

**EFFECTS OF CHILD ABUSE ON THE PUPILS ACADEMIC PERFORMACE
IN GOVERNMENT AIDED PRIMARY SCHOOLS
IN MAGADA SUB-COUNTY NAMUTUMB
A DISTRICT UGANDA**

BY

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DECLARATION

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


Signed.....

Student

Date.....13/04/2010

APPROVAL

I certify that Tukamuhebwa Gerald carried out this research under my supervision.

.....

15TH APRIL 2010.

MR. TINDI SEJE

DATE

DEDICATION

From the core of my being, I dedicate this work to my beloved parents Mr. Zikanshagyiza Patric and Tumwine Jemimah Atwooki; their selfless support and encouragement have led me through up to this level of education .

ACKNOWLEDGEMENT

In the first place, I highly acknowledge the almighty God, for all he has done in my life up to this level of academic epitome. I also extend my heart felt gratitude to my beloved brothers and sisters, relatives and friends who sacrificed a bit of their precious time and resources for my worthy cause. Special thanks to my uncles, Bagonza Christopher and Akugizibwe Paul, my friends Ampumuza Moreen, Businge Badru, Muhumuza Allan, Brian, Katabeire Charles Ayesiga Bena, Asaba Damian, and Tumuhairwe George, they have been great in my success story.

I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi Seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God richly bless in you.

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ACRONYMS

UPE	Universal Primary education
UHRC	Uganda Human rights commission
PLE	Primary leaving examination
P/S	Primary school
CHILD	Community Home Initiative for long-term development
ANPPCAN	African network for prevention and protection against child Abuse and neglect.

DEFINITION OF TERMS

Child	A person who is below the age of eighteen
Child abuse	A situation of violating the rights of person who is young
Drop out	Change of school or moving out from education system
Child Neglect	An act of omission that leads to failure to provision of basic needs

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

Child abuse in Uganda has attracted a number of researcher's world wide. This is because child abuse has directly affected the academic performance of pupils and students throughout the education system.

1.1 Background to the study

Magada Sub County in Namutumba district is not exceptional from the problem. The area being rural with its population practicing subsistence agriculture, the researcher found it suitable to carry out this study.

1.2 Geographical location of the study

Magada sub-county is located in former Busiki county present Namutumba district. The sub county is bordered by Pallisa and Butaleija districts, Ivukule and Namutumba sub counties.

The sub county is fairly distributed with twenty two government aided primary schools, fifteen private primary schools and two secondary schools of which are government aided around the sub county headquarters.

The above key attributes of Magada prompted the researcher to carry out the study in attempt to find out why child abuse and leading to poor performance in primary school yet the distribution of schools is fair.

1.3 Statement of the problems

A number of school age going children in Uganda are reported to be abused causing school drop out and those who remain studying, performance poorly in PLE and Magada sub county not in exception if something is not done government shall continue to spend dearly on education at the expense of economic development. The study us therefore intended to establish the impact of child abuse since they are the future generation.

1.4 Purpose of the study

The aim of carrying out this study is to investigate and establish the effects of child abuse on the pupils academic performance in government aided primary schools in Magada sub county and the nation at large hence find the solution.

1.5 Objectives of the study

The following objectives guided the study;

- To trace the prevailing form of child abuse
- Establish whether child abuse is a common practice in primary schools.
- Establish the effects of child abuse on learners

1.6 Research questions

The researcher used the following questions to guide him in collecting data:

- a) What is child abuse?
- b) What are the different forms of child abuse in primary schools?
- c) Why is child abuse a common practice in primary school?
- d) How can child abuse be minimized?
- e) What are the effects of child abuse on pupils academic performance?

1.7 Significance of the study

If this research is accomplished there is hope that it will benefit the following groups of people;

- The MOES sector to sensitize teachers who practice child abuse in primary schools
- Parents to know their roles and responsibilities in curbing the situation of child abuse
- The pupils to differentiate between roles and responsibilities
- The ministry of gender on the types of child abuse which are being practiced and solve the future outcome.
- The governments to find solutions to child abuse.

1.8 Scope of the study

The researcher carried out his research on effects of child abuse on the pupils academic performance in government aided primary schools in Magada Sub county Namutumba district. The researcher used nine selected primary schools which were within his area of influence and hence improving on utility of the findings. The investigation was undertaken beginning from 2007 June and ended in August 2008.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Child abuse is an act of commission that violates the child's rights leading to mistreatment or torture. It may also be defined as child neglect which is an act of Omission that leads to failure of provision of basic needs like medical, education and physical needs.

