

**THE IMPACT OF CHILD ABUSE ON ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS: THE CASE OF SCHOOLS IN
KAMPALA CENTRAL DIVISION, KAMPALA
DISTRICT – UGANDA**

**BY
NAKKAZI AYISHA
REG. NO: BAE/32351/102/DU**

**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE
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DECLARATION

I, NAKKAZI AYISHA hereby declare that this research report entitled, “The Impact of Child Abuse on Academic Performance in Secondary Schools: The Case of Schools in Kampala Central Division, Kampala District – Uganda,” has never been presented before, to this University or other institution for an academic award; all work is original unless otherwise stated.

Signature;



NAKKAZI AYISHA

BAE/32351/102/DU

(STUDENT)

04/09/2013

Date

APPROVAL

This is to certify that Nakkazi Ayisha is the sole researcher of this research report conducted in Kampala Central Division, Kampala District under my guidance as a university supervisor in partial fulfillment of the requirements for the award of a Bachelors Degree of Arts with Education of Kampala International University and is ready for submission to the faculty.



MR. SSEKISWA PETER

(SUPERVISOR)



Date

DEDICATION

I dedicate this work to my parents, My Father; Mr. Mutebi Ahammad and Hajji Ganyana Miro, My Mother; Mrs. Nakibuule Fatuma, who have been of much assistance to me from the start of this research and all through its completion through spiritual, financial and physical assistance they extended to me, making this work a success.

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LIST OF ACRONYMS

USDHHS	U.S. Department of Health & Human Services
SES	Socio-Economic Status
PSAs	Public Service Announcements
CPS	Child Protective Services
DCFS	Department of Children and Family Services
UNICEF	United Nations Children's Fund
UN	United Nations
CSW	Children's Social Worker
SAQ	Self Administered Questionnaire
SID	Structured Interview Guide
SPSS	Scientific Package for Social Scientists
PTSD	Posttraumatic Stress Disorder
UNESCO	United Nation's Educational, Scientific and Cultural Organization
COEDL	College Of Education, Open and Distance E-Learning

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ABSTRACT

The study assessed the causes of Girl Child Drop Out in Schools: A Case Study of Kihhi Sub County, Kanungu District Uganda for the period of three months; that is from March to May, 2013. The objectives of the study included: To determine the major causes of child abuse of students in schools, determine how child abuse affects the academic performance of students and to suggest measures on how child abuse can be solved among students in secondary schools. The study obtained information from Directors, Head Teachers, Teachers, Students and Parents/Community Members both male and female in the schools. The schools were selected on the basis of ease, accessibility by the researcher to the institutions easing the task of data collection.

The researcher used questionnaires that were developed from the research objectives, pretesting with a few hand to different teachers from each school that were also picked randomly. The respondents were familiar with the researcher and all the questions were filled and collected without any difficulty as most of the schools were easily accessible.

The research employed Descriptive research approach where simple random sampling technique was used to get the sample size which required collecting information through questionnaire, interviews and a total sample size of 188 informants was interviewed. This size was more preferable due to time limit, the resources available to carry out the research and it was also used to ensure accuracy in data collection and data was analyzed quantitatively and qualitatively in form of; tables and conclusion were drawn at the end.

The major findings of the study was that up to 85% of the respondents revealed that there existed a mutual impact between child abuse and academic performance and it was revealed that unless child abuse is reduced and prevented among the school going students, then with academic performance of the students will continue to deteriorate in schools

Recommendations were that the government should take full interest and control of what goes on in school and the society through increasing the phases of inspections. In conclusion, therefore, According to the findings presented in the fourth chapter, child abuse has far reached negative effects even long after the abuse this is clear from the bad class positions of the students who had experienced any form of abuse or the ones who are still experiencing abuse currently.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, problem statement, and purpose of the study, research objectives, research problem, and scope of the study, hypothesis of the study and the significance of the study.

1.1 Background of the Study

Most discussed problem both nationally and internationally is the child abuse. However, though on a sad note, these forums have not succeeded in the eradication of the problem nor has the effect of the child abuse on the child's performances been clearly documented. It is necessary to come up with possible causes of child abuse and possible solutions to this problem. This research will serve to enlighten the children on their rights and to ensure that the children are respected by the various stakeholders. Children will be enlightened on their roles to ensure their safety.

1.1.1 Theoretical Background

Several studies on the determinants of educational attainment have addressed the link between child abuse and education outcome. Using the Early Childhood Longitudinal Study dataset, Freyer and Levitt (2004) found that variables representing physical abuse by parents are not significantly associated with children's math and English test scores in the first two years of school. In their dataset, the physical abuse variables are based on parents' self reports. In addition, spanking is assumed to be exogenous in their model though it is possibly correlated with unobservable parent characteristics that might be correlated with educational outcome.

Using a sibling sample from the Add Health dataset, Slade and Wissow (2007) find that child abuse is likely to result in poor academic performance: more intense childhood maltreatment was found to be associated with greater probability of having a low grade point average and problems completing homework assignments.

Eckenrode et al. (1995) examined the role of residential and school mobility as a mediator between child maltreatment and academic outcomes. Using a sample of 711 maltreated and non-maltreated children ranging from 5 to 15 years old matched on gender, grade, school, and socioeconomic status, path analytic techniques were employed to assess direct and indirect effects of maltreatment on recent achievement test scores, current grades, and grade repetitions.

The results indicated that mobility did help account for the effects of maltreatment on each of the outcomes. For grades in English reading, 32.7% of the effect of maltreatment was accounted for by amount of mobility, while for test scores and grade repetitions the numbers were 14.6% and 19.1%, respectively.

1.1.2 The contextual background

The most important relationship for all beings is that with their parents. Through this relationship, a child is expected to receive love, support, and learn important values and lessons about life. Unfortunately, an alarming number of parents do not understand the importance of the parent-child relationship. They are often too young or unprepared for such responsibility. Their inability to commit to good parenting techniques causes serious detriment to the lives and well being of their children. Irresponsible parents practice multiple forms of abuse and neglect, including abandonment, physical and emotional abuse and /or neglect

The indirect results of child abuse, neglect, abandonment, and maltreatment include such phenomena as increased school dropout rates, drug use and teenage pregnancy. It is true that some children survive neglect with only a few scrapes and the trauma of growing up in a less than perfect environment. However, an ever increasing number of neglected and abused children are responding to their traumatic childhoods by resorting to violent behavior.

Teenage pregnancy is a source of irresponsible parenting and often is the result of irresponsible parents not teaching proper education or values. Since 1991, the teenage birthrate has declined by 20 percent, however, the US still holds the record for the highest rate of teen pregnancies in developed countries at nearly half a million according to "Why the Number of Teen Mothers is Falling" by David Packard Kent printed in The Christian Science Monitor on August 15, 2000. Irresponsible parenting has manifested itself in so many other ways than I have the opportunity to explain. School-drop-out rates, low-test scores, crime, drug use, school shootings and nearly every social dysfunction has its roots in the home, we must transform America's future in changing this tainted background.

1.2 Statement of the Problem

Since time immemorial there have been wide differences between the students' performance in secondary schools where some students perform so excellent while others fail terribly. This

problem has been attributed to the students' background here some students are purportedly believed to be poor in school due to the mistreatments they get from both home and in school. This study, therefore seeks to investigate the effect of child care and child abuse on the students' academic performance

1.3 Objectives of the Study

The general purpose of the study will be to assess the, "The Impact of Child Abuse on Academic Performance in Secondary Schools: The Case of Schools in Kampala Central Division, Kampala District – Uganda."

