and they have gone further to propose that schools be made boarding schools so that they can be away from family abusers most of their time.

According to observations made by Rodgers (1961) abused children need human touch which involves being real, authentic, acceptance and trustworthy. Abused children, as highlighted early in this research project, develop complications such as withdrawal, aggression, inflicting harm to themselves and others, and behaving in anti-social manner. A major challenge for the teaching learning process is the abuse administered to learners by those that are expected to nurture and protect them. They need teachers who empathize with them.

The Salamanca Statement on Special Needs Education and the Education For All (EFA) is fertile ground to curb child abuse. This was to be achieved by improving teacher education programmes to address Special Needs Education (SNE) in regular schools. Early identification and intervention of abused children is an important part of Special Needs Education. The government is cognizant of the need to enable children with special needs to access education at all levels, without discrimination. The findings showed that 93.3% of the entire staff are trained on special needs education. This agrees with the researcher's findings that

the public primary schools are well staffed with special needs trained teachers who are charged with responsibilities of identifying abused learners, reporting the cases of abused learners to the higher authorities and providing guiding and counseling the abused learners.

Human right watch (2010) asserts that many children who have been subjected to hitting, paddling or other harsh disciplinary practices have reported subsequent problems with depression, fear and anger these students frequently withdraw from school activities and disengage academically. The Society for Adolescent Medicine has found that victims of corporal punishment often develop "deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, and intense dislike of authority, somatic complaints, a tendency for school avoidance and school drop-out, and other evidence of negative high-risk adolescent behavior. This concurs with the research findings that abused learners have high truancy, have less concentration span and drop out of school is very high.

2.9 Theoretical Framework

A good research should be aware of its theoretical base and use it to collect and analyse data. Theory assists coherence and enables research to be in harmony (Orodho, 2004). This study was based on Bandura's social cognitive theory (Bandura, 1978). This theory suggests that human subjects in social settings learn

new responses by just observing the behaviours of others. The person being observed is called a model. For instance, a child learns a language by observing parents and other people speaking. This process is called modeling. Modeling involves more than imitation and is less diffuse than identification. The theory separates acquisition and performance.

This theory further argues that it is possible to acquire behavior without necessarily reproducing it. Thus the observation of consequences to a model affects performance but not acquisition. The theory also asserts that learning will take place even in situations where neither the model nor the observer is reinforced. Social learning theory does not view reinforcement as establishing stimulus-response connections. Rather what was established was certain expectations concerning the results of various actions and the development of general rules of actions but not an automatic, mechanical connection between behaviour and reinforcement and a complex cognitive process.

Hence, observational learning accounts for the learning of new, complex patterns of behaviour independent of reinforcement. Bandura (1978) emphasized the importance of self-perception of efficiency as cognitive mediators of action. The estimate of one's own ability to perform a specific behaviour termed as self-efficacy. This theory states that whether a person performs a task depends, in part, on his or her perceived level of efficacy regarding that task. Self-efficacy

judgment influence thought, emotion and action. Perceived self-efficacy is at least certain task but have little faith in their ability are unlikely to attempt the task (Liebert and Liebert 1998).

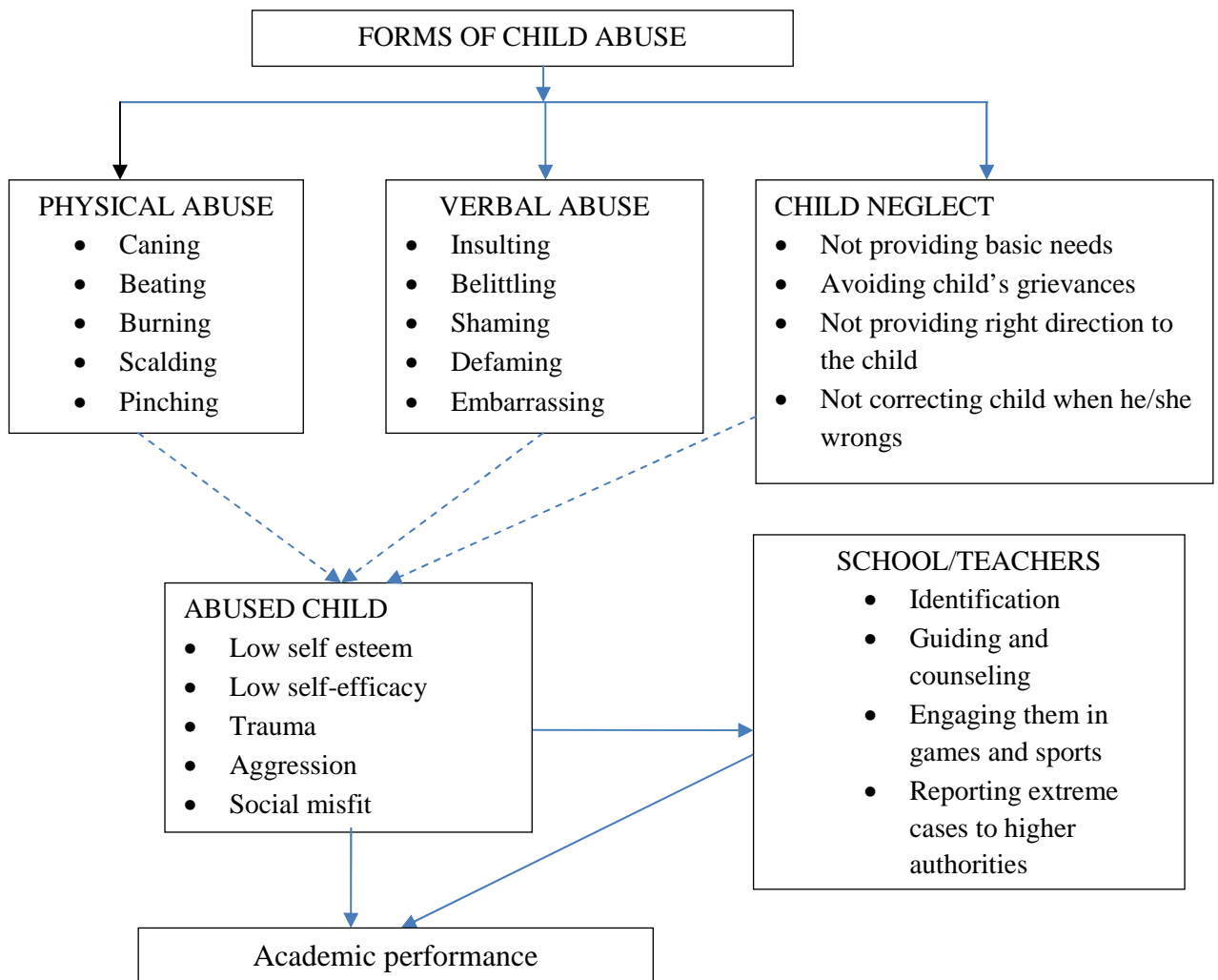
The social theory will be applicable in this study as abused children are likely to become child abusers themselves particularly when they become parents (Bakan, 1975). According to this theory maladaptive behaviour is as a result of dysfunctional learning. Maladaptive responses can be learned as a result of direct exposure to inadequate or “sick” models. Whichever form of child abuse children undergo, they may learn that being aggressive is a way of life. Bandura suggests that the magnitude to which parents (and significant others) themselves are a model form of peculiar behaviour is often a significant cause of a similar behaviour.

