

**EFFECTS OF CHILD ABUSE ON ACADEMIC PERFORMANCE OF PUPILS  
AT PRIMARY SCHOOL LEVEL IN GOT OYARO  
ZONE RACHUONYO NORTH DISTRICT  
NYANZA PROVINCE  
KENYA**

**BY**

**OWADE GEORGE NGOGE**

**BED / 18544/ 71 / DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN  
AND DISTANCE LEARNING IN PARTIAL FULFILMENT  
OF THE EQUIREMENTS FOR THE AWARD OF  
THE BACHELORS DEGREE IN EDUCATION  
OF KAMPALA INTERNATIONAL  
UNIVERSITY.**

**AUGUST 2010**

## DECLARATION

I do declare that this research is my own work and that it has not been presented to any other university for a similar award.

SIGNED



STUDENT

DATE

20/8/2010

## DEDICATION

From the core of my being, I dedicate this work to my late step father Japuonj Everest Achieng' Okullo whose words of encouragement on his death bed on Tuesday 4<sup>TH</sup>/May/1982 just a day before his demise on Wednesday 5/5/1982 kept the candle of Education burning in me several years later and I quote **"Ndalo machon ji ne oluoro gweng' mantie jii matek magoyo jii, tinde to jii oluoro gweg' ma nitie joma osomo maber. Som matek mondo ikel luor no dalawa ka"** (in the olden days people had both respect and fear for areas / regions / clans where great warrior lived but these days respect is given to those areas where people are educated. ~~¶~~Please work, hard and bring that respect to this home).

## APPROVAL

I certify that Owade George Ngoge registration number BED /18544 /71/DF Carried out this research under my supervision.

Signed   
TINDI SEJE  
DATE 21<sup>st</sup> August 2010.

## ACKNOWLEDGEMENT

In writing this report, I have incurred many debts of gratitude. My first thanks must go to God Almighty for all he has done in my life upto this level of academic epitome. I owe a particular debts of gratitude to Mr. Tindi Seje of English and Literature Departments at Kampala International University whose painstaking criticism, supervision, guidance and concentration enabled me to complete this work successfully and to Ms. Namussisi, Prof. Ongodia, Mr. Okecho Pius, Ms. Njeru Ivy and Ms. Okech R whose presentation as lecturers of English and English literature gave me the temptations to look beyond Bachelor's Degree. Prof. Onditi Luoch of United States International University Africa USIU (A), my brother Alfred and the staff at KNUT / BBF Office Rachuonyo Branch Inspired and encouraged my work in many ways. Mrs. Eunice A. Akoko sacrifice of her spare time to typeset the final revision accurately and at a short notice could only have been made by a good friend, I cannot thank her adequately.

I owe a very special debt to my consort and companions. Grace and Eunice, who not only suffered my prolonged pre-occupation with this work, but at the end continued to handle the welfare of our children and if not for their involvements in this manner I doubt that I would have made much headway. I am sincerely grateful to all those relatives, friends and well wishers who thronged Kokoth Primary School Hall on 2<sup>nd</sup> April 2010 to raise funds for this Course, to them and others who for one reason or another could not attend in person I say thank you.

Finally, I am grateful to my father Jaduong' Ngoge Okullo for his un ceasing materials and moral support during my schooling and to my mother Jeanifefa for prayers and carrying my burden with devotion and self denial in making me what I am.

May God richly bless you.

## **DEFINITION OF TERMS**

1. **Academic performance:-** the achievement of pupils / students in school concerning curriculum.
2. **Child Abuse:-** Actions that interfere with rights and freedom of children. Or the crime of harming a child in a physical, sexual or emotional way.

## **TABLE OF CONTENTS**

<b>Declaration.....</b>	<b>ii</b>
<b>Dedication.....</b>	<b>ii</b>
<b>Approval.....</b>	<b>iii</b>
<b>Acknowledgement.....</b>	<b>iv</b>
<b>Definition of Terms.....</b>	<b>v</b>
<b>Table of contents.....</b>	<b>vi</b>
<b>List of tables.....</b>	<b>viii</b>
<b>List of charts.....</b>	<b>viii</b>
<b>Abstract.....</b>	<b>ix</b>

## **CHAPTER ONE**

<b>1.0 Introduction.....</b>	<b>1</b>
<b>1.1 Background of the study.....</b>	<b>1</b>
<b>1.2 Statement of the problem.....</b>	<b>3</b>
<b>1.3 Purpose of study.....</b>	<b>3</b>
<b>1.4 Objective of the study.....</b>	<b>3</b>
<b>1.5 Research questions.....</b>	<b>4</b>
<b>1.6 Scope of the study.....</b>	<b>4</b>
<b>1.7 Significance of the study.....</b>	<b>4</b>

## **CHAPTER TWO**

<b>2.0 Literature review.....</b>	<b>6</b>
-----------------------------------	----------