1.3.1 Specific objectives

- i) To determine the major causes of child abuse of students in schools in Kampala Central Division, Kampala District Uganda
- ii) To determine how child abuse affects the academic performance of students in Kampala Central Division. Kampala District Uganda.
- iii) To suggest measures on how child abuse can be solved among students in secondary schools.

1.4 Research Questions

- i) What are the major causes of child abuses in secondary schools in Kampala Central Division, Kampala District Uganda?
- ii) What is the effect of child abuse on academic performance of students in Kampala Central Division, Kampala District Uganda?
- iii) What strategies can be used to solve the problem of child abuse among students in secondary schools?

1.5 Scope of the Study

1.5.1 Concept scope:

The study will consider information regarding, the Impact of Child Abuse on Academic Performance in Secondary Schools in Kampala Central Division, Kampala District – Uganda. Targeted respondents will be; Directors, Head Teachers, Teachers, Students and

parents/Community Members. The schools will be selected on the basis of ease, accessibility by the researcher to the institutions easing the task of data collection. The study will be limited to the objectives of the study because of time limitations.

1.5.2 Area of Study:

The study will be carried out in schools in Kampala central division, Kampala district - Uganda. Kampala District is a district in Uganda that is coterminous with the country's capital city, Kampala. The district is named after the city. The district is bordered by Wakiso District to the south, the west and the north and by Kira Municipality to the east. The coordinates of the district are: 00 19N, 32 35E. According to the 2002 national census figures, Kampala District had a population of approximately 1,189,100. The Uganda Bureau of Statistics estimated the population of Kampala at 1,597,900 in 2010. In 2011, the city's population is estimated at approximately 1,659,600. The data will be collected from the sample size comprising of both administrative, teachers and the students so that it is valid.

1.6 Significance of the Study

- i) The study will be useful to the teachers who will use the result of the study to develop ways and policies of helping the abused children.
- ii) To the children who will use the result of the report to understand their rights and obligations in fighting child abuses.
- iii) The research will also be useful to the governments to use the result of the report to ensure safety of the young children.
- iv) The study is of importance because it will accord all authorities responsible to make policies that will help consider student related problems according to their environments.
- v) Head teachers and teachers some times do not deal with the problem appropriately due to lack of understanding for the real cause and poor performance: the research will help them to know how to deal with the different problems that their students face.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter contains data that has already been presented by students, researchers, press, publishers, Government reports and data posted on the internet. This data is analyzed to only remain with the literature that is relevant to the problem of the study. This chapter covers the literature review on correlation between motivation and general performance of service delivery.

2.1 Theoretical background

According to B.A. Robinson (2008) Abuse at Canadian Native Residential schools, Child abuse is the physical, psychological or sexual abuse or neglect of children. While most child abuse happens in the child's home, large numbers of cases of child abuse have been identified within some organizations involving children, such as churches, schools, child care businesses, and residential schools. It also can occur almost anywhere (for example kidnappings and random murders)

According to a recent UNICEF report on child well-being the United States and the United Kingdom ranked lowest among first world nations with respect to the well being of their children. This study also found that child neglect and child abuse are far more common in single-parent families than in families where both parents are present. Recently a study conducted by the Center for Disease Control and Prevention found that 1 in 50 infants in the Kenya of nonfatal neglect or abuse. In the Kenya neglect is defined as the failure to meet the basic needs of children including housing, clothing, food and access to medical care. Researchers found over 91,000 cases of neglect over the course of one year (from October 2005- September 30, 2006) with their information coming from a database of cases verified by protective services agencies.

There are many forms of abuse and neglect and many governments have developed their own legal definition of what constitutes child maltreatment for the purposes of removing a child and/or prosecuting a criminal charge.

Although teachers' essential concern is with children's success in the school environment, it is clear that individual performance levels are affected by a host of factors outside of the classroom. Just as the home and neighborhood environments of children can enrich their school experiences,

negative environments can have a detrimental impact on both students' academic performance and their classroom behavior. One of the most potentially damaging of these environmental factors is child maltreatment.

2.1.1 Child Abuse and Neglect

Definitions of child maltreatment vary across states and jurisdictions, as well as across research studies. However, according to the 2003 Act of Keeping Children and Families Safe, federal law defines child abuse and neglect as follows: Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse, or exploitation; or An act or failure to act which presents an imminent risk of serious harm. While child maltreatment may take many forms (e.g., sibling abuse, medical neglect, educational neglect), it is typically categorized into four domains: physical abuse, sexual abuse, psychological or emotional abuse, and neglect.

According to information from child protective services agencies across the United States, during the federal fiscal year 2005, approximately 3.3 million reports of suspected maltreatment, involving 6 million children, were received (U.S. Department of Health & Human Services, 2007). Of the 62.1% of reported cases screened for investigation, 28.5% included at least one child who was determined to be a victim of maltreatment. Overall, an estimated 899,000 children were substantiated as victims of abuse and/or neglect. In comparison, a 2005 national survey of children and caregivers reported that 14% of children were victims of child maltreatment (Finkelhor, Ormrod, Turner, & Hamby, 2005). Consistent with federal reports, the vast majority of children were identified as victims of neglect (60%); followed by physical abuse (18%), sexual abuse (10%), and emotional abuse (10%); although not reflected in this classification system, many children are victims of multiple forms of maltreatment (e.g., Sedlack & Broadhurst, 1996).

2.2 Causes of child abuse

According to Cohen et al (2006) "Psychosocial interventions for maltreated and Violence-Exposed Children", There are many causes of child abuse. Many child abusers were also victims of abuse. Mental illness is another common factor, with many abusers having personality disorders or other severe forms of mental illness. Psychosocial factors also play a role. Many people have difficulty understanding why any person would hurt a child. The public often

assumes that people who abuse their children suffer from mental disorders, but fewer than 10 percent of abusers have mental illnesses. Most abusers love their children but tend to have less patience and less mature personalities than other parents. These traits make it difficult to cope with the demands of their children and increase the likelihood of physical or emotional abuse.

However, there is no single explanation for child maltreatment. Child abuse results from a complex combination of personal, social, and cultural factors. These may be grouped into four primary categories: (1) intergenerational transmission of violence, (2) social stress, (3) social isolation and low community involvement, and (4) family structure.

Intergenerational Transmission of Violence: Many children learn violent behavior from their parents and then grow up to abuse their own children. Thus, the abusive behavior is transmitted across generations. Studies show that some 30 percent of abused children become abusive parents, whereas only 2 to 3 percent of all individuals become abusive parents. Children who experience abuse and violence may adopt this behavior as a model for their own parenting.

However, the majority of abused children do not become abusive adults. Some experts believe that an important predictor of later abuse is whether the child realizes that the behavior was wrong. Children who believe they behaved badly and deserved the abuse become abusive parents more often than children who believe their parents were wrong to abuse them.

Social Stress: Stress brought on by a variety of social conditions raises the risk of child abuse within a family. These conditions include unemployment, illness, poor housing conditions, a larger-than-average family size, the presence of a new baby or a disabled person in the home, and the death of a family member. A large majority of reported cases of child abuse come from families living in poverty. Child abuse also occurs in middle-class and wealthy families, but it is better reported among the poor for several reasons. Wealthier families have an easier time hiding abuse because they have less contact with social agencies than poor families.

