

**EFFECTS OF CHILD ABUSE ON SCHOOL CHILDREN IN EMBOLOT
LOCATION, MARAKWET DISTRICT, KENYA.**

BY

MORKOMEN SIMION

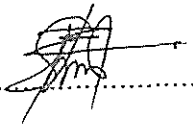
BED/14885/62/DF

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF
EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY**

AUGUST, 2009.

DECLARATION

I, MORKOMEN SIMION, do hereby declare that this is my original work, and that it has not been submitted before to any other university or Institution of higher learning for any award.

Sign: 

Morkomen Simion

Date:

APPROVAL

This research report has been submitted for examination under my guidance and approval.

Sign:

Mrs. Hellen Semivule
(Supervisor)

Date:

DEDICATION

I dedicate this research work to my dear wife, Sarah Kisang and my dear children, Collins Kisang, Henry Koech and Ian Kiprono for enduring my prolonged absence.

ACKNOWLEDGEMENT

This report was accomplished through the effort of a number of people to whom I am greatly indebted.

First and foremost, my thanks go to all the respondents (pupils, parents and teachers) for the useful information they gave me.

I am equally grateful to my friends Emmanuel Kipkeino and Jackson Muge, as well as all the other K.I.U colleagues for everything we shared during the entire course period.

Lastly, to my supervisor, Mrs. Semivule Hellen, I am so much grateful.

Thank you all.

TABLE OF CONTENTS

Declaration.....	i
Approval	ii
Dedication	iii
Acknowledgement	iv
Table of contents	v
List of tables	vii
List of acronyms	viii
Abstract	ix

CHAPTER ONE: INTRODUCTION

1.0. Introduction	1
1.1. Background	1
1.2. Statement of the problem.....	2
1.3. Purpose of the study	3
1.4. Objectives of the study.....	3
1.5. Scope of the study.....	3
1.6. Significance of the study.....	3

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction	5
2.1. Causes of child abuse	5
2.2. Forms of child abuse	8
2.3. Effects of child abuse on children's performance	9
2.4. Ways of reducing child abuse acts in schools	11
2.5. Research questions	13

CHAPTER THREE: METHODOLOGY

3.0. Introduction.....	14
------------------------	----

3.1 Research design.....	14
3.2. Area of study and population sample	14
3.3. Sampling procedure.....	14
3.4. Sources of data collection	15
3.5. Instruments	16
3.6. Data quality control	16
3.7 Procedure	16
3.8. Data analysis	17
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND	
INTERPRETATION OF THE FINDINGS	
4.0. Introduction	19
4.1 First research question.	19
4.2. Second research question.	21
4.3. Third research question.	24
CHAPTER FIVE : DISCUSSION, CONCLUSION AND RECOMMENDATION	
5.0. Introduction	27
5.1. Discussion	27
5.2 Conclusion	31
5.3. Recommendations	32
5.4. Areas for further study	32
References.....	33
Appendices	
Appendix A: Questionnaire for Teachers	35
Appendix B: Interview guide for parents	38
Appendix C: Interview guide for pupils	40

LIST OF TABLES

Table 1: Sample category

Table 2: Forms of child abuse

Table 3: Effects of child abuse

Table 4: Effects of child labour

Table 5: Performance of neglected children

Table 6: Other effects of child abuse

Table 7: Ways that can help alleviate child abuse

LIST OF ACRONYMS

Child - any person below 18 years of age

Child abuse - forms of physical, social, moral and psychological injury to the child

Physical abuse - battering, beating this can sometimes cause physical harassment

Sexual abuse - includes aspects such as defilement, rape, fondling, tickling, early marriage and any sexual behaviour of disapproval.

CBOs - community based organisations

Child's rights = A child has rights to be free from abuse of any form.

ABSTRACT

The researcher had noted that there were various practices of child abuse in Embolot Location, Marakwet district. So the study had sought to probe the effects of these abuses on school children.

The study was aimed at answering the following research questions:

1. What are the various forms of child abuse that exist in primary schools in Embolot Location?
2. What are the effects of child abuse on school children?
3. What are the ways of alleviating child abuse in schools?

Both qualitative and quantitative methods were employed to conduct the study.

Questionnaires and an interview guide were employed as key instruments for the study. Respondents were selected by random sampling technique to give equal opportunities of participation.

Findings of the study revealed that:

- (i) There are various forms of child abuse that exist in primary schools of Embolot Location.
- (ii) Due to various evils of child abuse, children experience various physical, emotional, social and psychological effects that have a bearing on learning and teaching.
- (iii) There were various things that could be undertaken to alleviate child abuse.