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

<b>3.0 Introduction.....</b>	<b>9</b>
<b>3.1 Research design.....</b>	<b>9</b>
<b>3.2. Environment.....</b>	<b>9</b>
<b>3.3 Respondents.....</b>	<b>9</b>
<b>3.4 Instruments.....</b>	<b>9</b>
<b>3.5 Data collection procedures.....</b>	<b>9</b>
<b>3.6 Statistical treatment of data.....</b>	<b>9</b>

## **CHAPTER FOUR**

### **FINDINGS AND INTERPRETATION**

<b>4.1 Introduction.....</b>	<b>11</b>
<b>4.2 Profile of respondents.....</b>	<b>11</b>
<b>4.3 Causes of child abuse.....</b>	<b>14</b>
<b>4.4 Effects of child abuse.....</b>	<b>15</b>

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATION**

<b>5.1 Introduction.....</b>	<b>20</b>
<b>5.2 Discussion .....</b>	<b>20</b>
<b>5.3 Conclusion.....</b>	<b>21</b>
<b>5.4 Recommendation.....</b>	<b>21</b>



## **REFERENCES**

### **APPENDICES**

Appendix A-Questionnaire  
Appendix B-FGD guides  
Appendix C-Transmittal letter  
Appendix D-Time schedules  
Appendix E-Budget

### **LIST OF TABLES**

**Table 1: Shows the profile of the respondents**  
**Table 2: Have you been abused in anyway?**  
**Table 3: Did you report to any body?**  
**Table 4: Poverty causes child abuse**  
**Table 5: Cultures causes child abuse**  
**Table 6: Parents abuse children because of illiteracy**  
**Table 7: Child abuse causes emotion trauma**  
**Table 8: Child abuse affect children's performance at school**  
**Table 9: Child abuse physical harm children**  
**Table 10: Child abuses is a major cause of school drop outs.**  
**Table 11: Child abuse leads to mental retardation**

### **LIST OF CHARTS**

Chart 1 have you been abused in any way?  
Chart 2 did you report to any authority or person?  
Chart 3 cultural causes of child abuse  
Chart 4 child abuse physically harms children.  
Chart 5 child abuse leads to mental retardation.

## ABSTRACT

The purpose of this study was to determine the relationship between child abuse and academic performance of pupils in 23 primary schools in Got Oyaró Zone Rachuonyo North District in Nyanza Province Kenya.

The specific objectives of the study were:-

To establish the factors responsible for child abuse in schools in Got Oyaró Zone of Rachuonyo North district Kenya.

I identify the effects of child abuse in Got Oyaró Zone and suggest measure that should be undercored to handle and earnest the problem of child abuse and violation of the child rights.

The method used for data collection were questionnaire to the pupils, teachers, education staff and some community members of Got Oyaró Zone.

The findings revealed that child abuse has negative impact and affect pupil's academic performance in the zone during curriculum and co-curricular dispensation.

The study therefore recommends that the government should take serious steps towards eradication of the vice. The government should come up with effective ways of identifying the culprits and serious interventions be put in place to curb the ill in order to save the innocent child.

Teachers should not ignore children who are withdrawn and who may be showing signs of trauma. The teacher should try to find out the root cause of such signs and strive to device possible means of solving the same. School counselors are therefore challenged to be available in school and offer counseling service ideally to assist these very vulnerable children whenever possible. They thus can transfer complicated cases to relevant authorities for appropriate actions.

Members of the provincial administration, paralegal, Rachuonyo chapter, political and church leaders are called upon to come up work as a team for the posterity and education of this zone.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Child abuse has been for along time recorded in literature, art and science word over malnutrition, abandonment, child labour, denial of food and other forms of violence against children can be traced back to the ancient civilization, historical reports has it that unkempt, weak and malnourished children abandoned by families who are irresponsible for the provision of basic needs such parents cast out their children to fend for themselves. These lot of children fall into trap of child abuse by being turned into commercial sex workers, home boys, herdsman, hotel and bar maids and all forms of injustices against children at the expense of acquisition of basic education and academic advancement. Charitable organizations and other non governmental organization concerned with children's welfare have started strong advocacy for children's well-being. They advocate for enforcement of children's rights as outlined in the following articles. UNHCR and other national and international policies on the protection of the child. The UN convention on the rights of children explicitly/implicitly outline in a number of articles in the convention.

- Article 5: Parental provision of direction and guidance with respect for children's evolving capacity.
- Article 9: Non-separation of children from families without the right to make their views known.
- Article 12: The right to be listened to and to be taken seriously.
- Article 13: The right to freedom of expression.
- Article 14: The right to freedom of conscience, thought and religion.
- Article 15: The right to freedom of association.
- Article 16: The right to freedom of privacy.
- Article 17: The right to information
- Article 29: The right to education that promotes respect for human rights and democracy.

A number of the rights named above are grossly violated in schools, at homes, and by the general public and this jeopardize the academic performance and advancement of the child.