Alcohol and drug use, common among abusive parents, may aggravate stress and stimulate violent behavior. Certain characteristics of children, such as mental retardation or physical or developmental disabilities can also increase the stress of parenting and the risk of abuse.

Social Isolation and Low Community Involvement: Parents and caretakers who abuse children tend to be socially isolated. Few violent parents belong to any community organizations,

and most have little contact with friends or relatives. This lack of social involvement deprives abusive parents of support systems that would help them deal better with social or family stress. Moreover, the lack of community contacts makes these parents less likely to change their behavior to conform to community values and standards.

Cultural factors often determine the amount of community support a family receives. In cultures with low rates of child abuse, child care is usually considered the responsibility of the community. That is, neighbors, relatives, and friends help with child care when the parents are unwilling or unable. In the United States, parents often shoulder child-care demands by themselves, which may result in a higher risk of stress and child abuse.

Family Structure: Certain types of families have an increased risk of child abuse and neglect. However, single-parent families usually earn less money than other families, so this may account for the increased risk of abuse. Families with chronic marital discord or spousal abuse have higher rates of child abuse than families without these problems. In addition, families in which either the husband or wife dominates in making important decisions such as where to live, what jobs to take, when to have children, and how much money to spend on food and housing have higher rates of child abuse than families in which parents share responsibility for these decisions.

Parental choices and other unforeseen circumstances that place families under extraordinary stress - for instance, poverty, divorce, sickness, disability, lack of parental skills and drugs are often associated with child maltreatment. Many of these factors may contribute to family stress that can result in child abuse or neglect. Understanding the root causes of abuse can help better determine the best methods of prevention and treatment.

Suicidal tendencies seem to erupt from children who were abused. The need for pain is increased and is normally satisfied by cutting themselves or pulling out of the hair, coping with pain is something most abused children have to go through.

2.3 The Effects of Child Maltreatment on School Performance

Experiencing abuse and/or neglect may impact children's school performance in multiple ways, including lower grades, increased absences, increased disciplinary problems, and higher rates of school dropout (Putnam, 2006; Hurt, Malinud, Brodsky, & Giannetta, 2001). According to the

National Clinical Evaluation Study, over 50% of abused children experienced some type of difficulty in school, including poor attendance and disciplinary problems; approximately 30% had some type of cognitive or language impairment; more than 22% showed evidence of a learning disorder; and approximately 25% required some type of special education services (Caldwell, 1992). At the extreme end of the continuum, severe physical injury—and head trauma in particular—may produce organic conditions that negatively impact learning, motivation, and school performance. In addition, neuro-development can be impaired either by a lack of sensory experience (e.g., neglect) or through abnormally active neurons caused by traumatic experiences (e.g., abuse) (Lowenthal, 1999). In fact, there are data to suggest that maltreatment can lower children's IQs (Putnam, 2006). However, negative outcomes are not limited to take most extreme cases of child maltreatment.

In the past 10 to 15 years, improved methodologies (e.g., representative samples, increased sample size, use of adequate comparison groups, examinations of children's school performance longitudinally) have led to a growing consensus that maltreatment is significantly associated with deficits in school performance. Utilizing a community sample of 420 maltreated children in grades kindergarten through 12, matched with 420 nonmaltreated controls (on gender, school, grade level, residential neighborhood, and, when possible, classroom), Eckenrode, Laird, and Doris (1993) found that maltreated children performed at significantly lower levels on standardized tests and school grades. More specifically, among students in grades 2 through 8, maltreated children scored significantly below the comparison group in both reading and math. These negative effects exceeded those associated with living in poverty (i.e., having received public assistance).

Further analysis revealed an interaction between maltreatment and grade level; reading deficiencies were more pronounced among maltreated children in the lower grades. Results also demonstrated that maltreated children were more likely to repeat a grade and had significantly more discipline referrals and suspensions than comparison students. However, there were few differences between groups of older students (grades 9 through 12) in grades and grade repetition, suggesting that there may be a selective process of dropping out of school among maltreated children.

Leiter and Johnsen (1994) identified school outcomes in three domains: cognitive learning, participation, and integration (i.e., socialization). Comparing these outcomes between a sample of maltreated children drawn from the North Carolina Central Registry of Child Abuse and Neglect and a general school sample, the researchers found that abused children performed significantly worse on all school measures, including grades, standardized test scores, grade retention, and absences. Moreover, the dropout rate for abused children was more than three times higher than that of their nonabused counterparts. These deficits appeared to exceed those of children suffering other forms of social disadvantage.

In a comparison of abused, neglected, and nonmal-treated children's school performance, socioemotional development, and adaptive behavior, Wodarski, Kurtz, Gaudin, and Howing (1990) found that, controlling for socioeconomic status (SES), both abused and neglected children scored lower on a composite index of overall school performance. In regard to behavior, teachers rated both abused and neglected children more negatively on the Child Behavior Checklist—Teacher form. Overall, children who had experienced physical abuse were viewed as more problematic in school, “displaying academic deficits, problem behaviors, lowered self-esteem, delinquency, and elevated feeling of aggression, and pervasive adjustment difficulties in a variety of contexts” (p. 510). On a more hopeful note, older children in both maltreatment groups demonstrated areas of strength in adaptive behaviors.

There are many studies that demonstrate the negative psychological impact develop in an adult that was abused as a child that has not been treated to be cured from that experience, for example: drugs, promiscuity, depression, becoming an abuser, poor self-esteem, anxiety. etc. Many women and men who have been abused physically or sexually during childhood suffer from long-term disturbances. They have nightmares and flashbacks and may freeze in situations of extreme stress. Two recent studies found that survivors of child abuse have a smaller hippocampus relative to control subjects. If this is substantiated the discovery could fill out the profile of an abuse survivor and help define abuse.

Child abuse in its various forms has numerous effects and consequences; both tangible and intangible, upon society, those mistreated, and those entrusted with the responsibility of its detection, prevention, and treatment.

Child abuse can have dire consequences, during both childhood and adulthood. The effects of being abused as a child vary according to the severity of the abuse and the surrounding environment of the child. If the family or school environment is nurturing and supportive, the child will probably have a healthier outcome. Children with histories of maltreatment, such as physical and psychological neglect and physical abuse are at risk of developing psychiatric problems. Such children are at risk on developing a disorganized attachment. Disorganized attachment is associated with a number of developmental problems, including de-associative symptoms as well as anxiety, depressive, and acting-out symptoms. A study by Carlson et al (1995), finding order in disorganization found that 80% of abused and maltreated infants exhibited symptoms of disorganized attachment.

2.3.1 Negative Consequences of Child Abuse

According to Pyke Bronwyn (2002) Integrated Strategy for child Protection and Placement Services the following are the negative consequences of child abuse on the abused children.

Emotional effects include low self-esteem, depression and anxiety, eating disorders, relationship difficulties, alienation and withdrawal, and personality disorders; Physical effects include injury, death, lifelong health problems, cognitive difficulties and physical disabilities; and Behavioral effects include problems in school and work, delinquency, teen pregnancy, suicide attempts, criminal or antisocial behavior, substance abuse, aggressive behavior, spousal and child abuse, and anger.