It was concluded that:

Children that attend the various primary schools in Embolot Location were vulnerable to various forms of child abuse that affected them physically, morally, socially and mentally. These greatly had a bearing on their development and learning. However, though economic factors were a great constraint, there were a number of measures that could be taken at national, local and community levels to alleviate child abuse practices.

It was recommended that it was necessary to set up poverty alleviation strategies, sensitize communities and organize guidance and counseling to fight child abuse evils.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter gives a highlight of the background, statement of the problem, purpose, objectives, scope and significance of the study.

1.1. Background

Larry (2006), states that child abuse is any mistreatment or neglect of a child that results in non-accidental harm or injury, and that it cannot be reasonably explained. Child abuse includes physical, emotional, sexual abuse and neglect. Many researchers, educationists, childcare organization have advocated for proper childcare especially in the early stages of life. This is because it is the early stages of childhood that determine the future characteristics of an individual.

The respect for human right and rights of the children mostly in primary level is an indicator of how schools and the society treat children. A caring society will give freedom and dignity to your people creating the conditions in which children can develop their full potential to perform better and look forward to satisfy their adult life. To tolerate child abuse is morally unjustifiable. It is morally indefensible because countenance is an evil that has direct repercussions on the child. It abandons the fundamental purpose of all human society, which is the potential and care for its young (International Labour Organization, 1990).

Mariel Brown (1982) emphasized that the need for children to have a stable life at school and home and have happy up bringing has long been recognized. Children are dependent on others for their survival and the quality of care. They are received both physically and emotionally to determine the sort of adults they will grow up to be. In contrast, millions of children are subjected to long hours of work, beaten badly at school, denied clothing, deprived of their rights to education, forced into prostitution and defilement. Worse of all dying on the street of the world cities and when this happens it cannot allow other children in school to perform well. Everyday, thousands of children are abandoned helpless more so by adults from whom they expect love and protection. Most children at school are harassed and pushed out of class. Most violent acts will in advertently lead to child abuse.

Happenings in Embolot Location show similarities with the above phenomenon. A number of children were neglected, and they hardly had their needs hardly met. Many girls were victims of child rape and harassment. Children reported constant assault by caregivers and teachers. This had severe, physical, emotional, psychological effects on children. It looked to be a serious problem affecting the children's growth and education. While there was serious legislation to curb these malpractices, child abuse was still on the increase. A number of studies had been conducted in the area but no serious attempts had been done on the above research questions hence, the need to conduct this study.

1.2. Statement of the problem

Incidents of child abuse are being reported in increasing numbers all over Embolot Location. It is not infrequent to find cases of children who have been poured on hot water, beaten, defiled, slapped, sent away and subjected to long hours of work. Past studies and local tabloids report such cases of teachers defiling children they teach and torturing them. In spite of the above, there has been no systematic effort to empirically relate the effects of child abuse on the academic performance in primary schools in Embolot Location, hence the need for this study.

1.3. Purpose of study.

The purpose of the study was to carry out an investigation into the effects of child abuse on school children in Embolot Location, Marakwet district.

1.4. Objectives of the study

1. To identify the forms of child abuse
2. To examine the effects of child abuse on learning of children.
3. To find out ways of alleviating child abuse.

1.5. Scope of the study

The study was conducted in selected primary schools in Embolot Location, Marakwet district, with emphasis on examining the forms, effects and how to curb child abuse.

1.6. Significance of the study

1. The finding of the study will contribute information to policy makers and other bodies involved in the promotion of child welfare.

2. The study will contribute to the understanding of the effects of child abuse in primary schools.
3. The findings will provide further literature for academicians policy makers and other child care bodies.
4. It will lay ground for conducting of related studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Having set ground to conduct the study in the previous chapter, this section carefully selected a review of previous studies, writings and findings. Literature is reviewed under the following headings in line with the objectives of the study.

1. Causes of child abuse in primary schools
2. Forms of child abuse
3. Effects of child abuse on children's academic performance
4. Ways of reducing child abuse acts in primary schools.

2.1. Causes of child abuse

Child abuse is any mistreatment or neglect of a child that results in non-accidental harm or injury and which cannot be reasonably explained. Child abuse includes physical abuse, emotional abuse, sexual abuse and neglect of children.

World over, children have important rights from home to the society. The United Nations Convention on the Rights of Children (1999) and in agreement with the statutes of Kenya define a child as a person below the age of eighteen years. The definition of a child as above, aspect of life which is worth while is regarded as child abuse.

