

**CHILD ABUSE AND ITS EFFECT ON ACADEMIC PERFRMANCE OF PUPILS
IN AINABKOI ZONE, ELDORET EAST
DISTRICT, KENYA.**

By

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DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

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DATE...13-8-2009.....

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signed

A handwritten signature in blue ink, appearing to be 'W. Moses', written over a dotted line.

MR. WOMUZUMBU MOSES

DATE:13/08/09.....

DEDICATION

This work is affectionately dedicated to my beloved husband and my children their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

ACKNOWLEDGMENT

I also owe a lot of appreciation to all those who assisted me in carrying out this research.

I am grateful to my supervisor Mr. Womuzumbu Moses who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

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DEFINITION OF TERMS

Child Abuse- The physical, psychological or sexual maltreatment of children

Emotional Abuse includes parental expectations which result in aggressive, excessive, or unreasonable demands upon children which are beyond their capabilities. Examples might include the kind of constant teasing that belittles a child or verbal attacks. Sometimes emotional abuse is not what a parent does, but what a parent doesn't do, such as failure to provide the understanding and nurture necessary for a child's healthy psychological growth and development.

Physical Neglect is the withholding of, or failure to provide a child with, the basic necessities of life: clothing, food, medical care, attention to hygiene, or adequate supervision.

Sexual Abuse is the exploitation of a child for the sexual gratification of an adult. It may range from exhibitionism and fondling to intercourse and the use of children in pornographic materials.

Academic performance- achievement and performance of mildly retarded pupils in school

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ABSTRACT

The purpose of study was to determine the effects of child abuse on the academic performance of pupils in Ainabkoi zone in Eldoret East district Kenya.

The specific objectives of the study were; to determine the effect child abuse on the academic performance of pupils, to investigate the relationship between Child abuse and emotional behavior, to investigate the relationship between child abuse and violence and to investigate the common types of child abuse in Ainabkoi zone in Eldoret East District.

The methods used for data collection were questionnaires to the teachers and focused group discussion with the pupils.

Findings indicated that child abuse had a negative consequence on the academic performance of pupils in Ainabkoi zone in Eldoret East District.

Recommendations included Government making sure the culprits of child abuse are punished according to the law to prevent escalation; also Schools should devise means of identifying children who have been abused and help them by for example providing counseling services; lastly the community should be sensitized on the dangers of child abuse and how to prevent it

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Internationally, child abuse is more common than previously acknowledged. Historically, it was hard for many to believe that parents or caregivers would intentionally inflict harm towards their children. Thus, in many countries child abuse and neglect were often ignored or denied as a result of people's acceptance of violence in a given culture or due to their belief that the culture must focus on preserving the family (Schwartz-Kenney, Mc-Cauley, and Epstein 2001). Some cultures simply denied that child neglect or abuse occurred. For example, Mohd Sham Kasim (2001) states that in Malaysia the problem of abuse was at one time believed to be a problem only for Western cultures. This stemmed from the idea that the strong family ties and assistance from the extended family prevalent in Malaysia prevented the problem from occurring.

Child abuse has for a long time been recorded in literature, art and science in many parts of the world. Reports of infanticide, mutilation, abandonment and other forms of violence against children date back to ancient civilizations. The historical record is also filled with reports of unkempt, weak and malnourished children cast out by families to fend for themselves and of children who have been sexually abused.

For a long time also there have existed charitable groups and others concerned with children's well being who have advocated the protection of children. Nevertheless, the issue did not receive widespread attention by the medical profession or the general public until 1962, with the publication of a seminal work, the battered child syndrome, by Kempe et al. (2006).

Despite the enactment of Children's Act 2001, cases of child abuse in the Kenya are still rampant due to lack of effective implementation of the legislation. (Allan Orao (2004)

Child protection measures in Kenya are currently not implemented effectively and fully. Compliance with such legislation would increase if the magnitude of the problem and better knowledge about the factors that put children at risk was available

Although experts are quick to point out that abuse occurs among all social, ethnic, and income groups, reported cases usually involve poor families with little education. Young mothers, single-parent families, and parental alcohol or drug abuse are also common in reported cases. Charles F. Johnson remarks, (1999) "More than 90% of abusing parents have neither psychotic nor criminal personalities. Rather they tend to be lonely, unhappy, angry, young, and single parents who do not plan their pregnancies, have little or no knowledge of child development, and have unrealistic expectations for child behavior." About 10%, or perhaps as many as 40%, of abusive parents were themselves physically abused as children, but most abused children do not grow up to be abusive parents.