2.4 Prevention of child abuse

Prevention activities are conducted by many State, local, and Tribal governments, as well as community and faith-based organizations. The services they provide vary widely. Some prevention services are intended for everyone, such as Public Service Announcements (PSAs) aimed at raising awareness about child abuse within the general population. Others are specifically targeted for individuals and families who may be at greater risk of child abuse or neglect. An example of this might be a parenting class for single teen mothers. Some services are developed specifically for families where abuse or neglect has already occurred, to reduce the negative effects of the abuse and prevent it from happening again.

Two elements have been shown to make prevention programs more effective, regardless of the type of service or intended recipients. Involving parents in all aspects of program planning, implementation, and evaluation helps ensure that service providers are working in true partnership with families. Parents are more likely to make lasting changes when they are empowered to identify solutions that make sense for them.

Another key to success is providing prevention services that are evidence based. This means that rather than relying on assumptions or "common sense," research has been conducted to demonstrate that a particular service improves outcomes for children and families. This helps service providers feel confident in what they are doing. It can also help justify a program's continued funding when resources are scarce.

Given these possible causes most professionals agree that there are three levels of prevention services; primary prevention, secondary prevention and tertiary prevention.

2.4.1 Primary prevention

Primary prevention consists of activities that are targeted at the community level. These activities are meant to impact families prior to any allegations of abuse and neglect. Primary prevention services include public education activities, parent education classes that are open to anyone in the community for parents or abusers to interact with the child and family support programs. Primary prevention can be difficult to measure because you are attempting to impact something before it happens, an unknown variable.

2.4.2 Secondary prevention

Secondary prevention consists of activities targeted to families that have one or more risk factors including families with substance abuse, teen parents, parents of special need children, single parents and low income families. Secondary prevention services include parent education classes targeted for high risk parents respite care for parents of a child with a disability, or home visiting programs for new parents.

2.4.3 Tertiary prevention

These families have already demonstrated the need for intervention, with or without court supervision. Prevention supporters consider 'tertiary-prevention' synonymous with treatment and entirely different from prevention through family support.

Children would sometimes rather stay at school than go home. Sometimes that shows that there is a family issue.

2.4.5 Treatment

The following are a few examples of empirically supported treatments for child trauma.

Trauma-focused cognitive behavioral therapy has been used to help children exposed to any type of trauma, although it was originally designed for survivors of sexual abuse. It targets trauma-related symptoms in children including Posttraumatic Stress Disorder (PTSD), clinical depression and anxiety. It also includes a component for non-offending parents.

Abuse-focused cognitive behavioral therapy was designed for children who have experienced physical abuse. It targets externalizing behaviors and strengthens pro-social behaviors. Offending parents are included in treatment to improve parenting skills/practices.

Child-parent psychotherapy was designed to improve the child-parent relationship following the experience of domestic violence. It targets trauma-related symptoms in infants, toddlers, and preschoolers, including PTSD, aggression, defiance and anxiety.

2.5 Reporting of child abuse

The agencies are: Child Protective Services (CPS), Department of Children and Family Services (DCFS), or by other similar names. United Nations Children's Fund (UNICEF), agency of the United Nations (UN) devoted to the welfare of children. The organization was established by the UN General Assembly in 1946 to help children in post-World War

II Europe and China, UNICEF currently focuses on establishing programmes that give long-term benefits to children everywhere, particularly those in developing countries who are in the greatest need. In Kenya these agencies are usually listed in the state government section of the telephone book under "Children" or "Health" or "Human Services". People who investigate claims of child abuse are called a "Children's Social Worker" (CSW) or a case worker.

All professionals who work with children, such as teachers, health professionals and the like are required to report to social services (or the police as appropriate) any 'concern' amounting to possible 'significant harm' (neglect, physical, sexual or emotional abuse) regarding a child's

welfare, to the children unit of the ministry of Gender. The police and social services operate a multi-agency approach in cases of serious abuse.

Social Service departments organized regionally are required to investigate reports of abuse to keep records and take appropriate action to protect children. This can range from the provision of advice and support to families through to immediate removal under an Emergency Protection Order, and Care Proceedings which may result in permanent placement of the child outside the family. The threshold to enable a court to make an order is actual or likely significant harm. In care proceedings the welfare of the child is paramount and all information affecting the welfare of a child must be disclosed by professionals, including lawyers.

2.6 Critical Review

According to Frank et al (2001) violence abuse within the family is not a simple matter of aggression by one party towards another because of its complicity. While some spouses decide to move out others decide to stay out. In both instances children rights are violated and as such they suffer from physical, emotional and psychological torture.

According to Newsweek February 19, 1906, your child's brain, a baby's brain is the foundation upon which long life attitudes are made. The experiences which a child undergoes at the early stages of life are very important. They are important in acquisition and retention of educational tasks. All children should be provided with favorable environmental experiences to prepare them for educational tasks ahead of them.

Chronic poverty remains the biggest single obstacle to fight against child abuse, poverty therefore should be tackled on all fronts from the provision of basic social services to the creation of employment opportunities. Eradication of poverty and reduction of disparities must therefore be the key objectives towards the improvement of the performance as the children will have ample time, resources and opportunity towards academic excellence.

2.7 Theoretical Framework

Due to child abuse which is repeatedly reported by the UNICEF, a report from the Kenya National Examination Council entitled Causes of performance difference (May, 2006) stated that there is a great difference between pupils who have been victims of child abuse and those who adequate care has been administered to. Researchers feel that this might be a result of child abuse

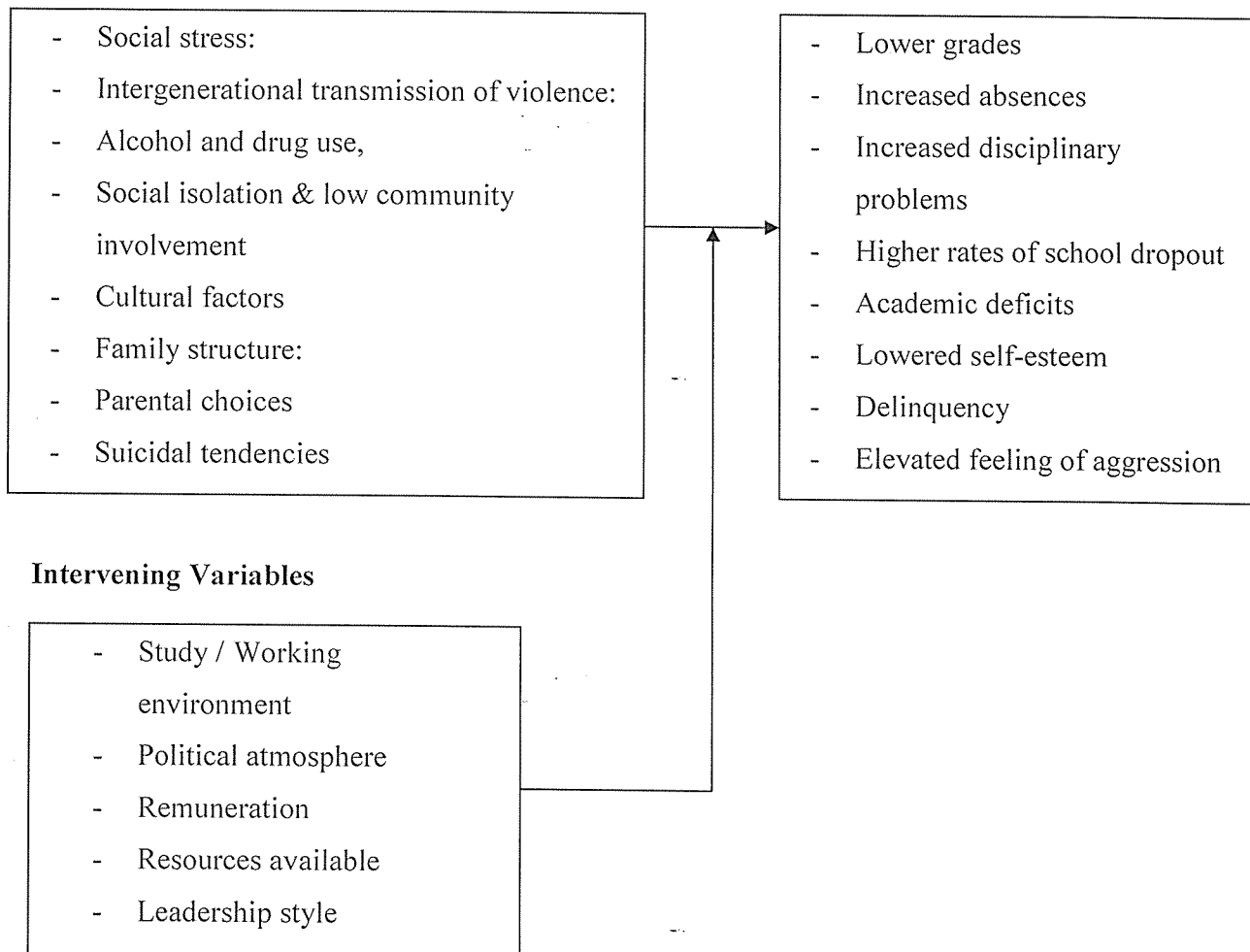
where consideration should be made on how parents and teachers punish, guide and counsel as well as how children basic needs are met.