Article 12 is grossly violated by all the above parties, its implementation, alongside those of the civil society would jump start radical consideration of the status of the children in most schools and communities in the region and the child / teacher relationship would be improved.

Teachers should begin listening to the views of the children take them seriously (children's participation; Roger Hert, Unicef/Earthscan New York 1997. (children Department Centre Florence 1992)

(interviewing the children, A guide for journalists and others, save the children New York 1999.)

Despite the enactment of the children's act 2001, Cases of child abuse in Kenya is still in the upsurge as a result of poor and in effective implementation of the legislation. (Allan Orao 2004).

The articulation of the act in March 2002, which puts into effect rights of the child into full safeguards. Its enactment was a big step towards harmonization of the national laws and international laws an agreement in which Kenya is in partnership with the UN convention on the rights of the child.

The enactment of the children's act has given hope to the lives of many Kenyan children who are affected by high level of illiteracy, frequent rape cases, child labour, domestic violation of the rights of the child. The act according to Kenya chapter guarantee children the right to good food among others. All these become responsibilities of parents, guardians, extended families, relatives, friends, members of the community and the government.

Non the less, there are still quite a number of issues to be tackled. Kenya's deteriorating economic and social factors have prevented the full implantation and realization of these



rights. There is therefore a growing concern over the inadequate enforcement of the said legislation to protect physical and mental integrity of children.

## **1.2 Statement of the problem.**

Civil Rights groups and child rights advocacy are concerned about the physical and sexual abuse of the Kenyan child. The dreaded sexual exploitation in school between the children themselves and some adult members of the community particularly the touts, boda boda (piki) riders a few members of the teaching staff coupled with the ever increasing burden of the HIV/AIDS pandemic on the orphans and those affected and infected, prematurely force these lot into adult roles leading to school drop out especially the girl child.

A combination of hard economic and social factors in force are forcing children out of school into premature adult responsibilities at the expense of education and these push them into the streets and criminal activities leading to their being charged with serious criminal offenses

## **OBJECTIVE OF THE STUDY**

1.3.1 General:- This study was to determine the relationship between child abuse and academic performance of pupils in Got Oyaró Zone in Rachuonyo North District.

1.3.2 Specific :- This study was intended to:-

1. Determine the profile of the respondents as to:-

1.1.1 Age

1.1.2 Gender

1.1.3 Academic level

1.3: 2 Establish factors responsible for child abuse in Got Oyaró Zone.

1.3:3 Identify the effects of child abuse in Got Oyaró zone

1.3.4 Suggest measures that should be taken to handle the problem of child abuse.

#### **1.4 Research Questions**

- What are the causes of child abuse in Got Oyaró zone?
- What are the effects of child abuse in Got Oyaró zone on the academic performance of children?

#### **1.5 The scope of the study**

The scope and focus of this study was limited to investigating the causes and effects of child abuse in relation to the academic performance of the child. The investigation was based on the specific objectives as derived from the general objectives. Any other aspect of the factors of child abuse other than the one mentioned in the objectives were not investigated.

#### **1.6 Significance of the study.**

The study will benefit the following;

- The ministry of Education who will be able to make policies that will discipline teachers and other culprits of child abuse.
- The government of Kenya who will make policies aimed at taking care and enforcing the rights of the child.
- The government through the ministry of Education to come up with ways of keeping the children in school particularly the orphan, vulnerable and those whose parent cannot manage to feed.
- The ministry of Education to come up with measures and stiffer penalties on those involved in child abuse.
- The residents of Got Oyaró zone who know the causes of child abuse in the area and how to curb it.
- Children who are prone to abuse as study aims at seeing the vice a thing of the past in the zone.
- Teachers who see the bright children who used to drop out of school due to the vice.
- The provincial administration who are expected to be at the central position of enforcing the recommendation proposed in the study.
- Parents and guardians whose roles will be outlined at the end of this study.

- Political and religions leaders who will be required to take a leading role in fighting the vice.
- The entire district of Rachnonyo North upon the success and implementation of the study.



## CHAPTER TWO

### LITERATURE REVIEW

Childhood maltreatment called child abuse has major negative repercussion and implication in schools and the academic performance of pupils conservative estimate suggests that 8% (eight percent) of the pupils undergo sexual abuse before the age of 18 (eighteen), 17% (seventeen percent) experience physical abuse and yet another 18% (eighteen percent) endure physical neglect (Flisher, Kramer, Hoven, Greenwald, Algeria, Bird et al. 1997, Gorey and Laslie 1997) violation of child rights and maltreatment that evasive parenting practices in general has the potential to delay the academic progress of pupils (Shonk and Cicchetti 2001). It therefore undermines the school's ability to achieve the standards of school's progress entailed if not left behind in the legislation (U.S department of Education 2005), putting them at the risk of loss of federal funding. It has the potential to adversely affect pupils economic outcomes in adulthood via its impact on the achievement in middle and high school (Cawley et al 2001). Although its impact is by large potential, evidence of casual effects of maltreatment on children's long term outcomes in school is generally lacking.