There are many forms of child abuse that are practiced both at school and home either because of ignorance or with deliberate intentions and among them the following are commons:-

Child labour: which is a characterized by exploitation and harmful exposure to labour.

Child marriage: This is associating children to early marriage and no right to choice of a partner.

Sexual abuse. Here defilement, indecent and incest assault takes direction.

The psychological or emotional abuse is denial and failure to access basic needs for example education, clothes, food, ideal share to mention but a few.

Physical abuse is vengeance, maiming, detention and retention in classes.

There is another form of child abuse called pirating which is the act of sending children to other countries for various exploitation. Corporal punishment is characterized by physical torture for example canning, kneeling burning fingers squatting and the rest practiced by both teachers and parents.

Child abuse can also be defined as any behavior directed towards a child by a parent, a guardian, other family member or another adult that endangers or

impairs a child's physical or emotional health or development. The major forms in which child abuse can take place are; physical abuse, sexual abuse, emotional abuse, neglect and many others.

Physical abuse is when children are hurt or injured by parents or other people, hitting, kicking, beating with objects, throwing and shaking are all physical abuse, and can cause pain, bruising, broken bones and some times even death.

Sexual abuse is when children are forced or persuaded into sexual acts or situations by others. Children might be encouraged to look at pornography, be harassed by sexual suggestions or comments, be touched sexually or forced to have sex against their wishes.

Emotional abuse is when children are not given love, approval or acceptance. They may be constantly criticized, blamed, sworn and shouted at, told that other people are better than they are and rejected by those they look to for affection.

Neglect is when parents or others looking after children do not provide them with proper food, warmth, shelter, clothing, care and protection.

Explanation of child abuse

The researcher did not depend on his findings only but convicted other knowledgeable people, books which are in line with the topic of the researcher.

On the radio programme of UBC (Friday 20th June 2008) by Sarah Namumbya state; *"in African child abuse first existed in South Africa where the whites discriminated African child from the white child in 1976 on the type of education and classes to study prompting those children to demonstrate in the streets which is now celebrated 16th June of every year. This has led to the citizens of*

South Africa not to be employed in white collar jobs as they did not acquire the right type of education".

From the quotation above, which is extracted on radio programme "child abuse and their effect", it is taken that child abuse has a very great impact on the child's academic performance throughout his or her life.

What then is child abuse?

According to ANPPCAN, child abuse is defined as an act of commission that violates their rights leading to mistreatment. A child whose rights have been violated is not likely to do well at school be he/she will be psychologically or emotionally affected. Given that description it is evident that child abuse has a great impact on the pupils academic performance.

Prevalence of abuse

Child abuse was once viewed as a minor social problem affecting only a handful of United States children. However, in recent years it has received close attention from the media, law enforcement, and the helping professions, and with increased public and professional awareness has come a sharp rise in the number of reported cases. But because abuse is often hidden from view and its true prevalence is possibly much greater than the official data indicated. In 1996, more than three million victims of alleged abuse were reported to child protective services (CPS) agencies in the United States, and the reports were substantiated in more than one million cases. Put another way, 1.5% of the country's children were confirmed victims of abuse in 1996; parents were the abusers in 77% of the confirmed cases, other relatives in 11%. Sexual abuse was more likely to be committed by males, whereas females were responsible for the majority of neglect cases. More than 1,000 United States children died from abuse in 1996.

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

Types of abuse

Physical abuse. Physical abuse is the non accidental infliction of physical injury to a child. The abuser is usually a family member or other care taker, and is more likely to be male. In 1996, 24% of the confirmed cases of United States child abuse involved physical abuse. A rare form of physical abuse is Munchausen syndrome by Proxy, in which a caretaker (most often the mother) seeks attention by making the child sick or appear to be sick.

Sexual abuse. Charles F. Johnson defines child sexual abuse as "any activity with a child, before the age of legal consent, that is for the sexual gratification of an adult or a significantly older child." It includes, among other things, sexual touching and penetration, persuading a child to expose his or her sexual organs, and allowing a child to view pornography. In most cases the child is related to or knows the abuser, and about one in five abusers are themselves underage. Sexual abuse was present in 12% of the confirmed (19996) abuse cases. An estimated 20–25% of female and 10-15% of males report that they were sexually abused by age of 18 years.