INDEPENDENT VARIABLE

(Child Abuse)

DEPENDENT VARIABLE

(Academic Performance)



Source: Primary Data

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

For this study to be effective, research design, data collection and analysis will be used to arrange the information in such a way that will enable the researcher to come up with the reliable recommendation and conclusions. The following will be the areas of concentration in the methodology starting with the research design study population, sample selection and size, research instruments and data analysis

3.1 Research design

The Researcher will use both qualitative and quantitative study. The Researcher will also apply descriptive methods. Quantitative method will be used since they will most likely give the number of students attending different secondary schools, qualitative method will also be used to collect the stakeholders' views on the matters of child abuse

3.2 Study population

The research population for this study will include the; Directors, Head Teachers, Teachers, Students and Parents/Community Members that are advocating child abuse initiatives, implementation and rights for better academic performance of the students. These categories of population are targeted because they are well versed with issues concerning the effect of child abuse on students and have the capacity to determine issues related to academic performance in their different designations in these schools.

3.3 Sample size

Basing on the foregoing size of the survey population, the sample size consists of 188 respondents. The total population represented by letter N will be used to check the corresponding minimum sample size represented by letter n.

3.4 Sampling Design

Simple random sampling will be used for selecting respondents. This method will give chance to all potential respondents to participate without bias. The researcher will visit all the targeted schools and access the names of the respondents and write them on pieces of papers. The researcher will then put the names of people from each group in a box and pick the targeted

number as respondents. Those whose names are not picked won't be considered as respondents but all those whose names are picked will form part of respondents.

3.5 Research Instrument

In this research, the researcher will use researcher-made questionnaires for all the respondents. The reason for choosing this method is that it is quite cheap unlike others and respondents who feel shy can express themselves fully because there will be no one to disapprove any answer given by the respondents as other methods will have done. Only closed ended questionnaires will be used to easy the process on the side of respondents.

3.6 Data Collection Methods

Data collection methods and techniques refer to the methods the researchers use in performing research operations Kothari (2004). The researcher will collect secondary and primary data.

Secondary Data will guide the researcher to establish what other researchers could have found out previously. This will enable the current researcher to fill some gaps they could have left behind. In this respect, textbooks, journals, newspapers and other relevant records will be used hand in hand with primary data. On other hand however, Primary Data will reveal concrete information about the target population being investigated on which basic conclusions will be drawn. Both secondary and primary data will supplement each other to enable researcher analyze information.

3.7 Data Collection Instruments and procedures

The study will employ the following instruments for data collection;

3.7.1 Questionnaire method

The questionnaire method is the primary means of data collection. A questionnaire is a set of related questions designed to collect information from a respondent Kendall and Buckland (1960). These will be structured in form of likert scale. The researcher will use a pre-designed set of questions to assess perceptions of the respondents and other responsible stakeholders as far as Child Abuse and Academic Performance is concerning on protecting the secondary school and other schools level students from the evil related with child abuse.

3.7.2 Self-administered questionnaire

The self-administered questionnaire (SAQ) will be used as the main tool for data collection because it's quicker in getting data from the respondents Bakkabulindi, 2004. The questionnaire will be structured into the dependent variable, independent variable and background information respectively Oppenheim, 1992.

3.7.3 Interview method

An interview can be defined as a conversation between an interviewer and a respondent conducted for the purpose of obtaining information Kakinda (2000). To capture first hand information, the researcher will use an interview guide to get information from minority of the study population. Face to face, interviews will be used. Discussions will be held with key informants of the study on the topic in hand.

3.7.4 Interview guide

A Structured Interview Guide (SID) will be constructed basing on the conceptual framework to act as a benchmark for the data provided in the question. A pilot study of data collection instruments will be done in order to get validity and reliability. Permission to access the selected respondents will be sought from the relevant authorities. The researcher will then proceed to the field to administer the questionnaires to the target population.

3.8 Data quality control

3.8.1 Validity

The validity of instruments will be measured using content validity of instruments. This will be determined by expert judgment and compilation of the items regarded as relevant and those disregarded. If the Content Validity of instrument is beyond 0.75, it will be considered as valid and if not, the researcher will have to make another instrument.

3.8.2 Reliability

The reliability of the instruments will be determined by pre-testing. The researcher will formulate the instruments and test it with some group of environmentalists in the area. The consistency of the instruments in delivering the needed information will be considered and in case of ambiguity, some amendments will be done to ensure reliability.

3.9 Data Analysis

Data was analysed manually and tallied, while results were presented with Microsoft Excel computer program. The results were converted into frequencies and percentages and presented by the use of tables, and graphs from which analysis, discussion of findings were done to reach a comprehensive conclusion and then drew recommendations.

After data processing, data pieces were analyzed to ensure that the information given was accurate and consistent. Data pieces were then entered into a computer and Microsoft Excel programme was used to analyze it. The data qualitative form was organized and analyzed using content analysis. The data was thereafter presented in form of descriptive analysis, frequencies, graphs, pie charts, and table.

3.10 Ethical Consideration

The researcher will collect an introduction letter from the College Of Education, Open and Distance E-Learning of Kampala International University. This letter will be presented to the administration of these respective schools, local councils or institutions where the research will be carried out. This letter will officially introduce the researcher and ease the research exercise. The researchers will also seek permission of the people who will participate in the research for their consent in the intended study. The researcher will also seek approval of the University Ethics Committee to make sure the research does not violate any of the ethical considerations through the supervisor.