1.2 Statement of the problem

Most abused and neglected children never come to the attention of government authorities and people close to the victims which escalates the problem further and this makes it worse for children who are abused. The silence make children suppress their suffering which in turn affects their academic achievement and hence need for the study.

1.3 Objectives of the study

General: Determine the effects of child abuse on the academic performance of pupils in Ainabkoi zone, Eldoret East District.

Specific: This study sought to

1. Determine the effect child abuse on the academic performance of pupils in Ainabkoi Eldoret East District.
2. Investigate the relationship between Child abuse and emotional behavior.
3. Investigate the relationship between child abuse and violence in Ainabkoi Division, Eldoret East District.
4. Investigate the common types of child abuse in Ainabkoi Division, Eldoret East District.

1.4 Research Questions

1. What is the effect of child abuse on the academic performance of pupils in Ainabkoi Eldoret East District?
2. What is the relationship between Child abuse and emotional behavior?
3. Investigate the relationship between child abuse and violence
4. What are the common types of child abuse in Ainabkoi, Eldoret East District?

1.5 Scope of the study

The study was carried in Ainabkoi zone in Eldoret East district Kenya. Ainabkoi is the second largest slum in Africa, and is located southwest of Eldoret East city centre and is equal to about 75% of the area of Manhattan's Central Park (approximately 2.5 square kilometres, 256 hectares, or 630 acres). The study was limited to the set objectives in regards to child abuse and academic performance of pupils. The study was carried between September 2008 and December 2008. this time was convenient because the schools were open for a new term.

1.6 Significance of the study

This study will benefit the following disciplines:

The policy makers will be able to design policies that can strengthen the available laws against child Abuse.

Affected children will be able to come out and seek for proper guiding and counseling.

Teachers will know how to identify children who have been maltreated and also know how to teach and deal with such children.

Parents will be able to improve on the welfare and responsibility towards children.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of child abuse and its effect on academic performance. It is guided by the objectives of the study outlined in chapter one.

2.1. Effects of child abuse on academic performance.

School-aged children who are abused typically have problems academically and have poorer grades and performance on standardized achievement tests. (Vondra, Barnett, & Cicchetti, 1990; Barnett, Vondra, & Shonk, 1996). Studies of abused children's intellectual performance find lower scores in both verbal and math and visual-spatial areas. Abused children also tend to be distracted and overactive, making school a very difficult environment for them. With their peers, abused children are often more aggressive and more likely to be socially rejected than non abused children. Less mature socially, abused children show difficulty in developing trusting relationships with others. The anger that is often instilled in such children is likely to be incorporated into their personality structures Belsky, J., & Cassidy, J. (1994). Carrying an extra load of anger makes it difficult for them to control their behavior and increases their risk for resorting to violent action. To control their fears, children who live with violence may repress feelings. Cicchetti, D., Toth, S., & Hennessy, K. (1993). This defensive maneuver takes its toll in their immediate lives and can lead to further pathological development. It can interfere with their ability to relate to others in meaningful ways and to feel empathy. Individuals who cannot empathize with others' feelings are less likely to curb their own aggression and more likely to become insensitive to brutality in general.

