

**RELATIONSHIP BETWEEN CHILD ABUSE AND ACADEMIC
ACHIEVEMENT AMONG STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN BUNGOMA EAST SUB-COUNTY, KENYA**

Wakhura Judith Keya

**A Thesis submitted in Partial Fulfillment for the Requirements of the Award of
the Degree of Master of Education in Guidance and Counseling of Masinde
Muliro University of Science and Technology**

June, 2015

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signature_____ Date_____

Wakhura Judith Keya

Reg. No: EDG/G/21/11

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology, a thesis entitled **Relationship between Child Abuse and Academic achievement among students in public secondary schools in Bungoma East sub-county, Kenya**

Signature_____ Date_____

Prof. Peter Odera

Department of Educational Psychology

Masinde Muliro University of Science and Technology

Signature_____ Date_____

Dr. Moses W. Poipoi

Department of Educational Psychology

Masinde Muliro University of Science and Technology

COPYRIGHT

This thesis is copyright materials protected under the Berne Convention, the copyright Act 1999 and other international and national enactments in that behalf, on intellectual property. It may not be reproduced by any means in full or in part except for short extracts in fair dealing so for research or private study, critical scholarly review or disclosure with acknowledgment, with written permission of the Dean of School of Graduate Studies on behalf of both the author and Masinde Muliro University of Science and Technology.

DEDICATION

To my husband; Mr. Brian W. Mukoyani and our children; Grand Loice, Japheth,
Ezra and Gladwell.

ACKNOWLEDGEMENTS

I am grateful for the dedication shown by my supervisors; Prof. Peter Odera and Dr. Moses W. Poipoi who patiently gave professional guidance and correction up to the final writing of this work. Secondly, special thanks to my parents; Dr. Nicholas Keya and Mrs. Jennifer Keya who encouraged me to pursue higher education and my dear husband; Mr. Brian Mukoyani who provided financial support and encouragement throughout the process of building up this work.

I express my appreciation to Mr. Nicolas Wafula who assisted in typing the work.

I also thank all my lecturers and post graduate classmates who assisted me in one way or the other during the research.

Wakhura J. K.

ABSTRACT

The purpose of this study was to establish the relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East sub-county. The issue of concern was that a high number(15) men appeared in court in February (2012) in Bungoma East sub-county for child abuse , while the sub-county K.C.S.E mean scores had remained low since 2007. Besides, the average K.C.S.E mean score for girls was consistently lower than that of the boys. The specific objectives of the study were, to find out the relationship between sexual abuse and academic achievement, to establish the relationship between child labour and academic achievement, to determine the relationship between psychological abuse and academic achievement and to evaluate the relationship between physical abuse and academic achievement among students in public secondary schools in Bungoma East sub-county. The study adopted a theoretical framework based on the Bowen family systems theory. A correlation research design was used on the study population. Piloting was conducted in 3 mixed secondary schools. The study population was drawn from the 40 public secondary schools in Bungoma East sub-county. The targeted population was 3493 Form 3 students from the 40 schools. Snowball sampling technique was used to come up with a sample size of the 3 abused students from the respective schools. Purposive sampling technique was used to come up with 1Sub-county Education officer, 13 deputy principals, 13 HOD's G/C, and 3 parents of the abused students. Questionnaires were used to collect data from the deputy principals and the HOD's G/C. Interview guides were used to collect data from parents of the abused students while the focused group discussion guide was used to collect data from the form 3 students. Experts from the Department of Educational Psychology in the Masinde Muliro University of Science and Technology checked on content validity. Restructuring and replacement of items was done to enhance the content validity. A pilot study was conducted in 4 mixed public secondary schools to test the reliability of the data collection instruments through production of repeated results. The reliability of instruments was determined using split half method. Quantitative data from the questionnaires and examination results were analyzed using descriptive statistics (percentages, frequencies and means) and inferential statistics (T-Test and Pearson's product moment correlation coefficient). Qualitative data from interview guides and focused group discussion guides were received in verbatim, transcribed and organized into sub-themes and themes based on the research objectives. Analyzed data was presented using tables and graphs. The findings of the study may benefit researchers by adding to the existing knowledge on child abuse and academic achievement. The study concludes that there was a strong but not significant relationship between child abuse and academic achievement among students in public secondary schools. There was great need to provide students with 3 meals day, basic essentials and to strengthen Guidance and Counseling in order to mould academically achieving students with holistic mindsets using effective protocol based communication channels. The study recommended that families and schools should avoid being compromised and should report all cases of child abuse, besides controlled canning should be reintroduced in schools. The recommendations from the study may also benefit counselors, school administrators, policy makers and the county government responsible for Bungoma East sub-county, which may then be generalized to other counties in Kenya.

TABLE OF CONTENTS

Content	Page
TITLE PAGE	i
DECLARATION	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
APPENDICES	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiv
ABBREVIATIONS & ACRONYMS	xvi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Specific Objectives	6
1.5 Hypotheses	7
1.6 Justification of the Study	7
1.7 Scope of the Study	8
1.8 Limitations of the Study	8
1.9 Assumptions of the Study	9
1.10 Significance of the Study	9
1.11 Theoretical Framework	10

1.12 Conceptual Framework based on Bowen Family Systems Theory.....	13
1.13 Operational Definition of Terms	14
CHAPTER TWO: LITERATURE REVIEW	16
2.1 Introduction	16
2.2 Relationship between Sexual Abuse and Academic Achievement.....	16
2.3 Relationship between Child Labor and Academic Achievement	23
2.4 Relationship between Psychological Abuse and Academic Achievement.....	27
2.5 Relationship between Physical Abuse and Academic Achievement	29
CHAPTER THREE: RESEARCH METHODOLOGY	35
3.1 Introduction	35
3.2 Research Design	35
3.3 Study location.....	36
3.4 Study Population	37
3.5 Sampling Procedures and Sample Size	38
3.5.1 Sampling Procedures.....	38
3.5.2 Sample Size.....	39
3.6 Instruments of Data Collection.....	40
3.6.1 Focused Group Discussion Guide for Form 3 students.....	41
3.6.2 Questionnaires for HOD's G/C and deputy principals.....	42
3.6.3 Interview Guide for Parents/Guardians.....	44
3.7 Pilot Study.....	46
3.7.1 Validity of the Research Instruments	46
3.7.2 Reliability of the Research Instruments	47
3.8 Data Collection Procedures	48
3.9 Data Analysis	49

3.10 Ethical Considerations.....	51
CHAPTER FOUR: DATA PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS	52
4.1 Introduction	52
4.2 Bio-data Presentations, Interpretations and Discussions.....	52
4.3 Data Presentations, Interpretations and Discussions.....	59
4.3.1 Questionnaire Response Presentations, Interpretations and Discussions.....	59
4.3.2 Document Analysis, Presentations, Interpretations and Discussions.....	82
4.4 Pearson's Product Moment Correlation Coefficient and T –test.....	90
4.4.1 Pearson's Product Moment Correlation Coefficient based on gender Academic Achievement in compulsory subjects.....	91
4.4.2 Testing the Null Hypotheses by use of the T-test	94
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	103
5.1 Introduction	103
5.2 Summary of Findings.....	103
5.2.1 Relationship between Sexual Abuse and Academic Achievement.....	103
5.2.2 Relationship between Child labour and Academic Achievement	105
5.2.3 Relationship between Psychological Abuse and Academic Achievement.....	107
5.2.4 Relationship between Physical Abuse and Academic Achievement.....	110
5.2.5 Other Findings of the research.....	112
5.3 Conclusions.....	112
5.4 Recommendations	113
5.5 Suggestions for Further Research.....	115

REFERENCES	116
APPENDICES	120

APPENDICES

Appendix	Page
Appendix I : Letter to respondents.....	120
Appendix II : Focused Group Discussion Guide for Form 3 girls.....	121
Appendix III : Questionnaire for HOD's G/C.....	122
Appendix IV : Questionnaire for Deputy Principals.....	128
Appendix V : Interview Guide for Parents/Guardians.....	134
Appendix VI : Document analysis guide 1 (public mixed day secondary school mean scores and mean grades)	135
Appendix VII : Document analysis guide 2 quality (A to B-) gender scores.....	137
Appendix VIII : Maps showing location of Bungoma East Sub- County in Bungoma County.....	139
Appendix IX : Map showing divisions and schools in Bungoma East sub-county	140
Appendix X: Research Authorization	141
Appendix XI: Research Permit	142
Appendix XII: Approval of proposal.....	143

LIST OF TABLES

Table	Page
Table 3.1: Population and Sample distribution.....	40
Table 3.2: School category sample size	40
Table 4.1: Age of deputy principals and HOD’s G/C.....	52
Table 4.2: Gender of deputy principals and HOD’s G/C	53
Table 4.3: Marital status of deputy principals and HOD’s G/C.....	54
Table 4.4: Educational level of deputy principals and HOD’s G/C	55
Table 4.5: Counseling experience of deputy principals and HOD’s G/C	57
Table 4.6: Counseling training of deputy principals and HOD’s G/C	58
Table 4.7: Number of students who received counseling from HOD’s G/C on relationship between sexual abuse and academic achievement in 2014.....	60
Table 4.8: Scale ranking by HOD’s G/C on relationship between sexual abuse and academic achievement in public secondary schools.....	65
Table 4.9: Number of students who received counseling from HOD’s G/C on relationship between Psychological abuse and academic achievement in public mixed secondary schools in 2014.....	68
Table 4.10: Number of students counseled by HOD’s G/C on relationship between Psychological abuse and academic achievement in public Secondary schools	70
Table 4.11: Scale ranking by HOD’s G/C on the relationship between psychological abuse and academic achievement in public secondary schools	71
Table 4.12: Statistics from deputy principals of students who received academic guidance in relation to child labour.....	74
Table 4.13: Scale ranking by deputy principals on the relationship between child	

Labour and academic achievement in public secondary school.....	76
Table 4.14: Statistics from deputy principals of students who received guidance on the relationship between physical abuse and academic achievement.....	79
Table 4.15: Scale ranking by deputy principals on relationship between physical abuse and academic achievement in public secondary schools	81
Table 4.16: Girls' secondary schools academic achievement.....	83
Table 4.17: Boys' secondary schools academic achievement.....	84
Table 4.18: Bungoma East sub-county form 3 annual joint inter schools Examination results: Gender Analysis academic achievement in compulsory Subjects.....	88
Table 4.19: Pearson's product moment correlation coefficient between child abuse and academic achievement.....	91
Table 4.20: Independent T-test for sexual abuse and academic achievement.....	94
Table 4.21: Independent T-test for child labour and academic achievement.....	97
Table 4.22: Independent T-test for psychological abuse and academic achievement	99
Table 4.23: Independent T-test for physical abuse and academic achievement.....	101

LIST OF FIGURES

Figure	Page
Figure 1: Conceptual Framework adapted from the Bowen Family Systems Theory	13
Figure 2: Simple bar graph showing the academic achievement of form 3's in girls' secondary schools in the Bungoma East sub-county examination 2014.....	84
Figure 3: Simple bar graph showing the academic achievement of form 3's in boys' secondary schools in the Bungoma East sub-county examination 2014.....	85
Figure 4: A comparative bar graph showing Bungoma East Sub-county Annual Joint Interschool Examination Results for form 3's 2014: a gender based analysis of academic achievement in compulsory subjects.....	90
Figure 5: A scatter diagram showing a linear relationship between Child Abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.....	93
Figure 6: A scatter diagram showing a linear relationship between Sexual Abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.....	96
Figure 7: A scatter diagram showing a linear relationship between Child Labour and academic achievement among students in public secondary schools in Bungoma East sub-county.....	98
Figure 8: A scatter diagram showing a linear relationship between Psychological Abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.....	100

Figure 9: A scatter diagram showing a linear relationship between Physical Abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.....102

ABBREVIATIONS AND ACRONYMS

AIDS:	- Acquired Immune Deficiency Syndrome
BOM:	-Board of Management
CAHD:	-Centre to Adolescent Health and Development
CRC:	-Committee on the Rights of the Child to the UNSGR
CSA:	-Centre for Study of Adolescents
DEO:	-District Education Officer
DRC:	-Democratic Republic of Congo
GSHS:	-Global School based Student Health Survey
FAWE:	-Forum of African Women Educationists
FGM:	-Female Genital Mutilation
G/C:	-Guidance and counseling
HBSC:	-Health Behaviour in School aged Children
HIV:	-Human Immune Deficiency Virus
HOD's G/C:	-Heads of Department Guidance and Counseling
HRW:	- Human Rights Watch
HWWK:	-Hope Worldwide Kenya
ILO:	-International Labour Organization
ISCP:	-International Study of Childhood and Poverty
K.C.S.E:	-Kenya Certificate of Secondary Education
KDHS:	-Kenya Demographic Health Survey
KESSP:	-Kenya Education Sector Support Programme
KLB:	-Kenya Literature Bureau
MAWE:	-Maendeleo ya Wanaume
MMUST:	-Masinde Muliro University of Science and Technology

MOE:	-Ministry of Education
MOEST:	-Ministry of Education Science and Technology
NGO:	-Non Governmental Organization
NICAN:	-National Incidence of Child Abuse and Neglect
SPSS:	-Statistical Package for Social Sciences
TSC:	-Teachers Service Commission
UN:	-United Nations
UNICEF:	-United Nations International Children's Emergency Fund
UNSGR:	-United Nations Secretary General's Report on Violence against Children
UNPG:	-United Nations Population division for Global Population
UPS:	-Union of Congolese Patriots
USA:	-United States of America
WHO:	-World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Child abuse cut across international boundaries of race, class, religion and culture as indicated by the United Nations International Children's Emergency Fund (UNICEF, 2003). Girls were more vulnerable to child abuse than boys due to the influence of gender based power relations within society as indicated in the United Nations Secretary General's Report on International Violence against Children (UNSGR, 2006). The United Nations (UN) attempted to provide protection against child abuse through the General Assembly's Declaration on the Rights of the Child and its subsequent protocols (UNICEF, 2005). Despite the efforts, child abuse persisted globally. An analysis of findings on domestic violence by the United Nations Population division for Global Population (UNPG) in (2000 and 2005) gave the following statistics on worldwide child abuse in homes: Developed countries 4.6 – 11.3 million, Southern Asia 40.7 – 88 million, Western Asia 7.2 – 15.9 million, Oceania 0.6 million, Latin America and the Caribbean 11.3 – 25.5 million and Eastern Asia 19.8 – 61.4 million (UNSGR, 2006).

Another study conducted by National Incidence of Child Abuse and Neglect (NICAN) in (2010) showed that global cases of physical abuse involving serious injuries in children and perpetrated by parents, guardians or caretakers had quadrupled from 143,000 in 2000 to 570,000. The same study also indicated an increase by 3% of priest pedophiles in United States of America (USA) and Europe from 2008 to 2009. However, Hopper (2012) argued that since most cases of child

abuse around the globe went unreported, over-reliance on available figures only minimized the extent of child abuse. Haj-Yahi and Tamish (2001) argued that although India's child labour laws barred employing children below 14 years, those above 14 years were employed as domestic workers and often complained of over working, oppressive sexual abuse, and underpayment from their employers . This obviously showed that the Indian Government tolerated child labour. Worse still, in Cambodia and Nepal, 7% of girls got married by 10 years and 40% by 15 years (Landgraden, 2004). They were thus exposed to sexual abuse. However, Africa's fight against child abuse manifested in regional treaties such as the African charter on the rights and welfare of the child and the African union draft charter on the welfare of the child (UNICEF, 2005).

World Vision (2005) revealed that Female Genital Mutilation (FGM) was widespread in Northern Africa with over 90% of the girls undergoing the operation from age 7 which negatively affected their mental health. Approximately 34.9 million to 38.2 million children in Sub-Saharan Africa had witnessed diverse forms of child abuse at home (UNSGR, 2006). According to the International Study of Childhood and Poverty (ISCP) in (2012), orphans were the most abused children in Tanzania and Uganda. Another survey conducted by Centre of Adolescents CSA (2006) reported that most girls in East Africa were ashamed of going back to school after experiencing sexual abuse due to fear of being laughed at by their peers and stigmatization by some of their teachers. However, the Human Rights Watch(HRW) of (2012) indicated that though enrolment rates in East African secondary schools had risen due to free primary education, more than 1.2 million girls of secondary

school age were either out of school, older than their peers, or less likely to have family resources spent on their education. Kenya became a signatory of the Rome Statute in (2000) and promulgated its new constitution in (2010). The latter purposing to protect children from abuse allocated an entire chapter on the rights of the child. This was to support the Children's Act (2001) and Sexual offences Act (2006).

On the contrary, the Economic Survey Report (2012) indicated that sexual offences in Kenya were on the rise due to increased drug use. It specifically showed that heroin and cocaine use increased by 33.2% in 2011 from 2010, while girl defilement cases increased from 2808 in 2010 to 3352 in 2011 (Republic of Kenya, 2012). According to UNSGR (2006) neglect was the leading form of psychological abuse among Kenyan children. It gave regional statistics of neglected children as follows Western 4,222, Nyanza 3,538, Nairobi 50, Central 3,519 and Coast 3,124. It's findings further showed that the Western region had the highest number of reported vulnerable children notably 132 abandoned, 8 unwanted, 315 orphans, 41 destitute, 55 endangered, 64 physically abused, 59 sexually abused, 9 child mothers, 108 delinquents and 30 street children. The Kenya Certificate of Secondary Education (K.C.S.E) Bungoma East Sub-County mean scores were very low as follows 4.367 in (2007), 4.572 in (2008), 5.214 in (2009). However, the girls' mean scores in the (K.C.S.E) examination being 3.96 in (2008) and 4.32 in (2009), were lower than those of boys in the same examination which were 4.62 in (2008) and 5.36 in (2009) (DEO, 2009).

No wonder, Tiaji (2012) suggested that it did not matter whether schooling was free or not, the vulnerable children required external support in form of basic necessities of livelihood to shield them from child abuse. Hence, the government was required to establish better policies to assist vulnerable students (ISCP, 2012). It was only after such policies were implemented that the importance of guiding and counseling should be emphasized in helping students to identify their individual needs, interests and the assistance they required, could be fruitful as per Kamunge's recommendation (Republic of Kenya, 1988). Focusing on the diverse forms of child abuse students had encountered the role of guidance and counseling in helping them to cope could not be underestimated. This study set out to establish the relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.

1.2 Statement of the Problem

Education remained the social backbone for the development of societies. Research evidence showed that educated women engaged in proper hygiene and better management of households compared to the uneducated. It also indicated that more boys achieved better in the academic field compared to the girls in secondary schools. Besides, girls higher vulnerability to child abuse which was attributed to a combination of socio-cultural practices, policy barriers, economic hardships, psychological factors and constitutional barriers (Ballamy and Carol, 2005). As the fight against child abuse intensified in Kenya, very little progress had been achieved. A survey conducted by Centre for Adolescent Health and Development (CAHD) in conjunction with UNICEF (2003) revealed that 20% of Kenyan girls aged 10-18

years had been sexually abused while 58% of Kenyan boys had engaged in sex by age 18. Another finding by Kenya Demographic and Health Survey (KDHS) in (2008) was that 30% of the girls and 40% of boys aged 15-18 years were reported to have experienced either child labour, physical and psychological abuse. The same survey further identified the child abuse perpetrators as 30% family members, 3% their teachers and 10% older students.

The concern was that victims of child abuse faced physical, social, cultural, economic and psychological challenges which could relate to their academic achievement. According to the Crimes Statistical Records in Bungoma East sub county in February (2012) only males were booked to appear in court for child abuse crimes as follows, defilement⁵, bullying 3, physical abuse 4, and neglect 4 (Republic of Kenya, 2012). Simiyu (2011) attributed child abuse in the sub-county to drug abuse. She argued that drugs entered into the sub-county through transit goods drivers who had agents that were networked to their student customers. The analyses from the DEO (2009) revealed that the public boarding secondary schools achieved better in academics than mixed secondary schools. It also showed that boys had been better academic achievers than girls in the K.C.S.E examination since 2008 whereby in 2008 boys mean was (4.62), the girls mean was (3.96) while the district mean (5.2). In 2009 boys' mean was (5.36) girls' mean was (4.32) and the district mean was (5.2).

The DEO (2009) challenged secondary school principals to aim at enabling at least 15% of their candidates to make it to university. This showed the general low level

of academic achievement in the district which was the concern of the researcher. It was highly probable that forms of child abuse related differently to the academic achievement of students when used as punishment. The study established the relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East sub-county.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county, Kenya

1.4 Specific Objectives

The specific objectives of the study were to:

- (i) Find out the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.
- (ii) Establish the relationship between child labour and academic achievement among students in public secondary schools in Bungoma East Sub-county.
- (iii) Determine the relationship between psychological abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

- (iv) Evaluate the relationship between physical abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

1.5 Hypotheses

The hypotheses of the study were as follows:

Ho₁: There was no significant relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

Ho₂: There was no significant relationship between child labour and academic achievement among students in public secondary schools in Bungoma East Sub-county.

Ho₃: There was no significant relationship between psychological abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

Ho₄: There was no significant relationship between physical abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

1.6 Justification of the Study

A literature review done on child abuse in relation to academic achievement indicated that no such study had been conducted in Bungoma East Sub-county. Therefore the findings of the study were to fill this gap by documenting facts on the relationship between child abuse and academic achievement among students in

public secondary schools in Bungoma East Sub-county. Secondly, the study was purposely chosen because Bungoma East sub-county had experienced serious public antagonism regarding both child abuse and low academic achievement among students in public secondary schools. The sub-county had a history of lowest academic achievement in Bungoma County. This study provides empirical research that establishes the nature of the relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-county.

1.7 Scope of the Study

The study covered students enrolled in 43 public secondary schools whether girls, boys or mixed in Bungoma East sub-county in Bungoma County. It focused on the parents, sub county education officer, deputy principals, HOD's G/C and Form three students in Bungoma East sub-county. The age of the students was limited to 13-18 years. Form three students were chosen because they could have had reasonable experience in overcoming the challenges of child abuse, being in school, and were not yet as busy as the form four's who were preparing for their K.C.S.E examination. It was hoped that they could provide reliable information.

1.8 Limitations of the Study

The researcher experienced difficulties in getting adequate responses from the form three students since the boarding schools had pre- planned fixed time schedules for guidance and counseling with expected facilitation from internal and external resource persons who had been notified. This made it difficult for the schools to set

aside the form 3 class for the focused group discussions with the researcher. To overcome the limitation, the HOD's G/C requested the class teachers for the class meeting sessions mostly between 7.00 am and 8.00 am. The researcher had to wake up early to reach the schools in time in order to maximally utilize the time allocation. In addition, since the study concerned confidential information that was culturally difficult for deputy principals, HOD's G/C and parents to freely disclose the students' experiences. They also regarded disclosure as a degrading violation of children's rights. The researcher gave assurance of confidentiality of their responses before collecting data to overcome the limitation. Some schools did not participate in the form 3 sub county examination making it hard for the researcher to effectively analyze the results for the target student population. To overcome this limitation, the researcher used examination results for those who participated.