Emotional abuse. Emotional abuse, according to Richard D Krugman, "has been defined as the rejection, ignoring, criticizing, isolation or terrorizing of children, all of which have the effect of eroding their self-esteem". Emotional abuse usually expresses itself in verbal attacks involving rejection, scapegoating, belittlement, and so forth. Because it often accompanies other types of abuse and is difficult to prove, it is rarely reported, and accounted for only 6% of the confirmed 1996 cases.

Effects of child abuse

All children are born to grow, to develop, to live, to love, and to articulate their needs and feelings for their self-protection. Although growing up can be difficult, most children and young people receive the love and care they need to develop into healthy, happy young adults. For their development children need the respect and protection of adults who take them seriously, love them and honestly help them to become oriented in the world. But some children are hurt, neglect and used by adults or other children. Younger children may not be aware that what is happening to them is abuse. Abuse can mean different things to different children, and can happen once or many times during childhood.

Indicators for identification of victims of child abuse

Children may exhibit a wide range of reactions to exposure to abuse. Younger children (for example preschool abuse they observe and tend to believe that they must have done something wrong). Self-blame can precipitate feelings of guilt, worry, and anxiety. It is important to consider that children especially younger children, typically do not have the ability to adequately express their feelings verbally. Consequently, the manifestations of these emotions are often behavioral. Children may become withdrawn, non-verbal, and exhibit regressed behaviors such as clinging and whining. Eating and sleeping difficulty, concentration problems, generalized anxiety, and physical complaints for example headaches are all common (McKay, 1994).

Unlike younger children, the pre-adolescent child typically has greater ability to externalize negative emotions that is to verbalize. In addition to symptoms commonly seen with childhood anxiety for example sleep problems, eating disturbance, nightmares, and victims within this age group may show a loss of interest in social activities, low self-concept, withdrawal or avoidance of peer relations, rebelliousness and oppositional-defiant behavior in the school setting. It is also common to observe temper tantrums, irritability, frequent fighting at school or between siblings, lashing out at objects, treating pets cruelly or abusively, threatening of peers or siblings with violence (for example give me a pen or I will smack you) and attempts to gain attention through hitting, kicking or choking peers and/or family members.

Relevance of child abuse in our society

In 1962, C. Henry Kempe conducted a survey of eighty eight hospitals in which he identified 302 children who had been "battered". The survey, which for the first time defined the "battered child syndrome", graphically catalogued brutality to young children, many of whom suffered multiple injuries. By 1976, child abuse reports had risen to more than 669,000 and by 1978 to 836,000. by 1992 almost three million reports of child abuse were filed nationwide, including 1,261 child abuse related fatalities. If current trends continue, its projected that more than four million children will be reported for abuse annually by the year 2002.

Studies of the incidence of physical and sexual violence in the lives of children suggest that this form of violence can be viewed as a serious public health problem. State agencies reported approximately 211,000 confirmed cases of child physical abuse and 128,000 cases of child sexual abuse in 1996. at least 1,200 children died as a result of maltreatment. It has been estimated that about 1 in 5 female children and 1 in 10 male children may experience sexual molestation.

Effects of child abuse

Studies indicate that everyday a significant number of children are exposed to serious maltreatment and neglect leading to physical and psychological injury and serious long term consequences. Researchers are continuously examining the wide range of potential consequences of child abuse and neglect. Mounting evidence suggests that in addition to the immediate negative effects on children, maltreatment is associated with a host of problems manifested in adolescence and adulthood. Child abuse is not, however, a short-term crisis in a child's life. Although children are removed from violent homes or leave home to live on their own, the effects of experiencing abuse in their childhood follow them through life. Child abuse can affect all aspects of a child's life and can spill over in there adult life as well. Effects of child abuse include the following;

Effect on academic performance

On the most destructive consequences of child abuse may be the detrimental effect on a child's school performance. Over and over again, research indicates that abused children demonstrate reduced intellectual functioning and perform very poorly in school. And poor school performance can have serious long-term consequences. Academic failure has been associated with antisocial behavior and quitting school. These behaviors in turn increase the risk of long term decrease productivity, long term economic dependence and generally lower levels of satisfaction with life as adults. 58 maltreated children may display the following;

- Lower overall schools performance test scores and lower language, reading and mathematics scores.
- Grade repetitions, disciplinary referrals and a high number of suspensions
- Working and learning at below average levels (as reported by teachers)
- Weaker orientation to future vocational and educational goals compared to non-maltreated children.