The national child care (NCC), (1999) conference conducted by Redd Berna organization identified forms and acts of child abuse which include the following: neglecting a child's education needs; breaking down self confidence of a child and, not taking proper care of a child, for example, not providing clothing feeding and education. Others are, manipulating the child consistently, sexually, psychologically, politically and others, direct abusing a child, exposing a child to pornographic acts or literature, touching a child where or when he/she does not want to be touched and not listening to a child.

For the case of Kenya as a nation, there are well stipulated laws that criminalize such acts. For instance, no child shall be employed or engaged in any activity that may be harmful for him or her health as this affects the child's education, mental, physical, or moral development. This is in agreement with the employment decree which shows that any form of employment of young persons which can result into injuries and danger should not be allowed.

Employing a child below eighteen years of age is a criminal offence. This is clearly put by the International Labour Organization (ILO) which the Republic of Kenya has adapted in ensuring that the rights of children are honoured by Kenya's citizens. Child abuse in Kenya particularly in primary schools is as a result of lack of awareness about the laws that are in place to protect children.

Educators like Mutazindwa (1993) noted that the school aspect of life directly or indirectly contributes to child abuse. For instance, he noted that the children whose parents died of AIDS stand high chances of child abuse. There is a case where girls who are at times forced into early sexual acts before the right time. Such information was also reported by the World Vision (1992) that in the districts of Kikai and Masaka in Uganda, there were 58,000 and 103,000 orphans. Due to the hardship that those children were facing, some girls were forced to marry at the ages of 12 to 15 years. Exposing them to other risk of AIDS the boys were forced to start employment, going against the employment acts such were direct forms of child abuse caused by loss parents.

The social aspect coupled with the cultural beliefs in our Uganda's school settings to a big extent contributes to child abuse. The UNICEF report (1996) observed that children whose parents were regarded probably as seasonal leaders, outstanding politicians, managers and others, were at times treated with care and love. The reverse is true for children whose parents are regarded local and usual. Such children have always suffered from a lot of incidences of child abuse. Children who are treated in this manner normally got affected in their academic performance.

Curzon (1990) noted that it is very difficult for children who are not well mentally and physically to concentrate on studies. Academic issues can be seen positive if the learner has comfort in all aspects that concern his or her life. At times with the above many primary schools countrywide do not consider things like feeding the children at school. This is mainly evident in day schools.

Ziremubzi (1991) noted that it is really not the wish of either teachers or parents to neglect feeding the children, but it is due to decline in economic status resulting to high poverty level. The writer continues to assert that this poor economic status, which begins right from home, makes some children to begin negotiating with teachers and other persons for some manual work to earn a living. The author of this study concluded that having a poor economic base leads many girls, in almost all institutions of learning, into immoral acts in order to get money.

2.2 Forms of child abuse

2.2.1 Physical abuse

This accounts for about one of four substantiated cases of child abuse. It is the most visible form of abuse and may be defined as any act that results in a non-accidental trauma or physical injury. Inflicted physical injury most often represents unreasonable, severe corporal punishment or unjustifiable punishment. This usually happens when a frustrated or angry parent strikes, shakes, or throws a child. Physical abuse injuries result from punching, beating, kicking, biting, burning, or otherwise harming a child. (Kadushin, 2000)

2.2.2 Emotional abuse

Kadushin (2000), states that emotional abuse is the systematic emotional tearing down of another human being. It is considered a pattern of behaviour that can seriously interfere with a child's positive development. Emotional abuse is probably the least understood of all child abuse, yet it can be the cruelest and most destructive of all types of abuse.

2.2.3 Sexual abuse

Larry (2006) says that sexual abuse is any misuse of a child for sexual pleasure or gratification.

Often, sexually victimized children experience severe emotional disturbances from their own feelings of guilty and shame, as well as the feelings which society imposes on them. At the extreme end of the spectrum, sexual abuse includes sexual intercourse and/or its deviations. These behaviors may be the final acts in a worsening pattern of sexual abuse. For this reason and because of their devastating effects, exhibitionism, fondling, and any other sexual contacts with children are also considered sexually abusive.

2.2.4 Neglect

Armstrong (2001) asserts that child neglect constitutes more than half of all substantiated cases of child abuse. It is the most common form of child maltreatment reported to child protective services. It is defined as a 'type of maltreatment that refers to the failure to provide needed age-appropriate care', such as shelter, food, clothing, education, supervision, medical care, and other basic necessities needed for development of physical, intellectual, and emotional capacities. Unlike physical and sexual abuse, neglect is usually typified by an ongoing pattern of inadequate care and is readily observed by individuals in close contact with the child.