3.11 Limitations of the study

- i) The study will touch a sensitive area as far as Child abuse is concerned upon matters dealing with academic performance. It will therefore be limited by the respondents' poor response under the pretext that they might be accused of lack of secrecy. This tendency however, will be minimized by explaining that the study is purely academic and that no ethics were broken when presenting the findings.
- ii) Lack of enough secondary data: The researcher may lack enough secondary data from the libraries and other sources like newspapers, magazines that hold most of the information as far as the topic is related.

- iii) Some respondents may not be able to express themselves fully in English language, however, translators will be used where necessary to ease the process.
- iv) Some respondents may be reluctant to fill in and return the questionnaires. However, the researcher's will make efforts to continue visiting the respondents and keep requesting them to fill in the questionnaires.
- v) The researcher may also be faced with some financial constraints for proper facilitation in terms of transport, lunch, typing and printing and binding of the book and accessing some of the relevant information for this researcher. However, the researcher will mobilize money from well wishers to meet the demands of the study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the research findings. The main objective of the research was to determine the relationship between Child Abuse and Academic Performance of Students in Secondary Schools: A Case of Schools in Kampala Central Division, Kampala District Uganda. The results to the items were tabulated to figures, tables and percentages.

4.1 Presentation of Demographic Information

This section presents; Gender of the Respondents, Age, Marital Status and their Education Level as follows:

4.1.0 The sample size was sub divided into the following distribution as follows below;

Table 1: Population Size and Sample Size

Category	Population Size	Sample Size	Percentage [%]
Directors	30	13	7
Head Teachers	45	27	14.3
Teachers	54	33	17.5
Students	190	95	50.5
Parents/Community Members	36	20	10.7
Total	355	188	100

Sources: Primary Data (2013)

4.1.1 Respondents' gender

Having been asked about their gender differences, the following results were obtained from the respondents as shown in table 1 below;

Table 2: The gender of Respondents

Respondents	Frequency	Percentages [%]
Males	92	49
Females	96	51
Total	188	100

Source: Primary Data

According to table 1, the first demographic characteristic to be discussed was the respondent's sex differences; it clearly shows the make-up of the study population which was further divided into 92 [49%] males and 96 [51%] female. There is a smaller gap between the respondents gender as intended by the researcher's view of having a balanced survey and as explained in chapter three under sample size.

4.1.2 Respondents' Age groups

In response to knowing their age groups, the respondents gave the following results as illustrated in table 3.

Table 3: The age Group of Respondents

Response	Frequency	Percentage [%]
18 – 25	84	45
26 – 35	55	29
36 – 45	30	16
45+	19	10
Total	188	100

Source: Primary Data

When the study related the age and number of Directors, Head Teachers, Teachers, Students and Parents/Community Members, it came out with the following results, the majority of the study population were aged between 18 – 25 years with that age group representing 45%. This is mainly because usually it's this age bracket that is mainly affected by the issue of child abuse by either at home, community or at their schools. It was followed by the age bracket: 26 – 35 [29%]

who are likely to be their parents, guardians, relatives and cousins at some times. Other response was as follows; 36 – 45 [30%] and 45+ [10%] as already shown in the table above.

4.1.3 Respondents' marital Status

Respondents were asked to show their marital status in the questionnaires given to them and the following results were obtained;

Table 4: Marital Status of the Respondents

Response	Frequency	Percentage [%]
Single	100	53
Married	52	28
Divorced	36	13
Total	188	100

Source: Primary Data

In our table 4, efforts were made in this study to find out whether marital status affected much of the participation in these regions of research and the research came up with the following results; 100[53%] were single, 52 [28%] married and 36[13%] divorced. The mere fact that the majority of the respondents were single is a pointer to the fact that these are the students who majorly face the problem of child abuse either at their schools or at homes as already discussed in the above analysis upon their age bracket.

4.1.4 Respondents' Education level

The education level of the respondents was one of the major needed requirements in the questionnaire and the following results were given

Table 5: The Education Level of the Respondents

Response	Frequency	Percentage
O' Level	70	37
A' Level	50	27
Diploma	39	21
Degree	29	15
Total	188	100

Source: Primary Data

The result in table above shows that 70 members were O' Level students represented by 37%, and this clearly shows that its the highest number which could be a reason that its this level that mainly faces child abuse related problems as compared to the A' level which followed with 50[27%] since they are at much mature age to incur the problems of child abuse. Those with diploma and degree certificates (holders) followed with 39[21%] and 29[15%] respectively who are likely to be the directors, teachers, headteachers, parents or community based organization's members.

4.2 Kinds of Punishments Administered to Children

In an essence to know whether the respondents could give the various Kinds of Punishments that are administered to Children, the research gathered the followed in answer as shown in the table 6.

Table 6: Showing the kinds of punishments administered to children

Punishments Administered	Frequency	Percentage [100%]
Corporal punishment	43	23
Food denial	40	21
Manual work	16	9
Locking inside houses	9	5
Demeaning insults	41	22
Sending away from class/home	39	20
Total	188	100

Source: Primary data

From the table 6 above, majority of the respondents responded to corporal punishments as the main type of punishment that is impounded on them represented with 43 [23%] which are mainly received from school and a few from home from their parents and guardians. This was followed with demeaning insults with 41[22%]. The remaining results are as follows; food denial, sending away from class/home, manual work and locking inside houses with; 40[21%], 39[20%], 16[9%] and 9[5%] respectively

4.3 The Causes of child abuse of students in schools

According to the research objective number I, the respondents were asked whether they had any knowledge on The Causes of child abuse of students in schools and the following results were obtained as shown in table 7.

Table 7: The Causes of child abuse of students in schools

Response	Frequency	Percentage [%]
Intergenerational transmission of violence	97	52
Social stress	43	23
Social isolation and low community involvement	19	10
Family structure	29	15
Total	188	100

Source: Primary Data

As the table shows, a big percentage of the respondents 97 [52%] said that Intergenerational transmission of violence is the major Causes of child abuse of students in schools since Many children learn violent behavior from their parents and then grow up to abuse their own children. Thus, the abusive behavior is transmitted across generations. This was followed by those that agree to social stress brought on by a variety of social conditions raises the risk of child abuse within a family such as unemployment, illness, poor housing conditions, among others because a large majority of reported cases of child abuse comes from families living in poverty with 43(23%). Family structure and Social isolation and low community involvement followed with 29(15%) and 19(10%)

4.4 Child abuse and academic performance of students

Determining how child abuse affects the academic performance of students in Kampala Central Division, being our objective number II, saw the following results given by the respondents after filling in the questionnaires and they are given as follows.

Table 8: The how Child abuse affects academic performance of students

Response	Frequency	Percentage
Reading deficiencies	85	45
Performed significantly worse	16	9
Academic deficits	64	34
Psychological impact develop	12	6
Development of dire consequences	11	6
Total	188	100

Source: Primary Data

The table number 8: shows how Child abuse affects academic performance of students, the biggest number of respondents came from those who said that Reading deficiencies was the main effect of Child abuse on academic performance of students which was more pronounced among maltreated children in the lower grades represented by 85(45%) of the total percentage of the respondents. This was followed by Academic deficits with 64 [34%], Performed significantly worse with 16[9%] respondents, and the least response came from those who said that Psychological impact develop 12(6%) and development of dire consequences with 11[6%] who said that the main cause of Child abuse affects academic performance of students were the said above.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the research, conclusion and recommendation of the study. The purpose of the study was to assess the impact of Child Abuse on Academic Performance of Students: A Case of Schools in Kampala Central Division, Kampala District – Uganda.