The current state of evidence for link between maltreatment and school performance. On the average children whose rights are abused receive lower rates of performance from their school teachers. They score lower on the cognitive assessments on standardized tests of academic achievement. They obtain lower grades and often get suspended from school. They are sporadically retained in particular grades for sometimes more frequently (Ericleson, England and Pianta 1989), (Kendall – Tackett and Eckenrode, Rowe and Eckenrode, 1999, Shonk and Cicchetti 2001)

Maltreated children are also prone to difficulty in forming new relationship with peer and adults and adopting to norms of social behavior (Shields Cicchetti and Ryan 1994, Toth and Cicchetti 1996).

Although these examples of negative association between maltreatment and school performance are suggestive of casual effects they could be driven by unmeasured factor in families or neighborhoods that are themselves correlated with worse academic



outcomes among children (To and wolpins 2003). In addition not much of the previous evidence linking childhood maltreatment to worse school performance i.e. It generalized well to all the children in middle and high school performance needed to establish evidence of the effects on school attainment in general and education population and on economic outcomes in adulthood.

Using a large data set of the U.S adolescent sibling pairs, a study that explores effects of the violation of child rights and other forms of maltreatment for example neglect, physical aggression and sexual abuses among others. On the adolescent's performance in middle and high school. First theory could negatively affect school performance and how unobserved family background and neighborhood characteristics might influence relationship between childhood maltreatment and later school performance. Second empirical estimates from models that are controlled for observable family and neighborhood characteristics are presented.

Childhood maltreatment can influence children's performances of competencies for example engagement in academic tasks that are necessary for optional learning and achievement in school. Finally background affects the subsequent incidences of emotional and behavioral problems through the parent child interaction (Patterson 1989, Ramsey 2000). The influence of family background on development of conventional scholastic skills (Liebowits 1974) such as word knowledge, literacy and quantitative reasoning is represented separately.

Emotional and behavioral problems may result in impaired performance of competencies effects that operate either through learned interpersonal styles (Belsky and Cassidy 1994) such as word knowledge, literacy and quantitative reasoning is represented separately.

Emotional and behavioral problems may result in impaired performance of competencies, effects that operate either through learned interpersonal styles (Belsky and Cassidy 1994) or through cognitive and behavioral functions that are needed for optional learning for instance, children in households with frequent interpersonal conflict and physical, sexual

or other abuses may develop a heightened sensitivity to threats and hostile patterns of responses to perceived and actual threats from others (mcgonigle 1993). Those children in turn could be more likely to behave in disruptive ways that increase their risks for out of school suspensions or other interruptions to classroom learning (Rapport Denny, Chung and Hustance 2001). Emotional and behavioral problems may also result in cognitive impairments, greater concentration and difficulties (carlsm et al 1988, manly et al 1994), poorer motivation (shonk et al 1994) or higher impulsivity and impaired executive function (manly et al 1994) that result reduced ability to perform well on the school assignments and tests.

Children's maltreatment could be more common in families that have fewer tangible resources and less cognitive stimulation or families less endowed genetically with aptitude for academic tasks. Children living in emotionally strained households could be at greater risk for emotional and behavioral problems and may be also more vulnerable to violation of their rights and other forms of maltreatment, Neighborhood features provide a third set of un-observable school offering a lower quantity of education and worse learning environment could be more common in neighborhoods where maltreatment is more common.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Design**

This study used a descriptive design. The researcher drew from both the quantitative and qualitative analysis approaches in order to acquire a bigger picture both in number and data.

#### **3.2 Environment**

The study was conducted in Got Oyaró zone , Rachnoyo North District in Kenya.

#### **3.3 Instruments**

The researcher used the questionnaire for the pupils and interviews to the teachers, parents, education officials, religious, provincial administration officials.

#### **3.4 Data collection procedures**

The researcher obtained an introductory letter from the Institute of Continuing and Distance Learning of Kampala International University. This enabled the researcher to go to the field and carry out the study.

The researcher distributed the questionnaires to the teachers in the sampled schools and had face to face interview with the other respondents

#### **3.5 Statistical treatment of data**

The data collection using the questionnaire was coded manually.

The data was organized under different variables and the frequencies were established in percentage and ratios.

They were calculated to allow the use of descriptive statistics. Both pie charts and bar graphs were used in compiling the results.



**Formula:** Amin Krejcie et al page 454

**Qualitative analysis** data from questionnaires was standardized hence categorized, such data was presented in a descriptive form above which was to discuss the results of qualitative data.

## CHAPTER FOUR

### FINDINGS AND INTERPRETATION

#### 4.1 Introduction:

This chapter is representation, interpretation and discussion of findings. The results are represented in the form of table frequency counts and percentages, it focuses on the violation of the child rights, child abuses and their effects on the academic performance of children in got oyaro <sup>zone</sup> ~~one~~ rachuonyo north district Kenya.