Childhood maltreatment can influence children's performance of competencies (e.g., engagement in academic tasks) that are necessary for optimal learning and achievement in school. Family background affects the subsequent incidence of emotional and behavioral problems through the effects of parent-child interactions (e.g., Patterson, DeBaryshe, & Ramsey, 1989; Ramey & Ramey, 2000), from childhood into adolescence

(Costello, Angold & Keeler, 1999; Hofstra, Van der Ende & Verhulst, 2002). The influence of family background on development of conventional scholastic skills (Leibowitz, 1974), such as word knowledge, literacy, and quantitative reasoning, is represented separately

2.2. Child abuse and emotional and behavioral problems.

Children who experience some form of child abuse are subject to emotional, behavioral, and academic problems. Often, feelings of guilt, violation, and lowered self-esteem have been produced within them. Even those who have sought therapy are concerned that they may be victimized again in future relationships, and that the victimization is a consequence of some wrongdoing of theirs. While these effects might not be conspicuous, it is important that they be suppressed. (Belsky & Cassidy, 1994)

2.3. Child abuse and violence

Studies have shown that domestic child abuse has been a consistent factor in the backgrounds of criminals, substance abusers, prostitutes, and runaways. The U.S. Advisory Board on Child Abuse and Neglect well stated that "adult violence against children leads to childhood terror, childhood terror leads to teenage anger, and teenage anger too often leads to adult rage - both destructive towards others and self-destructive (1990)."

Children who have experienced child abuse are likely to continue or create the cycle of violence when they become adults. They assume that pain naturally accompanies intimacy. They turn to physical abuse, as well as substance abuse, as a means of resolve. Child abuse, unfortunately, renders negativity in the victim's confidence, faith, relationships, and future.

2.4. Types of Child Abuse

2.4.1. Physical abuse.

Physical abuse is the non-accidental infliction of physical injury to a child. The abuser is usually a family member or other caretaker and is more likely to be male. Durrant, J. E., & Rose-Krasnor, L. (1995). One fourth of the confirmed cases of child abuse in the United States involve physical abuse. A rare form of physical abuse is Munchausen syndrome by proxy, in which a caretaker (most often the mother) seeks attention by making the child sick or appears to be sick. Newson, J., & Newson, E. (1990).

2.4.2. Emotional abuse.

Emotional abuse is the rejecting, ignoring, criticizing, isolating, or terrorizing of children, all of which have the effect of eroding their self-esteem. Emotional abuse usually expresses itself in verbal attacks involving rejection, scapegoating, belittlement, and so forth. Because it often accompanies other types of abuse and is difficult to prove, it is rarely reported and accounts for only about 6 percent of the confirmed cases. Perry, B. D. (2001).

2.4.3, Sexual abuse.

Psychologists define child sexual abuse as any activity with a child, before the age of legal consent, that is for the sexual gratification of an adult or a significantly older child. It includes, among other things, sexual touching and penetration, persuading a child to expose his or her sexual organs, and allowing a child to view pornography. Gory, K., & Leslie, D. (1997). In most cases the child is related to or knows the abuser, and about one in five abusers are themselves underage. Sexual abuse accounts for 12 to 15 percent of confirmed abuse cases. In multiple surveys, 20 to 25 percent of females and 10 to 15 percent of males report that they were sexually abused by age 18.

Children and adolescents who have been sexually abused can suffer a range of psychological and behavioral problems, from mild to severe, in both the short and long

term. These problems typically include depression, anxiety, guilt, fear, sexual dysfunction, withdrawal, and acting out. Perry (2001).

2.4.4. Neglect.

Neglect, the failure to satisfy a child's basic needs, can assume many forms. Physical neglect is the failure (beyond the constraints imposed by poverty) to provide adequate food, clothing, shelter, or supervision. Emotional neglect is the failure to satisfy a child's normal emotional needs, or behavior that damages a child's normal emotional and psychological development (such as permitting drug abuse in the home). Failing to see that a child receives proper schooling or medical care is also considered neglect. Slightly more than half of all reported abuse cases involve neglect. Argent AC, Bass DH, Lachman PI (1995).

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher used to collect data. It focuses on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1. Research Design

The design that was used consists of both quantitative and qualitative method. Field work was undertaken and this comprised of direct observations and interview Guides for the respondents.

3.2. Organization of the study

3.2.1. Study area

The research was carried out in Ainabkoi zone in Eldoret East District, Kenya. The place was convenient for transport purposes.

3.2.2 Study population.

This study involved teachers and pupils. Teachers were fit for the study because they spend most of their time with the pupils and therefore were able to identify cases of child abuse and its effect on their academic performance.

3.2.3. Sample size

A total of 60 teachers were selected to participate in the study and 70 pupils were selected for the study.