3 Effects of child abuse on children's academic performance

Child abuse in its illegal sense has nothing beyond negative status surrounding the children. All that is under the Umbrella of child abuse is harmful strain and discomforting children. Many academicians among whom, Mwaka and Tumushabe (1991) noted that children, both boys and girls who are victims of child abuse, do not strive to achieve well in their academic endeavors.

The International Labour Organization (1998) clearly showed that children at school who suffer from long working hours, inadequate diet and rest have always performed poorly in their academic work. The (1991) population Census noted that Uganda's Education is characterized by a low enrolment of about 53% of (6-12) year

children in schools. This has always been a result of denial of the rights to education, which leads to lack of motivation.

Coupled with that, the government White Paper (1992) all children below 18 years are free to go to school. It is evident that in some schools, girls and boys of the age of 12-14 found in primary four will feel uncomfortable basing on the fact that his/her classmates are young than him or her. This is because parents had not denied such children the right to education, they would have gone far, and they would not experience the future psychologically because it leads to poor performance.

Nsiima (1997) argued that children who are exposed to hard long labour at school have always suffered from negative effect in the psychological development. Such children are often occupied with work, denying them opportunities to play and to socialize. This negatively affects their physical and mental development which leads them to seriously getting retarded.

Nsiima added that such children are in most cases forced to exhibit deficits in their intellectual skills, low self esteem and end up with aggressive behaviour. Such children are likely to show the third generations problems in the future meaning they will be abusers also and this affects their performance when in school.

Mwaka and Tumushabe (1991) noted that sexual harassment is one of the brutal forms of violence against children. They noted that teachers in primary schools rape young girls. Such girls get physically affected, have psychological misfortune and hence loose hope for studies.

They begin absenting themselves from school which negatively effects their performance in class. Many scholars like Gellesend (1992) and Axmarker (2006) believe that any child who under goes such suffering and stress depending on which aspect of child abuse cannot concentrate well, utilize teachers well but can only pretend to be "a learner". What is most absurd is that such a child suffers quietly as if she or he cannot report the abuse to any one for a number of reasons varying from fear of embarrassment as the case is always to the girls.

Child caregivers and parents that purport to address the worst forms of child abuse do not focus on child abuse in schools. This has seriously affected the children's performance.

Findings from <http://www.therapistfinder.net/child-abuse-effects>, hrmb/ reveal the following as effects of child abusers: Children suffering from child abuse develop a range of maladaptive, anti-social and self-destructive behaviours and thought. Children can develop a range of maladaptive, which can become pathological problems, thus distorting children's thoughts. This forces children into a position of having real relationships and has life long effects. Due to this, ability to form health social relationships is hampered, abused children are deprived of many skills necessary to negative the social world. This leads to a problematic relationship life, even on the job, in future.

2.4 Ways of reducing child abuse acts in schools

The national child under the Redd Berna organization (1999) noted that internally, a person should know that children are not liabilities but future assets that the nation stands upon to move forward. However, this has always been ignored by many who end up treating children in brutal ways. The Redd Berna conference, therefore, suggested that first and foremost, the law governing the children's rights must be well understood and interpreted by every Kenyan regardless of the age. When the law is understood and enforced, cases of child abuse cannot surface at all.

Nsima (1992) argued that stakeholders in the education system can benefit a lot from workshops and seminars, since teachers in primary schools fall victims of child abuse. This affects teaching and learning process. There is, therefore, great need to ensure that teachers are sensitized about the standing orders on the rights of children. This is something that must take root because an education system which assumes that teachers are fully informed in all issues which effect the systems, is not focused and observed that amongst many ways of helping children enjoy their rights is to a big extent to ensure that boarding facilities are put in place in the primary schools.

5 Research Questions

What are the forms of child abuse that exist in primary schools in Embolot Location, Marakwet district?

What are the effects of child abuse on school children in Embolot Location?

What can be done to alleviate child abuse in primary schools in Embolot Location?

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter illustrates the methodologies that were employed to conduct this study. They include the following: Research design, area and population, sampling procedures, sources of data collection, data quality control, procedure and data analysis.

3.1 Research Design

The cross-section survey design that was mainly quantitative was employed to conduct the study. This is because a survey of a variety of various teachers, parents and pupils was made whose ideas and opinions were a projection of the entire population. In addition survey results can easily be generalized for a specific population setting.

3.2 Study area and population

The study was conducted in Embolot Location, Marakwet district. The population study included teachers, pupils and parents. This area was found suitable because it has many schools from which various data could be tapped.