1.9 Assumptions of the Study

The following were the assumptions of the study:

- (i) The abused students were known to the parents, deputy principals, heads of departments Guidance and counseling (HOD's G/C)
- (ii) That the parents, deputy principals, HOD's G/C and form 3 students would be willing to participate and give objective information.

1.10 Significance of the Study

The significance of the study are as follows:

- (i) The findings of the study may benefit researchers by providing relevant information hence adding more to the existing knowledge on child abuse.

- (ii) The parents, HOD's G/C and deputy principals may get more knowledge on the relationship between child abuse and academic achievement which could help them in guiding students.

The findings of the study will be sent to the Ministry of Education (MOE) which may evaluate its policy on Guidance and Counseling in order to make it more effective by enhancing academics and developing suitable programs and policies that address child abuse among students in public secondary schools.

1.11 Theoretical Framework

The proposed study was guided by the Bowen Family Systems theory stipulated by Bowen (1988). The theory stated that issues in the family where one is raised affected how members related to each other and to society in general. Bowen (1988) identified nine principles that progressively determined human behaviour namely: differentiation of self, triangulation, nuclear family emotional system, family projection process, emotional cut-off, multi-generational transformation process, sibling position, societal regression and normal family development. Bowen (1988) defined the principle of differentiation of self as the ability to separate feelings and thoughts in decision making. He identified three levels of differentiation namely the undifferentiated (who mostly looked to family to define how they viewed issues, felt about people and interpreted their own experiences), those of low differentiation (who depended on the approval of others and were vulnerable to stress, anxiety and abuse) and the differentiated (who had acquired their principles thoughtfully and were able to pursue their goals while resisting the feelings of the moment). The study used the undifferentiated and lowly differentiated students.

Bowen's (1988) second principle was triangulation. He defined triangles as basic units of systems. He explained that when any two people in a family had problems with each other, their emotional unity was negatively affected and could not be sustained unless reconciliation was done. The conflict relationship between them was called a dyad it was characterized by a game of closeness and distance and usually culminated in triangulating a third member in the relationship hoping to relieve anxiety, but this did not resolve the source of anxiety. His third principle was referred to as Nuclear Family Emotional System. A family was seen as an emotional unit that used systems or group thinking to describe its interactions. This made its members to feel either connected or distant from the social unit. The family members affected each other's thoughts, feelings and actions as they solicited each other's attention, approval, and support and reached to each other's needs, expectations and distresses. A change in one member's functioning was predictably followed by reciprocal changes in the functioning of others.

Bowen's (1988) principle of Family Projection was the fourth in the theory. Family members had expectations about each other that made them to project towards each other when their expectations were not met. This principle linked to the family emotional process in that the family was an emotional environment. The Multi-Generational Transmission process was Bowen's (1988) fifth principle. It referred to a visual representation of a person in a family tree depicted in geometric figures, lines and words. It included information to family members about their relationships in the past three generations. It also involved collecting information, hypothesizing it, and tracking relationship changes in the family in the context of both historic and

contemporary events. The principle of Sibling position was the sixth. It referred to the sequence in which children in a family followed each other or the birth order. According to Bowen (1988), each family had a father, mother, first born, second born and last born respectively in their order of honour, expectations and responsibilities that made children to experience family projections.

The principle of Emotional Cut-off was Bowen (1988) seventh principle. He described emotional cut-off as the mechanism that people used to reduce anxiety from their unresolved issues with family members. Emotional cut-off was an extreme response to the family projection process that made the one cutting off to feel rejected by family and respond to rejection by moving away from home, rarely going home, using silence to divert conversation in an attempt to release immediate anxiety but ignoring the contamination that unresolved issues had on other relationships. Bowen (1988) referred to his eighth principle as Societal Emotional Process. He defined it as ways used to deal with or satisfy society's expectations on its members. This principle exposed society's views and its expectations on the behaviour of its members based on past events within the family, the views and expectations were both positive and negative. Hence members aimed at satisfying the positive views and expectations from society or nullifying society's negative views and expectations by behaving differently from the past.

The ninth principle of Bowen's (1988) Family Systems theory was referred to as Normal Family Development. This principle aimed at building families that were balanced in terms of their togetherness and separateness, having members who used

each other for feedback and support rather than emotional grudges and believed that their family was a good one. The ideas derived from Bowen’s (1988) theory assisted the researcher to come up with the conceptual framework discussed in section 1.12.

1.12 Conceptual Framework based on Bowen’s Family Systems Theory

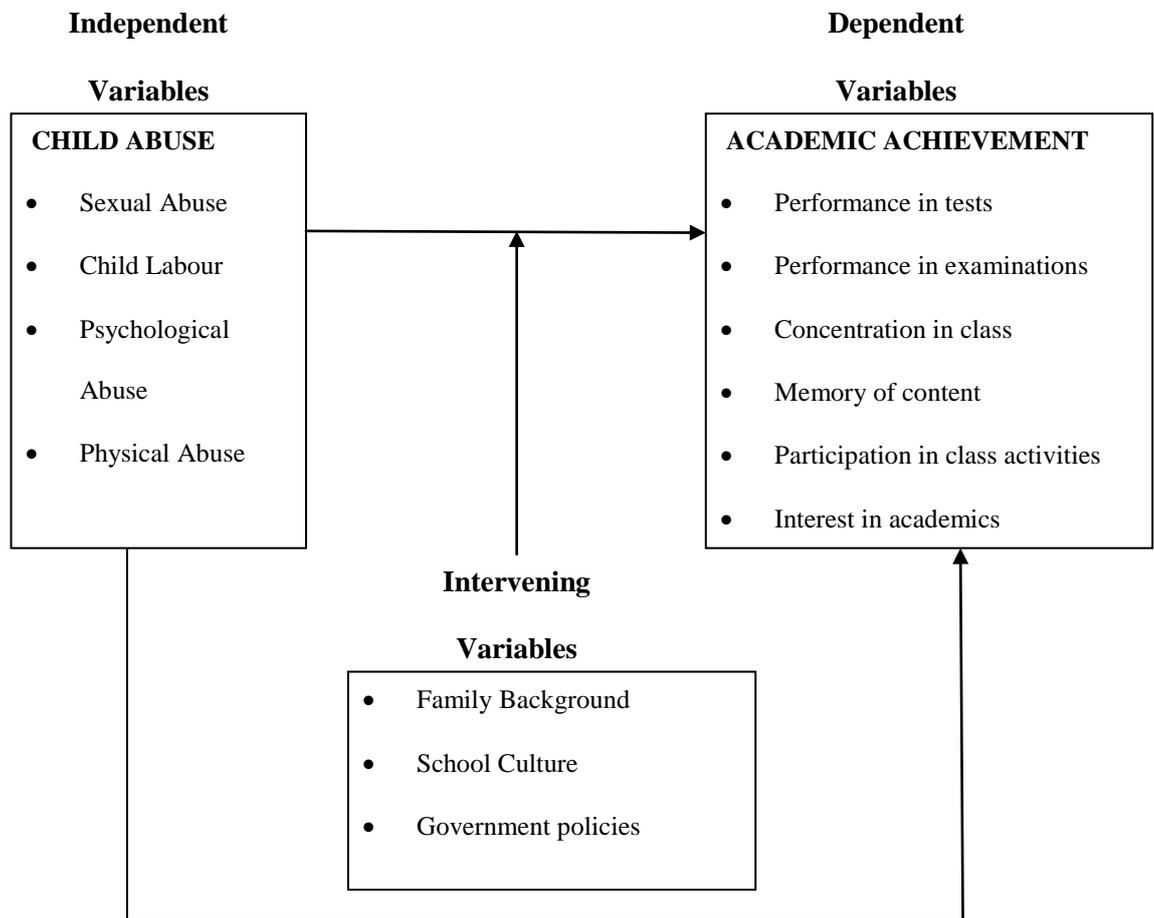


Figure 1: Relationship between Child Abuse and Academic Achievement among students in public secondary schools in Bungoma East Sub-county, Kenya.

Adapted from the Bowen Family Systems Theory

Basing on the Bowen Family Systems Theory, student victims of sexual abuse and psychological abuse often performed poorly in tests and examinations. However, intervening variables such as an accommodative school culture with active guidance and counseling helped them to improve in their academics in spite of the accruing challenges. Child labour victims often lost interest in academics due to the immediate financial gains however, improved Government policies such as allocation of adequate bursaries to needy students could create academic interest in the victims of child labour. Physical abuse in the form of controlled corporal punishment when used to correct academic mistakes often enhanced concentration in class and participation in classroom activities among students, however, its ban by the government hinders class control leading to low levels of academic achievement.

1.13 Operational Definition of Terms

This section defines the most commonly used words as implied in the study.

Academic achievement: refers to the educational outcome from the learning process.

Child Abuse: refers to sexual, psychological and physical maltreatment as well as child labour of boys and girls aged 13 – 18 years and enrolled in public secondary schools.

Counseling: refers to an interactive relationship between the students and counselor(s) aimed at helping students to understand themselves, thus become productive members of the society.

Family: refers to members of a school or home environment that the girl associated with and was likely to influence her behaviour in and out of school.

Student/Child: refers to a boy or girl enrolled in a public secondary school and was aged between 13-18 years.

Guidance: refers to help given to students in making positive life changing decisions.

Public Secondary School: refers to either girls' boarding, mixed day or boys' boarding secondary school in Bungoma East Sub-county that is owned by the government.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that relates to child abuse and academic achievement basing on the study's objectives. The literature review sub headings are Relationship between Sexual Abuse and Academic Achievement, Relationship between Child Labour and Academic Achievement, Relationship between Psychological Abuse and Academic Achievement and Relationship between Physical Abuse and Academic Achievement among children.

2.2 Relationship between Sexual Abuse and Academic Achievement

Sexual abuse entailed contact between the adult and the pubertal child in order to satisfy the adult's sexual gratification by force, threats or deceit in which the child was deemed incapable of resisting due to age, power differences or nature of the relationship. It also involved such contact with familiar persons and/or exchange of sexual activity for monetary gain including pornography and prostitution (Mwiti, 2006). The Children's Act (2001) classified sexual abuses as rape (which applied to children above 16 years), defilement (applied to children below 16 years), conspiracy to defile a child by two or more persons, indecent physical abuse (touching the private parts of a child without his/her consent), abduction (detention of a child against his/her will with the intention of sexual exploitation by the abductor or someone else against the child's will, marry him/her or have someone marry him/her against their will) and insulting the modesty of the child (involved making any sound or gesture or exhibiting any object intending that such sound, gesture or word be seen

or was seen to intrude upon the child's privacy). According to Mwiti (2006) students in secondary schools often experienced feelings of sexual behaviour and became attracted to people of the opposite sex making them vulnerable to sexual abuse hence they were in need of sexual health guidance. However, unlike this study, she did not relate forms of sexual abuse to their interest in academic achievement.

A Romanian National Study conducted on 13-14 year olds and indicated in the UNSGR (2006) indicated that 9% girls and 4% boys had been sexually abused at home, with 1% reporting rape by a family member. Other Statistics from University Students in Hong Kong (China) indicated in the same report revealed that 7.4% girls and 2.8% boys reported being sexually abused by strangers. Interviews conducted in Brazil on over 24,000 Brazilian women revealed that 12% of city women and 9% of those in the provinces reported having been raped in childhood by a family member while, 55% of those in the city and 54% of those in the provinces reported having had teenage sex with older relatives (UNSGR, 2006). However, unlike this research, the studies ignored the perpetration of sexual abuse within schools and neighborhoods and concentrated only in the homes. Pawlowski (2001) attributed increase of sexual abuse to sexual information propagated through the media which contained 60% sex scenes. However, unlike this research, he did not expose sexual abuse in the public secondary schools where media influence is very rare. Though he showed that most children were vulnerable to sexual abuse due exposure to obscene scenes, unlike this research, he neither highlighted the role of government policies in controlling sexual abuse nor gave any recommendations to families to help curtail the vice. Effective guidance and counseling is crucial in helping children cope with

the challenges of sexual abuse hence the need to create awareness on the consequences of sexual abuse as well as importance of academic achievement in secondary schools.

Pawlowski (2001) in a survey conducted on the global burden of mental disorder which he attributed to the sexual abuse in children, revealed that 7-8% of the child victims suffered from depression and subsequent alcohol and drug use, 33% from post-traumatic stress disorder, 11% from suicidal attempts and 13% from panic disorders. However, unlike this study did not relate the consequences of sexual abuse to performance in tests in pursuit for academic achievement. However UNICEF (2005) indicated that most cases of sexual abuse affecting girls in the Middle East went unreported due to the reluctance of the victims to speak out and the custom of separation from boys, while the attitudes of shame among sexually abused Japanese girls made them to remain silent. However unlike this study UNICEF (2005) studies were biased by not considering any cases of sexual abuse among boys in a school environment. Data analyses in 2002 by the Global School Based Student Health Survey (GSHS) for UNSGR, (2006) indicated a 47% level of sexual activity among African girls by 18 years which probably propagated sexual abuse in Africa. The same survey revealed that 19% of Namibian girls, 10% of Swaziland girls, 31% of Zambian girls and 14% of Zimbabwean girls below 18 years conceded of having been physically forced into sex. An earlier research conducted in 2000 by GSHS had shown that out of the 33% sexually active girls in South Africa, 40% of them indicated that their first encounter was through force by an older male student while

35% of them had HIV/AIDS (UNSGR, (2006). Unlike this research, the survey did not recommend the need for increased guidance and counseling in the school culture.

In Cape Peninsular Mixed high school in South Africa, there was a high connection between the use of drugs such as alcohol and marijuana and sexual abuse involving the raping of intoxicated girls by more than two male students and culminating in some unwanted pregnancies and abortions (UNSGR, 2006). The report concentrated on forced sexual encounters amongst girls in secondary schools and indicated that the Ministries of Education in African countries were aware of existence of sexual abuse in schools and considered it to be the main reason behind the high dropout rate among girls but unlike this study, the report neither related the sexual abuse to academic achievement amongst girls that did not drop out of school nor considered sexually abused boys in secondary schools.

Mixed schools in West and Central Africa faced the challenge of helping students to abstain from sexual relations since the sexually abused girls rarely reported because some of their teachers saw the practice as a school norm where some teachers and boys rivaled each other on the girls (UNICEF, 2004- 2005). However, while focusing on the existence of sexual abuse in mixed secondary schools, the studies ignored the plight of students in boys boarding or girls boarding secondary schools creating a gap that the research fills. According to Bledscore and Barney (2001) rape was risk factor of growing concern in the South African secondary schools affecting 143 per 1000 girls, pregnant girls were given leave of absence from school during which some were married of to their sexual abusers such as teachers and boys, a practice enhanced by the culture of sub-Saharan Africa. However unlike this study the latter

authors did not highlight the relationship between sexual abuse and academic achievement of girls who returned to school after the leave of absence.

Tanzania had enacted legislation against Female Genital Mutilation (A cultural rite of passage from childhood to womanhood, involving the removal or interference of part(s) of female genitalia aimed at preserving virginity or reducing sexual urge) in 1998, Maasai girls continued to participate secretly in (FGM) in order to be esteemed as mature women ready for sexual advances culminating in marriage (UNICEF, 2004- 2005). The same studies estimated that 82 million girls then between 10-17 years in sub-Saharan Africa would marry before their 18th birthday. Another report by UNICEF (2001) estimated the early marriage rate in East Africa at 27% with girls being forcefully married off to husbands of their parents' choice as second or third wives in polygamous households. The latter report also showed a high probability that such girls would never have a chance to go back to school due to their new marriage status. This was contrary to this study which recognizes the development of holistic mindsets among student victims of sexual abuse through secondary school curriculum after delivery. This research therefore targeted girls who had returned to school after experiencing the effects of sexual abuse.

Kiarie (2012) in an article on defilement indicated that the prevailing international influx of sex criminals into Tanzania who sponsored dancing contests to camouflaged sex tourism besides the Lord's Resistance Army in Northern Uganda having forced Ugandan girls into sex slaves for his boy soldiers. However, contrary to this study, he did not relate the inhuman sex slavery to the school dropout of the

child victims. Female Genital Mutilation (FGM) affected 32% of Kenyan Somali girls, 31% Maasai and Pokot girls and 20% of Kisii and Embu girls which was followed by early marriages propagated by parents' approval and organization (Ballamy and Carol, 2005). Unlike this study they did not stress the importance of Sensitizing of parents to develop family backgrounds that curtail sexual abuse and promote academic achievement.

A report to the Republic of Kenya (2008-2009) by the Kenya Demographic Health Survey (KDHS) conducted on raped girls indicated that 64% knew their rapists while 6% of the rapists were strangers. The survey also pointed out that rape was the most unreported form of sexual abuse in Kenya despite 30% of Kenyan girls aged 15-18 years having been raped. However, the survey report was so general by targeting the entire country unlike this research that is localized by concentrating on students in secondary schools. A joint survey conducted by UNICEF and WHO (2000) revealed that 20% of Kenyan girls had been raped by male family members it also indicated that from the 16,000 annual rape cases in Kenya, 40% took place within the family set up and only 14% of them were reported. However, the latter survey did not highlight recommendations to families to counter sexual abuse unlike this research. More alarming statistics provided by World Vision International (2005) showed that 2.3% of the HIV/AIDS positive Kenyans were girls despite 58% of Kenyan boys and 41% girls in secondary schools being sexually active. Though the statistics indicated high sexuality among Kenyan students, they were not accompanied by analyses of marks from public schools to help understand the trend unlike this study. The latter research evidence that most Kenyan students were either

sexually active or highly vulnerable posed great challenges to the students in spite of the subsidized secondary school education in their quest for academic achievement.

To counter the effects of sexual abuse pregnant girls were allowed leave of absence in which they could deliver and nurse their children before rejoining secondary school without hindrance from society whereas the boys who impregnated them continued with their schooling (MOE 2007). However, the policy was biased in that it favored the boys by making them to evade consequences for their irresponsible sexual behaviour at the expense of the girls. This study recommends more effective non-biased government policies to mould responsible citizens. A report to the Republic of Kenya (2010) by the Ministry of Gender after a survey conducted on 1306 Kenyan girls aged 13-14 years showed that 1 in 10 girls had been sexually abused prior to the survey. According to the survey, the leading forms of sexual abuse were in Kenya were unwanted touching, attempted sex, and rape. The report further showed that 32% of girls had experienced sexual abuse prior to age 18 and that sexual abuse in childhood was likely to have a negative influence on the victims' sexual behaviour in adulthood as well as their attitudes towards their spouses and children. Though the latter survey showed that 29.7% of annual deaths among students were contributed by unsafe sex it did not give any recommendations to school administration and school counselors to turn around the trend and promote academic achievement. Hence a gap was identified and filled by the research.

The joint study conducted by UNICEF and WHO (2000) in Bungoma Sub-county showed that by 14.5 years of age 25% of girls had already experienced sex, and that

by 17 years 50% of the girls and 75% of the boys already experienced sex. However, unlike the previous studies discussed, this study assumed that most students' minds were engaged in sexual connections that related to their academic achievement. This was a gap that the research filled.

2.3 Relationship between Child Labour and Academic Achievement

In spite of Child labour referring to any dangerous work, with or without pay to children under 18 years, which jeopardized their health, education, safety or morals, there were 6.5 million children 5-14 years around the world engaged in child labour as domestic workers (ILO, 2006).

According to the Guttmacher institute (2001) 60% of girls became victims of early marriages in southern Asia and the Middle East (especially Yemen) by 18 years due to their culture of betrothal and boys became husbands from as early as 17 years. However, unlike this research, the latter was quiet concerning the children's academic achievement after marriage. Another report by UNICEF (2003) indicated that early marriages had declined all over the world except in South Asia (40%), South America (23%), and Western Asia (40%) where the practice was widespread in spite of the problematic effects of giving birth before 18 years that often culminated into maternal deaths. The latter report stated that early marriages were often presided by Female Genital Mutilation (FGM) in the Middle East countries such as the Red Sea Coast, Yemen, Jordan, Oman, Kurdish Iraq, India, Indonesia and Malaysia, where 100-140 women had undergone the cut. However, unlike this study,

the report neither related effects of sexual abuse to academic achievement nor considered early marriages as a form of child labour.

In another report, Krug (2002) indicated that children above 14 years got legal employment in India as unskilled laborers in areas such as sex work, domestic servants and launderers. The report was reinforced by Surendra (2007) who stated that underpayment and starvation were the major challenges that child workers faced. However, unlike this research the findings of the latter did not indicate any relationship between child labour to academic achievement. Child labour offers had attracted an estimated 1.8 million girls from around the world who were employed in pornography and prostitution for monetary reasons (ILO, 2006). This view was reinforced in a report by HRW (2012) after a global study that attributed child prostitution to poverty arguing that economically poor countries like Bangladesh had more child sex workers compared to economically rich countries like Switzerland and Japan. It further indicated that girls in the poor countries engaged in sex trade in order to secure monetary or material resources for themselves and their families despite the challenge of unprotected sex that culminated in high incidences of early pregnancies estimated at 3 per 1000 girls globally. The same report highlighted that the boys' main role in the sex trade was luring girls to sex exploiters in exchange for money. However, unlike this research, the global study ignored the vulnerability of the boys to sexual abuse for monetary gain in the sex trade in relation to their academic achievement.

According to Meekers (2001) Child prostitution took place in brothels, bars, clubs and particular streets and was either operated on small scale through individual pimps or on a larger scale through extensive criminal network. The latter also identified Niger, Cameroon, Nigeria and South Africa as areas where girls often willingly exchanged sex for money to cover education related expenses and gain connections in male dominated social networks but ignored the possibility of schools as venues of sexual abuse after recognizing pursuit for interest in academics as the motivation behind child prostitution. However unlike this study, he did not propose introduction of government policies to rescue the girls from the child labour. On the contrary the report by HRW (2012) stated that some children from the Democratic Republic of Congo (DRC) had been unwillingly subjected to child labour through forceful recruitment as boy soldiers from 2002-2003. The same report further indicated that the Union of Congolese Patriots (UPC) in the Ituri province of DRC had engaged girls' captured from over 100 villages, as sex slaves. Though the latter report stressed the massive violation of human rights on the child soldiers and sex slaves, it neither isolated the academic achievement of the soldiers and sex slaves as a concern nor considered sex slavery as a form of child labour.

At the Kenyan coast a 'mother superior' made cash bargains for interested girls with either international sex clients categorized as 8% Italians, 14% Germans and 12% Swiss or domestic sex clients comprising of 39% Kenyan men, 10% males below 20 years, the bargain was usually higher ranging from Kenya shillings 1,000 to 2,000 when the condom was not to be used (Kiarie, 2012). He further indicated that the number of girl sex workers in Malindi, Mombasa, Kilifi and Diani ranged between

15,000 and 20,000 which comprised 30% of all 13-18 year old children living at the coast. This finding almost corresponded to that of HRW (2012) in that over 30,000 Kenyan girls at the coast were either exploited in the sex industry or had dropped out of school to make easy money by fulfilling their sexual urges. However, these studies completely ignored the plight of students who engaged in child labour in pursuit for academic achievement unlike this study.