3.2.4. Sampling technique

The teachers were selected using purposive sampling while the pupils were selected using simple random sampling. Since the pupils were many random sampling was convenient.

3.3. Data collection.

3.3.1. Sources of data

Instrumentation

Questionnaires were distributed to teachers and Focus group discussions were held with the pupils. Observation was also done on the state of the children.

3.3.2 Reliability of instruments.

Questionnaires were convenient because they helped the researcher get information in a short period of time. Focus group discussions helped the researcher get explanations from the pupils and also helped him to observe them.

3.4. Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teachers before questionnaires were distributed to the teachers and focus group discussions with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.5. Data analysis

The frequencies and percentages were used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which were used to discuss the results of collected data.

The study covered 60 randomly selected teachers of whom 35 (58%) were male and 25 (42%) were female.

The age category of the respondents was divided in three groups that is 19-24 years were 10 which was (17%), 25-30 were 20 (33%) and 31 and above were 30 representing (50%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree. 15 (25%) of the respondents had certificates, 25 (42%) had diplomas and 20 (33%) had degrees.

Focus group discussions were used to extract data from the pupils. 70 pupils were included in the discussion of which 40 were boys and 30 girls.

4.2 Effect of child abuse on the academic performance of pupils

The respondents were asked whether child abuse affects the participation of children in school and this was their response

Table 4.2: Child abuse affects the participation of children in school

Response	Frequency	Percentage
Strongly agree	25	41
Agree	15	25
Strongly disagree	10	17
Disagree	10	17
Total	60	100

Source: Primary data

Chart 4.2: Child abuse affects the participation of children in school

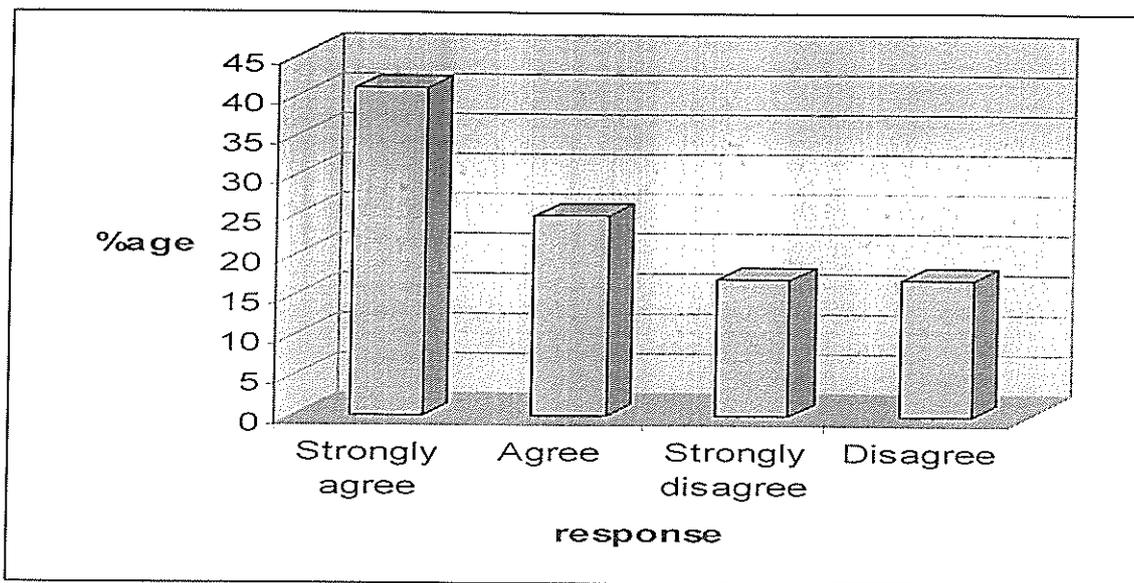


Table and chart 4.2 shows that 25(41%) of the respondents strongly agreed that Child abuse affects the participation of children in school. 15(25%) agreed while 10(17%) of the respondents strongly disagreed and 10(17%) of the respondents disagreed that Child abuse does not affect the participation of children in school.

In focus group discussions held with the pupils they revealed that child abuse makes children miserable and therefore hinders participation in education.