3.3 Sampling procedures

3.3.1. Sampling of pupils

Eight (8) pupils from each of the five sample schools, four being girls and the other four being boys, were selected randomly, from upper primary because they could adequately respond to a written questionnaire. This made a total of 40 pupils.

3.3.2. Sampling of teachers

One female and one male teacher were randomly selected from each of the schools studied, making a total of 10 teachers.

3.3.3. Sampling of parents

Two (2) parents were randomly selected from each of the sampled schools, making a total of 10 parents. The table below shows the total population.

Table 1: Total population

Respondent Type	Males	Percentage
Teachers	10	16
Pupils	40	68
Parents	10	16
Total	60	100

Source: Primary data 2009

3.4 Sources of data collection

3.4.1 Primary data from interviews, questionnaires, on-line journals were tapped for data collection.

3.4.2 **Secondary** data was also collected from other findings, studies and textbooks.

3.5 Instruments

3.5.1 Questionnaires

Questionnaire tools were key instruments for data collection .The tool was semi-structured and closed ended to collect various opinions that could be quantified.

3.5.2 Interviews

A semi-structured interview was conducted to parents for triangulation. Interviews were ideal because they could be administered to parents of various literacy rates. They also gave the chance for collection of data that had not been obtained from questionnaires as they could be adjusted during the interview session.

3.6 Data Quality control

Data quality control was ensured by subjecting the tools for the study to colleagues and my supervisor. Any shortcomings were modified until the final instruments were adopted.

3.7 Procedure

After constructing and piloting the instruments, a letter of introduction was obtained from Kampala International University. Using the letter, the district education officer, was approached for permission to sample the area for the study. At the sampled schools, the researcher made self-introduction by providing the copy of the letter from the university. Village local council officials were approached to seek permission of conducting the study in their areas.

3.8 Data analysis

Simple descriptive tools were found ideal for data analysis and interpretation.

Data from quantitative data was analyzed continuously coded and arranged into percentages in order to answer the three research questions. The data was then quantified for easy analysis and interpretation. Qualitative data was coded and transcribed into frequencies and percentages for effective interpretation and analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study wanted to find out the effects of child abuse in Embolot Location, Marakwet district. A total of 60 respondents were subjected to various tools of research whose findings are provided below.

4.1 Research question one: What are the forms of child abuse that exist in primary schools in Embolot Location?

Data was tapped from both the questionnaires and interviews whose findings were made as follows.

Table 2: Forms of child abuse

Form of abuse	Frequency	Percentage
Sexual harassment by teachers	55	92
Child battering by step mothers	40	67
Child neglect	60	100
Denied mid-day meals	38	63
Defilement	56	93
Child labour	60	100
Parents/guardians rebuke children	47	78
Physical beating by colleagues	49	82
Verbal abuse by parents/teachers	37	62
Teasing by fellow pupils	33	55
Sexual harassment by male pupils	41	68

Source: Primary data (2009)

Table 2 above showed the following as forms of child abuse: Child labour (100%) and child neglect (100%) are the most prevalent forms of child abuse in the location, according to all the respondents. These were closely followed by defilement (93%) and sexual harassment by teachers (92%). Another common form of abuse

mentioned was physical beating by colleagues (82%), as well as parents/guardians rebuking children (78%) Others mentioned were: colleagues/boys sexually harassing female pupils (68%); child battering by step mothers(67%); being denied mid-day meals(63%); verbal abuse by teachers/parents(62%) and, being teased by fellow pupils(55%).

The study findings, therefore, strongly show that school-going children were experiencing various forms of child abuse in forms of child neglect, sexual harassment, verbal abuse and physical abuse among others.

4.2 Research question two: What are the effects of child abuse on school children?

Data from the interviews and questionnaire were summed up in table 3 and the figures below.

Table 3: Effects of child abuse

Response	Agree	Undecided	Disagree	Total
Children drop out of school	46	4	10	60
Leads to psychological torture	54	1	5	60
Children experience trauma	51	2	7	60

Source: Primary data (2009)

The above table shows that 46 respondents (77%) said that child abuse could lead to early drop out of school but 10(17%) disagreed. 54 respondents (90%) shared the view that child abuse practices such as sexual harassment lead to psychological torture, while 5(8%) did not support the view. The table shows further, that 51 respondents (85%) said that it leads to traumatic experiences for the children. However, 7 respondents (12%) disagreed with that notion.

Other effects of child abuse are summed up in the tables below.