It is understandable that maltreated children will perform poorly in school. Not only do they face the obvious complications associated with a violent home life

but neglectful and abusive parents are less likely to provide an intellectually stimulating environment for the child, read to the child, supervise homework and generally become involved in their child's academic life.

Child abuse as a permanent and lifelong trauma

When an orphan or adolescent experience trauma such as family violence, child abuse, or witnesses prolonged violence, several problems arise. These children might experience anger, distrust, and fear commitment. Children who live through such childhood trauma often suffer permanently. Extensive studies about adults abused as children investigated the relationships between childhood trauma and problems including uncontrollable anger and a negative attitude.

Miller Villani and Sharfstein all discuss numerous factors that influence violence, including alcohol, violent threats, and a violent past (Miller P.61-62 and Sharfstein, p.2). Miller (1998) presents several abuses and mistreatment studies concerning children who experience family violence at an early age and how this violence leads them to have behavioral problems as adults (p.62). Child abuse whether inflicted on orphans or children who live with biological parents, causes distrust, another problem and long lasting effect. Distrust can result with abused children. These children begin to distrust the people closest to them, their family, and this lack of trust carries over into adulthood.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methodology to be used in the study namely research design, the sample size, population, data collection techniques and data analysis was described.

3.1 Study area

The area under study is Magada Sub County a government aided primary school. The sub county with the highest number of primary schools in the district but also ranks highest in poor academic performance.

3.2 Study population

The study population was teachers in the nine primary schools which included; Bugiri SDA primary school, Kasaale primary school, Kategere primary school, Kalemira primary school, Kaiti Primary school, Mazuba primary school, Magada primary school, Matyama primary school, and Nawansekesse primary school.

3.3 Instrument of data collection

The researcher gathered information from the respondents using the following tools; questionnaires, observation, and interview.

3.4 Procedure of data collection

The researcher delivered the letter of information from the university to the selected schools. After permission has been granted, the following will be procedure.

Questionnaire. The researcher delivered questionnaire in person to the respondents and discourage mishandling which may lead to delay and getting lost of the questionnaire on the way.

Observation. The researcher used this method by critically looking at the parents, pupils and the situation in line with the topic on research and make conclusion.

3.5 Sampling size and sampling techniques

3.5.1 Target population

The population of interest was the teachers of the nine schools that was located in Magada Sub County.

3.5.2 Sampling techniques

The researcher used the Serakan a simplified determination. The population is too big so the researcher reduced it to 48 because of the shortage of time and scarcity of resources. The researcher employed serendipity techniques since each school and family has almost similar characteristics.

3.6 Data analysis

When collecting the data the researcher was systematically arranged information according to the category of study and methods of data collection. The qualitative data was used on table and graphs, coded into the computer for analyze the response.

3.7 Ethical consideration

The researcher sought permission from the administration of the selected schools to talk to the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The purpose of this study was to investigate the effects of child abuse in government aided schools of Magada Sub County. The following objectives guided the study;

- To trace the prevailing form of child abuse
- Establish whether child abuse is a common practice in primary schools
- Establish the effects of child abuse on learners.

This chapter presented, analyzed and interpreted the data about child abuse.

4.1 Background information

The researcher had to establish the background characteristics of both the teachers and children who were under study.

4.1.1 Qualification of teaches

Table 1: Presents teachers grade

Grades of teachers	Frequency	Percentage
Graduates	03	7
Diploma holders	08	18
Certificates	28	62
Licensed	06	13

Source: Field data 2008

Findings from table one revealed that 3 teachers were graduates, 8 of them had diplomas in primary education, 28 of them were certificate holders and 6 of them were licensed teachers. 13% of licensed teachers in primary schools is a bit high. These teachers lack professionalism and could abuse the children themselves, graduate teachers and almost a handful of them with diplomas is

also worrying itself. This shows a clear picture that the services offered in primary schools by the teachers are just fair because teachers are not well qualified. Majority have just basics to carry out their duties. Such teachers may or may not contribute towards the fight of child abuse because they lack enough knowledge and skills.