The respondents were asked whether children who have been abused perform poorly in class and below in table 4.3 were their response

Table 4.3: Children who have been abused perform poorly in class.

Response	Frequency	Percentage
Strongly agree	30	50
Agree	20	33
Strongly disagree	5	8
Disagree	5	8
Total	60	100

Source: Primary data

According to the table, 30(50%) of the respondents strongly agreed that children who have been abused perform poorly in class, 20(33%) agreed while 5(8%) of the respondents strongly disagree and 5(8%) disagreed that children who have been abused do not perform poorly in class

The study revealed that children who are abused are always withdrawn at school and therefore do not participate fully in class which leads to poor performance. According to the pupils some children who are abused have injuries and therefore cannot concentrate in class because of the pain.

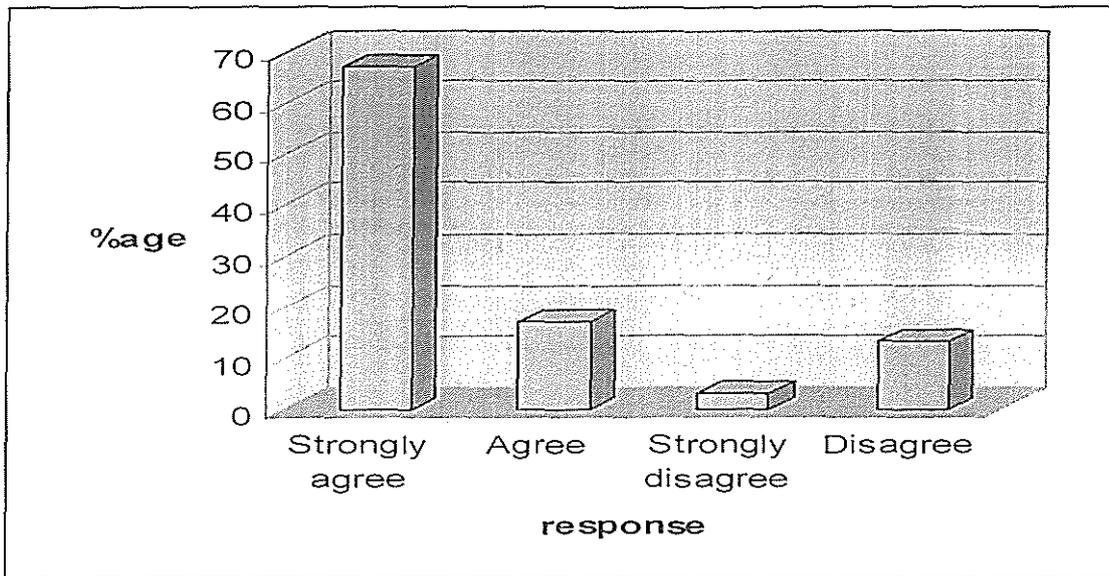
The respondents were asked whether abused children are likely to drop out of school and this was their response

Table 4.4: Abused children are likely to drop out of school

Response	Frequency	Percentage
Strongly agree	40	67
Agree	10	17
Strongly disagree	2	3
Disagree	8	13
Total	60	100

Source: Primary data

Chart 4.4: Abused children are likely to drop out of school



The table and chart shows that 40 (67%) of the respondents strongly agreed that children who are abused are likely to drop out of school, 10(17%) agreed while 2(3%) of the respondents strongly disagreed and 8(13%) disagreed.

The study revealed that children who are abused do not relate well in school, perform poorly in class, are violent among other things. All these lead to school drop out.

According to one pupil her friend dropped out of school because she was sexually abused by a teacher and therefore could not cope in the school.

The respondents were asked whether abused children fail to connect with the school environment and below were their response

Table 4.5: Abused children fail to connect with the school environment

Response	Frequency	Percentage
Strongly agree	20	33
Agree	15	25
Strongly disagree	15	25
Disagree	10	17
Total	60	100

Source: Primary data

According to table 4.5, 20(33%) of the respondents strongly agreed that abused children fail to connect with the school environment, 15(25%) agreed while 15(25%) of the respondents strongly disagreed and 10(17%) disagreed that abused children can not fail to connect with the school environment. According to the study abused children fail to connect with the school because of the trauma they have gone. They suffer emotionally, physically and psychologically which affects them negatively.