According to Bakan (1975) persons who engage in violence tend to have been victims of violence. Bakan (1975) further stipulates that it is impossible to use corporal punishment on a child without simultaneously teaching him/her that the deliberate infliction of pain as a form of persuasion and as a means of gaining ascendancy over others is legitimate. Hence, one way of riding society of violence is to stop child abuse at home.

Child abuse lowers individual self-esteem. It diminishes interpersonal relationships. Child abuse can bring about several antisocial behaviours, inconsistency and instability in behaviour (Johnstone, 2003; Rick et al & Henders, 1993 and Kay, (2003). Low self-esteem in abused children may cause them to have little faith in their abilities. This leads them to setting low academic targets since their perceived self-efficacy is low (Liebert & Liebert, 1989). Such children may perform poorly in their academic work. As aggression is learnt through observing aggressive models, physically abused children may become aggressive towards other children and even their teachers and own parents or significant others. This eventually causes non-conducive learning atmosphere (Rennert 1986; Wolfe, 1987).

2.10 Conceptual Framework

Figure 2.1: Forms of child abuse and their effects on a child academic performance.



A child who observes self or others being abused may learn that the way to reign over others is by abusing them. When an abused child grows up and becomes a teacher, learners who are attached to him/her are likely to suffer a lot of abuse by

that teacher. This is because the teacher believes that the way he/she was abused when he/she was under eighteen at home, by parents or guardians and even at school by teachers of that time was normal. In the school situation a learner may suffer abuse from peers, teachers or subordinate staff. This may create phobia in learners towards school. This school phobia may hinder the primary purpose for which school is created. A conducive learning environment that is free from child abuse is a good ground for a learner to build self-confidence and high self-esteem. It is also actualized in the saying that “the way a child is brought up is the way he is likely to be when he/she is a grownup.” Independent variable are represented by the forms of child abuse which results in the abused child having low self-esteem, low self-efficacy, trauma, aggression and social misfit. The process to which the abused child may transform is through school/teachers. This in turn will determine the academic performance of abused child which is the dependent variable.

Radbill (1974) asserts that justification for maltreatment of children was for various reasons such as for disciplining, transmitting knowledge, pleasing gods and expelling evil spirits. Whipping of children was acceptable to parents and teachers. The findings revealed that family child abuse is not a myth. It is practical because parents agreed that they exercised it on their children. Learners have stated that harsh punishment is done on them at homes by their caregivers while teachers agreed that they handled learners who are abused at their homes.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the methods that were used in collecting data on the investigation of the effects of family child abuse on the performance of learners in public schools in Waia Division in Mbooni East District, Makueni County. The major purpose of this study was to investigate the effect of family child abuse on the academic performance of learners in regular public schools in Waia Division, Mbooni East District, Makueni County.

3.2 Research Design

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall (1989) define research design as a plan showing how the problem under investigation will be solved. This study employed descriptive survey design. According to Orodho (2003), and Mugenda and Mugenda (2008), descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The design was employed because it would describe the state of affairs as it is, that is the effects of child abuse in the well-being of learners in primary schools in Waia division in Mbooni East district.

3.3 Target Population

Population refers to all members of a real or hypothetical set of people, events or objects to which we wish to generalize results of the research (Borg & Gall, 1989). The target population for the study consisted of all the teachers in 30 public primary schools in Waia Division. Parents consisted of 3,800 and pupils 7,611. The population for the study was 236 professionally trained teachers. The school names, the learners' enrollment, and number of teachers for each school were collected from DEO's office.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003) it is important to note that the degree of generalization of a study depends on the accuracy of the sampling frame from which the sample is selected. In the case of this study the target population was thirty public primary schools. Any statement made about the sample should also be true of the population, (Orodho, 2002). The study targeted 50 percent of the schools which was 15 schools and 30 percent of the teachers which was 75 teachers. Thirty percent of the parents in the targeted schools were 76 and pupils was 152.

Mugenda and Mugenda (2003) states that a sample size of 30 percent and above is considered to be sufficient. Best and Khan (1993) noted that the best sample size is that which covers 30 percent of the sampled population. Amongst at least 242

teachers in Waia Division, a proportionate random sampling technique was used to select at least 75 teachers in all the public primary schools in Waia Division. Gall and Borg (1989) states that when strata are sampled proportionate to the population, composition, each case has equal probability of being selected and one can generate directly from sample to population.

3.5 Research Instruments

The questionnaires and interview schedules were used as the instrument for this study. Questionnaires are commonly used to collect important information about a population (Orodho, 2004). Each item in the questionnaire is developed to address a specific objective (Mugenda and Mugenda, 2010). Questionnaires guarantee anonymity, which helps to produce more concrete answers than is possible in an interview. The questionnaire assisted in reaching out to a large population of teachers, parents and learners in a short time and at once, hence gathering a wide range of information. The questionnaire took the format of close-ended and open-ended questions. Close-ended questions require ticking appropriately and ranking statements on a likert scale from the strongest to the weakest open-ended items require the respondents to fill in the blank spaces giving them options.

3.6 Instrument Validity

Validity is the accuracy and meaningfulness, which are based on the research results. Mugenda and Mugenda (2003) further define valid as the degree to which

results obtained from the analysis of the data actually represent the phenomenon under study. Validity is largely determined by the presence or absence of systematic error in data. To ascertain the validity, the instrument was subjected to analysis by a team of supervisors and specialists in the area of study. They assessed the relevance of the content that was used in the instruments, developed and made structural changes for purposes of improvement and reinforcement of the instrument before embarking on the actual data collection.

3.7 Reliability of the Instrument

Reliability of an instrument is the measure to which a research instrument yields a consistent results after repeated trials (Mugenda, 2010). To enhance reliability of the instrument a pilot study was conducted in two primary schools in Waia division in Mbooni East district. In order to improve the reliability of the instrument, the researcher employed test-retest technique for the questionnaires twice to the respondents in the pilot sample after a week.