Child labour in Kenya varied regionally, it was highest at the Coast, Eastern and Rift Valley (19 – 19.8%) and lowest in Nairobi (11.4%) and North Eastern (9.1%) besides 50% of children aged 6-14 comprised the workforce in the cash crop plantations of the Central region and 76.8% of the Kenyan children were engaged in labour instead of education, leisure or play (ILO, 2006). The regional statistics given ignored the western region which is the study location for this research. However, Mwiti (2006) while concentrating on the Western region attributed child labour on the region's culture whereby girls underwent training in domestic chores that were deemed crucial for marriage and that it was taboo for their brothers to give any assistance. Since the western region was large enough and had a culture enhancing child labour, there is need to conduct research within the Bungoma County sub-regions the way this study does. Mwiti's (2006) view is currently outdated as family backgrounds and school cultures enhance equal opportunities and treatment to children of both sexes. Most public schools had incorporated before 8.00 am and after 5.00pm academic programs for all students during weekdays and Saturdays making it impossible for families to burden the girls in favour of boys (Field 2014).

2.4 Relationship between Psychological Abuse and Academic Achievement

According to the CSA (2006) report from the Committee on the Rights of the Child (CRC), psychological abuse was the mental and emotional torture that children underwent due to absence of parental emotional interaction (neglect), belittlement, humiliation, scapegoat, threats or ridicule. It further indicated that painful comments by parents, teachers, school administration and school mates also amounted to psychological abuse. Bullying was a means to put pressure on students to conform to cultural values and social attitudes that defined what it meant to be 'feminine' or 'masculine' and was the most common verbal form of psychological abuse worldwide (Stephenson, 2006).

A survey conducted for WHO (2000-2002) by Health Behaviour in School aged Children (HBSC) in developed and transitional countries in Central and Eastern Europe found that 64% of girls in Lithuania, 44% in Portugal, 34% in Germany, 23% in Greece and 15% in Sweden reported to have been bullied within the past couple of months. A subsequent study conducted among Canadian students indicated that boys confessed to cyber-bullying on girls, bullying via internet and mobile phones through e-mails, online chat lines, personal website pages, text messages and transmission images (CSA, 2006). The latter study revealed that the girls who were either victims of verbal abuse (bullying) by their teachers or rejected by their male peers, became vulnerable to sexual abuse from the bullies because they viewed sex as a way of gaining popularity. The girls joined peer groups in order to conform to group standards as a means of gaining appreciation or acceptance but instead became victims of psychological abuse. However, unlike this research, the latter surveys

were biased by portraying girls as victims' of psychological abuse manipulations from boys while ignoring the probability that boys could also fall victims to psychological abuse maneuvers set up by girls.

On the other hand UNSGR (2006) identified the physical effects of being bullied among children as headache, stomachache, backache and dizziness. The report further indicated that, in the Sao Paulo Democratic Republic in East Asia 98% of school girls witnessed bullying that was attributed to the bully's emotional problems and caused extreme suffering, humiliation and anger in the victim whenever bullying moved from verbal to physical form. However, unlike this study the report did not relate the bullying form of psychological abuse to students' performance in examinations as a means of academic achievement. According to WHO (2001-2002) South African girls had complained of being bullied by male students through use of obscene notes, unwelcome sexual advances and being branded as lesbians. The same report further indicated that 67% of Zambian girls, 48% Namibian girls and 38% Swaziland girls had been bullied mostly by male students once in the last month. However, the analysis of the bullied students were not related to academic achievement in any way, besides the governments were not challenged to come up with more realistic policies that could curb bullying in schools, help the bully and the victim to concentrate on academic achievement like this thesis.

Hooper (2012) indicated that the trend of bullying in Uganda had risen to 57% among secondary school girls who had been bullied at least once within the previous month by older boys. He further stated that persistent bullying led to depression,

stress, anxiety, low self esteem, hopelessness and isolation in both the bullies and the victims. The same statistics further showed that Kenyan teachers were aware of 82% verbal bullying and 26% physical bullying but no serious penalties were imposed on the perpetrators, while the bystanders that witnessed bullying among students usually felt compromised, helpless and guilty. Though Hooper (2012) indicated that children who were both bullies and victims of bullying showed significant behavioral problems, he did not specifically consider bullying within the girls boarding and boys boarding secondary schools in relation to academic achievement. This gap was filled in this study. The survey conducted for the Republic of Kenya (2010) by the Ministry of Gender on psychological abuse in schools revealed that 27% of girls and 13% of boys experienced humiliation, threats and other forms of psychological abuse. However, unlike this research, the survey neither considered the extent of psychological abuse in public secondary schools nor gave the relationship between psychological abuse and academic achievement.

2.5 Relationship between Physical Abuse and Academic Achievement

CSA (2006) indicated the Committee on the Rights of the Child's (CRC) definition of physical abuse as punishment in which physical force was used intending to cause some pain or discomfort. The committee highlighted the forms of physical abuse as smacking, slapping, spanking with hand or an implement, kicking, shaking, scratching, punching, biting, pulling hair, boxing, forcing children to stay in uncomfortable positions, burning, scalding and forced ingestion (to swallow something by force). It further indicated that physical abuse was most common within schools. On the contrary, the UNSGR (2006) indicated that the prevailing

poor parental relationship between Chinese parents and their children made the former to be more prone to applying corporal punishment on their children while under psychosocial stress. These parents used physical abuse to express anger towards their difficult children. The same report indicated that American mothers who experienced persistent marital conflict applied twice as much physical abuse on their children compared to their counterparts experiencing less marital conflict. The report highlighted physical abuse in relation to the family backgrounds, unlike this study it failed to relate its incorporation within the school culture to academic achievement.

UNICEF (2001) conducted regional studies on the use of corporal punishment/physical abuse for correcting mistakes, and found a clear trend away from physical abuse in Europe, where out of 223 states tracked by Global Initiative to end Physical Abuse against children, 106 already had laws banning the practice. According to Ballamy and Carol (2005) there were mixed feelings on the effectiveness of physical abuse in correcting errors around the World, whereby 59% of Canadians felt it was both ineffective and unnecessary, 8% of those in USA felt it was sometimes necessary, 90% of Korean parents approved it and yet 90% of children in Yemen, Europe and central Asia were opposed to the use of corporal punishment. The latter further showed that physical abuse was lawful in 23 states of the USA where 90% of parents justified its legitimate use in child rearing. However, unlike this study, reports from the regional studies ignored focusing on the relationship between physical abuse in schools and academic achievement. Slater (2000) indicated that 66% British children were vulnerable to physical abuse depending on their parents'

childhood experience which predicted its use on one's children. He further indicated that divorce, single parenthood and having many children propagated the use of harsh physical abuse disciplinary strategies. However, unlike this study, Slater (2000) concentrated on the sex education of British children by their parents who often used corporal punishment to correct errand children but was silent on the relationship between physical abuse and academic achievement of children. Though the article recognized the need for improved family backgrounds to curtail spread of physical abuse to the next British generations, it commented nothing on the Kenyan case, hence the need for this research. The regional studies either revealed that physical abuse predicted future antisocial and criminal behaviour including intimate partner abuse and fighting or focused on impacts of physical abuse on the future society. However, unlike this study, the regional studies ignored highlighting the present day relationship between physical abuse and academic achievement in secondary schools.

Stephenson (2006) conducted a study in the Kurdistan province and indicated that very harsh physical abuse led to lying, hiding from parents or school, being uncomfortable with physical touch, withdrawal syndromes, failure to acknowledge responsibility for mistakes due to fear of retaliation and going behind the parents' backs which not only destroyed the children's sense of trust and moral development, but also increased their nervousness. However, unlike this research, his concentration was the family set up at the expense of public secondary school set up. A Meta analysis conducted by UNSGR (2006) on 4751 persons in the United States of America (USA) concluded that physical abuse was only effective in the short run but

caused long term behavioral problems such as aggressive behavior. Though the analysis indicated that 83.3% of children exposed to physical abuse experienced a negative effect on their emotion and cognition, unlike this study it neither explained how the cognition was affected by physical abuse nor related it to academic achievement. A study conducted by the World Vision International (2005) in the four provinces of Cameroon showed that even though physical abuse had been banned in (1998) teachers openly used it to punish disobedience and academic mistakes. The same study further revealed that 97% of the interviewed children consented having been physically abused in school. However the latter study did not relate the physical abuse to academic achievement or justify the teachers informed action unlike this research.

Research studies by UNICEF (2004-2005) indicated the wide use of physical abuse in North Africa and West Africa where 30% of the girls and 75% of the boys in secondary schools reported to have experienced physical abuse in school. The study by World Vision International (2005) also indicated that radicalized Christianity in Cameroon considered physical abuse/corporal punishment as a biblical way that helped children to grow within boundaries, self discipline and respect. The Christianity emphasized that the harsher the physical abuse, the more effective it was in teaching that transgression preceded punishment. However, the same study indicated that on the contrary, some African homes with a stronger sense of religiosity had minimized the use of physical abuse at home arguing that physical abuse was likely to block the development of social skills. Though the Cameroon study discussed the use of physical abuse mainly in Christian homes, it totally

ignored the relationship between physical abuse and academic achievement in public secondary school setup, a gap filled in this study.

The Kenyan government banned the use of physical abuse in schools in 2001 but unfortunately, according to a survey conducted by the MOE (2007) 88% of the girls and 96% of the boys had been physically abused through diverse forms of corporal punishment in schools. The survey, unlike this study which focuses on public secondary schools, used a general approach involving the primary and secondary schools. Mwititi (2006) warned that physical abuse would in extreme cases result in either physical disabilities or death of the victim student but did not provide statistical evidence and places of such occurrences. This is unlike this research that gives first hand information from identified victims of physical abuse. It was very risky to enforce physical abuse/corporal punishment on ill students given available statistics from the Republic of Kenya (2008-2009) provided by Kenya Demographic Health Survey report(KDHS) which indicate that 16000 girls against 24000 boys in secondary schools used drugs while 2.3% of the students were HIV/AIDS positive. The researcher concurs with the survey report but recommends that the ban on corporal punishment should apply to such students.

According to MOEST (2007) the Kenya Sector Support Programme (KESSP) indicated that only 88% of girls enrolled at Form 1 did the (KCSE) examination in 2006, by 2004 the total enrolment in secondary schools was 3,818,836 boys and 3,575,927 girls. The finding showed a high wastage rate of 12% among girls in secondary schools besides lower enrollment of girls in secondary schools. However,

the support programme did not relate dropout rates to physical abuse of the students in public secondary schools. Finally the report to Republic of Kenya (2010) by the Ministry of Gender showed that 66% of Kenyan children had experienced the diverse forms of physical abuse from school authorities, they were either hit, beaten and threatened with weapons but did not relate the physical abuse to academic mistakes hence the need for this research.

Summary

Few studies had been done on child abuse in Kenya but the researcher has not come across empirical quantitative studies on the relationship between child abuse and academic achievement among students in public secondary schools hence the gap that this study fills. The trends of child abuse have kept changing with times yet most of the studies were done in the early 2000's before the current technological developments influenced behavioral trends of the perpetrators of child abuse hence the need this more current study. Moreover, most of the studies were done outside Kenya hence the need for a recent study in Kenyan situation with reference to Bungoma East Sub-county. Most of the studies concentrated on the girls as victims of child abuse and boys as perpetrators of the vice hence the need of a gender sensitive all inclusive study with regard to Bungoma East Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that was used in data collection and the means of analyzing data. The chapter discusses research design, study location, study population, sampling procedures and sample size, instruments of data collection, pilot study, validity and reliability of the research instruments as well as the data collection procedures.

3.2 Research Design

The study adopted a correlation research design. According to Mugenda (2008) the research design is used to establish relationships among phenomena so as to describe predict or control their happenings. The correlation research design enabled the researcher to establish a linear relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County. The design was chosen because it allowed for the determination of the coefficient of correlation ranging from low to high that existed between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County. The research design was able to find the presence, the degree and direction of the relationship between child abuse and academic achievement (Kosomo, 2007).

3.3 Study Location

The study was conducted in public secondary schools in Bungoma East Sub-County, in Bungoma County, see appendix VIII. The Sub-County lies on latitude 0.6°N of the equator and longitude $34.4^{\circ}\text{E} - 34.7^{\circ}\text{E}$ of the prime meridian. It is bordered by other Sub-Counties namely Bungoma North (North East), Bungoma Central (West), Bungoma South (South West) and Matete Sub-County in Kakamega County (South East). The Sub-County has five zones namely Webuye, Lugusi, Ndivisi, Milo and Bokoli and three divisions namely Webuye, Ndivisi and Bokoli. The Great North road passes through the Sub-County. It is well linked to Mombasa and Uganda by the Kenya-Uganda railway line and is connected to major towns by roads notably Kakamega-Kisumu, Kitale-Lodwar, Eldoret-Nairobi. It has several feeder roads constructed and maintained by Nzoia Sugar Company as well as an Airstrip. The Sub-County has one national school (Lugulu Girls High School) and 43 public secondary schools see appendix IX. It is home to the 42 Kenyan tribes although the indigenous populations are the Bukusu and Tachoni who practice male circumcision as a rite of passage from childhood to adulthood. The study area was chosen because the DEO's office (2009) indicated that it had only 123 students scoring B+ and above in K.C.S.E 2009 compared to 211 Students in 2008 which indicated a negative deviation. Besides it was ranked lowest with a mean of 5.2 in Bungoma County compared to other Sub-Counties such as Bungoma North mean (6.3), Bungoma central (6.0), Bungoma south (5.8) and Bungoma west (5.8) (Sub-County Education Office, 2014).

3.4 Study Population

Bungoma East Sub-County had 44 public secondary schools whereby 43 were targeted for study because they had majority of their population from the Sub-County hence could provide reliable information but 40 schools were used in the research. The Sub-County had 33 mixed day public secondary schools, 6 girls' boarding schools including a national school which was omitted from the study for having many students from without the Sub-County and 5 boys' boarding secondary schools. The targeted population was Form 3 students whose total number was 3493 comprising 1938 boys and 1555 girls. The study was conducted among Form 3 students because some were probably victims of child abuse, who had managed to either, remain or return to school hence could provide reliable information. Besides, they had done a ranked standardized examination and were not yet as busy as the Form 4's who were preparing for their K.C.S.E examinations. The Form 1's were not targeted since they were still reporting to secondary schools and had not settled down. While the form 2's were omitted because they had not participated in the standardized sub county examinations.

The study was done among boarding secondary schools because of their better academic achievement and mixed day schools because of their low academic achievement based on the K.C.S.E mean scores. It was conducted among girls since their average mean scores had remained below the boys' means since 2007 in the K.C.S.E examinations. It was done among boys since they had retained better academic achievement in the same examination. The Sub-County was chosen because of the overall low K.C.S.E means scores with less than 10% of candidates

making it for university education since 2007. The study targeted all deputy principals and all HOD's G/C who were chosen because they were commonly present in the public secondary schools. The Sub-County Education officer was chosen because she was responsible for the education matters in the Sub-County. The parents of the abused students were identified by HOD's G/C and deputy principals of respective schools and were interviewed through the Education office in respective schools by their Boards of Management.

3.5 Sampling Procedures and Sample Size

This section considered the sampling procedures and sample size.

3.5.1 Sampling Procedures

Snowball, purposive, simple random and stratified random sampling techniques were used to come up with the sample population. Snowball sampling technique was used to come up with 158 student victims of sexual abuse and 326 victims of psychological abuse counseled by HOD's G/C. It also identified 219 victims of child labour and 1146 victims of physical abuse guided deputy principals within the public secondary schools. The student victims then provided their parents mobile phone contacts which quickened disclosure to their parents by respective schools. Purposive sampling technique was used to select the 13 deputy principals, 13 HOD's G/C, Form 3 class and 3 willing parents to students given guidance and counseling for the different forms of child abuse. The Sub -County Education officer was selected on the basis of being the sole office bearer. The public schools were stratified into 3 categories, girls boarding, mixed day and boys boarding. This was to ensure desired

representation of the 3 types of schools that would otherwise be omitted by other methods. It is applicable where the sample was drawn from a heterogeneous population (Kothari, 2008). Finally, Simple random sampling was used to give each member of the study population an equal chance and each choice was independent (Gall, 2005). Simple random sampling was used in selecting the sampled 13 public secondary schools within the given categories, and each school had an equal chance of independently being selected for study.

3.5.2 Sample Size

According to Gall (2005) the main factor considered in determining the sample size is the need to keep it manageable for the researcher to obtain detailed data from it. Kosomo's (2007) definition of a sample was that it is "a representative group of people, usually 33% of a given larger population and having their characteristics". Thus 13 deputy principals and 13 HOD's G/C were drawn from the 40 sampled schools. 1 Sub-County Education officer and 3 parents were purposively sampled for the study. The sample size for the form 3 class was obtained by purposive sampling which allowed the researcher to use cases that had the required information in respect to the study objectives (Mugenda, 2008). Table 3.1 shows the population and sample distribution.

Table 3.1: Population and Sample distribution

Category	Population	Sample	Percentage
Form 3 students	3493	2485	71
Deputy Principals	40	13	33
HOD's G/C	40	13	33
Sub- County Education			
Officer	1	1	100
Parents	10	3	30
Total	3584	379	206

Source (Field, 2014)

Table 3.2 compliments by indicating the categories and number of public secondary schools and their sample sizes.

Table 3.2: School Category Sample Size

School category	No. of schools	Sampled schools	Percentage
Boys' schools	5	1.5(n=2)	40
Girls' schools	5	1.5(n=2)	40
Mixed schools	30	9	30
TOTAL	40	13	110

Source (Field, 2014)

3.6 Instruments of Data Collection

Two questionnaires, a focused group discussion guide, an interview guide and a document analysis guide were used to collect data. Prior to data collection the research instruments were validated by the supervisors as the researcher re-familiarized with the ethical considerations to be observed in the field work.

3.6.1 Focused Group Discussion Guide for Form 3 Students

According to Kosomo (2007) the Focused Group Discussion was useful when the subjects had been involved in situations under study and consequently focused on their experiences regarding the situations. Kombo and Tromp (2006) further indicated that focused group discussions were purpose oriented groups aimed at collecting information using set out procedures. It was used to collect information on the relationship between child abuse and academic achievement based on the study's objectives from the form 3 students in public secondary schools, see appendix II. It was divided into 5 parts. Part 1 required the form 3's to give general forms of child abuse while part 2 required them to specify the forms of child abuse that affected students in public secondary schools. Part 3 required the form 3's to give general comment on the relationships between the forms of child abuse and academic achievement while part 4 required them to specifically discuss the relationships between child abuse and academic achievement with respect to students in public secondary schools.

Finally part 5 solicited recommendations they would suggest to help the abused students in relation to academic achievement. The tool was appropriate because it was both quick in providing a lot of information as well as useful in exploring ideas, opinions and views from the students (Kombo and Tromp, 2006). Confidentiality was assured prior to and maintained during the focused group discussions. There was 80% effective discussion rate by the form 3's due to limited time allocated for G/C by most schools.

3.6.2 Questionnaires for HOD's G/C and Deputy Principals

According to Kombo and Tromp (2006) questionnaires are a carefully designed instruments for data collection consisting of questions and statements. There were two kinds of questionnaires used in the study; one for the HOD's G/C and the other for the deputy principals. Questionnaires were chosen because they guarantee a high response rate with a variety of information (Gall, 2005). Each item in the questionnaire was meant to address the specific objectives or hypotheses of the study.

Two questionnaires consisting of 19 items each were designed for HOD's G/C, see appendix II as well as deputy principals, see appendix IV. They were divided into 3 parts. Part 1 contained 2 sections; section 1 obtained general information like questionnaire number, date of administration and division while section 2 concerned personal details of either HOD's G/C or deputy principals such as age, gender, marital status, education level, teaching and counseling experience. It was designed on closed ended questions where either the HOD's G/C or deputy principals were required to tick the suitable option on respective questionnaires. Part 2 of the questionnaire for HOD's G/C, see appendix II contained information on the objectives of the study. It was divided into 2 sections. Section 1 contained 5 items dealing with relationship between sexual abuse and academic achievement while section 2 entailed 5 items on relationship between psychological abuse and academic achievement respectively. Closed unstructured statements restricting the HOD's G/C to pre-determined responses on Yes/No/No idea scale were included to capture their views (Kosomo, 2007) on presence of relationships between both sexual and

psychological abuse and academic achievement. Open ended questions seeking explanations and personal opinions were also included to capture the gender of student victims of both sexual and psychological abuse and possible relationships between the stated forms of child abuse and academic achievement. Part 2 incorporated the 5 scale rating scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree to reflect different levels of opinions by HOD's G/C on given possible relationships between both sexual and psychological abuse and academic achievement.

On the other hand, Part 2 of the questionnaire for deputy principals, see appendix IV contained information on the specific objectives of the study. It was divided into 2 sections. Section 1 contained 5 items dealing with relationship between child labour and academic achievement while section 2 entailed 5 items on relationship between physical abuse/ corporal punishment and academic achievement. Closed unstructured statements restricting the deputy principals to pre-determined responses on Yes/No/No idea scale were included to capture their views (Kosomo, 2007) on presence of relationships between both child labour and physical abuse and academic achievement respectively. Open ended questions seeking explanations and personal opinions were also included to capture the gender of student victims of both child labour and physical abuse and possible relationships between the stated forms of child abuse and academic achievement. Part 2 incorporated the 5 scale rating scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree to reflect different levels of opinions by deputy principals on given possible relationships between both child labour and physical abuse and academic achievement. Part 3 of

both questionnaires used open ended questions to seek recommendations from either HOD's G/C or deputy principals on respective questionnaires to the family, school administration, school counselors or and the government. Confidentiality was assured prior to and maintained during administration of the questionnaires. There was 100% return rate on both questionnaires.

3.6.3 Interview Guide for Parents

Interview guides are researcher developed questions with fixed wording and sequence that are identical to all respondents (Orodho, 2003). The researcher prepared an open ended interview guide, see appendix V for the parents / guardians of abused students based on the research objectives. The interview guides covered information not captured by the questionnaires. Thereafter she rehearsed the questions before administration to willing parents of the abused students who had prior information about the interview. The interview guide contained 4 parts with open ended questions. Part 1 was an inquiry on the forms of child abuse their son/daughter had encountered while in secondary school while part 2 required the parents to comment on the actions taken by various stakeholders such as family, the school and government after being made aware of the abuse. Part 3 solicited first hand information from parents of abused students on the relationship between the form of child abuse experienced and academic achievement of the abused student. Finally part 4 solicited for recommendations to family, school administration, school counselors and the government from the victims' points of view. The interview guide was selected because it is flexible and able to obtain reliable and comprehensive responses when conducted in a relaxed manner (Kombo and Tromp, 2006). A

rapport was established, confidentiality assured prior to and maintained during the interviews. This helped in tapping confidential information that would have otherwise escaped the researcher. Some areas required probing for detailed information hence the interviews were appropriate. A 50% interview rate was attained as some parents declined to honour their appointments.