4.3 Relationship between Child maltreatment and emotional behavior

The respondents were asked whether abused children are likely to be suspended from school due to emotional behavior and this was their response

Table 4.6: Abused children are likely to be suspended from school due to emotional behavior

Response	Frequency	Percentage
Strongly agree	15	25
Agree	25	41
Strongly disagree	10	17
Disagree	10	17
Total	60	100

Source: Primary data

Table 4.6 indicates that 15(25%) of the respondents strongly agreed that Abused children are likely to be suspended from school due to emotional behavior, 25(41%) agreed while 10(17%) strongly disagree and 10(17%) of the respondents disagreed

According to the respondents children who have been abused are likely to be violent and therefore exercise at school which leads to suspension from schools.

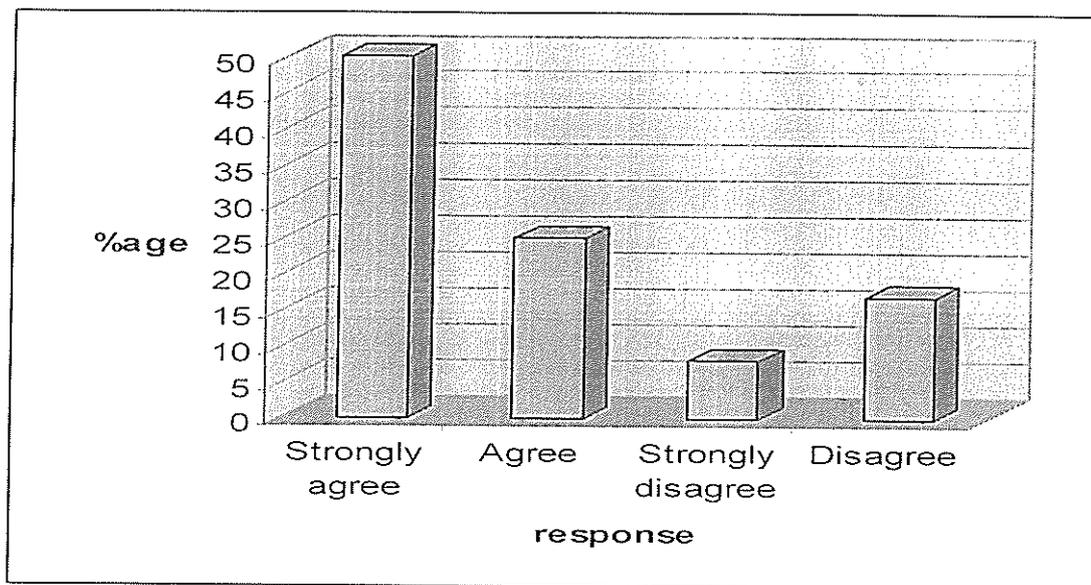
The respondents were asked whether abused children suffer from emotional disorders and this was their response

Table 4.7: Abused children suffer from emotional disorders

Response	Frequency	Percentage
Strongly agree	30	50
Agree	15	25
Strongly disagree	5	8
Disagree	10	17
Total	60	100

Source: Primary data

Chart 4.7: Abused children suffer from emotional disorders



The table and chart shows that 30(50%) of the respondents strongly agreed that abused children suffer from emotional disorders, 15(25%) agreed while 5(8%) of the respondents strongly disagreed and 10(17%) disagreed that abused children do not suffer from emotional disorders.

It was established that child abuse affects children's emotional behavior because of the trouble and pain they go through.