The reliability of the instrument was estimated using Spearman's Correlation Coefficient which is a measure of internal coefficient. The correlation coefficient obtained, referred to as the coefficient of reliability indicated how reliable the instrument was. A coefficient of reliability of 0.85 and above implies that the research instrument yields data that have a high reliability, that is the research instrument yields consistent results with every use. Internal consistency gives the

extent to which items in a model are inter-correlated. Thus, a high inter-item correlation shows that the items have a strong relationship to the latent construct and are possibly measuring the same thing.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2]} \sqrt{[n\sum y^2 - (\sum y)^2]}}$$

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more implies a high degree of reliability of the data. For this study a coefficient of 0.7 was achieved.

3.8 Data Collection Procedures

A letter of clearance was obtained from the Department of Education Administration and Planning of the University of Nairobi. A research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI). Subsequent clearance to carry out data collection was obtained from the District Education Commissioner and the DEO's office. Permission to carry out the exercise was sought from the headteachers. Arrangement was made with the teachers to collect the filled in questionnaires and interview schedules for sorting out and analyzing.

3.9 Data Analysis Techniques

After data collection, the researcher cross examined questionnaires to ascertain completeness and accuracy of information obtained. Both qualitative and quantitative data was collected. Data was coded by assigning numerals to answers so that responses are put into limited number of categories. Data was then arranged logically by tabulation. Frequency distribution tables were used to represent the information from all respondents for each item of the questionnaire.

Qualitative data was analyzed using content analysis based on information on academic performance. Qualitative data was presented thematically in line with study objectives and research questions. Thematic representation involved analyzing the findings according to the subject matter using the given objectives.

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This is deemed to be easy in interpretation and is convenient in giving general overview of the subject under study.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of study was to find out the effects of family child abuse on the academic performance of learners in public primary schools in Waia division, Mbooni east district, Makueni County. The chapter is organized into sections mainly based on the research objectives which include the following: investigating the meaning and scope of child abuse in families, to establish whether child abuse at homes affects their academic performance. To establish the availability of special trained teachers in public primary schools, to establish the association of abused children with non-abused children at school and to determine the role of school / teachers in working with the abused children.

4.2 Reliability Results of the Instruments of the Effect of Wellbeing of Learners

The findings of reliability of the instruments used are presented in Table 4.1 below. Usually, the internal consistency of a measurement scale is assessed using Cronbach's coefficient alpha. It is generally recommended that measurement scale having a Cronbach's coefficient above 0.50 is acceptable as an internally consistent scale so that further analysis can be possible (Cronbach & Shavelson, 2004). A coefficient of reliability of 0.85 and above implies that the research

instrument yields data that have a high test-retest reliability, that is the research instrument yields consistent results with every use.

Table 4.1: Reliability Results of the Instruments of the Effect of Wellbeing of Learners

Study variables	Cronbach's Alpha	Pearson Correlation
Physical abuse	0.712	0.872**
Verbal abuse	0.706	0.878**
Child neglect	0.604	0.873**
Availability of special trained	0.755	0.852**

Source: Field Data, 2014

From the findings, the Cronbach alpha values were higher above 0.5 for all the study variables i.e. physical abuse (CAV=0.712), verbal abuse (CAV=0.706) child neglect (CAV=0.604) and availability of special trained teachers (CAV=0.755) on academic performance of learners in public primary schools in Waia Division, Mbooni East District, Makueni County.

This was an indication that there was internal consistency among the items/variables (physical abuse, verbal abuse, child neglect and availability of special trained teachers) in measuring the concept of interest (academic performance of learners in public primary schools in Waia Division, Mbooni East

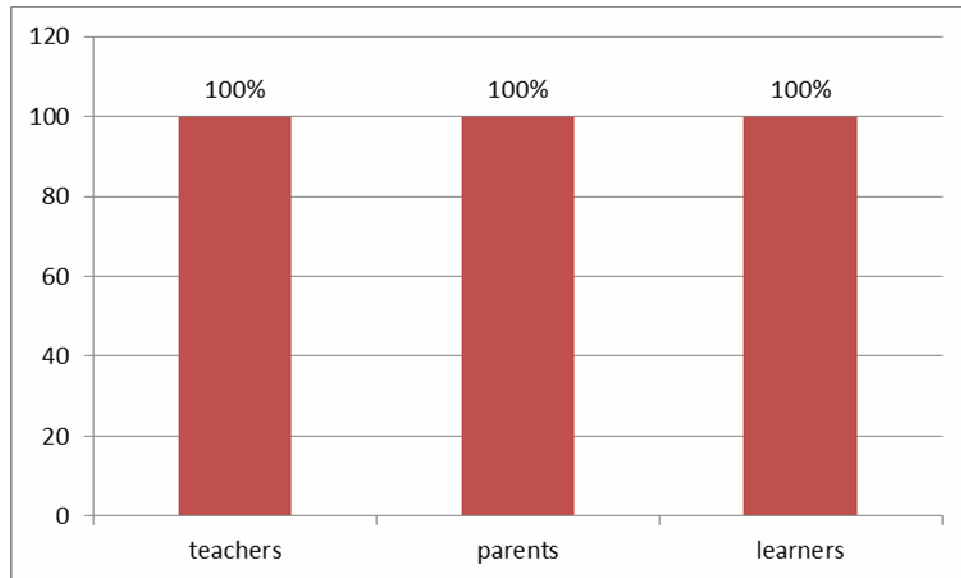
District, Makueni County) (Frankell & Wallen, 2000; Mugenda & Mugenda, 2008).

In addition, the Pearson coefficient values obtained were greater than 0.85 for the respective variable as seen in table above. The instrument was therefore accepted since the reliability coefficient was more than 0.70, but the suggestions made by the learners and parents on words and phrases that were not clear were incorporated in the final instrument.

4.3 Questionnaire Return Rate

This study targeted 75 teachers in all the public primary schools in Waia Division. All the targeted teachers were able to fill and return their filled forms and check list making the response rate 100%. On the other hand all parents and children from the targeted schools answered their questions appropriately making the response for learners to be 100% as elaborated in figure 4.1. This high return rate was attributed to the data collection procedures where the research pre-notified the potential participants of the intended survey, the questionnaires were self-administered to the respondents who completed them and immediately they were collected back.

Figure 4.1: Questionnaire Return Rate



This implies that return rate was good for all the targeted respondents since it was more than 80 percent (that is, return rate for all instruments was close to 100 percent). According to Edwards, Roberts, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60 percent is ‘barely acceptable’

4.4 Demographic Information

The study sought to determine the demographic information of the respondents which included the existence of abused children. Child abuse on cognitive learning, training on special needs education, services offered by teachers to abused children, relationship between abused children and non-abused peers.

4.5 Meaning and Scope of Child Abuse

The study sought to establish whether child abuse exists in Waia division in Mbooni East district. Respondents were requested to reveal if there were abused learners in their schools.