Table 4: Child labour affects school attendance

Response	Frequency	Percentage
Agree	40	67
Disagree	11	18
No idea	9	15
Total	60	100

Source: Primary data (2009)

The table shows that 40 respondents (67%) agreed with the view that child labour affects school attendance. According to them, this is because they don't get enough time to go to school. When they do, they are often too tired to comprehend what is being taught in class. However, 11 respondents (18%) disagreed, while 9 (15%) had no idea.

When asked how neglected children perform in class, a majority (51%) said they perform poorly; the minority (3%) said they perform well, while others (12%) said they didn't know. Refer to table below for details.

Table 5: Performance of neglected children

Response	Frequency	Percentage
Perform well	2	3
Perform poorly	51	85
Don't know	7	12
Total	60	100

Source: Primary data (2009)

Table 6: Other effects of child abuse.

Response	Agree	Disagree	Don't know	Total
Children become timid	33	13	14	60
Children are maimed	38	9	13	60
Defilement leads to death and long term diseases like HIV/AIDS .	36	10	14	60
Abuses like physical pain can harm ears, hands that affect learning	39	11	10	60

Source: Primary data (2009)

Asked about effects of child abuse in table 6 above, 33 (55%) out of the 60 respondents stated that child abuse makes children timid and that such children don't do well in class. However, 13 (22%) disagreed while 14(23%) didn't know. 38 respondents (63%) said that physically abused pupils get maimed, but 9 (15%) disagreed, while 13 (22%) didn't know. In addition, 36 (60%) of the study shared the view that child abuse practices like defilement could lead to diseases like HIV/AIDS or even deaths. However 10 (17%) disagreed while 14 (23%) didn't know. Meanwhile, 39(65%) of the 60 respondents stated that child abuses like neglect could lead to irregular class attendance, the other 11(18%) disagreed while 10 (17%) didn't know.

According to most respondents, the end result of all the above child abuse practices is poor academic performance, children dropping out of school, immense physical and psychological torture and, sometimes, death.

4.3. Research question three: What can be done to alleviate child abuse in primary schools?

The table below outlines some of the ways that can help to alleviate child abuse, as suggested by the respondents.

Table 7: Ways that can help alleviate child abuse.

Ways of alleviating child abuse	Frequency	Percentage
Empowering communities economically	47	73
Teaching everybody children's rights	59	98
Strengthening laws against child abuse	46	77
Organizing sensitization seminars and workshops on child abuse	52	87
Counseling of abused children	44	73
Control alcoholism	55	92

Source: Primary data (2009)

From the study the following were cited as ways of alleviating child abuse. 47 respondents (73%) felt that it was necessary to empower communities economically to alleviate child neglect that is mainly caused by poverty. Others (98%) suggested that all citizens should be taught children's rights. At the same time, 46 (77%) respondents pointed out that there was need to set up stronger laws against people who abuse children. Fifty two (87%) suggested that seminars and workshops on child abuse be organized countrywide. Additionally, 44 (73%) were of the view that abused children should have access to counseling services. Lastly, out of the 60 respondents, 55(92%) recommended that it was essential to control alcoholism as it is one of the biggest sources of child abuse.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study wanted to investigate the effects of child abuse in Embolot Location, Marakwet district. This chapter gives a discussion, conclusion and recommendations in with the three research questions that were to be answered.

5.1 Discussion

5.1.1 What are the various forms of child abuse that exist in primary schools in Embolot Location?

The findings of the study have been summed up in table 2. Respondents had strongly pointed out that there were various forms of child abuses that children in Embolot Location primary schools experience. The commonest forms (mentioned by all the respondents) were child neglect and child labour. Child neglect involved, among others, not providing such things as clothings, food, scholarstic materials and shelter. This denied them the chance to develop as normal children. Child labour on the other hand involved, inter alia, exposing children to employment in gardens, which left them too tired to study properly.

Additionally, the findings revealed that children especially girls were subjected to lefilement (93%) and sexual harassment by teachers, according to 92% of the espondents. It was revealed that teachers normally lured school girls to their ouses from where they defiled them. Occasionally, parents who are economically isadvantaged encouraged teachers to go to bed with their daughters, in the belief at the teachers can up lift them out of poverty.

Other child abuse practices were also cited in form of battering by fellow pupils (32%) as well as verbal abuse by parents and teachers (78%). It was mentioned at it wasn't too infrequent for older pupils to take on young ones by beating them.

Similarly, teachers and parents normally abused children, calling them all sorts of names, including "You are very stupid" which demoralizes them.