5.1 Discussion of findings

5.1.1 Summary on Demographic Characteristics of the Respondents

In a bid to get the gender difference of the respondents as being our first category in the demographic characteristics of the informants, it was realized that there was a small gap between the respondents from in Kampala Central Division, Kampala District Uganda. This is proven with the fact that 92 or 49% of the respondents were males and 96 or 51% being female. There is appropriately a small gap between the respondents because of the researcher's idea of having a balanced survey among the respondents as intended by the researcher and as explained in chapter three under sample size and chapter four in the analysis of the demographic characteristics of the respondents.

In the analysis of the second item in the personal data, respondents were asked to state their age bracket and the findings were discussed in the following ways;

From the study, majority of the respondents were in the age bracket of 18 – 25 years represented by 84(45%) implying that usually it's this age bracket that is mainly affected by the issue of child abuse by either at home, community or at their schools. However, it was followed by the age bracket: 26 – 35 [29%] who are likely to be their parents, guardians, relatives and cousins at some times. Other response was as follows; 36 – 45 [30%] and 45+ [10%] could have been other stakeholders such as the directors, headteachers that are a bit older as compared to the students who were too questioned.

In an analysis to know the marital status of the respondents, the following was obtained. In table 4, efforts were made in this study to find out whether marital status affected much of the participation in these regions of research and the research came up with the following results;

majority of the respondents were single 100 (53%), 52 [28%] married and only 36[13%] divorced. The mere fact that the majority of the respondents were single is a pointer to the fact that these are the students who majorly face the problem of child abuse either at their schools or at homes as already discussed in the above analysis upon their age bracket. This implies that the major emphasis lay on the students since they are the ones who mostly victims of the circumstances when child abuse is concerned.

In table 5, there was an analysis of the education qualification of the respondents. The findings indicated that majority of the respondents were O' Level students represented by 70 (37%), and this clearly shows that its the highest number which could be a reason that its this level that mainly faces child abuse related problems as compared to the A' level which followed with 50[27%] since they are at much mature age to incur the problems of child abuse. Those with diploma and degree certificates (holders) followed with 39[21%] and 29[15%] respectively who are likely to be the directors, teachers, headteachers, parents or community based organization's members.

5.1.2 Analysis of the Kinds of Punishments Administered to Children

In an analysis to show the respondents' view on the different kinds of punishments administered to children, the biggest response emerged from those who replied that corporal punishments rules out the rests in being the highest punishments administered to children and came out with 41 (22%) which are mainly received from school and a few from home from their parents and guardians. This was followed further followed with demeaning insults with 41[22%]. The remaining results are as follows; food denial, sending away from class/home, manual work and locking inside houses with; 40[21%], 39[20%], 16[9%] and 9[25%] respectively.

5.1.3 Analysis of the Causes of child abuse of students in schools

In an analysis of the Causes of child abuse of students in schools a big percentage of the respondents 97 [52%] said that Intergenerational transmission of violence is the major Causes of child abuse of students in schools since Many children learn violent behavior from their parents and then grow up to abuse their own children. Thus, the abusive behavior is transmitted across generations. This was followed by those that agree to social stress brought on by a variety of social conditions raises the risk of child abuse within a family such as unemployment, illness,

poor housing conditions, among others because a large majority of reported cases of child abuse comes from families living in poverty with 43(23%). Family structure and Social isolation and low community involvement followed with 29(15%) and 19(10%)

5.1.4 Analysis on how the relationship between Child abuse and academic performance of students

As far as the relationship between Child abuse and academic performance of students was concern, the response emanated from those who said that Reading deficiencies was the main effect of Child abuse on academic performance of students which was more pronounced among maltreated children in the lower grades represented by 85(45%) of the total percentage of the respondents. This was followed by Academic deficits with 64 [34%], Performed significantly worse with 16[9%] respondents, and the least response came from those who said that Psychological impact develop 12(6%) and development of dire consequences with 11[6%] who said that the main cause of Child abuse affects academic performance of students were the said above.

5.2 Conclusions

Child abuse, sometimes referred to as child maltreatment and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, six subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation. According to this study, it is evident that most parents, teachers and pupils limit child abuse to only sexual abuse, therefore limiting their scope of child abuses that prevail in the society.

According to the findings in the previous chapter, the following behaviors were observed from children under abuse, the researcher chose to group them in three distinct groupings.

Secure, child either seek proximity or contact or else greet the parent at a distance with a smile or wave.

Avoidant, child avoids the parent.

Resistant / ambivalent, child either passively or actively show hostility toward the parent.

When a human being (child) is separated from its parent, the child goes through a series of three stages of emotional reactions. First is protest, in which the infant cries and refuses to be consoled by others. Second is despair, in which the infant is sad and passive. Third is detachment, in which the infant actively disregards and avoids the parent if the parent returns (Hazan & Shaver, 1987).

According to the findings presented in the previous chapter child abuse has far reaching negative effects even long after the abuse this is clear from the bad class positions of the pupils who had experienced any form of abuse or the ones who are still experiencing abuse currently. The most affected academically are the ones who have knowledge that they are under abuse from their close relations, teachers and older members of their schools.

5.3 Recommendations

Recommendations are presented in two sections: Preventive and Curative measures;

5.3.1 Preventive measures

All schools should establish Children Protection Departments where abuses at home by the parents/guardians, at schools by fellow students and by the teachers should be reported and adequate protection should be granted to children under any threat of abuse to ensure their safety.

There is also an urgent need of the government to design curriculum that will enable the students to know their rights, since according to the research many children are not aware of their rights therefore many are vulnerable for abuse since many may be abused but may be unaware that they are under abuse which is dangerous on their psychological well-being.

There is an urgent need for the establishment of very strong guiding and counseling in all schools who will act as a watch dog, with skepticism in order to detect any deviation from normal behaviors of a pupil in order to diagnose and act on any cases of abuse as soon as practicable. This will help in avoiding spill-over of trauma leading to poor performance by the affected pupils. Also schools' management should be vigilant in making variance analyses in the performance of children and they should have the tenacity to unearth the causes of fluctuation in the academic performances and relationship between the child and his/her peers.

The government should take full interest and control of what goes on in school and the society through increasing the phases of inspections. Also the government should establish Child

Protection Registers; each Social Services Department in each section of Uganda should hold a central register which lists the names of all those children in the area whose names have been placed on the Child Protection Register. The decision to register the child's name should take place at a child protection conference. This decision is to be made if the child is at continuing risk of significant harm and hence in need of a child protection plan and registration. It should be emphasized that the primary purpose of having child protection registers should be to assist in the protection of children. Their value for statistical purposes is, therefore, a secondary benefit. The registers are not intended to be a list of all children in the area who have suffered or are likely to suffer significant harm but are those for whom there is a need for a child protection plan.

5.3.2 Curative measures

There are several important principles of treatment that anyone seeking good professional help in dealing with the effects of child abuse should know about. However, in this section some crucial ones are introduced and described, to aid with interviewing potential therapists or consultants and reflecting on one's experiences in treatment. Reflecting on these principles can be particularly helpful at the beginning of therapy, while establishing trust, as well as during other difficult phases.