#### 4.2 Profile of the respondents.

Tables shows the profile of the respondents

Respondents	Frequency	Percentage
Male sex	280	56
Female sex	220	44
Total	500	100
AGE		
13 Year below	140	28
14 – 17 years	160	32
18 and above	200	40
Total	500	100
LEVEL		
Class six	180	36
Class seven	140	27
Class eight	100	20
Post primary	80	16
TOTAL	500	100

- One thousand five hundred questionnaires were distributed to the respondents and they were all returned representing 100% one hundred percent
- The study cover 500 respondents 280 males ad 220 females representing 60% and 40% respectively.

13

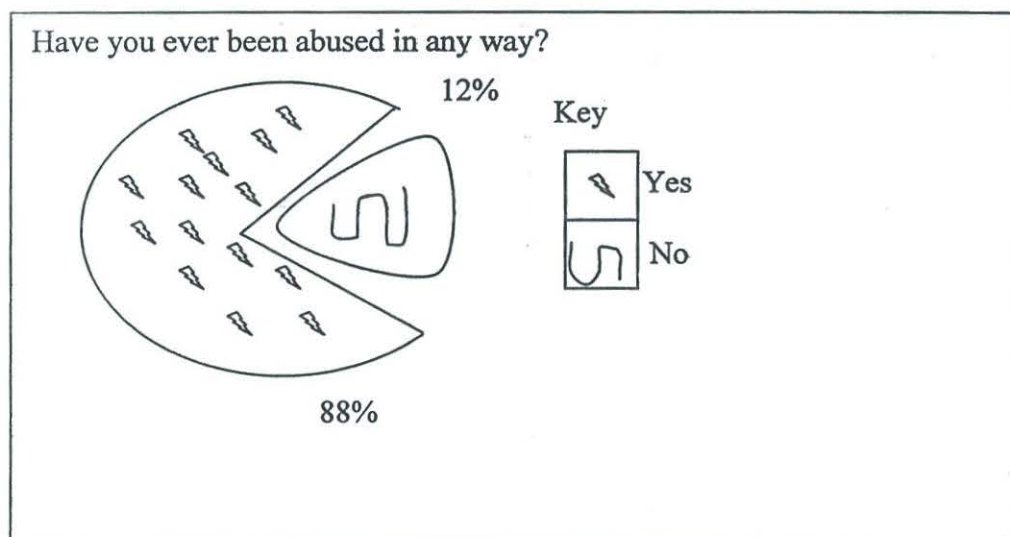
- The 140 respondents were ~~13~~ years and below representing 28%, 160 respondents of ages 14 – 17 represented 32% and 200 respondents who <sup>were</sup> 18 years and above represented 40%
- 180 class six pupils represented 36%, 140 class seven pupils represented 28% 100 class eight 80 post primary respondents represented 16%

The respondents were asked whether they had been abused or had their rights violated in any way. Below was their responds

Table

Reponses	Frequency	Percentages
Yes	440	88
No	600	12
Total	500	100

Chart 1



#### Source primary data

The table and the pie chart show that 440 respondents representing 88% agree that they have been abused against 60 representing 12% that disagreed.

According to the respondents, most of the children have been abused at least once in their lifetime. The respondents who were abused revealed that they were physically violated against by being beaten, girls were sexually molested. Some were being denied food others were not provide with proper shelter and clothing's worse still some were denied medical care both at home and in school.

Domestic violence against the children particularly the orphans <sup>was</sup> ~~was~~ therefore eminent.

The respondents hinted that children rights were violated by their teachers who were expected to be their surrogate parents by extension at school. Some children were abused by their actual parents, step parents, relatives, their parents' friends and confidants and even the neighbors

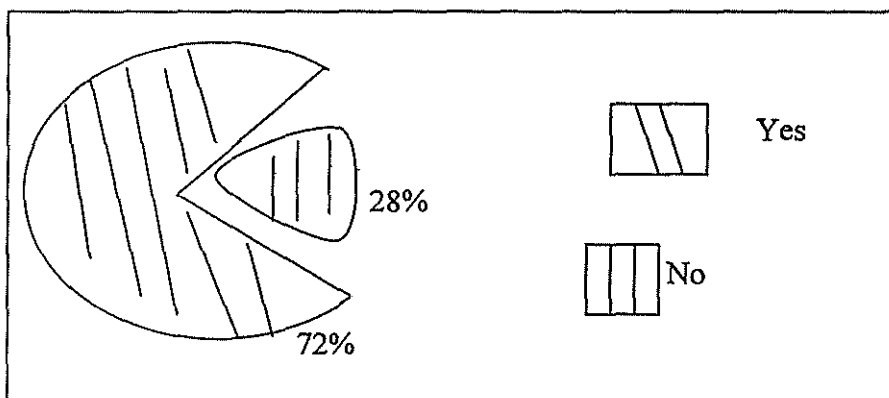
The respondents were asked whether they had reported the cases to any authority. Their responses were as follows

Did you report to any authority or person?