Sexual harassment by fellow pupils was mentioned by 68% of the respondents, while battering by step mothers was cited by 67% of them. School boys were also said to be in the habit of fondling girls which left them dejected. Even step mothers were also said to be involved in mistreating children by beating, slapping, burning, tying up and putting children in solitary confinement without food.

Denial of the midday meal (63%) came next, closely followed by verbal abuse at 62%. Lastly, teasing by fellow pupils was also cited as a form abuse (55%)

All the above are in line with Axmaker (2006) who argued that child abuse takes many forms. He says that physical abuse accounts for one in four substantiated cases of child abuse, making it the most visible form of child abuse. He reveals that this often represents unreasonably severe corporal punishment. This happens during anger. During these evils, children are punched, beaten, kicked, bitten, resulting in bodily harm or injury.

Similarly, Kadushin (2000), notes that one form of child abuse that is most difficult to talk about is sexual abuse. However, he argues that child abuse has become an increasing evil that is manifested in forms of fondling, defilement, sexual harassment that includes rape.

Carcon (1999), also states that child neglect, constitutes more than half of all substantiated cases of child abuse. This is the most common form of child maltreatment, according to child welfare bodies and related institutions. That in many communities there are various causes of failure to provide needed age care such as food, clothing, education needs medical care and other basic physical needs for psychical, intellectual, social and emotional development.

5.1.2. What are the effects of child abuse on school children?

Findings were illustrated in tables 3, 4, 5 and 6. Results of the study had greatly revealed that owing to various forms of child abuses, children's health and

attendance was affected. That this led to trauma and physical harm to children that had a bearing on learning and academic performance. Findings showed that due to child abuse practices such as neglect children could drop out of school. This is contrary to the children's Act (2003) that stresses provision for children's survival, protection, development and participation rights.

Findings also showed that child abuse evils such as sexual harassment could lead to psychological torture. Tumushabe (2001) laments that one of the greatest evils in society is sexual harassment and that it is one the most brutal forms of violence against children. These evils have immense effects on children such as early marriages, child drop out and they greatly affect smooth learning and teaching, especially of the girl child.

Results of the findings further showed that children neglected don't perform well. This is shared by Ermy (2001) who asserts that child neglect as a form of child abuse deprives children of educational need, such as uniforms, text books and teaching materials necessary for learning and teaching.

Gevend (1992), states that child abuse creates disturbing aspects by creating experimental restraints if put on children. That if a child fears doing something new because of the chance that it will lead to a violent attack, the child will lose his/her sense of imagination and wonder world. This could stop him from trying on new things and exercising his or her mind. Thus that child will never achieve his/her intellectual potential. The researcher sees the child abuse as a constraint to smooth child development, and learning.

1.3. Third research question was: What are the ways of alleviating child abuse in schools.

came out very clearly from the respondents that since child neglect was closely linked to low poverty levels, there was need to economically empower communities. In addition, they felt that there was need to teach people children's rights.

furthermore, it was suggested that the laws against child abuse should be strengthened and fully implemented because violation of child's rights are so rampant that even the local authorities who are supposed to guard the law are in most cases direct violators.

It is no wonder, therefore, that respondents were of the view that seminars and workshops be conducted to sensitize people against child abuse. This is in line with Red Barna organization's recommendation (1999) that there was need to enlighten the people to draw their attention to the law governing children's rights.

Respondents felt further that there was need to set up counseling and guidance centers to assist abused children and to enhance relationships among parents to alleviate marriage splits.

Lastly, the respondents attributed the increase of child abuse cases to alcohol in homes. They, therefore, recommended that there was urgent need to control alcoholism in the community.

5.2 Conclusion

The study depicts numerous forms of child abuse that are encountered by school going children in Embolot Location, Marakwet district. Due to the various forms of child abuse, there was evidence that children in Embolot Location are greatly affected by the evils of child abuse. These were severe social, psychological, physical and motivation effects that greatly harm the children's development and learning.

Despite that, low poverty levels were great constraints that needed to be handled to alleviate child abuse. In addition, there was need to set up a machinery to help fight child abuse practices.

5.3 Recommendations

5.3.1. The biggest danger of child abuse lay in the low poverty levels. Hence, government needs to come up with practical ways of alleviating rural poverty.

5.3.2. Local authorities, communities, child welfare bodies and the central government should organize campaigns, seminars, workshops, and film shows to enhance awareness of child abuse and its evils.

5.3.3. NGOs and local councils should set up counseling and guidance centers that can work with communities to boost the fight against child abuse.

5.4 Area for further study.

Since child abuse is a threat to the full attainment of the goals of primary education, a detailed study should be conducted to establish its relationship with academic performance.