3.6.4 Document Analysis Guide

Documents are an important source of data in many areas of investigation (Mutai, 2000). The document used in the study was the form 3 students' results of the joint inter-school Examinations (2014) obtained from the Sub-County Education office, see table 4.14. The examination was chosen because it provided data on academic achievement that was already collected, analyzed and archived for future reference and comparison besides being standardized in setting, administration and marking. The results from the examination were considered reliable. The researcher computed the means for the three categories of the public secondary schools and obtained gender based mean scores for the compulsory subjects, see appendix VII. The latter may be used to predict the future academic achievement of the form 3 students in the K.C.S.E (2015) examination. The researcher identified the contribution of each category of the public schools to the quality grades ranging from A-B minus, see appendix VII. The public secondary school mean scores were then correlated with child abuse responses from the questionnaires to determine the relationship between the two variables. Questionnaire responses from the mixed schools were correlated to gender academic achievement in the examination, see appendix VII. This was done

because gender relatedness to child abuse and academic achievement could best be measured within uniform conditions that existed in mixed schools.

3.7 Pilot Study

Mutai (2000) indicates that the purpose of pretesting is to ensure that the items in the instruments are clearly stated and have same meaning to all respondents. 3 pilot schools were chosen basing on the principle that they had representation of both boys and girls from all divisions of the Sub-County. A pilot study was conducted in three mixed secondary schools, one from each division of the Sub-County. This was done to test the validity and reliability of the data collection instruments. The 3 pilot schools represented 10% of the student population in the mixed day secondary schools and were not used in the final study. Piloting was useful in improving the data collection procedures. The validity and reliability of the research tools are described in the next 2 sub-sections.

3.7.1 Validity of Research Instruments

According to Kosomo (2007) validity refers to the extent to which the values provided by an instrument actually measure the attributes they are intended to measure. The validity of the instruments was enhanced by preparing items in the instruments that covered each of the study objectives. Content validity of the instruments was undertaken by the research experts from the Department of Educational Psychology, Masinde Muliro University of Science and Technology (MMUST). The researcher explained the purpose and objectives of the study to experts individually and asked them to rate the items clarity, simplicity and

ambiguity. Their opinions, comments and recommendations were used to include adequate and representative set of items on the data collection instruments for tapping more concepts on relationship between child abuse and academic achievement for greater content validity. The instruments were amended accordingly before being administered.

3.7.2 Reliability of the Research Instruments

According to Kombo and Tromp (2006) reliability refers to the extent to which an instrument yields repeated results. Test retest method was used to determine reliability. This method administers the same instrument twice to the same group of subjects at different times. The researcher administered the instruments to respondents in the pilot schools. After a period of 2 weeks, the researcher administered the instruments again to the same respondents. Responses were checked for consistency. A quantitative analysis of inquiry was performed using the Statistical Package for Social Sciences (SPSS 20) to statistically test the reliability of the instruments. In the analysis, the sum variables were used. Since the research instruments produced repeated results, they were considered reliable. Piloting helped the researcher to identify whether the questions measured what they were supposed to measure, the wording was clear, the questions provoked a response or whether the researcher was biased. Necessary adjustments and clarifications were made to enhance reliability.

The split half method was used to determine the reliability of the instruments. It was convenient because of time constraints that made it impossible to administer two

parallel questionnaires to the HOD's G/C and deputy principals. It involved assigning half the number of items on one half of the instrument and the other half of items to the second half of the instrument. However, the coefficient that resulted from comparing the two half test scores only described the reliability of only half of the instrument and not the whole instrument. To adjust the half test reliability to reflect the reliability of the whole instrument, the researcher used Kombo and Tromp's (2006) Spearman-Brown prophecy formula, which is

$$r_{xx} = \frac{2r_{tt}}{1 + r_{tt}}$$

Where by

r_{xx} = reliability coefficient of the whole instrument

r_{tt} = reliability coefficient of the half instruments

The instruments had strong reliability since the questionnaires' coefficient was 0.8 while that of the interview guide and the focused group discussion guide was 0.7. This is because, according to Kombo and Tromp (2006) an instrument with a spearman rank correlation coefficient at least 0.7 is good enough for correlation studies such as this one. Basing on this recommendation, the data collection instruments were duly adopted and applied in the study.

3.8 Data Collection Procedures

Permission for data collection was sought from the School of Graduates Studies (SGS) of Masinde Muliro University of Science and Technology (MMUST) that provided the researcher with an approval letter, see appendix XII. The researcher then obtained a permit from the National Council for Science and Technology, see

appendix XI and a research authorization letter, see appendix X. The researcher then sent out notification letters, see appendix I, to the Bungoma County Commissioner, Bungoma County Director of Education, the Bungoma East Sub- County Education Officer and the principals of sampled secondary schools. She made appointments with the principals on when to collect data from their respective schools. Second visitations involved arrangements with deputy principals and HOD's G/C and utilization of data collection instruments. The researcher also booked appointments with willing parents of abused students for oral interviews on relationship between child abuse and academic achievement with the approval of the boards of management in respective schools. The parents were assured of confidentiality and made aware of the purpose of the interview in ample time before the interviews. The researcher noted down the responses from the interviewees thematically basing on the research objectives.

3.9 Data Analysis

Qualitative data derived from the interviews and focused group discussions was transcribed, organized into various forms of child abuse according to emerging themes and sub-themes, then reported in an ongoing process before being analyzed and interpreted. The analysis of qualitative data included editing and data cleansing. The findings were presented in textual form following the research objectives. Quantitative data from the questionnaires and the document were analyzed using descriptive statistics such as frequency counts, percentages and means. Inferential statistics such as the T-test was used to test the null hypotheses, draw conclusions about the study population from the sample drawn and generalize results to other

schools (Kosomo, 2007). The T-test was also used to test the presence of significant relationships between the forms of child abuse and academic achievement among the students. The significance level for testing the results was probabilities of 0.05 and 0.01. The results probability of 0.05 meant that it was expected to occur 5 times in every 100 while the results probability of 0.01 meant that it could occur once in every 100 observations. The null hypotheses were tested at a 0.05 significance level since an occurrence of 5 times in every 100 was high enough (Kosomo, 2007) and found not significant.

Kosomo (2007) indicates that the Pearson's product moment correlation coefficient is useful in determining degrees of relationships. The researcher used the Pearson's product moment correlation coefficient to determine the degree of relationship existing between forms of child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County. Since the correlation was either positive or near 1, there was a strong relationship between the two variables (Kosomo, 2007). This meant that the performance of child abuse was more related to that of academic achievement. The correlation was effective since the questionnaire responses used provided adequate first hand information on the relationship between child abuse and academic achievement in boys and girls within similar environments in mixed day secondary schools. The study used the statistical package for social sciences (SPSS) version 20 computer program in data analysis and presentation.

3.10 Ethical Considerations

The researcher ensured that data presented was from the field and it was original. The researcher confirmed to the principals of public secondary schools of the need for informed consent and voluntary participation in the study. None of the respondents was forced to fill the questionnaire or to answer any question. The researcher also ensured confidentiality of responses given by maintaining the identity of respondents' anonymous. According to Saunders et al. (2009) ethical consideration is an acceptable practice in social sciences academic achievement among students in public secondary schools in Bungoma East Sub-County.

CHAPTER FOUR

DATA PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents, interprets and discusses data under the following sub-sections bio data, questionnaire response and document analysis presentations, interpretations and discussions. The cumulative percentages ranging from 0.5 were rounded off to the nearest whole number. It also tests the null hypotheses using Pearson's product moment correlation and t-test respectively.

4.2 Bio-Data Presentations, Interpretations and Discussions

This section considers the following demographic characteristics of the deputy principals and HOD's G/C age, gender, marital status, level of education, teaching experience, counseling experience and training in counseling. The researcher recorded findings on the age of respondents on table 4.1

Table 4.1: Age of Deputy Principals and HOD's G/C

Age	Boys boarding		Girls boarding		Mixed secondary		Cumulative
	Frequency	%	Frequency	%	Frequency	%	%
20-28							
29-37			2	7.7	2	7.7	15.4
38-46	4	15.4	2	7.7	6	23	46.1
47-55					8	30	30
56-64					2	7.7	7.7
Total	4	15.4	4	15.4	18	68.4	100

Source: (Field, 2014)

Table 4.1 indicates that the respondents were teachers aged between 29-64 years with 46% of them belonging to 38-46 years age group. This implied that mature teachers held the offices of deputy heads and HOD's G/C hence from face value the students could be high academic achievers free from child abuse under them. The researcher being inspired by Munene's (2010) indication that some teachers had turned down the trust of parents by abusing their students, went on to find the gender characteristics of the respondents. The findings are summarized in table 4.2

Table 4.2: Gender of Deputy Principals and HOD's G/C

Gender	Boys' boarding		Girls' boarding		Mixed secondary		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	
Male	4	15.3			6	23	38.3
Female			4	15.3	12	46	61.3
Total	4	15.3	4	15.3	18	69	100

Source: (Field, 2014)

Table 4.2 shows that 61% of the deputy principals and HOD's G/C were females aged between 38-55years against 38% males. Though the finding indicate biased appointments favouring the females, research evidence revealed that they had varying appointments to their respective offices after by either their employer (TSC), internal appointments by their Principals or deployments from the Bungoma County Director after proven competence (Field, 2014). The female teachers probably handled both discipline and G/C because they were more willing and could be trusted compared to males (Gachutha, 2006) thus they could fight child abuse and enhance

high academic achievement. It is no wonder that MOEST (2005) highlights the KESSP recommendation of 2005-2010 that female teachers must not only accompany girls but should also be trusted with boys whenever out of school for school functions. No wonder, the boarding secondary schools had similar sex deputy principals and HOD's G/C possibly to eliminate the bias against males by preserving the positions for the interested unlike mixed schools where the office bearers were mostly female. This pattern could possibly be inspired by UNICEF's (2001) agenda which was to protect children from abuse. The researcher went on to find out the marital status of the respondents and recorded the findings in table 4.3

Table 4.3: Marital Status of Deputy Principals and HOD's G/C

Marital status	Boys' boarding		Girls' boarding		Mixed secondary		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	
Married	4	15	2	7.7	14	54	76.7
Single							
Separated							
Widowed			2	7.7	4	15	22.7
Others							
Total	4	15	4	15.4	18	69	100

Source: (Field, 2014)

Table 4.3 shows that among the HOD's G/C and deputy principals none was single or separated 22% were widowed while 77% of the respondents were married. The latter being the majority had great potential to accord parental treatment abused students and enhance their academic achievement. The widowed probably faced

more challenges in balancing time between domestic responsibilities and guiding students hence could not be committed to enhancing discipline or providing G/C. Given the domestic mandate of the discussed 99% respondents, guidance and counseling of students could probably be done sacrificially or hurriedly after classes. The absence of either separated or single HOD's G/C or deputy principals implied that students were protected from those who would use office power to get spouses among them, despite the discussed rationale parents continued colluding with abusive teachers who wanted to escape the wrath of the employer thus contributed to the rise in unreported cases of child abuse (Benyawa and Beja, 2010). The researcher thus sought to find the respondents educational level. The findings are indicated in table 4.4.

Table 4.4: Educational Level of Deputy Principals and HOD's G/C

Educational level	Boys' boarding		Girls' boarding		Mixed secondary		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	
Masters	1	3.8	1	3.8	1	3.8	11.4
Degree	2	7.7	2	7.7	9	34.6	50.0
Diploma	1	3.8	1	3.8	8	30.8	37.4
Others							
Total	4	15.3	4	15.3	18	69.2	100

Source: (Field, 2014)

Table 4.4 indicates that 100% of the deputy principals and HOD's G/C had attained professional training in education 50% had university degrees 11.4% had either enrolled for or attained masters' degrees while 37.4% had diploma training. The

findings imply that the respondents were professionally competent for their responsibilities and could be trusted to mould students. According to the MOE (2007) it was mandatory for teachers to read professional articles such as TSC code of conduct for teachers, Basic education Act and the Public Officers' Code of Ethics and Conduct which gave the government's non compromising stand against sexual abuse but they ignored the other forms of child abuse. The professional articles were not available in all schools but could be bought during the education forums held in the Sub-County. The articles mandated all teacher trainees to undergo supervised teaching practice and newly employed teacher to undergo a probation that tested their competency and ability to teach before confirmation. The respondents could thus be depended upon for high academic achievement of students. It was surprising that after the promulgation of the New Constitution (Republic of Kenya, 2010) which empowered TSC by removing challenges of bureaucracy formerly experienced in disciplining child abusive teachers' child abuse was still prevalent in public secondary schools. The researcher therefore went on to discover the counseling experience of respondents. The findings are recorded in table 4.5.

Table 4.5: Counseling experience of Deputy Principals and HOD's G/C

Counseling experience (years)	Boys' boarding		Girls' boarding		Mixed secondary		Cumulative
	Frequency	%	Frequency	%	Frequency	%	%
1-5					2	7.7	7.7
6-10					5	19.2	19.2
11-15			2	7.7	6	23.1	30.8
16-20	2	7.7	2	7.7	3	11.5	26.9
21+	2	7.7			2	7.7	15.4
Total	4	15.4	4	15.4	18	69.2	100

Source: (Field, 2014)

Table 4.5 shows that 73% of the respondents had counseling experience of over 11 years, 31% had counseling experience of 11-15 years while only 7.7% had counseling experience of below 5 years. This implied that the respondents had long counseling experience hence could be trusted to help students by coming up with better strategies that curtail child abuse and enhance academic achievement in their respective schools. However, deputies and counselors probably invested more hours into academic achievement through teaching in order to get promotions compared to guidance and counseling that had no reward thus creating a loophole for increased child abuse in schools.

Besides, the teaching workload of deputy principals had been reduced to enable them carry out their mandate unlike that of HOD's G/C however, both often felt exhausted with only a few after class hours to spare for guidance and counseling (Field, 2014). In support Bond (2007) indicated that closely dealing with the problems and pains of

others often resulted in exhaustion. However, depending on the magnitude of problems guiding and counseling could sometimes be done during class hours at the expense of academic achievement culminating in missed lessons (Field, 2014). The researcher went on to find out if the respondents had trained in counseling for empowerment in handling cases on relationship between child abuse and academic achievement. The findings are recorded in table 4.6.

Table 4.6: Counseling training of deputy principals' and HOD's G/C

Trained	Boys' boarding		Girls' boarding		Mixed secondary		Cumulative
	Frequency	%	Frequency	%	Frequency	%	
Yes	4	15.4	4	15.4	18	69.2	100
No							
Total	4	15.4	4	15.4	18	69.2	100

Source: (Field, 2014)

The training acceptable to the researcher ranged from seminars to specialized courses. Table 4.6 indicates that all the respondents had been trained in counseling. The human resource was thus able to handle cases on relationship between child abuse and academic achievement professionally. However, the concern of the researcher was whether there existed a relationship between child abuse and academic achievement among students in public secondary schools despite the Sub-County's endowment with very able manpower.

4.3 Data Presentations, Interpretations and Discussions.

This section presents, interprets and discusses data arising from the questionnaire responses and document analysis. It is divided into two sections questionnaire responses and document analysis presentations, interpretations and discussions.

4.3.1 Questionnaire Response Presentations, Interpretations and Discussions

This section utilizes the study objectives to present, interpret and discuss responses by deputy principals or HOD's G /C on the relationship between child abuse and academic achievement.

Objective 1: Relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

This section covers the responses by HOD's G/C after counseling sexually abused students in 2014 on the relationship between sexual abuse and academic achievement.

From the questionnaire responses the highest score on those counseled for sexual abuse was 57% girls in mixed schools and the lowest 9% boys in schools. This implied that either the former were most vulnerable to relationship between sexual abuse and academic achievement or they were quick to seek such help than the latter. While 72% of the HOD's G/C strongly indicated that sexual abuse led to negative trend in marks, only 10% indicated that it caused injury. This implies that the abuse had a significant relationship to child abuse. All the HOD's G/C confirmed presence of a relationship between sexual abuse and academic achievement. The specific

responses for the three categories of public secondary schools in the Sub-County under research are summarized in the table 4.7.

Table 4.7: Number of students who received counseling from HOD's G/C on the relationship between sexual abuse and academic achievement in 2014

School	Girls' boarding		Boys' boarding		Mixed sec girls		Mixed sec boys		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
A					12	7.1			7.1
B					6	3.5			3.5
C					10	5.9	2	1.2	7.1
D					15	8.8	3	1.8	10.6
E	12	7.1							7.1
F	20	11.7							11.7
G			10	5.9					5.9
H			5	2.9					2.9
I					12	7.1			7.1
J					15	8.8	12	7.1	15.9
K					20	11.8	10	5.9	17.7
L					6	3.5			3.5
M					0	0	0	0	0
Total	32	18.8	15	8.8	96	56.5	27	15.4	100

Source: (Field, 2014)

Table 4.7 indicates that mixed day school had no record of students counseled on relationship between child abuse and academic achievement. This implied that either there was no team work in the G/C department or the department was in active. The table further shows that a total of 170 students comprising of 15 from boys' boarding schools, 32 from girls' boarding schools and 96 girls against 27 boys from the mixed

schools underwent counseling on relationship between sexual abuse and academic achievement. This implied that 56.5% of girls in public day mixed secondary schools had received counseling compared to 18.8% in girls' boarding secondary schools indicating that the latter were less vulnerable to such a relationship than the former due to frequent exposure to diverse pedophiles from within and without the school. From table 4.7 further shows that the ratio of girls counseled in mixed schools to that of their counterparts in boarding schools was 3:1. This was a likely indication that the former were 3 times more vulnerable to a relationship between sexual abuse and academic achievement than the latter. However, the vulnerability of the latter could not be ignored given that schools are communities within a community, hence pedophiles from without the schools could probably either shrewdly gain entry in or influence the sneaking out of some girls thus enhancing sexual abuse. Irrespective of the category of public school girls need urgent intervention through guidance and counseling to protect them from sexual abuse for high academic achievement.

Table 4.7 further indicates that 15% boys received equivalent counseling in the boarding and mixed schools. This probably implied that either few boys sought counseling on relationship between sexual abuse and academic achievement or that they perpetrated sexual abuse. There was also a possibility that cases of sexual abuse among boys had no relationship to their academic achievement hence could not attract such counseling. However, 30% of boys counseled on relationship between sexual abuse and academic achievement represent a large population that should attract attention from education stake holders before the percentage rises. It possibly indicates that boys are becoming highly vulnerable to relationships between sexual

abuse and academic achievement hence the need for intervention through guidance and counseling. Table 4.7 further reveals that 72% of students in mixed secondary schools were either more vulnerable to sexual abuse or quick to seek counseling compared to 27% those in boarding schools. This probably implied that the boarding schools experienced weaker relationships between sexual abuse and academic achievement than mixed day secondary schools which probably had stronger relationships.

This phenomenon could easily trigger higher enrolment rates in the boarding schools and low enrolment rates resulting in closure of some mixed schools, which would in turn lower academic achievement of those unable to afford the higher boarding secondary school fees. However, though the closure of mixed day secondary schools would limit child abuse and enhance academic achievement, it would also deny students the chances of mutually developing positive interactive and coping skills with the opposite gender, that are necessary in striving for academic achievement and against child abuse. There was need to teach assertive skills in countering the moves by the pedophiles while at the same time offering guidance to students about controlling their sexual urges and involvements for better academic achievement. However, according to Kiarie (2012) 60% of sexually active girls fear pregnancy more than HIV/AIDS and could easily lure boys into protected sex, avoid pregnancy and propagate promiscuity. Mwiti (2006) attributed promiscuity to exposure to pedophiles in schools, on their way home, in the neighborhoods and in their home. Thus, the relationship between sexual abuse and academic achievement in mixed schools would probably be high. This contradicts Nyoka's (2013) recommendation

on behalf of Mawa (Maendeleo ya Wanaume) that a 5 point plan be used in overhauling the education sector in which the government should establish universal mixed secondary schools through a chain that abolished single sex secondary schools as well as introduce gender studies for improved gender relations. Table 4.7 further shows that, out of 47 students who underwent counseling in the boarding schools 68% were girls and only 31.8% were boys. This probably implied that almost twice as many girls compared to boys received counseling on relationship between sexual abuse and academic achievement in the boarding schools. Coincidentally, the number of boys counseled was equal to that of girls' counseled in the same schools.

Therefore, since most of the public secondary boarding schools had large populations averaging 800 students (Field, 2014) only 2% of the boys' population and 4% of the girls' population were counseled. The findings further reveal that girls were more vulnerable to sexual abuse compared to boys even while in confinement in boarding school. However, girls' boarding secondary schools were more ideal environments for girls' academic achievement compared to mixed schools since they were exposed to fewer pedophiles unless if very few cases were reported (Munene, 2010) within the boarding secondary schools. During the school holidays the boarding schools gave their students more homework hence their students were kept academically busier than their counterparts in mixed secondary schools who were idler hence more vulnerable to pedophiles (Field,2014). However, girls were more disadvantaged than boys because they got more sexual advances from relatives, peers and neighbours who distracted them from following their study timetables thus boys were more likely to attain higher academic achievement than girls. The researcher

was compelled to rank responses on relationships between sexual abuse and academic achievement. The findings are indicated on table 4.8. According to table 4.8 the highest scores being 61% HOD's G/C commented that sexual abuse caused hurt or injury while another 61.5% indicated that it did not lead to poor memory of content. This implies a weak relationship between sexual abuse and academic achievement as memory was intact while the hurt or injury accruing from sexual abuse could result from the temporary nature of sexual relationships among students culminating into hurt after either being dumped or wasting academic hours (Field, 2014).

As used on table 4.8, SA (strongly agree) and A (agree) are affirmative responses while UND (undecided), DIS (disagree) and SD (strongly disagree) are negative scores. On the contrary, 69.3% of HOD's G/G affirmed sexual abuse leading to negative trend in marks 18.92% who disagreed. This implies a strong relationship between sexual abuse and academic achievement, whereby the negative trend in marks among affected students could be attributed to poor time management where more time was given to sexual relationships compared to academic achievement. The 18.92% could represent students who are already hardened to such relationships, and can balance between sexual abuse relations and academic achievement. On the contrary 84.7% affirmed that sexual abuse led to low concentration in class against 3.52 % who were in disagreement. The researcher sought opinions by HOD's G/C on an agreement scale on the relationship between sexual abuse and academic achievement and recorded the findings on table 4.8

Table 4.8: Scale ranking by HOD's G/C: on the relationship between sexual abuse and academic achievement in public secondary schools.