4.4 Child abuse and violence

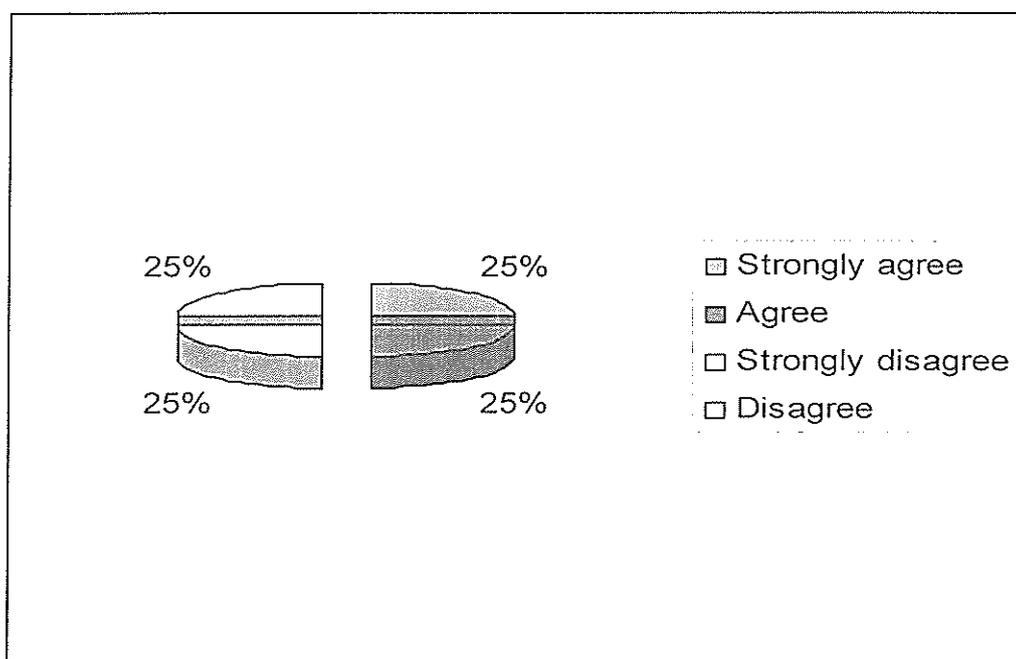
The respondents were asked whether abused children are likely to be violent and this was their response

Table 4.8: Abused children are likely to be violent

Response	Frequency	Percentage
Strongly agree	15	25
Agree	15	25
Strongly disagree	15	25
Disagree	15	25
Total	60	100

Source: Primary data

Chart 4.8: Abused children are likely to be violent



According to the table and chart, 15(25%) of the respondents strongly agreed that abused children are likely to be violent, 15(25%) agreed while 15(25%) of the respondents strongly disagreed and 15(25%) disagreed that abused children are not likely to be violent.

The respondents' were asked whether abused children fight all the time in school and below were their response

Table 4.9: Abused children fight all the time in school

Response	Frequency	Percentage
Strongly agree	15	25
Agree	14	23
Strongly disagree	13	22
Disagree	18	30
Total	60	100

Source: Primary data

Table 4.9 shows that 15(25%) of the respondents strongly agreed that Abused children fight all the time in school, 14(23%) agreed while 13(22%) strongly disagreed and 10(30%) of the respondents disagreed.

The study established that abused children battle with their emotions and therefore decide to get an alternative to managing them and that is fighting all the time.

The respondents were asked whether abused children are not friendly and below were their response

Table 4.10: Abused children are not friendly

Response	Frequency	Percentage
Strongly agree	23	38
Agree	10	17
Strongly disagree	15	25
Disagree	12	20
Total	60	100

Source: Primary data

The table shows that 18(30%) of the respondents strongly agreed that Abused children are likely to bully their fellow pupils, 17(28%) agreed while 10(17%) of the respondents strongly disagreed and 15(25%) disagreed that abused children are likely not to bully their fellow pupils.

The study revealed that most children who bully their fellow pupils have a history of child abuse.

Table 4.12: Types of child abuse

Type of child abuse	Frequency (60)	Percentage (100%)
Defilement	30	50
Child labor	35	58
Severe beating	20	33
Denial of basic needs	15	25
Yelling and using abusive words.	30	50

The table shows that most of the respondents that is 35(58%) mentioned child labor as common in the region, followed by defilement and yelling 30(50%), severe beating was mentioned by 20(33%) and denial of basic needs was mentioned by 15(25%).