REFERENCES

- Axmarker, L.W (2006) Forms of child abuse. In journal of children's rights
- Curzon, L.B (1999) Several abused children. American journal of diseases and children.
- Emy, P (2001) The child and his environment in Black Africa. Oxford University press, Nairobi
- Gellesed, C.M (1992) Child abuse as a psychology and sociological problem in the place of attachment to human behaviour.
- <http://www.state.ni.us/humanservices/cap/2.htm> New York.
- Brooks Ltd. <http://www.therapist.finder.net/childabuse-effects.htm>
- Kadushin, A (2000) Child Welfare reports. Macmillan Publishing Company New York.
- Larry; A (2006) Research issues on Child abuse. In journal of child abuse social science medical report.
- Mutazindwa , F(1993) Why child abuse is on the increase. Macmillan, Kampala.
- Muhamad .F. (1992) Child labour and its effects on children's learning and other vulnerable children policy paper 2004.
- The International labour organization (1992) Themes on child abuse. ILO, New York.
- Redd Berma (1999) The National childcare reports. NCC, Kampala.

Tumushabe, A (1991) Children as victims of child abuse. Makerere University Press, Kampala.

Tumushabe, J (2001) child abuse a threat to UPE in Uganda. Kampala. (unpublished)

Uganda (1991) Population census 1991. Government printery, Kampala.

Uganda (1999) Children statute (1996) National policy on children and, orphans and other vulnerable children. Government printers, Kampala.

Uganda (1975), Employment Journal on employment decree 4 Government printery, Kampala..

Uganda (1992) Government White Paper on Education. Kampala.

The Uganda Constitution (1995). Kampala. Government publication.

Uganda (2003), Children Act 2003. in revised children's statute orphans: Kampala

UNICEF (1996) Violation of children's rights. Report on Uganda. Geneva. UNICEF.

World Vision (1992), Child abuse reports in Masaka and Rakai. Kampala. Government Printers.

Zirembuzi (1991), Examining and identifying major socio-economic factors leading to child neglect.: Free press, Nairobi.

APPENDICES

APPENDIX A

Dear respondent,

Kindly provide information required. The data you provide shall be treated confidentially.

Thank you. God bless you.

Tick or give information required below

- (a) Sex (i) Male ☐ (ii) Female ☐
(b) Status (i) Pupil ☐ (ii) Teacher ☐ (iii) Parent ☐

1. What is child abuse? _____
2. Identify some forms of child abuse.
(a) at home _____
(b) at school _____
3. Due to child abuse, children can drop out of school
Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐
4. Child abuse practices such as sexual harassment could lead to psychological torture
Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐
5. Children who are beaten tend to be affected by trauma
Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐
5. Due to child neglect children don't perform well at school
Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐
7. Forms of child abuses like child labour harm children's school attendance
Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

APPENDIX B

INTERVIEW GUIDE FOR PARENTS

Dear respondent,

Kindly provide information required. The data you provide shall be treated confidentially.

Thank you.

(i) Sex (i) Male ☐ (ii) Female ☐

(b) Status (i) Pupil ☐ (ii) Teachers ☐ (iii) Parents ☐

1. What is child abuse? _____

2. What forms of child abuse do children experience? _____

3. Do you think child abuse could lead to child drop out from school?

(a) Yes ☐ (b) No ☐ (c) No idea ☐

4. In your opinion can sexual harassment lead to psychological torture?

(a) Yes ☐ (b) No ☐ (c) No idea ☐

5. Children who are beaten tend to be affected by trauma. What is your view? _____

6. Can child neglect affect children's performance? Yes ☐ No ☐

Explain your answer? _____

7. Comment on the view that abuses like child labour harm children's school attendance _____

APPENDIX C

INTERVIEW GUIDE FOR PUPILS

Dear respondent,

Kindly provide information required. The data you provide shall be treated confidentially?

Thank you.

(a) Sex (i) Male ☐ (ii) Female ☐

(b) Status (i) Pupil ☐ (ii) Teachers ☐ (iii) Parents ☐

1. What is child abuse? _____

2. What forms of child abuse do children experience? _____

3. Do you think child abuse could lead to child drop out from school?

(a) Yes ☐ (b) No ☐ (c) No idea ☐

4. In your opinion can sexual harassment lead to psychological torture?

(a) Yes ☐ (b) No ☐ (c) No idea ☐

5. Children who are beaten tend to be affected by trauma. What is your view? _____

6. Can child neglect affect children's performance? Yes ☐ No ☐

Explain your answer? _____

Comment on the view that abuses like child labour harm children's school

attendance _____