Statement	S A		A		UND		DIS		S D		CUMULATIVE %
	f	%	f	%	f	%	f	%	f	%	
Negative trend	4	30.8	5	38.5	2	15.4	1	7.6	1	7.6	100
Low concentration	5	38.5	6	46.2	0	0	1	7.6	1	7.6	100
Poor memory	2	15.4	2	15.4	0	0	1	7.6	8	61.5	100
Low participation	3	23.1	4	30.8	2	15.4	2	15.4	2	15.4	100
De motivation	1	7.6	3	23.1	0	0	3	23.1	6	46.2	100
Improvement	0	0	0	0	0	0	8	61.5	5	38.5	100
Repetition	1	7.6	7	53.8	0	0	5	38.5	0	0	100
Drop out	5	38.5	2	15.4	1	7.6	3	23.1	2	15.4	100
Hurt/ injury	5	38.5	8	61.5	0	0	0	0	0	0	100

Source : (Field, 2014)

Whereby f (frequency), % (percent) , SA (strongly agree), A (agree),UND (undecided), DIS (disagree) and SD (strongly disagree)

This implies that possibly many distracters among victim students such as revising love letters, application of excess make up aimed at attracting teachers or students and indecent touches during class hours. While 30.8% HOD's G/C affirmed that sexual abuse resulted in poor memory content 63.26 % who disagreed this probably implied that the few who could not remember content were probably engaged in hang over's accruing from the relationships. Since 53.9% of HOD's G/C affirmed that sexual abuse led to low participation in class activities against 46.2% who were in disagreement, it probably implies a manifestation of defense mechanisms among students who had paired and wanted to avoid embarrassed by giving a wrong answer or it was an attempt to seek attention from the teacher for sexual relationships. A

low score of 30.7% HOD's G/C agreed that sexual abuse led to de motivation in academics against a high score of 69.3% of them who were in disagreement. This implied that according to the majority sexual abuse did not result in de motivation in academics among students who justified it for academic reasons. However all HOD's G/C disagreed that sexual abuse led to improvement in academics. This could imply that students engaged in sexual relationships had very minimum chances of high academic achievement.

Finally 61.4% of HOD's G/C affirmed sexual abuse causing repetition of classes unlike 38.5% disagreed. This probably implied that the girls for experienced effects of sexual abuse such as pregnancy, delivery or aborted may have either transferred from or remained in previous schools where they repeated classes. On the other hand table 4.8 indicates that 53.9 % HOD's G/C affirmed sexual abuse resulting in drop out unlike 46.1 who disagreed. This probably implies that victims of sexual abuse were likely to drop out of school and terminate their pursuit for academic achievement if intervention measures are not provided. Finally since 100% of respondents confirmed that sexual abuse led to either hurt or injury, it should strongly be discouraged among students in public secondary schools through enhanced guidance and counseling.

Objective 2: Relationship between Psychological Abuse and Academic Achievement among students in Public Secondary Schools.

This section covers the responses by HOD's G/C after counseling psychologically abused students in 2014 on the relationship between psychological abuse and academic achievement

From the questionnaire responses the highest score on those counseled by HOD's G/C for psychological abuse was 36% for both boys and girls in boarding secondary schools while the lowest score was 17.9% boys in mixed schools. This implied that boarding secondary schools had either more prevalent psychological abuse or were quick to offer counseling to the victims than mixed day schools. In addition, the highest score by 54% HOD's G/C indicated that psychological abuse led to improvement in academics while only 14% being the lowest score indicated that it led to dropping out of school. This implied that the forms of psychological abuse used in secondary schools were more effective in enhancing academic achievement compared to hindering it. No wonder all the HOD's G/C affirmed to presence of a relationship between psychological abuse and academic achievement. The researcher obtained figures concerning students in the three categories of public secondary schools that had received counseling on relationship between psychological abuse and academic achievement. The findings are summarized in table 4.9. Table 4.9 shows that 54.57% of girls were counseled on relationship between psychological abuse and academic achievement against 45.23% boys in public mixed secondary schools. This probably implies that the girls were faster in seeking counseling compared to boys on the other hand, since 45% boys had responded towards such

counseling there was a likelihood of increasing trend in seeking counseling among the boys in the future. The researcher compared the gender response by victims of psychological abuse towards counseling in mixed schools. The findings appear in table 4.9

Table 4.9: Number of students who received counseling from HOD’s G/C on relationship between psychological abuse and academic achievement in 2014 in public mixed secondary schools

School	Girls		Boys		Cumulative %
	Frequency (x)	%	Frequency (y)	%	
A	6	4.61	3	2.30	6.91
B	11	8.46	17	13.0	21.46
C	5	3.84	10	7.69	11.53
D	8	6.15	3	2.30	8.45
E	7	5.38	5	3.84	9.22
F	16	12.30	12	9.2	21.5
G	9	6.92	2	1.53	8.45
H	4	3.07	1	0.76	3.83
I	5	3.84	6	4.61	8.45
Total	71	54.57	59	45.23	100

Source: (Field, 2014) where % (Percent)

Table 4.9 also indicates that 54.5% girls had been counseled on relationship between psychological abuse and academic achievement compared to 45% boys within mixed secondary schools. This possibly implied that many cases concerning the boys either went unreported or were ignored unlike those affecting girls. There was a probability that boys could identify girl victims of psychological abuse with consistently low academic achievement and recruit them into bully groups in order to earn respect

from peers. On the contrary, the boys fearing public embarrassment before girls were motivated to improve in marks while girls let go competition with the boys thus escaped such counseling. Alternatively the boys could have been bolder at cheating in examinations in order to attain higher levels of academic achievement (Anderman and Miglley, 2004) compared to girls culminating in fewer boys seeking counseling on relationship between psychological abuse and academic achievement. However, the fact that 55% girls sought counseling does not imply that they were not capable of cheating in examinations to avoid belittlement.

The researcher then obtained the exact number of students counseled on relationship between psychological abuse and academic achievement in the 3 categories of public secondary schools and the findings were recorded in table 4.10. Table 4.10 indicates that 21.8% girls against 17.94% boys underwent counseling on the relationship between psychological abuse and academic achievement in mixed secondary schools. This implied that 40% students either sought or were identified for counseling in mixed secondary schools. From a total of 326 students counseled 36% of them were from boys' boarding schools, 24% were from girls' boarding schools while the 22% girls against 18% boys were from mixed schools. This implied that quick response and intervention by G/C was given to cases of relationship between psychological abuse cases and academic achievement in the boarding schools compared to mixed schools. This was possibly enhanced by teacher availability in the boarding schools compared to mixed schools. The researcher went further to identify the exact number of students who had received counseling on relationship

between psychological abuse and academic achievement. The findings appear in table 4.10

Table 4.10: Number of students counseled by HOD's G/C on relationship between psychological abuse and academic achievement in public secondary schools

School	Girls' boarding		Boys' boarding		Mixed sec girls		Mixed sec boys		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
A,B,C	38	11.6	60	18.4	6	1.84	3	0.9	32.74
D,E,F	42	12.8	56	17.2	11	3.37	17	5.2	38.57
G					5	1.5	10	3.1	4.6
H					8	2.5	3	0.9	34
I					7	2.14	5	1.5	3.64
J					16	4.9	12	3.6	8.5
K					9	2.76	2	0.6	3.36
L					4	1.22	1	0.3	1.52
M					5	1.53	6	1.84	3.14
Total	80	24.4	116	35.6	71	21.8	59	17.94	100

Source: (Field, 2014)

Table 4.10 indicates that 35% attention was given in the boys' boarding schools compared to 24% in the girls' counterparts probably explaining the higher academic achievement in boys' boarding schools in comparison to other schools. The findings from table 4.10 concur with those of Republic of Kenya (2010) whereby the Ministry of Gender indicated that 27% of girls and 13% of boys' experienced psychological abuse in Kenya. This probably implies differential gender response to psychological

abuse in relation to academic achievement hence need for empowering HOD's G/C with subsidized training for effective and efficient professional counseling of students under them. The researcher sought opinions from HOD's G/C on relationship between psychological abuse and academic achievement and recorded the findings in table 4.11

Table 4.11: Scale ranking by HOD's G/C on: the relationship between psychological abuse and academic achievement in public secondary schools.

Statement	SA		A		UND		DIS		SD		CUMULATIVE %
	f	%	f	%	f	%	f	%	f	%	
Negative trend	3	23.1	3	23.1	1	7.6	2	15.4	4	30.8	100
Low concentration	4	30.8	3	23.1	1	7.6	3	23.1	2	15.4	100
Poor memory	2	15.4	4	30.8	3	23.1	2	15.4	2	15.4	100
Low participation	5	38.5	3	23.1	1	7.6	3	23.1	1	7.6	100
De motivation	6	46.2	2	15.4	2	15.4	1	7.6	2	15.4	100
Improvement	4	30.8	1	7.6	2	15.4	4	30.8	2	15.4	100
Repetition	2	15.4	2	15.4	0	0	1	7.6	8	61.5	100
Drop out	4	30.8	3	23.1	3	23.1	2	15.4	1	7.6	100
Hurt/injury	7	53.8	3	23.1	1	7.6	1	7.6	1	7.6	100

Source : (Field, 2014) f (frequency) % (percent)

According to table 4.11, the highest score of 76.9% HOD's G/C affirmed that psychological abuse led to hurt followed by 61.6% who stated that the abuse led to both low participation in class and de-motivation in academics while the lowest scores of 38% disagreed that psychological abuse led to improvement in academics followed by 22.8% who indicated that psychological abuse did not cause hurt/injury. This implies that there was an inverse relationship between psychological abuse and

academic achievement. As used in table 4.11 SA (strongly agree) and A (agree) were affirmative responses while UND (undecided), DIS (disagree) and SD (strongly disagree) were negative responses. Table 4.11 shows that 46% HOD's G/C indicated that psychological abuse led to negative trend in marks in examinations against 53.8% who disagreed. This implied that the belittlement that student endured after low academic achievement in examinations discouraged them causing some to despair. According to 53.9 % HOD's G/C psychological abuse led to low concentration in class against 46.1% of them who were in disagreement. This implied that worrying, stigmatization and loss of hope among the victims of psychological abuse resulted in low academic achievement. Since only 46.2% HOD's G/C indicated that psychological abuse resulted in poor memory of content against 53.6 % of them who disagreed it implied that the victims of psychological abuse could attain academic achievement.

On the other hand 61.6 % HOD's G/C affirmed that psychological abuse caused low participation in class activities against 38.3% who disagreed. This probably implied that low self esteem, poor self concepts and stigmatization resulting from psychological abuse lowered class participation and academic achievement of victims. However 61.6 % HOD's G/C indicated that psychological abuse caused de motivation in academics against 38.4% who disagreed this implied that in spite of the challenges from psychological abuse that made many students to be de motivated academically, some victims aimed for academic achievement. Another 38.4 % HOD's G/C indicated that psychological abuse caused improvement in academics against 61.6% who were in disagreement. This probably implies that psychological

abuse was ineffective in enhancing academic achievement when used to punish academic mistakes. According to 30.8% HOD's G/C psychological abuse caused repetition of classes unlike 69.1% who disagreed. This implies that transition to the next level of academic achievement was rarely hindered by psychological abuse. While 53.9 % HOD's G/C affirmed that psychological abuse caused dropping out of school unlike 46.1 who disagreed. This implied the need for child friendly schools through induction of school administrators to hinder the spread of bullying and retain students in school. Finally 76.9% HOD's G/C indicated that psychological abuse led to either hurt or injury unlike 22.8% who were in disagreement. This implied that if it was incorporated in the school culture it would result in increased psychological and physical patients in need of treatment at the expense of academic achievement.

Objective 3: Relationship between Child Labour and Academic Achievement among students in Public Secondary Schools

This section covers the responses by deputy principals after guiding student victims of child labour in 2014 on the relationship between child labour and academic achievement.

From the questionnaire responses, the highest score on child labour was 24% of deputy principals indicating that the abuse led to school dropout while the lowest score was 18% who indicated that child labour led to repetition in classes. This probably implied presence of a significant relationship between child labour and academic achievement hence affected students were in desperate need for intervention through provision of basic needs as well as school fees for academic

achievement. If such help delays the students could fall prey to exploitation by child traffickers. No wonder all the deputy principals indicated presence of a relationship between child labour and academic achievement. The researcher went on to find out from deputy principals if any students had received guidance on relationship between child labour and academic achievement. The findings are recorded in table 4.12.

Table 4.12: Statistics from deputy principals on the number of students who had received academic guidance in relation to child labour

School	Girls' boarding		Boys' boarding		Mixed sec boys		Mixed sec girls		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
A,B,C	0	0	0	0	15	6.8	10	4.6	11.4
D,E,F	0	0	0	0	10	4.6	8	3.7	8.3
G					16	7.3	10	4.6	11.9
H					10	4.6	7	3.2	7.8
I					7	3.2	5	2.3	5.5
J					17	7.8	13	5.9	13.7
K					15	6.8	20	9.1	15.9
L					8	3.7	12	5.5	9.2
M					20	9.1	16	7.3	16.4
Total					118	53.9	101	46.1	100

Source: (Field, 2014)

Table 4.12 indicates that while no student received guidance on relationship between child labour and academic achievement from the deputy principals of the boarding secondary schools, 53.9% boys and 46.1% girls in mixed schools had received the guidance. This probably implied that students in mixed day secondary schools

experienced more child labour that related to academic achievement compared to those in boarding schools. This could be attributed to the formers need for food and basics being uncertain than the latter causing the missing of lessons thus low academic achievement in the mixed schools. Table 4.12 further indicates that more boys (53.9%) than girls (46.1%) received the guidance. This probably implied that boys being more aware of their vulnerability to child labour compared to girls sought guidance in relation to academic achievement. On the contrary the girls in mixed schools could have been engaged in child labour through unreported commercial sex hence had supply basic necessities and could neither seek nor be identified for guidance. However, students in public mixed secondary schools benefited from county government bursary funds which paid a fraction of the required fees (Field, 2014).

Table 4.12 also indicates that a large population of 209 vulnerable students sought the guidance. This probably implies that the government, schools and parents should provide both balanced dietary feeding programs in mixed schools and basic necessities such as sanitary towels for girls, soap and oil to minimize child labour and enhance concentration on academic achievement. According to table 4.12, 118 boys compared to 101 girls received guidance on relationship between child labour and academic achievement. The higher number of boys probably implies that they were more concerned about their mental health necessary for academic achievement and physical health mandatory for child labour compared to the girls, a view supported by Hope worldwide Kenya (HWWK) in (2013) indicating that only 24% girls accessed health services compared to 76% boys. The researcher obtained

opinions from deputy principals on relationship between child abuse and academic achievement based on an agreement scale and recorded the findings on table 4.13.

Table 4.13: Scale ranking by deputy principals on the Relationship between Child Labour and Academic Achievement in Public Secondary Schools.

Statement	SA		A		UND		DIS		SD		CUMULATIVE %
	f	%	f	%	f	%	f	%	f	%	
Negative trend	4	30.8	4	30.8	0	0	2	15.4	3	23.1	100
Low concentration	3	23.1	4	30.8	2	15.4	2	15.4	2	15.4	100
Poor memory	5	38.5	2	15.4	1	7.6	3	23.1	2	15.4	100
Low participation	6	46.2	3	23.1	0	0	4	30.8	0	0	100
De motivation	2	15.4	5	38.5	1	7.6	2	15.4	3	23.1	100
Improvement	1	7.6	3	23.1	2	15.4	5	38.5	2	15.4	100
Repetition	3	23.1	6	46.2	1	7.6	2	15.4	1	7.6	100
Drop out	7	53.8	2	15.4	1	7.6	1	7.6	2	15.4	100
Hurt/injury	8	61.5	2	15.4	1	7.6	1	7.6	1	7.6	100

Source : (Field, 2014) f (frequency) % (percent)

Table 4.13 indicates the highest scores by deputy principals as 76.9% who indicated that child labour led to hurt and 69% who stated that it led to repetition of classes and school dropout. On the contrary the lowest scores were 22.6 % indicating that child labour did not cause hurt. This implies that affected students experienced either slow or stagnated academic achievement. As used in table 4.13, SA (strongly agree), A (agree) are affirmative responses and UND (undecided), DIS (disagree) and SD

(strongly disagree) are negative scores. According to 61.6% deputy principals child labour led to negative trend in marks in tests and examination against 38.5% who disagreed. This could imply that there was scramble for time between child labour and academic achievement which made the victims fore go lessons, revision and home work for child labour that had immediate returns thus resulting low academic achievement. According to 53.9% deputy principals child labour led to low concentration in class unlike 46.2% disagreed. This could imply that some victim's minds were more engaged in child labour dealings, bargains and budgets during class hours. Another 53.9% deputies indicated that child labour resulted in poor memory of content unlike 46.1% who disagreed. This implied that child labour resulted in either absent mindedness during lessons due to fatigue or inadequate revision causing poor memory of content. On the other hand 69.3% deputies stated that child labour led to low participation in class activities unlike 30.8% who were in disagreement. This could probably imply that either fatigue or the saving energy for child labour contributed to low participation in class among victims.

While 53.9% deputy principals indicated that child labour led to de motivation in academics 46.1% respondents disagreed. This possibly implied that de motivation in academics in some victims resulted from discouragement since the rewards of child labour often failed to meet the costs of academic achievement. On the contrary 30.7% deputies stated that child labour led to improvement in academics unlike 69.3% who were in disagreement. This possibly implied that most victims could hardly improve academically due to the demands of poverty. Another 69.3% deputies stated that child labour caused repetition of classes unlike 30.6% who

disagreed. This implied that most victims often missed lessons, hours of revision and even examinations forcing them to repeat classes for academic achievement but the cycle kept recurring. Other 69.2% deputy principals affirmed that child labour caused dropping out of school unlike 30.6% who disagreed. This could imply that most victims required both material and adequate financial assistance to sustain their continuity and culminate in completion of secondary education. Finally 76.9% deputies indicated that child labour led to hurt /injury unlike 22.6% who were in disagreement. This possibly implied that most of the injured could be vulnerable to absenteeism which lowered their academic achievement. Alternatively it implied that hurt resulting from despair or inferiority complex among richer peers could cause many to give up.

Objective 4: Relationship between Physical Abuse and Academic Achievement among students in Public Secondary Schools in Bungoma East Sub-County.

This section covers the responses by deputy principals after guiding student on relationship between physical abuse/corporal punishment and academic achievement.

From the questionnaire responses all the deputy principals indicated presence of a relationship between physical abuse and academic achievement. The highest scores on physical abuse was 66% deputy principals who strongly indicated that physical abuse/corporal punishment led to improvement in academics unlike 20% who stated that it caused disinterest in academics. This probably implies that most students attain higher levels of academic achievement when subjected to corporal punishment. The researcher sought the number of students guided on relationship between

physical abuse and academic achievement and summarized the findings summarized in table 4.14.

Table 4.14: Statistics from the deputy principals on students who received guidance on relationship between physical abuse and academic achievement

School	Girls' boarding		Boys' boarding		Mixed sec girls		Mixed sec boys		Cumulative %
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
A&B	236	20.5	312	27.2	3	0.26	7	0.61	48.57
C&D	176	15.4	258	22.5	5	0.43	18	1.57	39.9
E					6	0.5	8	0.69	1.19
F					10	0.8	15	1.30	2.1
G					16	1.39	15	1.30	2.69
H					4	0.34	10	0.8	1.14
I					7	0.61	16	1.3	1.9
J					8	0.69	5	0.43	1.12
K					4	0.35	7	0.61	0.9
Total	412	35.9	570	49.7	63	5.37	101	8.61	100

Source: (Field, 2014)

Table 4.14 shows that the highest score of 49.7% of students guided on relationship between physical abuse and academic achievement were from boys' boarding secondary schools, followed by 35.9% from girls' boarding schools while only 14% were from mixed schools. This implied that mixed schools were more responsive to the ban of corporal punishment in schools compared to public boarding secondary schools who administered the abuse mostly at night during prep times (Field, 2014). This possibly implied that intense physical abuse enhanced academic achievement in

the public boarding secondary schools. This view is supported by UNSGR (2006) that caning made the average students more alert. Table 4.14 further indicates a lowest score of 5.4% girls having received guidance on relationship between physical abuse and academic achievement implying that corporal punishment could not always result in academic achievement as it was incapable of increasing the intelligence quotient of low achievers.

On the other hand 8.71% boys' and 5.4% girls in mixed schools were guided compared to 49.7% boys and 35.9% girls in boarding schools. This implied that students in mixed day schools had low levels of academic achievement than those in boarding schools because they were not exposed to intense corporal punishment/physical abuse. However Pudo (2012) indicates that the differential academic achievement may be a result of reward systems or instant punishment that either motivate students or cause them to be hardened (Pudo, 2012). The researcher sought the opinions of deputy principals on relationship between physical abuse and academic achievement and recorded the findings on table 4.15.

Table 4.15: Scale ranking by deputy principals on the relationship between physical abuse and academic achievement in public secondary schools.

Statement	SA		A		UND		DIS		SD		CUMULATIVE	
	f	%	f	%	f	%	f	%	f	%	%	
Negative trend	1	7.6	5	38.5	2	15.4	4	30.8	1	7.6	100	
Low concentration	1	7.6	2	15.4	1	7.6	7	53.8	2	15.4	100	
Poor memory	2	15.4	2	15.4	1	7.6	5	38.5	3	25.4	100	
Low participation	0	0	3	23.1	0	0	6	46.2	4	30.8	100	
De motivation	1	7.6	1	7.6	3	23.1	5	38.5	3	23.1	100	
Improvement	5	38.5	2	15.4	0	0	4	30.8	2	15.4	100	
Repetition	0	0	0	0	2	15.4	3	23.1	8	61.5	100	
Drop out	2	15.4	2	15.4	1	7.6	5	38.5	3	23.1	100	
Hurt/injury	8	61.5	5	38.5	0	0	0	0	0	0	100	

Source : (Field, 2014) f (frequency) % (percent)

From table 4.15 basing on the highest overall scores of responses by deputy principals 100% affirmed that physical abuse caused hurt or injury while none disagreed. Another 100% disagreed that physical abuse caused repetition in class. This implied that the hurt culminating from physical abuse was physical and rarely caused emotional scars after administration and that no student repeated classes as a result of physical abuse. This consequently implied that physical abuse led to academic achievement. As used in table 4.15, SA (strongly agree), A (agree) are affirmative responses and UND (undecided), DIS (disagree) and SD (strongly disagree) are negative scores. According to 46.1% deputies' physical abuse led to negative trend in marks unlike 53.8% who disagreed. This implied that students maximized their academic potential where physical abuse was used. Another 23% of deputy principals indicated that physical abuse led to low concentration in class

while 76% who were in disagreement. This probably implied that the physical abuse fostered alertness in students.