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the conclusions from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

5.2 Summary

Respondents were asked to answer questions on the effects of child abuse on academic achievement of learners. 41% of the respondents said that children who have been abused do not participate well in school and 50% said that these children perform poorly in class. This is supported by Vondra, Barnett, & Cicchetti, 1990; Barnett, Vondra, & Shonk (1996) that School-aged children who are abused typically have problems academically and have poorer grades and performance on standardized achievement tests.

Respondents also had to answer questions regarding Child abuse and emotional behavior. 50% of the respondents agreed that children who have been abused suffer emotional disorders. 25% said that such children were likely to be suspended from school due to emotional disorders. According to Belsky & Cassidy (1994) Children who experience some form of child abuse are subject to emotional, behavioral, and academic problems. Often, feelings of guilt, violation, and lowered self-esteem have been produced within them.

Respondents were asked questions the relationship between child abuse and violence. 25% agreed that abused children are likely to be violent and 30% said that such children were likely to bully their friends. According to Belsky & Cassidy (1994) Children who have experienced child abuse are likely to continue or create the cycle of violence when they become adults. They assume that pain naturally accompanies intimacy. They turn to physical abuse, as well as substance abuse, as a means of resolve. Child abuse,

unfortunately, renders negativity in the victim's confidence, faith, relationships, and future.

Lastly the respondents were asked questions on the common types of child abuse in Kirisia Division, Samburu District. The types of child abuse mentioned were child labor 35%, defilement and yelling 30(50%), severe beating was mentioned by 33% and denial of basic needs was mentioned by 25%.

5.3 Conclusion

The aim of this report was to investigate the effects child abuse on the academic performance of pupils.

The first objective sought to determine the effect child abuse on the academic performance of pupils in Ainabkoi zone in Eldoret East District. The study revealed that children who have been abused perform poorly in school and fail to connect at school.

The second objective sought to investigate the relationship between Child abuse and emotional behavior. According to the study children have been abused suffer emotional disorders and are likely to be suspended from school because of that.

The third objective looked at the relationship between child abuse and violence in Ainabkoi zone in Eldoret East District. The study revealed that abused children are likely to be violent in school and also bully other children.

Lastly the study investigated the common types of child abuse in Kirisia Division, Samburu District. The common types mentioned were defilement, denial of basic needs, child labor, severe beating and yelling.

5.4 Recommendations

Looking at the findings of the study, the following recommendations are made;

Government should make sure the culprits of child abuse are punished according to the law to prevent escalation.

Schools should devise means of identifying children who have been abused and help them by for example providing counseling services.

The community should be sensitized on the dangers of child abuse and how to prevent it.

5.5 Areas for further studies

The researcher appeals to other researchers to go deep into the study of child abuse and its effect on education.

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APPENDIX I: TRANSMITAL LETTER



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OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

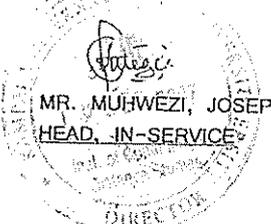
He/She wishes to carry out a research in your Organization on:

Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,


MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE


Appendix II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "Child Abuse and Academic Performance of Pupils in Ainabkoi Zone, Eldoret East District Kenya" You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male []

Female []

2. AGE

18-25 []

26-35 []

35 and above []

2. ACADEMIC LEVEL

a) CERTIFICATE []

b) DIPLOMA []

c) DEGREE []

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
4	3	2	1

Evaluate the following statements by indicating the number on the one you most agree with.

Effect of child abuse on the academic performance of pupils

1. Child abuse affects the participation of children in school
2. Children who have been abused children perform poorly in class.
3. Abused children are likely to drop out of school
4. Abused children fail to connect with the school environment.

Relationship between Child maltreatment and emotional behavior

5. Abused children are likely to be suspended from school due to emotional behavior.
6. Abused children suffer from emotional disorders

Child abuse and violence

7. Abused children are likely to be violent
8. Abused children fight all the time in school
9. Abused children are not friendly
10. Abused children are likely to bully their fellow pupils.

Types of child abuse in Ainabkoi Zone, Eldoret East District Kenya

10. What are the types of maltreatment in Ainabkoi Zone and what are their effects.

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.....

. What are the solutions to child Abuse in Ainabkoi Zone?

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