Table 4.2: Availability of Abused Learners in Schools

	Frequency	Percent
Aware	50	66
Not aware	25	34
Total	75	100

From table, 66% of teachers were aware that there were abused learners in their schools while 34% were not aware.

4.6 Availability of Special Needs Education Trained Teachers

The study sought to establish whether primary schools were staffed with special needs education trained teachers. The respondents were required to indicated whether or not they were trained on special needs education and where they were trained.

Table 4.3: Availability of Special Needs Education Trained Teachers

	Frequency	Percent
Yes	70	93.3
No	5	6.7
Total	75	100.0

The study revealed that majority of the teachers are trained on special needs 93.3%, while 6.7% of the teachers are not trained on special needs education in public primary schools in Waia division, Mbooni East District, Makueni County.

4.7 Distribution of Teachers According to Where They Trained

Most of the interviewed teachers indicated that they had trained from Kenya Institute of Special Education (KISE), with only a few trained on Early Child Hood Development Education (ECDE).

4.8 Services Offered by Special Needs Trained Teachers

The study sought to assess the services offered by special needs education trained teachers. Respondents were requested to put a tick in favour of services they offered to the abused children.

Table 4.4: Services Offered by Special Needs Trained Teachers

	Frequency	Percent
Identify the abused children	2	5.6
Guide and counsel the abused children	1	4.2
Report the identified cases of child abuse to the head teacher	1	4.2
All the above	71	86
Total	75	100.0

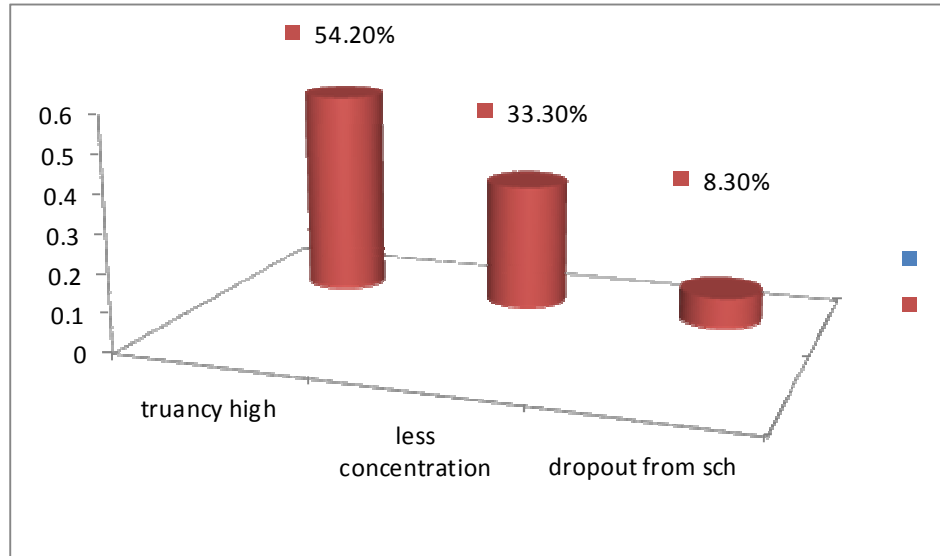
The study revealed that majority of the 71(86%) teachers agreed that special trained teachers are able to identify the abused children, guide and counsel the abused children and report the identified cases of the child abuse to the head teacher. Only 4 (14%) teachers was differing in opinion.

4.9 Effects of Child Abuse on School Attendance

The study sought to evaluate how abused children impact on school attendance.

The respondents were expected to reveal the school attendance behaviour by the learners who experience abuse.

Figure 4.2: Effects of Child Abuse on School Attendance



Forty of the respondents revealed that truancy was very high at 40 (54.2%). Twenty eight teachers reported that the abused children had less concentration span that was 28 (33.3%) score while 7 (8.3%) teachers reported that there were dropouts from schools. This depicts that truancy is a concern for the abused children.

4.10 Effects of Child Abuse on Cognitive Learning

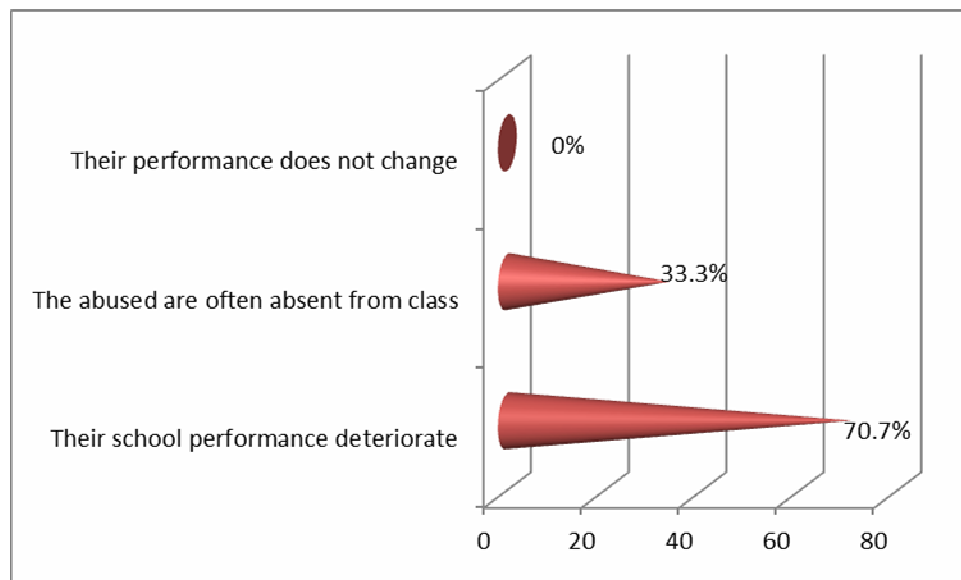
This section was based on the effect of family child abuse on the academic performance as result of child abuse.