On the other hand 30.8% deputy principals indicated that physical abuse resulted in poor memory content unlike 63.26 % who disagreed. This implies that the application of physical abuse could cause students to remember content taught. While 23.1% of deputy principals indicated that physical abuse led to low participation in class activities 77% disagreed. This implies that when rightfully used by teachers, physical abuse would enhance class participation in most students. While 15.2% deputy principals indicated that physical abuse led to de motivation in academics 84.7% s disagreed. This implies that administration of controlled physical abuse could enhance academic achievement. Other 53.9% deputy principals affirmed that physical abuse caused improvement in academics unlike 46.2% who disagreed. This implies that schools should adopt controlled physical abuse as a strategy for academic achievement. Concerning the lowest scores no respondent indicated that physical abuse caused repetition of classes implying that it promoted transition in the learning process. While 30.8% deputies indicated that physical abuse led to dropping out of school, 69.2% disagreed. This implied that controlled physical abuse could neither terminate academic achievement nor cause transfers unless where victims yielded to family pressure when administered in anger resulted to injury.

4.3.2 Document Analysis Presentations, Interpretations and Discussions.

This section gives document analysis presentations, interpretations and discussions based on the form 3 joint annual sub-county examination results (2014) where the

sub-county mean score was 3.7427 and the mean grade was D+. This section covers the academic achievement of the school categories in the examination. The results are shown in tables 4.16, 4.17 and 4.18. Table 4.16 indicates the Mean Score and Mean Grade achieved by public girls' boarding schools.

Table 4.16: Girls' Boarding Secondary Schools' Academic Achievement

	Name Of School	Mean Score	Mean Grade
1	(N) Girls Sec School	5.5827	C
2	St.(C) Girls	5.5126	C
3	St.(F) High School	5.2250	C-
4	(P) Girls High School	4.8000	C-
5	(B) Friends Girls	4.4643	D+
6	S.A. (S) Girls Sec School	4.4000	D+
7	(M) Friends Girls Sec School	3.0603	D
	Mean Score And Mean Grade	4.7207	C-

Source (Field, 2014)

Standard Deviation = + 0.9780

Table 4.16 shows that the mean score in the girls' boarding schools was 4.7 amounting to a mean grade of C minus. The mean score was approximately +1 above the sub-county mean. The finding probably indicated high levels of academic achievement in the schools, hence pulling the sub-county mean upward. However, a mean grade of c minus was too low given the investment and seclusion of students. This trend could probably be attributed to child abuse. The data in table 4.16 is thus presented in figure 2

A simple bar graph showing academic achievement in girls' boarding secondary schools

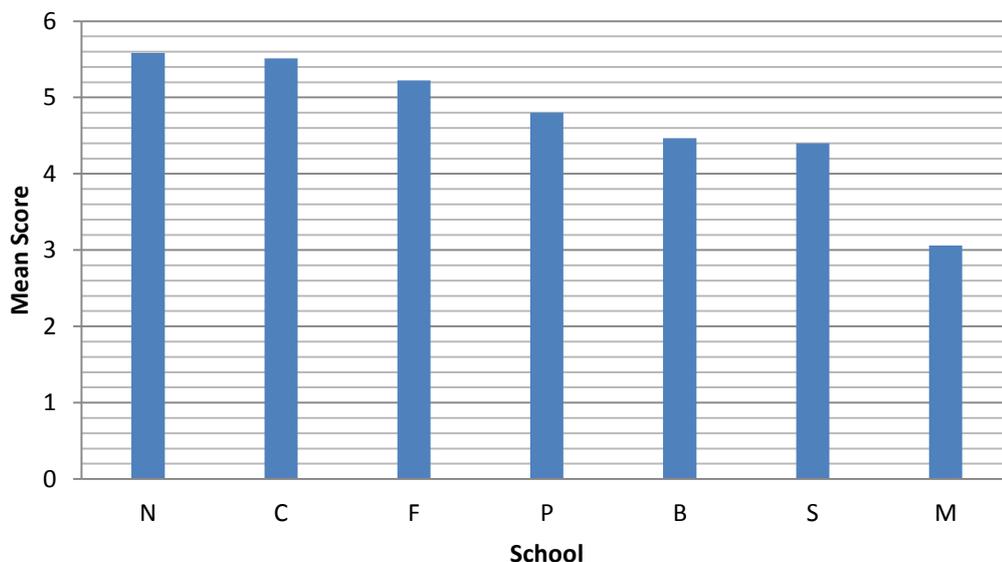


Figure 2: Academic Achievement of form 3's in girls' boarding secondary schools in the annual Bungoma East Sub-County joint inter-schools Examination, 2014

Table 4.17: Boys' Boarding Secondary Schools' Academic achievement

	Name Of School	Mean Score	Mean Grade
1	(N)Boys High School	5.3600	C-
2	Friends School(B) Boys	4.4591	D+
3	(M) Friends Boys' Sec School	4.2041	D+
4	(S) Friends Boys' High School	3.8500	D+
5	(C) Boys High School	2.8300	D
	Mean Score And Mean Grade	4.1406	D+

Source (2014)

Standard Deviation = + 0.3979

Table 4.17 indicates that the mean score in boys' boarding schools was 4.1406 which culminated to mean grade D+. There academic achievement was approximately 0.4 above the sub-county mean, an indicator of high academic achievement in the schools that pulled the sub-county mean upward. However, a mean grade of D+ was too low given that boys were secluded for academic purposes. Could this be attributed to child abuse in the sub-county? The data is presented in figure 3

A simple bar graph showing academic achievement in boys' boarding secondary schools

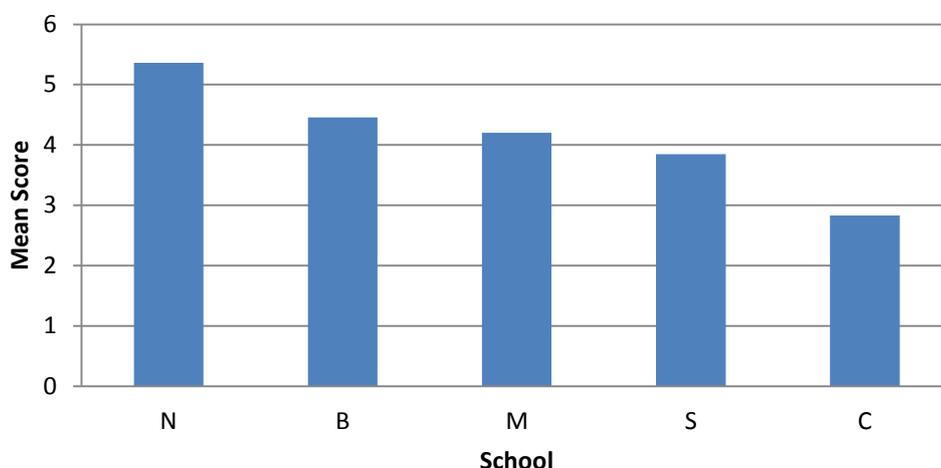


Figure 3: Academic Achievement of Form 3's in Boys' Boarding Secondary Schools in the Annual Bungoma East Joint Inter-schools Sub County Examination, 2014

Appendix VI indicates the academic achievement of Public Mixed day Secondary Schools it shows that the mean score of the mixed secondary schools was 3.4972, culminating in a mean grade of D plain. The score was -0.2 below the sub-county

mean probably an indication of very low levels of academic achievement in the schools. The latter thus pulled the sub-county mean further down. The trend could be attributed to child abuse in the sub-county. However, 4 mixed secondary schools attained C- implying that they could do better academically. This implies that though the public boarding secondary schools had academic achievements above the school mean, the girls' deviation was almost 3 times higher than that of boys. Hence, girls achieved higher academically in a purely secluded set ups compared to boys.

There was need to find out the academic achievement levels of both boys and girls in the sub-county irrespective of their school category. This was done using quality grades A to B- the grades achieved in the annual sub-county examination. The findings were summarized in appendix VII.

Appendix VII indicates that a total of 106 form 3 students out of targeted 3493, scored grades B minus and above. This represented 3% of the student population hence, a very low rate of academic achievement in the sub-county. Out of the 106, 81 were boys and 25 were girls. This meant that 76.4% boys against 23.6% girls managed to get the quality grades of B minus and above. The academic achievement of the boy seemed higher than that of the girl. This could possibly be attributed to the girls' vulnerability to child abuse. 4 boys topped the examination by getting A- while the 2 best girls had B+ together with 32 boys. Among the least of the best, 5 girls had B minus compared to 6 boys. The findings indicated that boys were attaining higher levels of academic achievement in comparison to girls. However, since some girls achieved better grades than some boys, it was probable that if given chances in

boarding schools, girls would achieve higher grades compared to boys. This could trigger competition leading to higher sub-county mean.

Appendix VII also reveals that 17 out of 81 boys came from boys' boarding secondary schools while 64 boys were from mixed day schools. This phenomenon probably implied that boys' academic achievement was higher in mixed day schools than in boys' boarding schools. It is no wonder that Nyoka (2013) recommended on behalf of MAWE that all secondary schools to be turned into mixed schools. Probably the presence of girls in the school set up propelled boys to attain high academic achievement. On the contrary, a comparative interpretation of girls' academic achievement in the sub-county from appendix VII reveals that 18 out of 25 students who scored B minus and above were from girls' boarding schools compared to 7 from mixed schools. The best girls from mixed schools achieved B- while those from girls' boarding schools got B+. Public girls' boarding secondary schools produced 72% of the academic achievers. This was probably because unlike those in mixed schools, the girls were kept away from distracters such as boys. However, 28% girls managed high academic achievement from mixed schools. This implied that girls empowered with coping strategies were able to attain academic achievement irrespective of their school type. The government ought to have invested more in G/C in order to produce citizens who could academically achieve despite the challenges of child abuse.

Table 4.18: Bungoma East Sub-County Annual Form 3 Joint Interschool's Examination Results: Gender Analysis academic achievement in compulsory subjects

Subject	Sex	Scores												Cum Total	
		A	A-	B+	B	B-	C+	C	D+	D	D-	E	X		Y
English	B	0	1	8	38	116	112	147	129	341	101	2	0	0	995
	G	16	40	99	151	154	180	226	168	358	89	3	6	0	1490
Kiswahili	B	2	6	27	44	77	159	143	127	308	91	4	0	0	988
	G	17	44	119	115	139	261	240	176	285	92	3	6	0	1497
Mathematics	B	13	19	15	21	38	58	59	79	224	265	314	0	0	1105
	G	41	23	37	41	40	61	65	90	237	369	370	6	0	1380
Total		89	133	305	410	564	831	880	769	1753	1007	696	18	0	7455

Source: Bungoma East Sub-County Education office (2014)

Table 4.18 indicates that English, Kiswahili and Mathematics were the compulsory subjects attempted by Form 3 students. Since the same students attempted each examination, the sum total number of examinees was thus derived from any one of the subjects. This implies that a total of 2485 students attempted the examination out of the 3493 targeted students in the sub-county hence 30% form 3 students missed the examination which was supposedly compulsory. This probably implied that some schools either lacked confidence in the examination. According to table 4.18 the girls' academic achievement was better the subjects than that of the boys. This implies that either the latter needed both attitude and behaviour change for better academic achievement or the school culture within mixed day and boys' boarding secondary schools did not favour learning amongst the boys. This was regarded a challenge for policy makers and stakeholders. The contribution of

guidance and counseling was crucial in enlightening the boys' academic pursuit despite challenges such as child abuse. The trend was a predictor of a future female dominant professional group in the sub-county. The grade (A) distribution per subject was English 16 girls and 0 boys, Kiswahili 17 girls and 2 boys and Mathematics 41 girls and 13 boys. From the findings the girls obtained higher grades than the boys. However the boys portrayed a better academic achievement in mathematics unlike the languages. This implied that intervention such as guidance and counseling was mandatory for the boys' academic improvement. From table 4.18, 6 girls and no boy missed the entire examination. This probably implies that the absence was due to effects of child abuse which were beyond control. Hence the wastage rate was higher among the girls while the completion rate was higher among the boys.

The grade E distribution from table 4.18 was highest in Mathematics with 370 girls and 314 boys unlike the languages with less than 5 for each gender. This implied that most of the girls performed poorly in mathematics compared to boys. This probably implied that the girls had poorer attitude towards Mathematics than the boys. Alternatively it could also imply that the girls rarely consulted their teachers due to fears of possible child abuse compared to the boys. The trend is a pointer towards the need for increased female teachers in the secondary schools. Guiding and counseling was very crucial in helping the students to work hard in mathematics since majority of both boys and girls scored grade E. The poor in mathematics could imply overreliance on examination malpractices that was difficult in the subject which was application oriented. Since the examination was done annually in October and

November, the researcher could not find data results for 2015 for analysis. The distribution of grades per gender in compulsory subjects was presented on figure 4.

COMPARATIVE BAR GRAPH

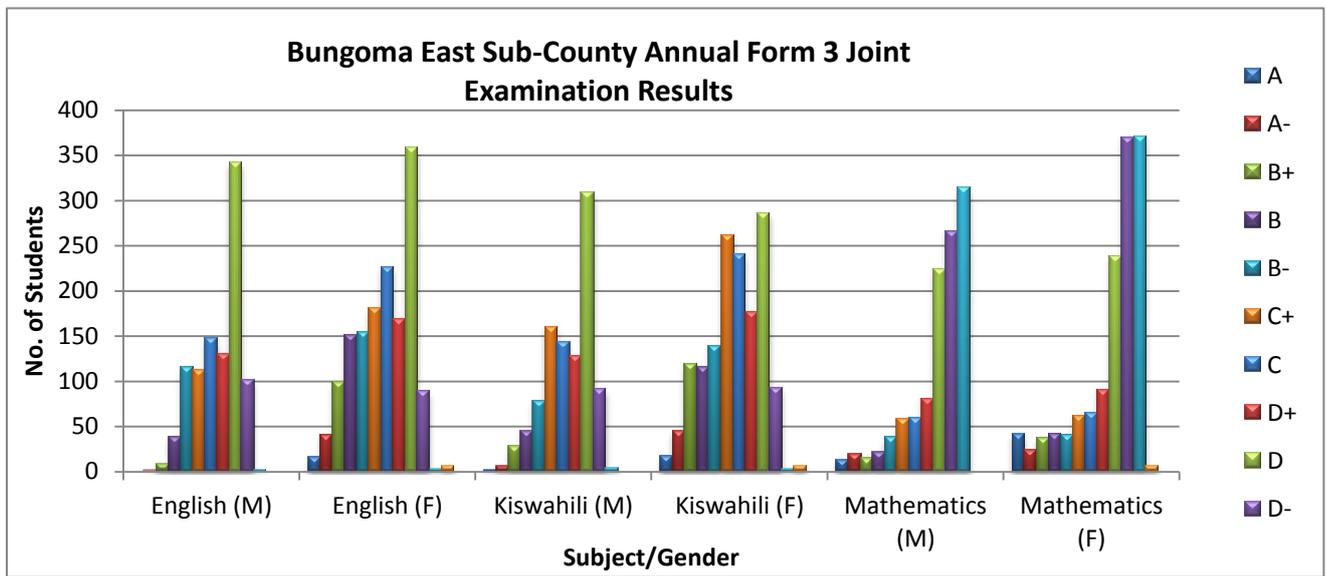


Figure 4: Bungoma East Sub-County Annual Joint Interschool’s Examination results for Form 3, 2014. A gender based analysis in academic achievement for compulsory subjects.

4.4 Pearson’s Product Moment Correlation Coefficient and T-test

This section covers the Pearson’s product moment correlation coefficient and the t-test. It is divided into 2 sub sections namely Pearson’s product moment correlation coefficient and testing the null hypotheses using the t- test.

4.4.1 Pearson’s Product Moment Correlation Co-efficient based on gender Academic Achievement in compulsory subjects, see table 4.18.

This section describes the degree and nature of the relationship between child abuse and academic achievement using the Pearson’s product moment correlation coefficient. The coefficient established that the observed relationship was strong. The Pearson’s product moment correlation coefficient computation provides the results in table 4.19

Table 4.19: Pearson’s Product Moment Correlation Co-efficient (PPMCC) Between Child Abuse and Academic Achievement.

Form of Child Abuse	PPMCC (r)	Academic Achievement
Sexual Abuse	Pearson correlation	.6998*
	Sig. (2-tailed)	.9203
	N	123
Child Labour	Pearson correlation	.6450*
	Sig. (2-tailed)	.6892
	N	219
Psychological Abuse	Pearson correlation	.5741*
	Sig. (2-tailed)	.5823
	N	130
Physical Abuse	Pearson correlation	.4014*
	Sig. (2-tailed)	.9514
	N	164

*Correlation (r) is significant at $P < .05$

Table 4.19 shows that all forms of child abuse had a positive correlation with academic achievement with values above .400. The Pearson’s product moment

correlation coefficient (r) values for academic achievement are .6998, .6450, .5741 and .4014 for sexual abuse, child labour, psychological abuse and physical abuse respectively. All these values are positive and statistically significantly strong when correlated at $P < .05$. According to Kosomo (2007) if the correlation was either positive or near 1 it implied that there was a strong relationship between the two variables. Hence it meant that the performance of child abuse was more strongly related to that of academic achievement. An overview of data derived from table 4.19 is that there is a positive and significantly strong relationship between child abuse and academic achievement among students in public secondary schools. It therefore follows that the null hypotheses are rejected and concluded that there is a statistically significant strong relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County. This implied that the degree of child abuse in the sub-county was significantly strongly related to the academic achievement of students in public secondary schools. These implications could be generalized to students in all schools in Kenya.

The Pearson product moment correlation coefficient was also used to determine the nature of the relationship between child abuse and academic achievement. Since the distribution was normal there was a nearly horizontal linear relationship between the sub county's examination scores shown by the line of best fit variable, See figure 5. This implies that a change in child abuse largely resulted in a change in academic achievement. The correlation assumed that dot scattering showed variation that was depicted equally above and below the line of best fit hence a homoscedasticity correlation between the child abuse and academic achievement (Mugenda, 2008). To

ensure that the correlation obtained was authentic a heterogeneous sample population from the public secondary schools was used. The sample represented 33% of all the public secondary schools that had participated in the joint Form 3 sub-county examination, See Table 4.18. The findings are presented in figure 5.

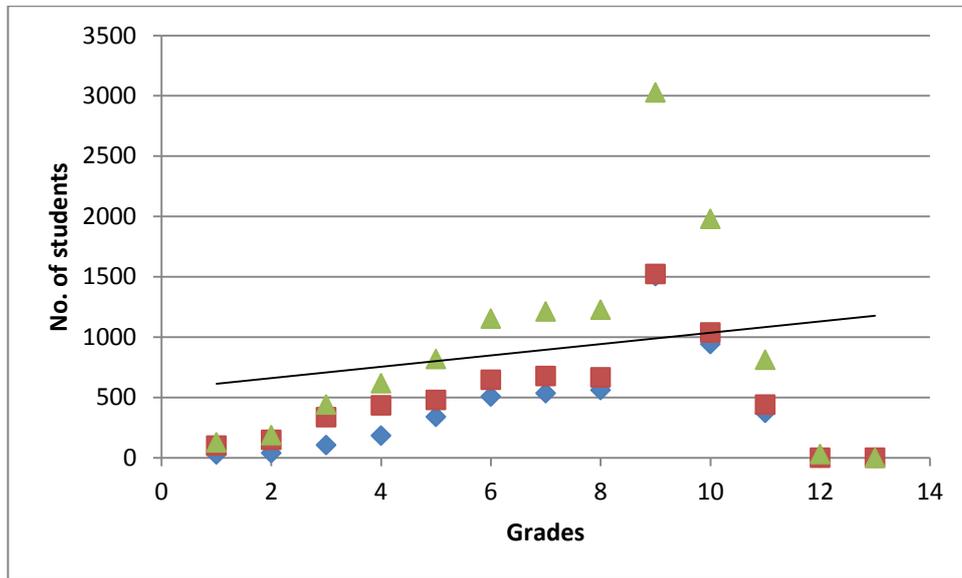


Figure 5: A scatter diagram showing a linear relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

Where the blue markers represent boys’ academic achievement per grade, red markers represent girls’ academic achievement per grade and the green markers represent the total students’ academic achievement per grade in compulsory subjects. The grades from A – Y are represented numerically from on the horizontal axis from 1 – 13.

4.4.2: Testing the Null Hypotheses using the T- test

This section tests the research hypotheses using the t-test to confirm whether there is no statistically significant gender relationship between child abuse and academic achievement among students in public secondary schools. Since mixed schools provided uniform environment to students irrespective of gender. The researcher correlated their questionnaire responses on numbers of students guided or counseled on relationship between child abuse and academic achievement and used them to test the null hypotheses by t-test. The findings are given based on the study's hypotheses.

Ho₁: There is no significant relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

To confirm whether there is no statistically significant gender relationship between sexual abuse and academic achievement an independent t-test was carried out. The findings are recorded in table 4.20

Table 4.20; Independent T-test for Sexual Abuse and Academic Achievement

N=123

Child abuse	Variance	t	df	Sig.(2 tailed)
	EV assumed	.0080	121	.9936 ^{ns}
Sexual abuse	EV not assumed	.0084	120.30	.9203 ^{ns}

Where, EV = Equal Variance t= t value

^{ns} = Not significant at $0.01 < P > 0.05$

df= degrees of freedom

Table 4.20 shows that sexual abuse has t-values of .0080 and .0084, the probability value is $P = .9936$ and $.9203$ meaning that $P > .05$. These probability values are not significant. The result then implies that there is no statistically significant sexual abuse among students in public secondary schools. This finding contradicts that of WHO (2001-2002) which estimated 36-62% of all sexual abuse victims to be below 18 years. However it could gain support on the basis of unreported cases reinforced by school principals in Bungoma County who ganged up against the students who witnessed in interdiction cases by denying them a chance to transfer to other schools of their choice (Benyawa and Beja, 2010). The nature of the resultant relationship between sexual abuse and academic achievement is portrayed on figure 6.

According to figure 6, there was a linear nearly horizontal relationship between sexual abuse and academic achievement of both boys and girls in public secondary schools. This implies that a small change in sexual abuse led to a large change in academic achievement. The scatter diagram blue plots are not close though they are gathered around the line of best fit cutting two angles of the axis in the middle but do not originate from 0 thus showing a negative linear relationship between sexual abuse and academic achievement among girls. On the contrary, the scatter diagram red plots are concentrated to the left and are gathered around the line of best fit originating from 0 and cutting two angles of the axis in the middle thus showing a positive linear relationship between sexual abuse and academic achievement among boys. The null hypothesis is therefore accepted.