4.1.2 Age brackets of teachers

Table 2: Presents the age of teachers

Age brackets	Frequency	Percentage
35-45 years	11	24
25-30 years	25	56
20-25years	09	20
Total	45	100

Source: Field data 2008

The analysis showed that 56% of the teachers were in the age bracket of 25-30 years, 24% of the teachers were aged between 35-45, and 20% of them between 20-25. The above findings showed that majority of teachers were young adults who themselves could worsen child abuse. Many teachers were young and therefore sexually active, and they could carry out child sexual abuse.

4.1.3 Gender of teachers

Table 3: Shows the gender of teachers

Gender of teachers	Frequency	Percentage
Males	18	40
Females	27	60
Total	45	100

Source: Field data 2008

Table above showed that majority of the teachers were female teachers. Male teachers were fewer and therefore this could reduce child sexual abuse, although it does not necessarily mean that male teachers often abuse girl learners, since other factors such as alcohol abuse, unprofessionalism and age, should be present in order to influence abuse.

4.2 Prevalence of child abuse in schools

Child molestation and abuse have been common offences in both secondary and primary schools in Uganda. In news articles such as in monitor and the New Vision, have explained how children are sexually abused by the teachers, parents and some adults. This is what had to be established; if at all such children were present in Magada primary schools, what gender was most affected and what the common form of child abuse was.

4.2.1 Does child abuse occur in Magada primary schools?

Teachers were asked whether there was any child abuse in primary schools.

Table 4: Presents the teachers responses on the prevalence of child abuse in schools

Is there child abuse in schools	Frequency	Percentage
Agree	03	7
Disagree	20	44
Not sure	22	49
Total	45	100

Source: field data 2008

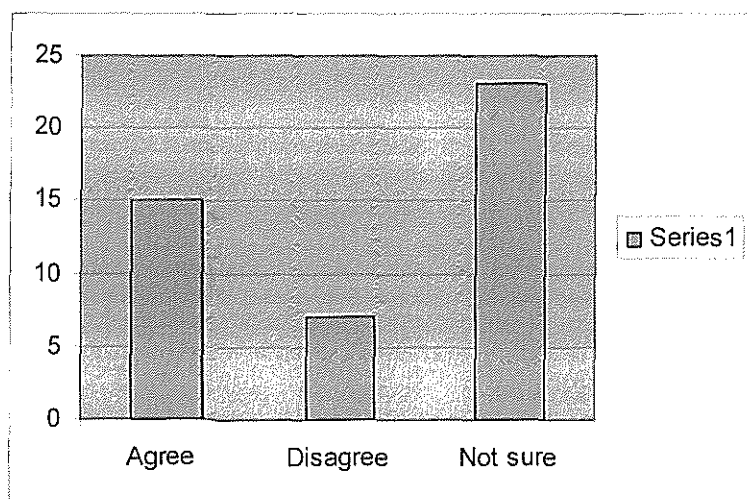
The above table showed that only 3 teachers accepted that there was child abuse in schools and 20 of the teachers refused to accept the occurrence of child

abuse in schools, 22 of the teachers were not sure of such incidences in schools. This analysis revealed that most of the teachers were not aware of whether child abuse occurred or not in their schools. This showed that teachers lacked some responsibility over their children or it could mean that may be this problem was not common in the Magada. We should however not ignore the 3 teacher's response of the existence of child abuse in schools.

4.2.3 The presence of victim's abuse but outside schools

The researcher also wanted to know whether there were children who had been abused outside school.

Figure 1: Showed the number of children abused outside by teachers responses



Source: Field data 2008

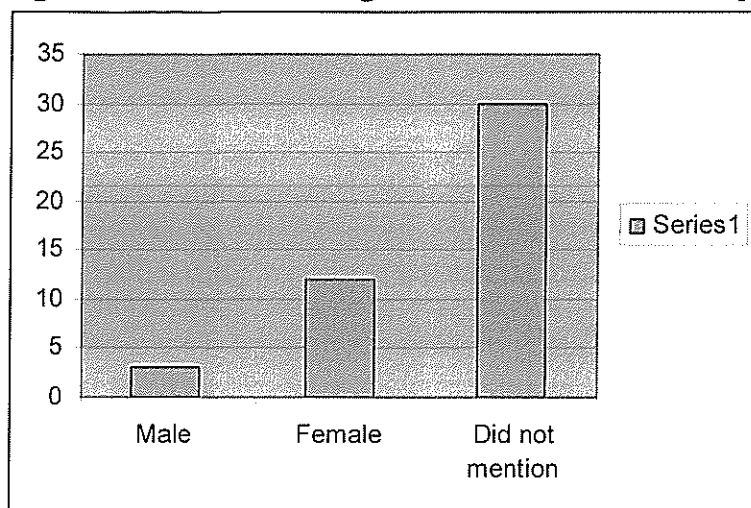
From the figure 1, 15 teachers agreed that some children were in schools and had been abused but 7 of the teachers refused that victims of child abuse did not exist in schools where they taught but what was alarming was the number of teachers who did not know whether these victims were in schools. This revealed two things; first either the teachers lacked an awareness on child abuse, or