Table 4.5: Mark List

List of Learners	2010 Termly results			2011 Termly results			2012 Termly results			2013 Termly results		
Abused	60	62	60	60.5	55	50	50	50	48.5	47	43.25	40
Non Abused	40	42	50	55	58	61	60	64	68	68	68	72
Abused	70	70	69	70	64	61	50	43	40	41	38	37.5
Non Abused	30	36	40	38	42	47	49	49	50	54	57	57
Abused	59	56	58	56	54	54	53	50	48	49	56	42
Non Abused	60	62	64	58	60	65	65	67	69	69	69	72
Abused	50	49	48.7	50	47	44	46	45	42	40	39.5	33.6
Non Abused	55	57	58	52	55	58	60	60	62	64	66	68
Abused	49	46	45	50	45	45	60	59	58	55	54	50
Non Abused	50	52	55	60	65	68	69	70	72	70	72	73
Abused	55	51	50	50	49	48	40	40	39	36	37	35
Non Abused	60	62	65	65	68	69	70	70	70	72	74	76
Abused	56	55	53	69	67	64	60	58	55	50	50	49
Non Abused	70	72	73	73	75	76	75	75	76	76	76	78
Abused	49	46	45	50	45	45	60	59	58	55	54	50
Non Abused	50	52	55	60	65	68	69	70	72	70	72	73
Abused	55	52	50	50	49	48	40	40	39	36	37	35
Non Abused	60	62	65	65	68	69	70	70	70	72	74	76
Abused	49	46	45	50	45	45	60	59	58	55	54	50

Non Abused	50	52	55	60	65	68	69	70	72	70	72	73
Abused	55	54	50	50	49	48	40	40	39	36	37	35
Non Abused	60	62	65	65	68	69	70	70	70	72	74	76
Abused	70	70	69	70	64	61	50	43	40	41	38	37.5
Non Abused	30	36	40	38	42	47	49	49	50	54	57	57
Abused	60	62	60	60.5	55	50	50	50	48.5	47	43.25	40
Non Abused	40	42	50	55	58	61	60	64	68	68	68	72
Abused	55	53	50	50	49	48	40	40	39	36	37	35
Non Abused	60	62	65	65	68	69	70	70	70	72	74	76
Abused	40	39	38	36	34	32	30	28	26	24	24	22
Non Abused	50	51	53	60	62	66	68	70	70	72	73	75

Figure 4.3: Effect of Child Abuse on Cognitive Learning



From the study findings fifty one teachers reported that abused children performance deteriorated that is 51 (70.7%). Twenty four teachers agreed that the abused learners are often absent from class that is 24 (33.3%). All teachers disagreed that their performance does not change. The findings confirm that abused learners' performance deteriorates from the trauma. From the findings of the study it was evident as asserted by the society for Adolescent Medicine, victims of abuse often develop deteriorating behaviour and intense of authority, somatic complaints, a tendency for school avoidance and drop-out and other evidence of negative high-risk adolescent behaviour.

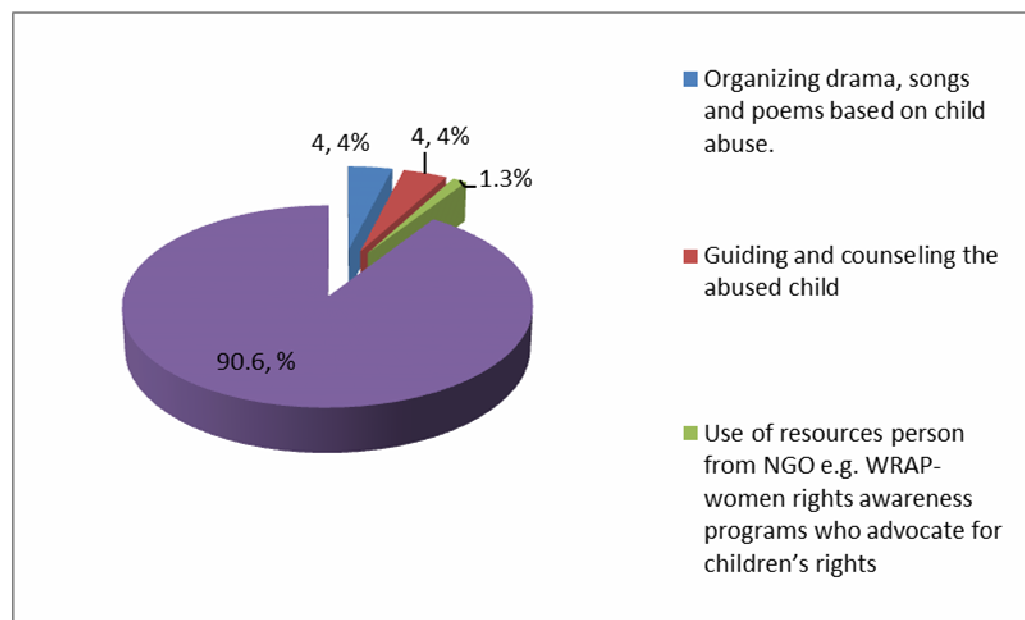
4.11 The Responsibility of Teacher/School on the Abused Learners

The study sought to examine the role of teachers/school on the abused learners. Respondents were requested to put a tick in favour of the chosen answer out of the given alternative.

Table 4.6: The Responsibility of Teachers on the Abused Learners

	Frequency	Percent
Organizing drama, songs and poems based on child abuse.	3	4.0
Guiding and counseling the abused child	3	4.0
Use of resources person from NGO e.g. WRAP- women rights awareness programs who advocate for children’s rights	1	1.3
All the above	68	90.6
Total	75	100.0

Figure 4.6: The Responsibility of Teachers on the Abused Learners



From the findings 68 (90.6%) teachers agreed that organizing drama, songs and poems based on child abuse, guiding and counseling the abused child, and use of resource persons from NGOs e.g. WRAP women right awareness program who advocate for children rights goes along well in improving abused children performance.

4.12 Identified Abused Learners Behaviour In and Out Of Class with Their Peers

The section looked on the behaviour of the abused children in class and outside class.

Table 4.7: Identified Abused Learners Behaviour In and Out Of Class with Their Peers

	Frequency	Percent
Isolated	12	16
Depressed	8	10.4
All the above	50	66.6
Total	75	100.0

From the study findings fifty teachers agreed that abused children are isolated, depressed and violent while they are both with their peer's that is 50 (66.6%). 12 (16%) respondents insisted that abused children are only isolated. The remaining

8 (10.4%) respondents said the abused learners are depressed. The findings depicts that abused children are isolated and feels lonely and their need attention of their guardians.

4.13 Protecting Children from their Abusers

In order to assess the avenues on how to protect children from theirs abusers respondents were requested to indicate their level of agreement on the various measures in guarding children. The responses were rated on a five point Likert scale where's –strongly agree. A –agree, A- disagree, SD- strongly disagree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.8 below.

Table 4.8: Protecting Children from their Abusers

Statements	Std.	
	Mean	Deviation
Children should be sensitized on how to protect themselves from family abusers	1.2609	0.86431
The school should create a good atmosphere where children can report their abusers at home and away	1.0000	0.00000
The law enforcers should be given more training on child abuse	1.0000	0.00000
The community should be sensitized on the effects of child abuse on academic performance	1.0000	0.00000
All teachers should receive training on special needs education	1.0000	0.00000
The government should deal with child abusers appropriately	1.0000	0.00000
Head teachers should be protected by the code in order to deal with family child abusers	1.0000	0.00000

From the research respondents agreed strongly that children should be sensitized on how to protect themselves from family abusers mean = (1.2609).other opinions agreed that the school should create a good atmosphere where children can report

their abusers at home and away, the law enforcers should be given more training on child abuse, the community should be sensitized on the effects of child abuse on academic performance. The government should deal with child abusers appropriately and that Head teachers should be protected by the code in order to deal with family child abusers at mean = (1.000). These reveals family members are greatest threat to their children and therefore children are unsafe in the hands of their family members.