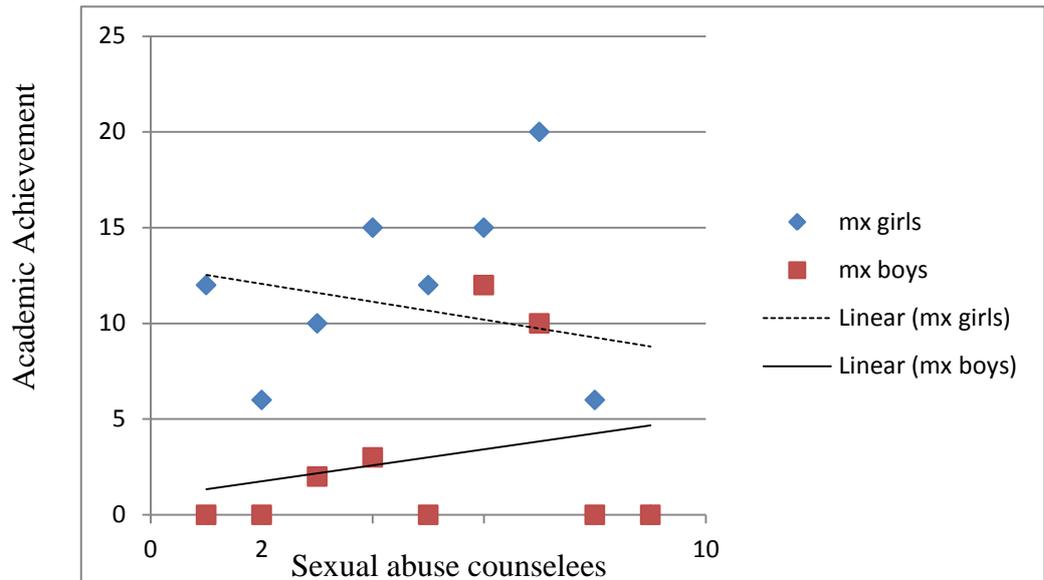


Figure 6: A scatter diagram showing a nearly horizontal linear relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County

Ho₂: There is no significant relationship between child labour and academic achievement among students in public secondary schools in Bungoma East Sub-County.

To confirm whether there is no statistically significant gender relationship between child labour and academic achievement an independent t-test was carried out. The findings are recorded in table 4.21

Table 4.21: Independent T-test For Child labour and Academic Achievement

N=219

Child abuse	Variance	t	d f	Sig.(2 tailed)
	EV assumed	.3938	217	.6965 ^{ns}
Child labour	EV not assumed	.3937	216.3	.6892 ^{ns}

Where, EV = Equal Variance t= t value

^{ns} = Not significant at $0.01 < P < 0.05$ df= degrees of freedom

Table 4.21 shows that child labour has t-values of .3938 and .3937, the probability value is $P = .6965$ and $.6865$ meaning that $P > .05$. These probability values are not significant. The result then implies that there is no statistically significant child labour among students in public secondary schools. This finding contradicts that of Pudo (2012) which indicated that child labour was used as punishment in most Kenyan schools making students to have a low opinion of related jobs. The nature of the resultant relationship between child labour and academic achievement is portrayed on the scatter diagram on figure 7.

According to figure 7, there was a linear relationship between child labour and academic achievement of both boys and girls in public secondary schools. The scatter diagram blue plots fairly scattered though they are gathered around the line of best fit cutting two angles of the axis in the middle but do not originate from 0 thus showing a positive nearly horizontal linear relationship between child labour and academic achievement among girls. On the other hand, the scatter diagram red plots

are more concentrated to the left and are gathered around the line of best fit not originating from 0 but cutting two angles of the axis in the middle thus showing a positive but fairly steep linear relationship between child labour and academic achievement among boys. Thus, the null hypothesis is accepted.

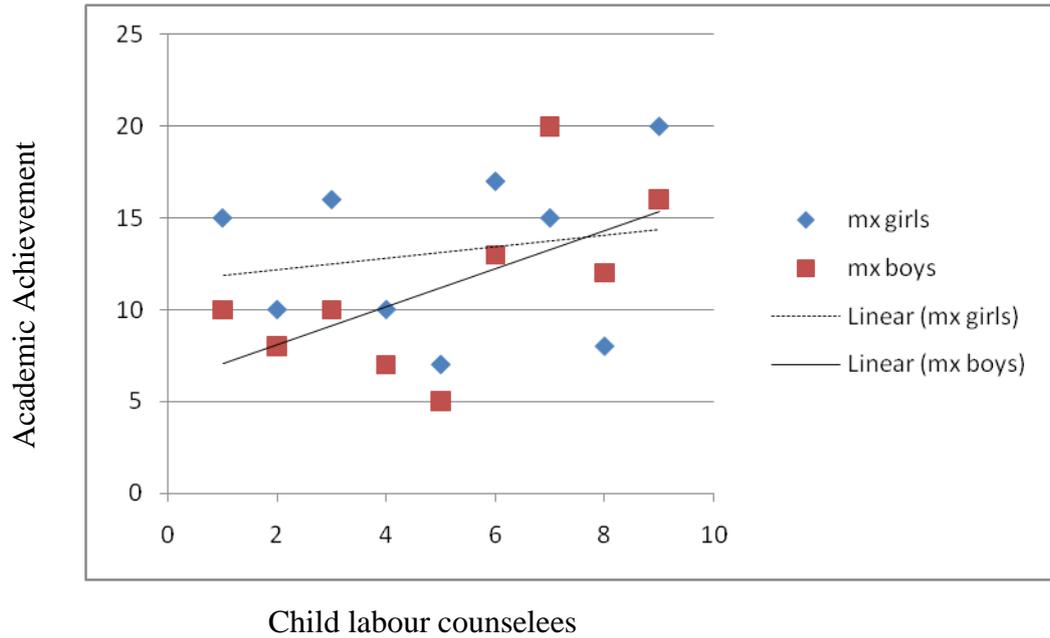


Figure 7: A scatter diagram showing a linear relationship between child labour and academic achievement among students in public secondary schools in Bungoma East Sub-County

H₀₃: There is no significant relationship between psychological abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

To confirm whether there is no statistically significant gender relationship between psychological abuse and academic achievement an independent t-test was carried out. The findings are recorded in table 4.22

Table 4.22: Independent T-test for Psychological Abuse and Academic Achievement. N=130

Child abuse	variance	t	df	sig.(2 tailed)
Psychological abuse	EV assumed	.5499	127	.5892 ^{ns}
	EV not assumed	.5510	126.3	.5823 ^{ns}

Where, EV = Equal Variance t= t value

^{ns} = Not significant at $0.01 < P < 0.05$

df= degrees of freedom

Table 4.22 shows that psychological abuse has t-values of .5499 and .5510, the probability value is $P = .5892$ and $.5823$ meaning that $P > .05$. These probability values are not significant. The result then implies that there is no statistically significant psychological abuse among students in public secondary schools. This finding contradicts that of Pudo (2012) which stated that various forms of psychological abuse were commonly used as punishment in Kenyan schools making weak students to develop a low esteem and consequently retard in academics. The nature of the resultant relationship between psychological abuse and academic achievement is portrayed on the scatter diagram on figure 8.

According to figure 8, there was a linear relationship between psychological abuse and academic achievement of both boys and girls in public secondary schools. The scatter diagram blue plots fairly scattered though they are gathered around the line of best fit cutting two angles of the axis in the middle but do not originate from 0 thus showing a negative nearly horizontal linear relationship between psychological abuse

and academic achievement among girls. This implies that a small change in psychological abuse resulted in a large change in academic achievement. On the other hand, the scatter diagram red plots are more concentrated to the left and are gathered around the line of best fit not originating from 0 but cutting two angles of the axis in the middle thus showing a negative but more inclined linear relationship between psychological abuse and academic achievement among boys. This implies that a small change in psychological abuse resulted in a fairly small change in academic achievement. Hence the null hypothesis is accepted.

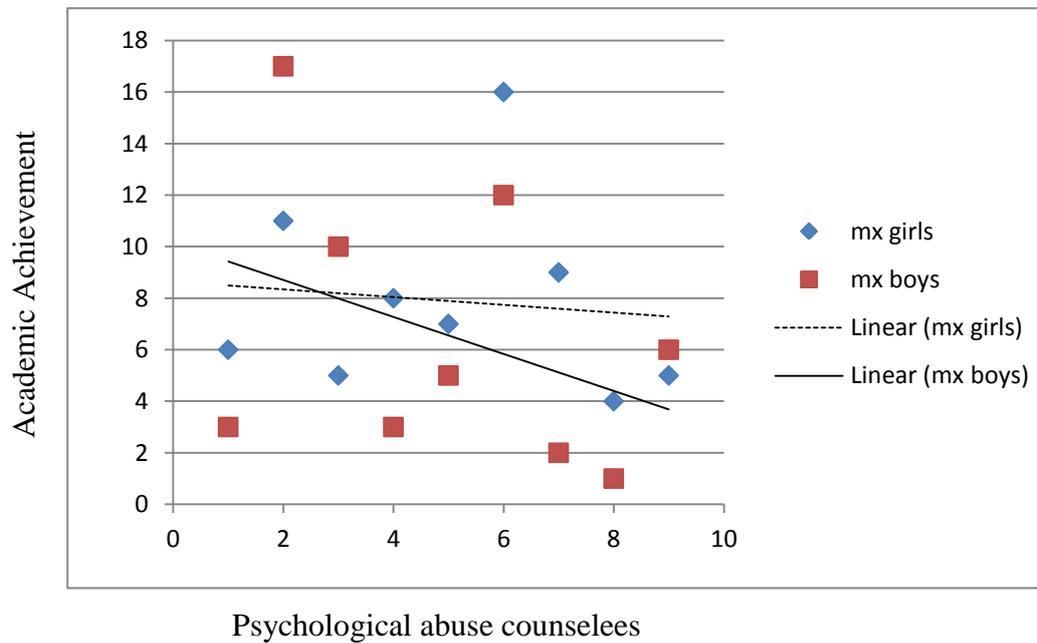


Figure 8: A scatter diagram showing a linear relationship between psychological abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

Ho₄: There is no significant relationship between physical abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County.

To confirm whether there is no statistically significant gender relationship between physical abuse and academic achievement an independent t-test was carried out. The findings are recorded in table 4.23

Table 4.23: Independent T--test for Physical Abuse and Academic Achievement.

N=164

Child Abuse	Variance	t	df	sig.(2 tailed)
	EV assumed	.0601	162	.9522
Physical Abuse	EV not assumed	.0606	161.3	.9514

Where, EV = Equal Variance t= t value

^{ns} = Not significant at $0.01 < P > 0.05$ df= degrees of freedom

Table 4.23 indicates that physical abuse has t-values of .0601 and .0606, the probability value is P= .9522 and .9514 meaning that $P > .05$. These probability values are not significant. The result then implies that there is no statistically significant physical abuse among students in public secondary schools. This finding contradicts that of Pudo (2012) which showed that the corporal punishment form of physical abuse was commonly used as punishment in Kenyan schools to punish academic mistakes. The nature of the resultant relationship between physical abuse and academic achievement is portrayed on the scatter diagram on figure 9. According

to figure 9, there was a linear relationship between physical abuse and academic achievement of both boys and girls in public secondary schools. The scatter diagram blue plots fairly scattered though they are gathered around the line of best fit cutting two angles of the axis in the middle but do not originate from 0 thus showing a positive nearly horizontal linear relationship between physical abuse and academic achievement among girls. On the other hand, the scatter diagram red plots are more concentrated to the left and are gathered around the line of best fit not originating from 0 but cutting two angles of the axis in the middle thus showing a negative more inclined linear relationship between physical abuse and academic achievement among boys. Hence the null hypothesis is accepted.

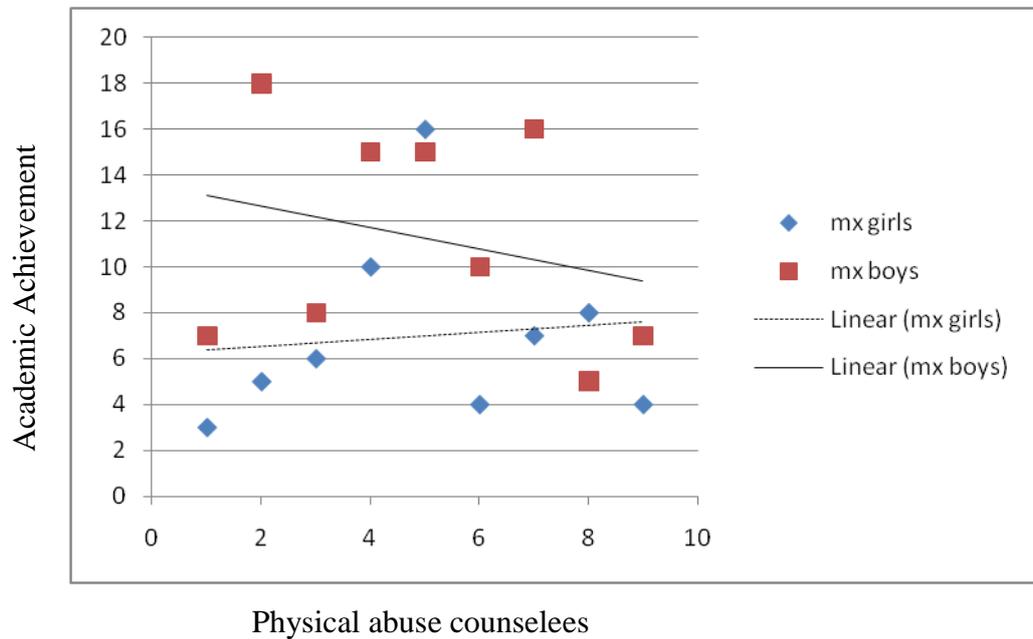


Figure 9: A scatter diagram showing a linear relationship between physical abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings according to the research objectives and hypotheses thereafter it gives the conclusions and recommendations of the research.

5.2 Summary of Findings

This section summarizes the research findings basing on the research objectives.

5.2.1 Relationship between Sexual Abuse and Academic Achievement among students in Public Secondary Schools

This section highlights the findings on relationship between sexual abuse and academic achievement.

The researcher found out that cases of sexual abuse ranging from flirting to rape existed in public secondary schools. The perpetrators in descending order were students, primary school pupils, teachers, support staff and neighbors. Sexual abuse often manifested through unwanted pregnancies and abortions among the girls. The students in mixed schools were more vulnerable sexual abuse compared to those in girls' boarding secondary schools. The researcher interviewed a parent whose daughter had been found with condoms in school. The parent revealed that the 17 year old girl, then in form 3 in a girls' boarding school, had become uncontrollably sexually active while in standard 6. The behavior forced the parent to recommend

protected sex, to enable her continue with her studies. The parent revealed that the teacher, who saw condoms under her chair, proceeded with the lesson and summoned the girl for caution after the lesson. However, some students saw the teacher pick the condoms and they informed the class teacher. The latter referred her case to the disciplinary committee, which had earlier conducted a similar case over her. The committee then informed her parents. The committee then referred her to the HOD G/C. This was possibly done to avoid cementing her sexual relationships through punishment. The HOD G/C then decided to involve her mother. This was probably done in assumption that fathers preferred associating with glory and not shame. The girl was remorseful before the mother and counselors'. She argued that engaging in sex meant provision of basic needs to her. The disciplinary committee suspended her for 2 weeks, after the school counselors urged her to prioritize respect for her body.

After the suspension, she reported to the deputy principal. She disclosed that her father had written her an advisory letter in which concentration on her studies; avoiding bad company and maintaining neatness were stressed. He also, promised to support her financially besides paying fees. In response, she was glad and promised to reciprocate by heeding the advice. The counselors kept following her up and organized group counseling sessions on condoms and the dangers of pre marital sex. The girl's average score had been grade D. However, at the end of first term 2014, she had improved to D+. The counselors identified the need to guide students on life skills such as assertive training, effective communication, goal setting and self awareness (Field, 2014). Given continuous counseling and family support the girl

could have attained higher academic achievement by the end of the year. The sub-county was taking advantage of FAWE (Forum of African Women Educationists) who had international, country, sub-county chapters to connect them to girls' boarding secondary schools where they could guide students.

Students mostly became victims of abuse while away from school. Lesbianism and homosexuality were growing forms of sexual abuse within the girls' and boys' boarding secondary schools respectively hence the need for urgent redress. Some affluent parents contributed to sexual abuse by introducing The Kenya Literature Bureau (KLB) guide on sexual abuse had not reached many schools, parents or guardians. Some of the nurses, matrons and teachers residing in within the public secondary boarding schools acted as pedophiles or linked pedophiles with students. However, most cases of child abuse went unreported to the authorities. The Teachers Service Commission (TSC) had sent 2 deputies in some of the public boarding secondary schools that had large populations, to enhance both academic achievement and discipline (Field, 2014). Some affluent parents promoted sexual abuse by allowing their children to drug and have unlimited access to internet pornography.

5.2.2 Relationship between Child Labour and Academic Achievement among students in Public Secondary Schools

This section highlights findings on relationship between child labour and academic achievement.

The researcher found out that child labour when used as punishment in the schools created a negative attitude in the students towards related occupations. On the contrary, manual work was mandatory and used to train students to keep their environment clean. The most dreaded form of child labour in public boarding secondary schools was retention in school on the closing day for purposes of thorough cleaning for mistakes done later in the term. The academic mistakes warranting such retention were, negative trend, missing of tests, leaving blank spaces on examination scripts and being below the set target mark. In mixed schools child labour ranged from slashing, weeding and splitting firewood and was rampant (Field, 2014). There was great need for effective policies from MOE on correcting deviant behavior among students apart from child abuse. The researcher never found a student who had been suspended over relationship between child labour and academic achievement. This was possibly because child labour had not attracted much attention from stakeholders in relation to academic achievement levels. The researcher sought data from the deputy principals on relationship between child labour and academic achievement. She found out that students in public boarding secondary schools were not as burdened by child labour compared to their counterparts in public mixed secondary schools. She found out that students from poor backgrounds learning in public boarding secondary schools had gotten sponsorship from government, some non-governmental organizations, religious institutions and richer relatives. However, in agreement with Hope worldwide some of their counterparts in mixed secondary schools were forced into child labour to fend for themselves, pay their school fees and take care of their siblings Hope Worldwide Kenya (HWWK, 2013). This could be attributed to inadequate awareness

on scholarships and bursaries besides the application procedures by parents in mixed secondary schools compared to those in public boarding secondary schools.

5.2.3 Relationship between Psychological Abuse and Academic Achievement among Students in Public Secondary Schools

This section indicates findings on relationship between psychological abuse and academic achievement.

The student- oriented forms of psychological abuse were theft and use of vulgar language. On the other hand, teachers propagated psychological abuse through belittlement and public embarrassment. The researcher interviewed a parent of an 18 year old form 3 boy in a boys' boarding school. The boy was found by the dormitory prefect to be in possession of 5 pairs of new uniform, supposedly belonging to form 1 students. Upon confrontation by the prefect, he repeatedly publicly used abusive language to the prefect. The latter reported to the teacher on duty and the case reached the deputy's office. When the disciplinary committee was convened the student manifested rage, possibly hitting back for his grievances. He was suspended for 2 weeks a penalty outlined in the school rules and summoned to re appear before it with parent. This was necessary for an open disclosure talk about the student. The mother revealed that she had only bought him one new pair but the boy insisted that he was sold to by fellow students at low price.

According to the school counselors there was need to instill uprightness in him after he failed to reveal the students who had sold him new uniform. The boy was guided

on the disadvantages of theft and was threatened to be taken to court upon repeating the theft. He wrote an apology letter to the same acknowledging theft and bought double the excess uniform (Field, 2014). The boy apologized to the dormitory master where the theft had occurred. It was commendable that the prefect exercised authority with respect thus helping the form 1 students to recover their uniform. The boy stole while having a new pair of uniform. This probably implied a poor greedy upbringing that was insensitive to the needs of others. There was need for speedy corrective intervention through G/C. The boy made a public apology to the prefect for the use of vulgar language. This was probably done to instill fear in others by serving as an example. The boy was at grade D plain. The counselors were optimistic that after the corrective measures, he would improve in all subjects as he had promised (Field, 2014). Schools sponsored by Roman Catholic Church, encouraged the pregnant girls to remain in school, deliver and return back to school. On the contrary, those who aborted were sent away from school.

Some public boarding secondary schools had an integrated curriculum that catered for special needs children but the latter often felt stigmatized by psychological abuse. Some public boarding secondary schools faced pressure from parents to give their children a chance to repeat classes causing psychological abuse to the latter. No wonder 30 % of the public secondary schools in the sub-county experienced either decreasing population or drop in academic achievement (Bungoma East Sub-County Education officer, 2014). The stealing of notes and property was a common form of psychological abuse in public secondary schools. Most girls in mixed schools stayed with extended family and were exposed to all forms of psychological abuse (Field,

2014). The responses by HOD's G/C revealed that the most intense form of psychological abuse experienced in public secondary schools was bullying public belittlement of poor academic achievers on the school assembly. This was done whenever examination results were released. In the public boarding secondary schools the poor academic achievers were forced to come to the front when their names were read out by a member of the academic committee. They were then verbally condemned of letting down the school, threatened of facing expulsion, being unable to fit in the school and being referred to as bad omen or food wasters. However, in most mixed schools, the weak academic achievers were given publicly guidance after their names were read out. They were often advised to maximally utilize their time for higher academic achievement. The intensity of such bullying was however lower in mixed day secondary schools than public boarding secondary schools.

The responses by HOD's G/C revealed that some students did not improve their academic achievement despite the frequent psychological abuse. The HOD's G/C from all public secondary schools also revealed that most of the students neglected by family attained higher academic achievement than those who were pampered (field, 2014). However, a few of the pampered students were constantly top academic achievers in their classes.

5.2.4 Relationship between Physical Abuse and Academic Achievement among Students in Public Secondary Schools

This section gives findings on relationship between physical abuse and academic achievement.

The researcher discovered that physical abuse was used to punish mistakes in schools though its use was on the decline. The most common forms were use of strokes of the cane ranging from sticks, bucket handles and rubber pipes. However slapping, pinching of cheeks and hitting were frequently used in the absence of the cane in the secondary schools. The MOE and school administration often verbally discouraged its use but the latter often used it on students who were referred to their offices or staffroom. These teachers who use it argued that physical abuse was both an effective and proven in helping students to pass examinations (Field, 2014).The researcher interviewed parents of a form 3 girl who had been severely canned by a teacher employed by the board of management in a public mixed secondary school. This happened in class after the teacher repeatedly taught a mathematical concept that the girl could not grasp. In anger, the teacher abused her to the extent that her leg got strained and her right hand became swollen.

The school administration immediately informed her parents and took the girl to hospital for medical attention. The parents caught up with the administration in hospital and managed to with hold the medical report. The student remained in the custody of the school counselors. The parents reported the incidence to the police. The school administration convened a meeting of the board of management and

summoned the physically abusive teacher, the girl and her parents. The teacher was very apologetic that he had administered the physical abuse while angry. The family insisted that the school takes responsibility for the student's medication, a condition the school administration complied with. The board of management (BOM) pardoned the teacher despite issuing him a written warning. This was done due to the shortage of mathematics teachers in the school besides being related to the BOM secretary. The board sympathized with the teacher also because he was a self-sponsored university student on long holiday. The parents were compelled to discontinue the case. The counselor then used the medical report to guide the girl. Besides, they prevailed upon the teacher to apologize to the girl and the latter helped to accept apology. The student was then graded at D- while the teachers became sympathetic to her by using extra time to help understand some concepts in their disciplines (Field, 2014).