may be child abuse was not a common offence in Magada Sub County although some few cases had been reported.

4.2.3 Victims of child abuse by gender

Teachers were asked to tell which sex of children was not affected.

Figure 2: Showed the gender most affected by child abuse



Source: Field data

From the above figure, 15 teachers were able to respond to this item, this was however linked to the teachers previous responses about the prevalence of child abuse in schools and outside schools. 3 teachers contributed that boys were most affected, while 12 teachers suggested that girls were more affected.

4.3 Prevailing forms of child abuse

American psychologists categorized child abuse into 3 types namely; physical, emotional and sexual abuse. In this study the researcher wanted to find out if all the above categories were common in schools or in the community.

4.3.1 Prevalence of sexual abuse in and around schools

Johnson (1991) described sexual abuse as any activity with a child below the age of legal consent and that is for sexual gratification of an adult or insignificantly older child. Teachers were given a list of sexual offences to tick in case they were common in and around schools.

Table 5: Presents the teachers responses of the prevalence of sexual abuse

Prevalence of sexual abuse	Frequency	Out of total	percentage
Allowing children to view pornography	39	45	87
Child defilement by teachers	2	45	4
Older children facing the younger ones to have sex with them	13	45	29
Touching children's sexual organs	11	45	24
Defilement outside schools	20	45	45
Children being forced to expose their sexual organ	5	45	11
Total responses expected	90	270	33

Source: Field data

The above table revealed that 33% of the offences of child abuse, with the highest sexual abuse being children watching pornography. This was followed by defilement of children outside the schools. There were also reported cases of older children forcing others to have sex with them.

Parents, according to the foregoing analysis are allowing children to access pornographic information.

4.3.2 Child physical abuse

The researcher wanted to find out if children were in any case physically abused through the teachers

Table 6: Presents the forms of physical abuse in schools and outside

Forms of physical abuse	Frequency	Total	percentage
Children are spanked at home and school	45	45	100
Children punished by kneeling down	25	45	56
Children's figures have been burned	2	45	4
Children are told to slash or dig	36	45	80
Total responses expected	108	180	60

Source: Field data

According to the table above, 100% of the teachers agreed that children are spanked both at home and in school, 56% of the teachers contributed some children were told to kneel down, only 4% of the teachers reported children being burnt usually because of stealing and other children were abused by telling them to dig or slash in the school compound. This analysis showed that 60% of abuse is in form of physical abuse both at home and schools.

4.3.3 Prevalence of psychological and emotional abuse in schools

This form of child abuse entailed dental and children failure to access basic needs such as clothes, education, and food. Emotional abuse could be in form of scapegoating, rejection. The above offences had to be established.

Table 7: Presents the prevalence of psychological and emotional abuse in school

Psychological and emotional abuse	Frequency	Total	percentage
Children are denied food at times	23	45	45
Some children are forced to remain at home	39	45	87
Some children do not have clothes	41	45	91
Children are neglected at home	34	45	76
Children are sometimes into scapegoats	28	45	62
Total	165	225	73

Source: Field data

According to table 7, 39 teachers accepted that some children are forced to remain at home during school time. This denying the children their right to education, 23 teachers admitted that some children are denied their right to food, while 41 teachers responded to children being deprived of clothes. 28 teachers responded to children sometimes used a scapegoats in conflict. The overall percentage of percentage of psychological and emotional abuse stands at 73%. Children can not perform well if they are both psychologically and emotionally tortured.