Table 3

Reponses	Frequency	Percentages
Yes	140	28
No	360	72
Total	500	100

Chart 2



According to the table and chart above 140 (20%) of the respondents agreed that they reported while 360 (72%) had not reported. The teachers, members of the community, political and church leaders, members of the provincial administration and the education officers revealed that ~~can~~ knowledge / defilement / sexual intercourse with minors go un notice because the victims are always timid to report to the relevant authorities for fear of being punished embarrassed and or ashamed. Child labor was detected to be rampant both at school and home but has always been taken for granted.

#### 4.3 Causes of Child Abuse

The respondents were asked whether poverty could have been a possible cause to child abuse and/or other related violation of child rights and the following responses were received

Table 4 poverty cause abuse .

Reponses	Frequency	Percentages
Yes	300	60
No	110	22
Not sure	90	18
Total	500	100

300 (60%) agreed that poverty cause child abuse while 110 (22%) disagreed and another 9 (18%) were not sure

The teachers and other respondents ~~h~~ observed that due to poverty some parents are frustrated because they cannot meets the needs of the family and children by extension. They are therefore frustrated and as a result resort to aggression by beating their children with the slightest mistake the children might make. This has negative impact on the academic performance of the child. Poor parent can not afford to look after their children well. Here the rights of the child are violated on the accord of provision of the basic needs. Child labor was observed on the poor parents.



The respondents were asked where cultural practices could cause child abuse and the following responses were received

Table 5 culture cause child abuse

Reponses	Frequency	Percentages
Yes	250	50
No	120	24
Not sure	130	26
Total	500	100

250 (50%) of the respondents agreed that cultural practices cause child abuse 120 (24%) said no while 130 (26%) were not sure

The respondents were asked whether because <sup>of</sup> illiteracy parents abuse their children and they responded thus.

Tale 6 because of illiteracy parents abuse their children

Reponses	Frequency	Percentages
Yes	240	48
No	120	24
Not sure	140	28
Total	500	100

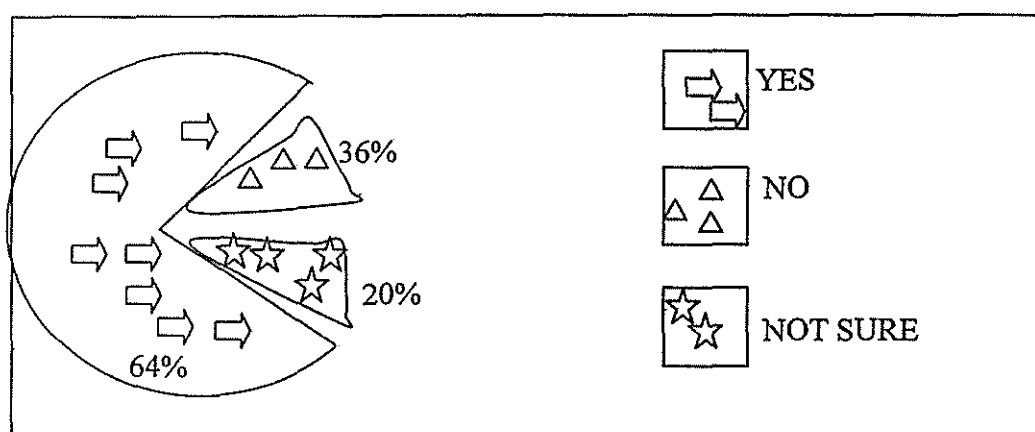
240 (48%) of the respondents agreed that because of illiteracy parents abuse their children 120 (24%) disagreed and another 140 (28%) were not sure. They established that most illiterate parents abuse their children by not taking their children to school or failing to pay their schools fees or buy school uniforms and or instruments materials but instead induce them to child labor for financial support. The children do a lot of house hold chores and selling farm products to subsidize the family income

#### 4.4 Effects of child abuse

The respondents were asked whether child abuse could cause emotional trauma. The responses were as follows

Table 7 Child abuse cause emotional trauma

Reponses	Frequency	Percentages
Yes	320	64
No	180	36
Not sure	100	20
Total	500	100



The table and chart above show that 320 (64%) agreed that child abuse cause emotional Trauma 180 (36%) said no and 100 (20%) were not sure.

The research revealed that most children who are abused are emotionally disturbed. It came out that the abused children are always isolated and withdrawn. When asked whether child abuse affects child performance at school. The following responses were got.