4.14 Parenting and Execution of Discipline beyond Measure

Majority of the parents who responded indicated that they disciplined their children through beating them; name calling just to release anger. Others said that the disciplining of their children is normally done by their teachers. Some parent hurt their children when beating them. Some parent indicated that they even deny their children food as disciplinary measure.

4.15 Disciplinary Measures and When they Become Child Abuse

Majority of the parents said that disciplinary measure becomes abuse when done without love, and such parents needed to undergo counseling on the way of instilling discipline to their children.

4.16 Protection of Children from Family Child Abusers

From the focus group discussion learners indicated that they were not safe at their home and that they should sleep at school, majority were of the opinion that they should be provided with food and they spend most of times in school, learners indicated that teachers should advice their relatives and parent to desist from abusing them. In order to avoid abuses learners should be in schools most of the times. This confirms Johnstone (2002) statement that early perpetrators are the persons who are charged with the responsibility of taking care of young ones. The findings further imply that schools are safer places for children than their homes. This further implies that learners have confidence in their teachers.

4.17 Ways by Which the Government Protect the Abused Children in their Homes

From the study findings majority of the parents indicated that it was the responsibility of the parents to take care of their children but also the government must guard the right of children by prosecuting and punishing those who violate the children's right irrespective of whether they are parents or not

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research. The main focus of the study was to investigate the effects of family child abuse on the academic performance of learners in public primary schools in Waia division, Mbooni East District, Makueni County.

5.2 Summary of the Study

This study was based on Bandura's social cognitive theory (Bandura, 1978). This theory suggests that human subjects in social settings learn new responses by just observing the behaviours of others to investigate the meaning and scope of child abuse in families.

The study also established that child abuse at homes affects their academic performance, special trained teachers are available in public primary schools, there is a problem of association by abused learners with non-abused peers at school and school / teachers have a big responsibility in restoring the confidence of the abused learners.

Usually, the internal consistency of a measurement scale is assessed using Cronbach's coefficient alpha. It is generally recommended that if a measurement scale having a Cronbach's coefficient above 0.50 is acceptable as an internally consistent scale so that further analysis can be possible (Cronbach & Shavelson, 2004). A coefficient of reliability of 0.85 and above implies that the research instrument yields data that has a high reliability, that is the research instrument yields consistent results with every use.

Teachers and learners involved in the study were randomly selected from their respective schools selected. The researcher used simple random sampling technique with 15 public primary schools. 75 teachers, 76 parents and 152 learners participated in the study. The study was conducted by the researcher using prepared questionnaires which respondents were school teachers. The researcher also used the focus group discussion interview prepared for children instrument validity was measured through research objectives of the study. The questionnaires were administered to the teachers by the researcher. The researcher analyzed each questionnaire according to the opinion of respondents. The researcher used questionnaire for parents. The responses were counted, the frequencies calculated, percentages and mean score obtained.

5.3 Findings of the Study

The study sought to assess the meaning and scope of child abuse in families in Waia division in Mbooni East district. Majority of the teachers agreed that there are identified cases of children who are victim of family abuses. The parents also said that they sometimes over execute discipline to their children causing physical harm on them. The teachers also revealed that in order of prevalence abuse, children belong to the following categories: orphaned children living with relatives, children with handicaps, children from poor backgrounds, children from wealthy backgrounds. This implies that child abuse is not a myth and its real. It cuts across all categories of the society.

The study sought to examine whether or not child abuse has effect on cognitive learning in learners in Waia division, in Mbooni East district. Majority of the respondents reported that children performance deteriorated that learners are often absent from school. This implies that cognitive implications of child abuse include difficulties in learning and poor academic performance and that abused learners score lower on cognitive measures and demonstrate lower academic achievements when compared with their non-abused peers on a similar social economic environment (Vondra, Barnett and Cicchetti, 1990; Barnett, 1997).

The study sought to establish the availability of special needs trained teachers in Waia division in Mbooni district. Majority of the teachers were trained on special needs education and they trained at Kenya Institute of Special Education (KISE) and Early childhood education development (ECED). This implicates that the government of Kenya has adhered to the Salamanca Statement on Special Needs Education and the Education for All (EFA). These were to be achieved by improving teacher education programmes to address Special Needs Education in regular schools.

The study sought to examine the association of abused learners with their non-abused peers in Waia division in Mbooni East district. The respondents observed that abused children are isolated, depressed and violent while they are both with their peers inside and outside classroom. This implies that abused learners are isolated and feel lonely hence they need attention from their guardians and significant others.

The study further sought to examine the role of school/teachers in working with the abused learners in Waia division in Mbooni East district. The majority of teachers disclosed that special needs trained teachers were able to identify, guide and counsel the abused learners. They also report the identified cases of child abuse to the headteacher for further action.

This is a clear implication that the benefit of training teachers on special needs education is a better reform to schools to make them a second/alternative home for children who are abused at their homes. It is even clearer because the learners themselves proposed that their schools be converted to boarding schools and that they had confidence with their teachers.

5.4 Conclusion

The study concluded that child abuse does not exist. The most affected categories of abuse in order of prevalence are orphans, handicapped, children from poor backgrounds and children from wealth background. Child abuse has adverse effect on cognitive learning.

The government of Kenya being a signatory of UNC has adhered to the call on Salamanca statement on Special Needs Education and the Education For All by ensuring that all schools have special needs trained teachers. Abused learners do not freely interact well with other children hence there is need for intervention.

The specialty trained teachers are able to rehabilitate the abused learners by filling the gap through identifying, guiding and counseling and reporting the cases further to concerned authorities.

5.5 Recommendations

The study recommends that tight policies should be put in place to address curbing of child abuse and a good framework on the implementation of the policies be formulated.

There is need for the government to construct a children home in Waia division in Mbooni East district, currently there is none, to rescue children who are abused in their home and whose cognitive ability is affected by the abuse.

Government should ensure that the minority of teachers who are serving without training on special need education be inserviced on the same. Government should ensure a hundred percent teaching force with special needs education training in Waia division in Mbooni East district.

The government should further empower and protect teachers who deal with cases of children who are abused. The perpetrators of child abuse should face the full force of the laws protecting child abuse.

5.6 Suggestions for Further Research

The suggestions for further researcher are as follows.