4.4 Effects of child abuse

According to McKay (1994) children exhibit a wide range of reactions due to exposure to abuse. McKay talked of self-criticisms, guilt worry and anxiety. He went on to say that as result children exhibit the following behavioral tendencies, rebelliousness, withdrawal and avoidance of peer relation, low self concept and frequent fighting.

4.4.1 Child abuse and defiant behavior

Teachers were asked if there were children in school with defiant behavior which could be linked child abuse.

Table 8: Shows the presence of defiant behaviors in schools

Abused children are defiant	Frequency	Total	percentage
They always fight in school	35	45	78
They threaten others with violence	39	45	87
They use abusive language	34	45	76
They experience anger	40	45	89
They are distrustful and fear commitment	20	45	44
Total	168/225		75

Source: Field data 2008

The above table showed that 75% of the teachers agreed that one effect of child abuse is defiant behavior in abused children. This finding agreed with what was by Staus (1994).

4.4.2 Child abuse and self blame

Researchers urged that child abuse will cause children to blame themselves and in the end they display worry, guilt and sometimes anxiety. The teachers were asked if this was the case.

Table 9: Shows the teachers responses on whether self-blame was partly due to abuse

Do abused children blame themselves	Frequency	Percentage
Agree	25	56
Disagree	13	29
Not sure	7	15
Total	45	100

Source: Field Data 2008

Findings showed that half of the teachers had accepted that abused children lean to blame themselves, but 29% of the teachers disagreed and 15% were not sure. This indeed was an effect of child abuse but we should not ignore the 29% and 15% who disagreed and who were not sure, respectively. This could represent other factors that are affecting some individual children.

4.4.3 Effect of child abuse on children's academic performance

According to ANPPCAN Uganda (2005) the most destructive consequences of child abuse may be the detrimental effect on a child's school performance. Teachers responses could help to affirm or refuse the above statement.

Table 10: Shows the effects of child abuse on children's performance in class

Responses of teachers on effect of child abuse on performance	Frequency	Percentage
Abused children demonstrate reduced intellectual functioning		
Agree	32	71
Disagree	8	18
Not sure	5	11
Total	45	100
Abused children perform poorly and therefore repeat classes		
Agree	34	76
Disagree	9	20
Not sure	2	4
Total	45	100

Source: Field data

The above table showed that over 70% of the teachers accepted that child abuse reduced the children's ability to perform well and some of these children had to repeat classes. But about 20% of the teachers disagreed to both hypothetical statements, and about 10% of the teachers were not sure of how abuse could affect. Children's educational achievement. The fact is that according to the teachers, there is indeed a link between child abuse and academic performance.

4.4.4 Long term effects of child abuse

Psychologists have proposed that abuse of children may affect their lives permanently. Teachers were asked to give examples of children whose lives have been altered forever due to abuse although not in their schools.

Table 11: Shows the teachers examples given

Examples of permanently changed individuals due to abuse
Alcoholic adults who were abused
Youth who can not trust others
Nabukeera whose body was mimed by burning

Source: Field data 2008

The examples that the teachers gave can be related to Miller (1998) description of permanent effects of child abuse.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The preceding chapter presented and analysis data on child abuse and its effect on individual children. The following questions were asked from the staff; what is the prevalence of child abuse in Magada Sub County? Is child abuse a common offence in Magada primary schools? What are the effects of child abuse on the learners? In this chapter the foregoing questions were answered, a conclusion made, and finally recommendations were given.

5.1 Summary of findings

The prevalence of child abuse in Magada sub county

At the end of the analysis of the above objectives it was established that indeed there existed child abuse in three forms namely physical, psychological and emotional and sexual. The most common of the forms was emotional child abuse which rated at 73%, followed by physical abuse with 60%. Sexual abuse was prevalent but on a lower scale of 33%. It was specifically established that children are being exposed too much pornography. The children were also frequently punished with by being spanked and many of them were told to dig and slash in compounds. Children were psychologically and emotionally abused by being forced to remain at home during school hours. They were deprived of their right to clothes and other basic needs. If children are frequently abused their performance in school has to be affected and thus lowering their educational expectations and attainments.

Is child abuse a common in schools?

Child abuse in Magada schools was found to be minimal, according to teachers responses. However it was possible that some of these offences were happening

unnoticed, by the teachers response of teachers who did not know. It also revealed the teachers average knowledge of child abuse and its types. In the same analysis it was established that within the schools of Magada sub county there were some victims of child abuse, and the female children were most affected. This showed that parents were the most abusers of children. This concurs with Straus and Gelles (1990) contribution on child abuse.