Table 8 child abuse affect children's performance

Reponses	Frequency	Percentages
Yes	470	94
No	0	0
Not sure	30	6
Total	500	100

470 (94%) of the respondents agreed that child abuse affects children's academic performance and 30 (6%) were not sure

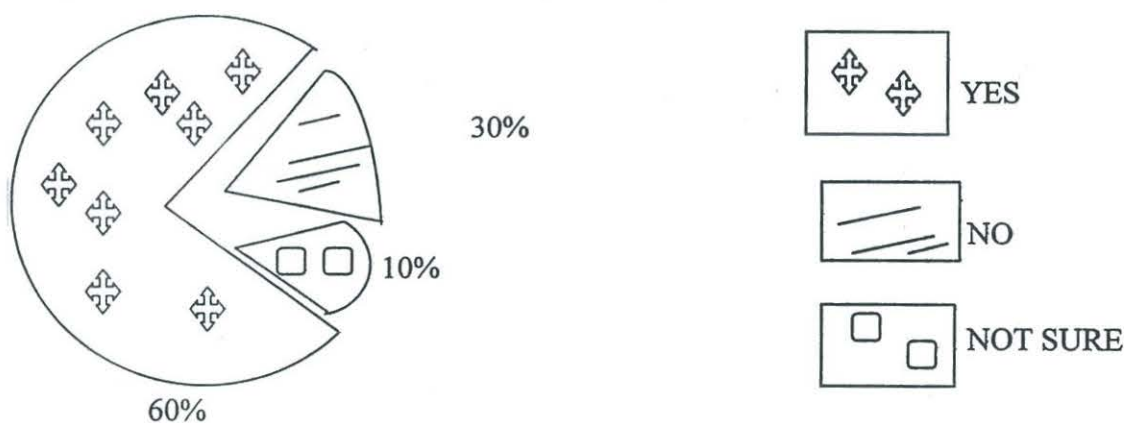
The respondents observed that it was obvious children could not perform well because their minds are occupied with the problems they have.

When asked whether child abuse can physically harm children, the respondents Responded thus:-

Table 9: child abuse physically harm children

Reponses	Frequency	Percentages
Yes	300	60
No	150	30
Not sure	50	10
Total	500	100

Chart 5 child abuse physically harm children



According to the table and the chart above 300 (60%) of the respondents agreed that child abuse physically harm children while 150 (30%) said no and another 50 (10%) were not sure .

The research found out that most children suffered physical harm because they are always beaten and overworked affecting their academic performance at school.

When asked whether child abuse leads to school drop out they said:-

Table 10: child abuse leads to school drop out.

Reponses	Frequency	Percentages
Yes	420	84
No	60	12
Not sure	20	4
Total	500	100

420 (84%) agreed that child abuse leads to school drop out while 60 (12%) disagreed and yet another 20 (4%) were not sure.

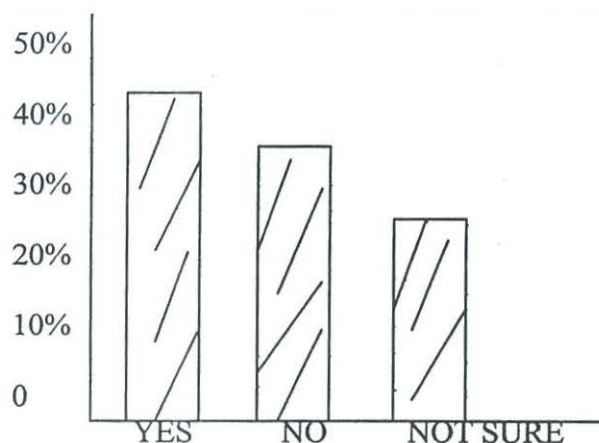
The survey found out that number of children dropping out of school is on the upsurge trend and this is attributed to violation of child rights. The children do not concentrate in class hampering their academic achievements.

This group of children eventually hate school environment and as a result there is not meaningful learning in school.

When asked whether child abuse leads to mental problems the respondents said the following,

Table 11: child abuse leads to mental problems.

Reponses	Frequency	Percentages
Yes	200	40
No	160	32
Not sure	140	28
Total	500	100



The table and graph above show that 200 (40%) agreed that child abuse leads to mental problems while 160 (32%) disagreed and another 140 (28%) were not sure.

The survey revealed that pupils normally go through emotional stress which harm them thus becomes mentally disturbed.



## CHAPTER FIVE.

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction:

The major purpose of the study was to investigate the impact and effect of child abuse on academic performance of primary school children in Got Oyaró Zone. This chapter focuses on the summary of findings, conclusions and recommendations the chapter ends with suggestions for further research.

#### 5.1 Summary.

The first objective was to determine the causes of child abuse. The study revealed that poverty, culture, illiteracy, conflict, hard economic times, political upheavals, natural disaster, differences in views and psychological isolation are some of the causes of child abuse.

Poverty that is, in ability to meet all the family financial commitments by the parents as the main cause of child abuse. Children are economically exploited by employees who employ them as casual laborers in factories, farms, homes, livestock heading, maids among others.