That a national wide survey be conducted on the impact of children's abuse in school so as to establish the magnitude of the problem thereby formulating a policy on dealing with child abuse

That study be conducted on the effect of vulnerability of children on management of discipline in primary schools.

That the study be conducted to assess the nature of abuse, vulnerable and orphaned children experience in children homes and its impacts on learning.

REFERENCES

- ANPPCAN (2001). *Child Rights and Child Protection in Kenya: Report of the Laikipia District Children's Advisory Committee Training of Trainers Workshop*. Nairobi: ANPPCAN.
- Arnorldo, C.A. (2001). *Child Abuse in the Internet: Ending the Silence*. Paris: UNESCO Publishing/Beighalin Books.
- Bakon, D. (1975). *Slaughter of the Innocents*. San Francisco: Jossy-Bass Publishers.
- Bandura, A. (1978). *Social Learning Theory*. Eaglewood Cliffs N. J: Prentice Hall.
- Brown, K. and Herbert, M. (1997). *Preventing Family Violence*. Rochester: John Willey and Sons.
- Calam, R. and Franchi, C. (1987). *Child Abuse and Its Consequences*. New York: Cambridge University Press.
- GoK, (2007). Situation Analysis of the Sexual and Reproductive Health and HIV Risks and Prevention Needs of Older and Orphaned and Vulnerable Children; Kenya.
- Jaffe, P.G et al (1990). *Children of Battered Women*. Newbury Park: Sage Publication.
- Johnston, T. (2000). *Child Abuse in Kenya: A National Survey*. Nairobi: Population Communication Africa.
- Jones, D. N. and Pickett, J. (1987). *Understanding Child Abuse*. London: Macmillan Education Ltd.
- Kay, J. (2003). *Protecting Children: A Practical Guide. (2nd ed)*. London: Continuum.
- KIE (2004). *Guidance and Counselling, Teachers Handbooks*. KIE: Nairobi.
- Kindiki, J.N. (2009). Effectiveness of Communication on Students Discipline in Secondary Schools in Kenya. *Educational Research and Review* 4 (5), 252e – 259.

- Kirk, S.A et al (2003). *Educating Exceptional Children*. (10thed). New York: Houghton Mifflin Co.
- KNHCR (2000). *A handbook on Human Rights Instrument*.
- Kombo, D.K. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications, Africa.
- Korbin, J. (1981). *Child Abuse & Neglect: Cross-Cultural Perspective*. Berkely: University of California Press.
- Maher, P. (1987). *Child Abuse the Educational Perspective*. Oxford: Basil Blackwell Ltd.
- Majanga, E., Nasonga, J. & Sylvia, V. (2011). The Effects of Class Size on Classroom Interaction During Mathematics Discourse in the Wake of Free Primary Education. A Study of Public Primary Schools in Nakuru Municipality. *Current Research Journal of Social Science* 3 (1): 44 – 49.
- Moroz, K.J. (1993). *Supporting Adoptive Families with Special Needs Children. A Handbook for Mental Health Professional*. Waterbury, V.T; Vermont Adoption Projects U.S. Department of Health and Human Services.
- Mugenda, O.M. and Mugenda, A.G. (2010). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- Mutilu, B., Nyabisi, E, Ngesu, L., & Wachira, L. (2011). Orphan Enrolment in Primary Schools and its Challenges on the Headteachers Administrative Tasks: A Case Study of Nandi Hills Division in Nandi South District, Kenya: *Educational Research*, 2 (7): 1243 – 1247.
- Nacc, (2008). United Nations General Assembly Special Speaker on HIV and AIDS Country Report – Kenya: UNGASS.
- NSPCC (2006). *Protecting Disable Children*. Retrieved February 28, 2006 from <http://www.nspc.org.uk>.
- Orodho, J.A. (2004). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Parton, N. (1985). *The Politics of Child Abuse*. Houndmills: The Macmillan Press Ltd.

- Radbill, S.X. (1974). *A History of Child Abuse and Infanticide*. In R.E. Helfer and C.H Kampe (eds). *The Battered Child*. (2nded). Chicago: The University of Chicago Press.
- Republic of Kenya, (2010).*The Constitution of Kenya*. Nairobi, Kenya Government Printer.
- Republic of Kenya, (2012).*Safety Standard Manual for Schools in Kenya*. Nairobi, Kenya: Government Printers.
- Republic of Kenya. (1988). *Sessional Paper No.6 of Special Education*: Nairobi, Kenya: Government Printers.
- Taylor, R.B. (1981). *The Kid Business How it Exploits the Children it Should Help*. Boston: Houghton Mifflin Company.
- Terefe, D. and Mengistu, D. (1997).*Violence in Ethiopian Schools: A Study of Some Schools in Addis Ababa*. In Toshio Onsako (ed) *Violence at School. Global Issues and Interventions*. Paris: UNESCO.
- Tomison, A.M. (1996). *Child Maltreatment and Disability*. Retrieved February 28, 2006 from <http://www.alfs.gov.au/nch/issues7.html>.
- UN, (1991).*Convention on the Right of Child*. New York: UN.
- UN, (2006).*Report of the Independent Expert for United Nations. Study on Violence against for United Nation. Study on Violence against Children*. New York: UN.
- UNESCO (2006).*Strong Foundations; Early Childhood Education and Care*.
- UNICEF, (2004).*The State of World's Children 2005: Childhood Under Threat*. New York: UNICEF.
- Wolfe, D.A. (1987). *Child Abuse: Implications for Child Development and Psychopathology*. Newbury Park: Safe Publication.
- World Bank, (2006). *Ensuring Education Access for Orphans and Vulnerable Children. A Planners Handbook*. New York: World Bank.

APPENDICES

Appendix I: Letter of Introduction

University of Nairobi

Department of Educational Administration

P.O. Box 30197

Nairobi

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student at the University of Nairobi pursuing a Master's Degree in Education. I am requesting permission from your office to carry out research on the topic: "Effects of Family Child Abuse on the Performance of Learners in Regular Schools in Waia Division, Mbooni East District, Makueni County."

Attached herein are the questionnaires for gathering data and the information obtained will be used for no other purpose but academic. The identity of the respondents will be treated with utmost confidentiality.

Yours faithfully,

Mbali Lois Mutheu

Appendix II: Questionnaire for Teachers

This study sought to establish the effects of family child abuse in public primary schools. The findings of this research will benefit all of us. “Us” here refers to teachers, children and parents and the society at large. The identity of the respondents were treated with absolute privacy and no victimization thereafter whatsoever was attached to any respondent. Hence do not write your names and school on the questionnaire. Remember honesty is one of the characteristics of the teaching profession. Thanks in advance for your cooperation.