Competence Not all professional therapists are competent to provide treatment to people with histories of severe child abuse, or with particular sorts of problems that can result from extreme forms of abuse. Competence requires but is not guaranteed by extensive experience and training in work with survivors of child abuse, or ongoing supervision with a more senior and qualified therapist

Empowerment: The core experience of child abuse, like all severe traumas, is disempowerment: one's needs, wishes and choices (including not to be abused) are ignored and trampled upon. Because child abuse involves violation and betrayal of trust by a more powerful person, it is essential that the therapist and therapy not repeat these patterns. Thus good treatment is not something that a more powerful professional requires the client to accept and "comply" with, as the medical model of therapy tends to assume. Therapists with this approach and/or attitude are much less likely to be helpful.

Therapeutic frame: Because the therapy relationship can be an intense experience, and involves addressing vulnerable areas of one's life, it is absolutely necessary that the relationship is bounded by a "frame." This can be understood as the collection of "ground rules" that create consistency and stability in several dimensions of the relationship, thereby ensuring that it can be safe and healing.

Since issues touching on the safety of the vulnerable human beings, (Children) is a very important subject to all the people in the society today, the researcher therefore recommends further researches to be carried out in different parts of Uganda.

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APPENDICES

APPENDIX I: TEACHERS QUESTIONNAIRES

Dear Sir/ Madam, I am a student at Kampala International University offering a Bachelors degree of Arts with Education (Secondary option); I humbly ask you to participate in this research on the, "The Impact of Child Abuse on Academic Performance in Secondary Schools: The Case of Schools in Kampala Central Division, Kampala District – Uganda." The study is purely for academic purposes and it is a partial requirement for the award of a Bachelors Degree to the researcher.

Instructions:

- i) Please help by answering the following questions as honestly as possible. Please Tick where appropriate and explain where necessary
 - ii) All the information availed to me is to be treated with maximum confidentiality
-

Section 1: Demographic Characteristics of Respondents

1) Gender

a) Male ☐

b) Female ☐

2) Education background

a) 0 level ☐

c) Diploma ☐

b) A level ☐

d) Degree ☐

3) Age

.....

4) Marital status

a) Single ☐

c) Divorce ☐

b) Married ☐

5) Teaching experience:

a) 2-5 years ☐

d) 16-20 years ☐

b) 6-10 years ☐

e) 20+ years ☐

c) 11-15 years ☐

6) What is your job title?

.....

7) From which department?

.....

8) Does your school have an operational guiding and counseling?

a) Yes ☐

b) No ☐

9) How often are the meetings for guiding and counseling held?

.....

10) Does your school have forums where students confide with teachers on their personal problems?

a) Yes ☐

b) No ☐

If yes, in 3 above, what are the personal issues mostly affecting the students'?

.....

11) What kind of punitive measures are recommended for pupils who are on the wrong?

.....

.....

12) Are there some pupils in your school who are victims of child abuse?

a) Yes ☐

b) No ☐

13) What is the frequency of students abused in your school?

.....

14) What are the major causes of child abuse?

a) Poverty ☐

c) Ignorance ☐

b) Culture ☐

d) Other ☐

If other in 6 above, explain

.....

.....

15) How do the abused children perform in class work?

a) Excellent ☐

c) Average ☐

b) Good ☐

d) Poor ☐

16) Do the parents of the abused children monitor the academic progression of their children?

a) Yes ☐

b) No ☐

17) Are you trained on counseling?

a) Yes ☐

b) No ☐

18) How do you detect that a child is a victim of abuse?

.....

19) In the school general meetings are children issues discussed frequently?

a) Yes ☐

b) No ☐

20) Are there clear policies and mechanisms to cater for children's rights? Explain

.....

21) What are your suggestions and recommendations in fight against child abuse?

.....

.....

Thank You Very Much for your Cooperation

APPENDIX II
QUESTIONNAIRE/INTERVIEW GUIDE FOR STUDENTS

Instructions:

- i) Please help by answering the following questions as honestly as possible. Please Tick where appropriate and explain where necessary
 - ii) All the information availed to me is to be treated with maximum confidentiality
-

Section 1: Demographic Characteristics of Respondents

- 1. Name of the school.....
- 2. Class.....
- 3. Age.....
- 4. Sex.....
- 5. Religion / Your church.....

SECTION B:

- 6. Are you aware of your rights as a child? Yes () No ()
- 7. Are you punished/cane by your teachers? Yes () No ()
- 8. Do you love the subjects taught by the teachers who punish you? Yes () No ()
- 9. Who do you stay with?
- 10. How many meals do you have per day?
- 6. Are all your parents alive? Yes () No ()
- 7. Do your parents fight when they disagree? Yes () No ()
- 6. Does your guardian come to school to see how you are performing in school?
Yes () No ()
- 7. What was your position in the last term?..... out of.....

Thank you very much for your cooperation

APPENDIX III

INTERVIEW GUIDE FOR PARENTS

Dear Sir/ Madam, I am a student at Kampala International University offering a Bachelors degree of Arts with Education (Secondary option); I humbly ask you to participate in this research on the, “The Influence of Child Abuse on the Performance of Students in Secondary Schools in Kampala Central Division, Kampala District Uganda.” The study is purely for academic purposes and it is a partial requirement for the award of a Bachelors Degree to the researcher.

Instructions:

- i) Please help by answering the following questions as honestly as possible. Please Tick where appropriate and explain where necessary
 - ii) All the information availed to me is to be treated with maximum confidentiality
-

SECTION A: Demographic Characteristics of Respondents

1. Gender

- a) Male ☐
- b) Female ☐

2. Education background

- a) Primary ☐
- b) 0 level ☐
- c) A level ☐
- d) Diploma ☐
- e) Others, please specify;

3. Age

.....

4. Marital status

- a) Single ☐
- b) Married ☐
- c) Divorce ☐

5. Teaching experience:

a) 2-5 years

d) 16-20 years

b) 6-10 years

e) 20+ years

c) 11-15 years

6. Which job do you do?

.....

7. Where do you reside/stay?

.....

SECTION B:

8. Are you aware of your child's rights as a parent?

9. How many children do you stay with?

10. Do you go to school to see how your children are performing?

11. What was your child's position in the last term's report?

12. Do you give presents to your children for doing well in school?

13. Do your children's schools have forums where the students confide with teachers on their personal problems?

14. What kind of punitive measures are recommended for pupils who are on the wrong?

15. Are there some pupils in your family who are victims of child abuse?

16. What are the major causes of child abuse?

17. Do you as a parent of the abused children monitor the academic progression of your children?

18. How do you detect that a child is a victim of abuse?

19. Are there clear policies and mechanisms to cater for children's rights?

20. What are your suggestions and recommendations in the fight against child abuse?

APPENDIX IV:
PROPOSED WORK PLAN

In this work plan, the overall activities of the research study is at least to take three months unless there could be extension cost due to some unavoidable circumstances that may arise during the study;

		PERIODS IN MONTH				
NO	ACTIVITY	APRIL	MAY		JUNE	
1	Identify problem					
2	Writing proposal					
3	Preparing Questionnaire					
4	Data collection					
5	Data processing					
6	Data presentation					

APPENDIX V
PROPOSED BUDGET FOR THE STUDY

No	ITEMS	AMOUNT
1	Stationary	50,000
2	Flask Disk	60,000
3	Transport	80,000
4	Feeding	150,000
5	Communication	80,000
6	Typing, Printing, and Binding	180,000
	Grand Total	600,000