Effects of child abuse

Findings showed that a number of children were affected behavior wise. The children showed defiant behavior such as being violent and abusive. It was also established abused children develop abnormal tendencies such as self criticism and this lowered their esteem. The children victims of abuse were found to be academically poor although according to some teachers, there were other responsible factors contributing to low academic performance. This agreed with what was cited in ANPPCAN Uganda (2005).

5.2 Conclusion

Child abuse is real both in rural and urban areas it can happen to any child both male and female, but the later is more affected. The contributing factors are not discussed in this study. What is worrying is the people's lack of knowledge and understanding of what child abuse is, as reflected in the teachers responses.

It shows that child abuse sometimes goes unnoticed but this not only affects the child's academic performance by lowering his/her expectations but also it has long term effects/imagine a society with abused members. It could be a malfunctional society. Child abuse is undesirable and therefore has to stop.

5.3 Recommendations

The following were recommended;

It is evident that teachers lack knowledge and understanding of child abuse, the time is now for government of Uganda to try and come up with a way of sensitizing the teachers about child abuse. The parents and community at large need also to receive the same sensitization.

Both the social studies and science curriculum must be enriched with life skills. It seems that these topics have merely been summarized and are therefore not bringing out good lessons for both teachers and learners. This is due to the fact that child victims of abuse either keep quiet because they do not know what to do after the experiences or they are threatened or even feel it is normal.

Pornographic information is another problem and disease which is spreading unnoticed by the government. The time is now for government to begin its battle against all pornographic literature whether on television in magazines and news papers.

Government must strength its policies on child security and safety both at home and school. Tough measures should be taken on the culprits who abuse children both at school and in the community at large.

Pre-service teachers must also be exposed to detailed knowledge on child abuse and equipped skills to control the offense when they now go to the field.

5.4 Future study areas

I recommend that research be undertaken in the area of causes of child abuse in the society since it was not investigated in this study.

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APPENDICES

Appendix A: Questionnaire for teachers

Dear Teachers

I am carrying out a research in the area of child abuse. I therefore request you to please provide some information to help me to complete this study.

Background information

1. What is your qualification?

Diploma

Degree

Certificate

Licensed

☐☐☐☐

2. Sex male ☐

Female ☐

3. Age ☐

Prevalence of child abuse in schools

1. Do you have any cases of child abuse in Magada primary school?

Agree ☐

Disagree ☐

Not sure ☐

2. Do you have cases of child abuse in school but abused by outsiders?

Agree ☐

Disagree ☐

Not sure ☐

3. Which group of children are mostly abused?

Boys ☐

Girls ☐

Forms of child abuse

What are the common forms of abuse?

.....

.....

Sex abuse

i) Child are allowed to view pornography

Agree ☐ Disagree ☐ Not sure ☐

ii) Teachers defile children

Agree ☐ Disagree ☐ Not sure ☐

iii) Older children force young ones into sexual acts

Agree ☐ Disagree ☐ Not sure ☐

iv) Parents and other adults defile the children?

Agree ☐ Disagree ☐ Not sure ☐

v) Children's sexual organs are massaged

Agree ☐ Disagree ☐ Not sure ☐

vi) Children are forced to show their private parts

Agree ☐ Disagree ☐ Not sure ☐

Physical child abuse

Which offenses are commonly committed on children?

- i. Children are spanked ☐
- ii. Children are told kneel down ☐
- iii. Children's hands are burned ☐
- iv. Children are told to Digand slash ☐

Psychological and emotional abuse

- Children are denied basic needs ☐
- Children are kept at home during school time by parents or guardians ☐
- Children are used as scapegoats by relatives ☐

Effects of child abuse

How can you identify abused children from the signs below?

- Abused children fight in school ☐
- They threaten other children with violence ☐
- They use abusive language ☐
- They experience extreme anger ☐
- They are distrustful and fear commitment ☐
- Abused children always blame themselves ☐

Performance of the abused children

How can you rate the abused children from the sentences below?

Abused children are rated intellectually low

Agree ☐ Disagree ☐ Not sure ☐

Abused children are forced to repeat classes because of poor performance

Agree ☐ Disagree ☐ Not sure ☐

Permanent effects of child abuse

Cite any example of children who have been permanently affected by abuse

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