The second objective focused on the child abuse of pupils. The study revealed that abused children were physically and mentally affected. They were in most cases withdrawn and prone to difficulty in forming new relationships with peer, adults and see themselves as social misfit.

Although, these examples of negative association between maltreatment and academic performance are suggestive of casual effects, they could spuriously be driven by unmeasured factors in families or neighborhood that are themselves connected with worse academic outcomes among children.

The study further revealed that pupils who are abused perform poor in class a repercussion with serious affects <sup>on</sup> the future lives of the pupils. On the average, children

who are maltreated receive lower ratings of performance. They score lower on cognitive assessment and standardized tests of academic achievements. As a result of the foregoing they at times get suspended, expelled or forced to repeat certain levels.

### **5.2 Conclusion:**

The main purpose of the study was to determine child abuse and its effects on academic performance in primary schools. It was one of the main causes that is when children are not financially taken care of, their (children) schools going age and period is interfered with by their parents who would exploit them by giving them too much work at the expense of their studies (child labor)

The study also revealed that culture cause child abuse particularly in some communities where FGM (Female Genital Mutilation) as a practice is still in force, and where early marriage are rampant.

Emotional trauma, mental disorder, physical harm and school drop out were some of the effects of child abuse studied upon.

### **5.3 Recommendation.**

The government through relevant ministries and agencies should ensure that they come up with legislation, policies and measures that can curb these vices. The culprits in this area should be brought to book and given their right place in history.

Teachers who are also parents at school should not ignore children who are withdrawn but should instead find out what the causes are and come up with possible solution to the problems. School counselors should be available to guide and counsel learners and teachers in schools in order to improve learning environment for conducive learning processes.

### **5.4 Suggestion for further research.**

More research should be conducted on the impact of child abuse on the academic performance of pupils to enhance academic advancement. Much has not been covered on this topic yet.

## REFERENCES;

- Roger Hart UNICEF / Earthscan New York 1997 childrens participation
- Roger Hart UNICEF International children development centre, Florence 1992 children's participati0n
- Ar petter and Bo Heines, Save the children and UNICEF, Stockholm 2000 children's rights
- Ankomah A, Focus Gender 1996 Pre- marital relationship and livelihood in Ghana.
- Bohmer L, C.A Pacific institute of Wome's Health, Los Angeles 1995. Adol
- Karagu K. a reproductive health concern female genital mutilation 1995
- Larsen I V Chapman J.A Armstrong A. chld sexual abuys in rural population 1996
- Sabunya C. child abusers face Mob Justice. AIDS Analysis Africa 1996
- Toubis N female genital mutilation and responsibility of reproductive health professionals 1994
- Njau W. Radeny S. Sexuality Among Adolescents in Kenya. 1995
- Wood K. Jewkes R. violence, Rape and sexual coercion 1997
- Never too young; How young children can take responsibility and make decisious



~~TRANSMITTAL LETTER~~

## ~~TRANSMITTAL LETTER~~

### QUESTIONNAIRE TO RESPONDENTS

Dear respondents, the profound purpose of the study is to identify the relationship between child abuse and the academic performances of pupils in Got Oyaró. I would like to inform you that any information released to me would be treated with utmost confidentiality.

NB Do not write your name anywhere on this questionnaire.

Personal information

Age

13 and below { }

14 – 17 years { }

18 and above { }

Sex

Female { } Male { }

Education level

Class six { } class seven { } class eight { } post primary { }

1. Have you ever been abused in anyway?

Yes { } No { }

2. If yes, how?.....

3. Did you report to any relevant authority? Yes { } No { }

4. Can you identify who might have abused you?.....

5. How did you handled the problems?.....

### CAUSES OF CHILD ABUSE

1. Does poverty cause child abuse?

Yes [ ] No [ ] Not sure [ ]

2. Can culture cause child abuse?

Yes [ ] No [ ] Not sure [ ]

3. Can illiteracy make parents abuse their children

yes [ ] No [ ] Not sure [ ]

### **EFFECT OF CHILD ABUSE**

1. Does child abuse cause emotional trauma?  
Yes [ ] No [ ] Not sure [ ]
2. Can child abuse affect children's performance  
Yes [ ] No [ ] Not sure [ ]
3. Can child abuse physical harm children?  
Yes [ ] No [ ] Not sure [ ]
4. Can child abuse lead to school drop out?  
Yes [ ] No [ ] Not sure [ ]
5. Does child abuse lead to mental problems/  
Yes [ ] No [ ] Not sure [ ]
6. What measure can be taken to solve the problem of child abuse?  
.....  
.....

### **INTERVIEW GUIDE TO THE TEACHERS**

1. Do you have children who have been abused in any way?
2. If yes, how do you identify them?
3. What causes child abuse?
4. How do you deal with such children?
5. How do children who have been abused perform in class?
6. What measures should be taken to solve the problem?