Instructions: Put a Tick (✓) to your preferred answer

Questionnaire for teachers

1. Are there identified cases of children who are abused in your school?

- a) Aware () b) Not aware ()

If aware what makes you conclude that the child is a victim of child abuse

2. What is the status of the abused children?

- i. Orphaned children living with relatives
- ii. Children from poor backgrounds
- iii. Children from wealthy backgrounds
- iv. Children with handicapped

Rate accordingly with (i) being the strongest and (iv) being the weakest

a) (v), (iv), (ii), (iii) ()

b) (i), (ii), (iii), (iv) ()

c) (iii), (ii), (i), (iv) ()

d) (iv), (ii), (i), (iii) ()

3. What are the major forms of child abuse

a) Physical abuse ()

b) Verbal abuse ()

c) Child neglect ()

d) All of the above ()

4. Have you ever been trained as a special needs teacher?

a) Yes b) No

5. If yes, where did you train? _____

6. What services do the specially trained teachers, offer to the children who are abused?

a) Identify the abused children

b) Guide and counsel the abused children

c) Report the identified cases of child abuse to the headteacher

d) All the above

7. What is the effect of child abuse on the school attendance?

a) Truancy is very high

b) Less concentration span

- c) Dropout of school
8. How does child abuse affect the performance of learners?
- a) Their school performance deteriorate
 - b) The abused are often absent from class
 - c) Their performance improve
 - d) Their performance does not change
9. What do teachers do to deal with child abuse so as to improve their school performance?
- a) Organizing drama, songs and poems based on child abuse
 - b) Guiding and counseling the abused child
 - c) Use of resource persons from NGOs e.g. WRAP - Women Rights Awareness Program who advocate for children's rights
 - d) All the above
10. How do those identified to be abused behave in class and outside class while they are both with their peers?
- a) Isolated
 - b) Depressed
 - c) Violent
 - d) All the above

11. Show your level of agreement with the following statement by ticking (✓)
below the appropriate box.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Children should be sensitized on how to protect themselves from family abusers				
The school should create a good atmosphere where children can report their abusers at home and away				
The law enforcers should be given more training on child abuse				
The community should be sensitized on the effects of child abuse on academic performance				
All teachers should receive training on special needs education				
The government should deal with child abusers appropriately				
Headteachers should be protected by the code in order to deal with family child abusers				

Appendix III: Focus Group for Discussion Interview (Learners)

Instructions: Put a Tick (✓) to your preferred answer

A. PERSONAL DETAILS

1. Sex Girl [] Boy []

2. Age _____

3. Who do you live with at home?

a) Both parents () b) Mother ()

c) Father () d) Brothers ()

e) Other relatives () f) Sisters ()

4. For effective learning, the physical and social environment of the home and school should be conducive. What does your school do to ensure that you are well protected from abusers at home?

5. Discipline of other learners is very important for good coexistence. Those who are behaviorally challenged are they the ones who are abused at home?

6. What would you want your teachers to do in order to protect children from family abusers?

7. Do you think the school/teachers is/are safest people/place to heal the children who are abused at their homes?

Appendix IV: Questionnaire for Parents

1. During bringing up children, parents undergo many challenges. How do you discipline your children?

2. What are other times do you think you have executed discipline beyond measure?

3. When do you term disciplinary action as an abuse to children?

4. What do you think can be done to such parents?

5. When does child discipline turn to be child abuse?

6. What do you think is the best way by government to protect children who are abused at their homes?

Appendix V: Schools' Enrollment

	SCHOOL	PUPILS ENTRY	TEACHERS ENTRY
1.	KING' AATHUNI	255	8
2.	MITHUMO	370	8
3.	MBA	330	8
4.	KYALUMA	360	8
5.	WATUKA	233	8
6.	USALALA	291	8
7.	KILUNGU	212	8
8.	MAVIANI	231	8
9.	MALATANI	289	8
10.	WAMBITI	271	8
11.	ITULU	223	8
12.	SAKAI	187	8
13.	KANDULYU	407	11
14.	KASEVENI	51	3
15.	UVILUNI	197	8
16.	MUKUKU	259	8
17.	ST. PAUL KYAUME	225	8
18.	KAKO	341	8

19.	MITUVU	200	8
20.	NTHUTHINI	230	8
21.	NTHAATWA	257	8
22.	MIAU	268	8
23.	NGAAKAA	251	8
24.	KIKUSWI	151	8
25.	MAVITINI	346	8
26.	KYANG'ONDU	283	8
27.	NDULUKU	363	8
28.	MBIMBINI	125	6
29.	KATHAMBA	218	8
30.	KAVUVONI	187	8
	TOTAL	7611	236

Appendix VI: Timeframe

A timeframe referred to the period the researcher took to finish the research. It enabled the researcher to conduct a study within existing limits (Mugenda and Mugenda, 2003). The researcher completed the research in 8 months.

NO.	ACTIVITIES	DURATION	DUE DATE	PERSON RESPONSIBLE
1.	Development proposal and defense	6months	October 2013 – March 2014	Researcher and supervisors
2.	Data collection	1month	April 2014	Researcher
3.	Data analysis	2week	May 2014	Researcher
4.	Report writing	2weeks	May 2014	Researcher
5.	Submission of final project	1day	May 2014	Researcher

Appendix VII: Budget

Units	Quantity	Cost	Total
Stationary			
Printing	4 Reams	500	2,000
Travel	20 Days	2000	40,000
Binding	7Copies	60	420
Pilot-Study	2Days	1000	2000
Photocopies	350 Copies	3	1050
Fare Transport	3 Days	X 600	1800
Collection of Data			
Photocopies	900 Copies	3	2,700
Fare Transport	8 Days	X 200	1,600
Project Preparation			
Type Setting	300 Copies	30	9000
Binding	5 Copies	60	300
Contingency			4000
Grand Total			Shs.70,870

Appendix VIII: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

27th June, 2014

NACOSTI/P/14/0631/1903

Lois Mutheu Mbali
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of family child abuse on the performance of learners in regular schools in Waia Division, Mbooni East District, Makueni County,*" I am pleased to inform you that you have been authorized to undertake research in Makueni County for a period ending 31st August, 2014.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Makueni County.

Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:

MS. LOIS MUTHEU MBALI
of UNIVERSITY OF NAIROBI, 68631-622
nairobi, has been permitted to conduct
research in **Makueni County**
on the topic: **EFFECTS OF FAMILY CHILD
ABUSE ON THE PERFORMANCE OF
LEARNERS IN REGULAR SCHOOLS IN
WAIA DIVISION, MBOONI EAST DISTRICT,
MAKUENI COUNTY**
for the period ending:
31st August, 2014

Permit No : NACOSTI/P/14/0631/1903
Date Of Issue : 27th June, 2014
Fee Received :Ksh 1,000

Applicant's Signature

Secretary
**National Commission for Science,
Technology & Innovation**