The research findings showed that physical abuse was used in secondary schools to punish most mistakes. The severity was more intense in public boarding secondary schools compared to the mixed day counterparts. The deputy principals noted that some of the teachers on duty indicated manual work as punishment given to errand students, when they had actually administered physical abuse. This makes overreliance on the offences books to be misleading. The figures used by the researcher were those indicated in major offences books that physical abuse had been used. The deputies indicated that physical abuse was preferred because it was quick and did not interfere with the school routine. In most public secondary schools counseling was given after administration of physical abuse.

5.2.5 Other Findings of the Research

This section gives other relevant findings of the research.

Bungoma East sub-county did their first annual joint examinations involving Form 1 – Form 3 from November to December 2014. The examination though paid for by all schools, was attempted by most day schools and missed by most public boarding secondary schools (Sub-County Education office, 2014). Most public mixed day secondary schools were split in to a boys' boarding and a girls' boarding secondary school. 3 schools had experienced cancellation of KCSE results for their 2012 candidates (Bungoma East Sub-County Education office, 2014). There were rampant cases of cheating during the form 3 examinations in most mixed secondary schools, a trend that needs further analytical research. Most students owned and operated mobile phones. In most mixed secondary schools, G/C programs were not prioritized. The life skills lesson was ignored and G/C clubs such as health club and straight talk were missing. On the contrary, teachers in public boarding secondary schools prepared topical counseling notes and organized G/C sessions with students.

5.3 Conclusions

Based on the research objectives, the study's conclusions were as follows;

Basing on the first research objective, the study concludes that there is a strong but not significant nearly horizontal linear relationship between sexual abuse and academic achievement amongst students in public secondary schools. However, the relationship was negative for girls and positive for boys.

Basing on the second research objective, the study concludes that there is a strong but not significant positive linear relationship between child labour and academic achievement amongst students in public secondary schools. However, the relationship was nearly horizontal for girls and fairly steep for boys.

Basing on the third research objective, the study concludes that there is a strong but not significant negative linear relationship between psychological abuse and academic achievement amongst students in public secondary schools. However, the relationship was nearly horizontal for girls and fairly inclined for boys.

Basing on the fourth research objective, the study concludes that there is a strong but not significant positive linear relationship between physical abuse and academic achievement amongst students in public secondary schools. However, the relationship was nearly horizontal for girls and more inclined for boys.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

- (i) The families should hold family meetings annually, discuss issues on child abuse, report cases of child abuse and discuss the academic achievement of their children. The children should undergo communication training at home in which expression of fears and feelings with their parents was to be enhanced. Parents should avoid favoritism among some siblings in order to limit child abuse.

- (ii) The school counselors should have a lower teaching load to enable them provide effective services to student clients. Specialized training in guidance and counseling should be a prerequisite for promotion. Guidance and counseling that incorporated effective protocol based communication channels should be encouraged in the schools. Students should be instructed and guided towards what was expected of them using the above communication channels
- (iii) The school administration should provide offices for HOD's G/C. The administration should support the counseling programs in and out of school. They should appoint trained counselors as HOD's G/C forward their names for confirmation to the teachers service commission (TSC). They should aim at promoting students academic discipline through development of holistic mindset in the students to change the student's behaviour towards academic achievement, self control, and respectful obedience.
- (iv) The government through the (MOE) should create the office of guidance and counseling officer at national, county and sub county levels, to co-work with school counselors on an allowance basis. It should also establish counseling centers in each sub-county where stigmatized abused students could run for education, counseling and rescue. The MOE should allow canning to continue in schools at controlled levels to enhance academic achievement.

5.5 Suggestions for Further Research

Basing on the gaps identified in this study, the study suggests further research on the following:

- (i) A similar research should be conducted in a wider geographical region such as national level making use of a larger sample and incorporate more advanced inferential statistical analysis.
- (ii) A study should be conducted on Child Trafficking Network among students in public secondary schools in Bungoma East Sub-County, Kenya
- (iii) A study should be conducted on the relationship between Examinations Malpractices and Academic Achievement in mixed public secondary schools in Bungoma East Sub-County, Kenya.

REFERENCES

- Anderman E. & Miglggley. C. (2004). Changes in self reported academic cheating across the transition from middle school to high school. *Contemporary Educational Psychology*, 29, 499_517.
- Benyawa, L & Beja, P. (2010). *State keen to Reverse Gender Disparity*, The Standard, October 7, 2013.
- Bledscore, C. & Barney, C. (2001). *Social Dynamic of Adolescent Fertility in Sub-Saharan Africa*. Washington, DC: National Academy Press
- Bond, T. (2007). *Standards and Ethics for counseling the counselor: A cyclical model*. London: Rutledge
- Bowen. (1988). *Family Evaluation; An Approach based on Bowen's Theory*. New York: Norton and company.
- Bungoma East Sub-County Education Office. (2014). *Release of K.C.S.E analyzed Results Bungoma East Sub-county*. Presented on the Bungoma East Sub-County Education Day. March.2014
- Bungoma East Sub-County Education Office. (2014). *Release of Form 3 analyzed Results Bungoma East Sub-county*. Presented on the Bungoma East Sub-County Education Day. March.2014
- Cohen, R. J, Swerdlink, M.E & Philips, S.M. (1996). *Psychological Testing and Assessment: An Introduction to Tests and Measurements (3rd edition)*. California :Mayfield publishing company.
- District Education Office (2009). *K.C.S.E Results Analysis Bungoma East District*. Presented during the Bungoma East Education Day. May 2009.
- Gall, M. J. (2005). *Educational Research: An introduction*. U.S.A: Longman publishers. Government of India.
- Guttmacher Institute. (2001). *Betrothal and Early Marriages*. New Delhi: Guttmacher Institute.
- Haj-Yahi, M. M. & Tamish, S. (2001). The Rates of Child Sexual Abuse and its Psychological Consequences as revealed by a study among Palestinian University Students. *Child abuse and neglect*, 25 (10): 1303-1327.
- Hope Worldwide Kenya (HWWK). (2013). *Pilot Programme: Bold Ideas for Girls project set to benefit young girls aged 15-24 years*. The Standard, December, 21, 2013

- Human Rights Watch. (2012). vol. 126 no 8(A). Nairobi: Government Printer.
- International Labour Organization (ILO) (2006). *The End of Child Labour within reach Global Report*. Geneva: International labour organization.
- International Study of Childhood & Poverty (ISCP) (2012). *Children in Peril. The orphaned generation*. London: McGraw Hill.
- Kiarie, J. (2012). *Paradise defiled*. The Standard Newspaper. Pp 23 March 13.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline's Publications Africa.
- Kosomo, D. (2007). *Research methods in Humanities and Education* (Revised Ed.) Eldoret. Kenya: Zapf chancery.
- Krug, E. G. (2002). *Report on violence and health*. Geneva: World Health Organization.
- Meeker, D. (2001). *The process of marriage in the African society: A multiple indication approach*: Washington DC: National Academy Press.
- MOEST. (2005). Kenya Education Sector Support Programme (KESSP) 2005-2010. *Delivering quality Education and Training to all Kenyans*. Ministry of Education, Science and Technology, Nairobi: Government printer.
- MOE. (2007). *Re-entry of school dropouts*. Ministry of Education, Nairobi: Government printer.
- Mugenda, A.G. (2008). *Social Science Research, Theory and Principles*, Applied Research and Training Services, Nairobi.
- Mutai, K. B. (2000). *How to Write Quality Research Proposal: A Complete and Simplified Recipe*: Thelley Publishers, New York.
- Mwiti, G. K. (2006). *Child Abuse Detection, Prevention and Counseling*. Nairobi: Evangel publishing house.
- National Incidence of Child Abuse and Neglect (NICAN) (2010). *Glossary of terms: adolescent sex offenders and children with sexual behaviour problems*. Oklahoma: University of Oklahoma.
- Nyoka, L. (2013). *5 Point plan to overhaul the Education sector*. The Nation Newspaper. Pp 26. May 2013.

- Orodho, J. (2003). *Elements of Education and Social Science Research Methods*. Nairobi: Masala Publishers.
- Pawlowski, J. (2001). *Long term consequences of childhood sexual abuse by gender of victim*. *American journal of preventive medicines* 28 (5): 430-438.
- Pudo , M.W. (2012). *Simplified Guidance and Counseling Manual for Schools and Colleges*, Global Guidance and counseling centre, International.
- Republic of Kenya. (1988). *Report on the Presidential working party on Education and Manpower Training for the next Decade and Beyond. (Kamunge Report)*. Nairobi: Government Printer.
- Republic of Kenya. (2006). *The Sexual Offences Act*. Nairobi: Government printer.
- Republic of Kenya. (2008-2009). *Kenya Demographic Health Survey Report*. Nairobi: Government printer.
- Republic of Kenya. (2010). *Kenya's New Constitution*. Nairobi: Government printer.
- Republic of Kenya. (2010). *Report on Child Abuse by the Ministry of Gender*. Nairobi: Government printer.
- Republic of Kenya. (2012). *Economic survey report 2008-2011*. Nairobi: Government printer.
- Republic of Kenya. (2012). *Crime Statistical Records*. Webuye: Webuye police station.
- Saunders.M, Lewis, p. and Thornhill, A.(2009).*Research Methods for Business Students*, (4th ed). F T Prentice Hall, Harlow.
- Simiyu, R. (2011). *Drug and substance abuse in Bungoma East Sub-County*. *The journal of educational research*. vol. 99 (3) 112-118.
- Slater, J. (2000). *Britain: Sex Education by parents*. London; St. Martin's press Inc.
- Surendra, P. (2007). *Child domestic labour in India*. *Hindustan times*. pp 14 Feb. 24th.
- Tiaji, L. (2012). *The Plight of Vulnerable Children*. *The Standard Newspaper*. pp 26 Feb. 26th.
- UNICEF. (2001). *Early marriage, child spouses*. *Innocenti Digest*, No. 7. Florence, UNICEF: Innocenti Research Centre.

UNICEF. (2001). *Implementation Hand Book for the Convention on Rights of the Child* (Revised Edition). New York: UNICEF.

UNICEF. (2003). *Female Genital Cutting. Reasons for Continuation and Recommendations for Eradication*. Somalia: UNICEF.

UNICEF & CAHD. (2003). *Africa's orphaned Generations*. New York: UNICEF.

UNICEF (2004-2005). *The State of the World's Children*. Geneva: UNICEF.

UNICEF & WHO. (2000). *The World's Women Trends & Statistics*. New York: United Nations.

World Vision International. (2005). *Youth in Conflict*. New York: World Vision International.

WEBSITES

Ballamy, C. L. & Carol, B. (2005). *The state of the world's children*, UNICEF. Retrieved on 10th/5/2012 from [http://MSNBC.MSN.COM/ID/6676593/NEWS 24, South Africa](http://MSNBC.MSN.COM/ID/6676593/NEWS_24_South_Africa).

Centre for the Study of Adolescents (CSA). (2006). *Adverse childhood Experiences study*. Retrieved 15/5/2012 from <http://www.cdc.gov/Nccdphp/Aceworth/Brooke/Cole>.

Gachutha.C.W. (2006). *The role of supervision in the management of counselor burnout*. Unpublished ph.D.Thesis, University of South Africa. Retrieved from <http://Uir.unisa.ac.za/bitstream/10500/1876/1/thesis.pdf>.

Hooper, J. T. (2012). *Child abuse, Statistics, Research and Resources*. Retrieved 13/may/2012 from <http://www.Jmhopper.com>.

Landgraden, K. (2004). *UNICEF: child protection*. UNICEF/HGOO-0992/Noon in online.

Republic of Kenya. (2001). *The children Act No. 8 of 2001*. Retrieved on 22/may, 2012 at <http://www.nccs.go.ke/materials%20for%20download/children%20Act%202001.pdf>

Stephenson, R. (2006). *Child maltreatment among school children in Kurdistan Province*. Retrieval on 20th may 2012 from <http://www.unews.org>

United Nations Secretary General's Report on International Violence against Children (UNSGR, 2006). Retrieved on 3rd may 2012 from <http://teach-V.P.edc.org/documents/youth-violence/world-reportviolence-against-children.pdf>

World Health Organization. (2001-2002). *Analysis of data from Health Behaviour in School aged Children*. Retrieved on 20th/5/2012 from <http://www.hsbc.org>

APPENDICES

Appendix I

Letter to Respondents

The principal,

-----Secondary school

Judith K.Wakhura,

P. O. Box 1692-50205,

Webuye,

January, 2015

Dear Sir/Madam,

RE: RESEARCH

Your school has been selected to participate in a study entitled “Relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County, Kenya” as part of the requirements for the award of M.Ed degree in Guidance and counseling in Masinde Muliro University of Science and Technology (MMUST).Your schools participation is voluntary. Your permission gives the researcher the opportunity to ask your deputy principal and head of guidance and counseling department to fill the simple questionnaires attached for about 20 minutes. The HOD will voluntarily prepare form 3’s for a focused group discussion with the researcher. You may allow the researcher to interview willing parents of student victims of child abuse in relation to academic achievement. The parents will be identified by your deputy and HOD guidance and counseling. Data collected will be anonymous and confidential.

Thank you,

Judith. K. Wakhura.

Appendix II

Focused Group Discussion Guide for form 3 Students on Relationship between Child Abuse and Academic achievement among students in secondary schools

Research Objectives:

- (i) Sexual Abuse and Academic achievement
- (ii) Child labour and Academic achievement
- (iii) Psychological Abuse and Academic achievement
- (iv) Physical Abuse and Academic achievement

1. What are the forms of child abuse?
2. What forms of child abuse affect students in public secondary schools?
3. Comment on the relationship between child abuse and academic achievement?
4. How does child abuse influence academic achievement among students in public secondary schools?
5. What recommendations can you give to the following to help abused students in relation to their academic achievement?
 - (i) Family members
 - (ii) School Administration
 - (iii) School Counselors
 - (iv) Government

Appendix III

Questionnaire for HOD's G/C on Relationship between Child Abuse and Academic achievement among students in public secondary schools

Dear respondent,

My name is Judith K. Wakhura I am a student at Masinde Muliro University of Science and Technology undertaking a Masters degree in Guidance and Counseling. You have been selected as a respondent in this study on “**Relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East sub-county, Kenya**”. The study is for academic purpose. Information obtained from this study is hoped to be of great importance to stakeholders and policy makers in the education sector. Kindly spare a few minutes to respond to this questionnaire. Your sincere responses will be highly appreciated and treated in confidence. Kindly do not indicate your name anywhere on this questionnaire. Thank you.

Part I: Background Information

General Information

Questionnaire Number _____

Date of administration _____

Division _____

Sub-county _____

County _____

Personal Details: Tick in the boxes provided

1. Age

- (i) 20 – 28 years (ii) 29 – 37 years (iii) 38-46years
(iv) 47 - 55 years (v) 56 – 64 years

2. Gender?

- (i) Female (ii) Male

3. Marital status

- (i) Married (ii) Single (iii) Divorce/Separated
(iv) Widowed (v) other (specify).....

4. Educational level

- (i) Secondary/High School (ii) Certificate (iii) Diploma
(iv) University degree (v) Masters (vi) PhD

5. How long have you been in the teaching profession?

- (i) 1 – 5 years (ii) 6 – 10 years (iii) 11 – 15 years
(iv) 16 – 20 years (v) 21 and above years

6.How long have you done counseling in the school?

- (i) 1 – 5 years (ii) 6 – 10 years (iii) 11 – 15 years
(iv) 16 – 20 years (v) 21 and above years

7. Are you a trained counselor?

- (i) Yes (ii) No

Part II: Information on the objectives of the study

Section I: Relationship between Sexual Abuse and Academic Achievement

8. The following are statements on the relationship between sexual abuse and academic achievement. Please tick in the appropriate space, the response which represents your views.

Statement	Yes	No	No Idea
Does sexual abuse influence academic achievement?			
Have you counseled sexually abused students in your school?			

9. If yes, how many by gender?

10. Please identify the forms of sexual abuse that students in public secondary schools by gender are exposed to which relate to their academic achievement.

11. The following statements probably relate sexual abuse and academic achievement among students by gender in public secondary schools. Please respond to the scale by ranking them in order of priority: SA – Strongly Agree, A – agree, UND – Undecided, DIS – Disagree, SD – Strongly Disagree

Statement	SA	A	UND	DIS	SD
Sexual abuse among students in public secondary schools leads to:					
(i) Negative trend in marks in examinations/tests					
(ii) Low concentration in class					

(ii) Poor memory of content					
(iv) Low participation in classroom activities					
(v) De-motivation in academics					
(vi) Improvement in academics					
(vii) Repetition in class					
(viii) Drop out of school					
(ix) Being hurt/injury					

12. Please mention any other possible relationship between sexual abuse and academic achievement among students in secondary schools by gender.

Section II: Relationship between Psychological abuse/bullying and Academic Achievement. Please tick in the appropriate bracket, the response which represents your views.

13. The following are statements on relationship between psychological abuse and Academic Achievement. Please tick in the appropriate space, the response which represents your views.

Statement	Yes	No	No Idea
Does psychological abuse influence academic achievement?			
Have you counseled any students who are victims of psychological abuse/bullying in your school?			

13. If yes, how many by gender? _____

14. Please identify the forms of psychological abuse that students (specify gender) are exposed to which may influence their academic achievement.

15. The following statements probably relate psychological abuse and academic achievement among students in public secondary schools. **Please respond to the scale by ranking them in order of priority:** SA – Strongly Agree, A – Agree, UND – Undecided, DIS – Disagree, SD – Strongly Disagree

Statement	SA	A	UND	DIS	SD
Psychological Abuse among students (specify gender) in public secondary schools leads to:					
(i) Negative trend in marks in examinations/tests					
(ii) Low concentration in class					
(iii) Poor memory of content					
(iv) Low participation in classroom activities					
(v) De-motivation in academics					
(vi) Improvement in Academics					
(vii) Repetition in class					
(viii) Drop out of school					
(ix) Being hurt/injury					

16. Please mention any other possible relationship between psychological abuse and academic achievement among students in secondary schools (specify gender).

Section III: Recommendations

17. What recommendations can you give to the following to help students (specify gender) who are victims of child abuse to attain academic achievement:

(i)The family

(ii)The school administration

(iii)The school counselors

(iii)The Government

Thank you for your cooperation

Appendix IV

Questionnaire for Deputy Principals on Relationship between Child Abuse and Academic achievement among students in public secondary schools

Dear respondent,

My name is Judith K. Wakhura I am a student at Masinde Muliro University of Science and Technology undertaking a Masters degree in Guidance and Counseling. You have been selected as a respondent in this study on **Relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East Sub-County, Kenya**. The study is for academic purpose. Information obtained from this study is hoped to be of great importance to stakeholders and policy makers in the education sector. Kindly spare a few minutes to respond to this questionnaire. Your sincere responses will be highly appreciated and treated in confidence. Kindly do not indicate your name anywhere on this questionnaire. Thank you.

Part I: Background Information

General Information

Questionnaire Number _____

Date of administration _____

Division _____

District _____

County _____

Personal Details: Tick in the boxes provided

1. Age

(i) 20 – 28 years (ii) 29 – 37 years (iii) 38 – 46 years

(iv) 47 - 55 years (v) 56 – 64 years

2. Gender

(i) Female (ii) Male

3. Marital status

(i) Married (ii) Single (iii) Divorce/Separated

(iv) Widowed (v) other (specify).....

4. Educational level

(i) Secondary/High School (ii) Certificate (iii) Diploma

(iv) University degree (v) Masters (vi) PhD

5. How long have you been in the teaching profession?

(i) 1 – 5 years (ii) 6 – 10 years (iii) 11 – 15 years

(iv) 16 – 20 years (v) 21 and above years

6. How long have you done counseling in the school?

(i) 1 – 5 years (ii) 6 – 10 years (iii) 11 – 15 years

(iv) 16 – 20 years (v) 21 and above years

7. Are you a trained counselor?

(i) Yes (ii) No

Part II: Information on the objectives of the study

Section I: Relationship between Child Labour and Academic Achievement

8. The following are statements on relationship between child labour and academic achievement. Please tick in the appropriate space, the response which represents your views.

Statement	Yes	No	No Idea
Does child labour influence academic achievement?			
Have you counseled any students who are victims of child labour in your school?			

9. If yes, how many by gender?

10. Please identify the forms of child labour that the students are exposed to which may influence their academic achievement.

11. The following statements probably relate child labour and academic achievement among students in public secondary schools. **Please respond to the scale by ranking them in order of priority:** SA – Strongly Agree, A – Agree, UND – Undecided, DIS – Disagree, SD – Strongly Disagree

Statement	SA	A	UND	DIS	SD
Child labour among students (specify gender) in public secondary schools leads to:					
(i) Negative trend in marks in examinations/tests					
(ii) Low concentration in class					
(iii) Poor memory of content					
(iv) Low participation in classroom activities					

(v) De-motivation in academics					
(vi) Improvement in Academics					
(vii) Repetition in class					
(viii) Drop out of school					
(ix) Being hurt/injury					

12. Please mention any other possible relationship between child labour and academic achievement among students (specify gender) in public secondary schools.

Section II: Relationship between Physical Abuse and Academic achievement

13. The following are statements on relationship between physical abuse and academic achievement. Please tick in the appropriate space, the response which represents your views.

Statement	Yes	No	No Idea
Does physical abuse influence academic achievement?			
Have you counseled physically abused students in your school?			

14. If yes, how many by gender?

15. Please identify the forms of physical abuse that students in public secondary schools (specify gender) are exposed to which may relate to their academic achievement.

16. The following statements probably relate psychological abuse and academic achievement among students in public secondary schools. **Please respond to the scale by ranking them in order of priority:** SA – Strongly Agree, A – Agree, UND – Undecided, DIS – Disagree, SD – Strongly Disagree

Statement	SA	A	UND	DIS	SD
Physical Abuse among students (specify gender) in public secondary schools leads to:					
(i) Negative trend in marks in examinations/tests					
(ii) Low concentration in class					
(iii) Poor memory of content					
(iv) Low participation in classroom activities					
(v) De-motivation in academics					
(vi) Improvement in Academics					
(vii) Repetition in class					
(viii) Drop out of school					
(ix) Being hurt/injury					

17. Please mention any other possible relationship between physical abuse and academic achievement among students by gender in public secondary schools.

Section III: Recommendations

18. What recommendations can you give to the following to help students (specify gender) who are victims of child abuse to attain academic achievement:

The family

(i) _____

(ii) _____

The school administration

(i) _____

(ii) _____

The school counselors

(i) _____

(ii) _____

The Government

(i) _____

Appendix V

Interview Guide for Parents of the abused students on relationship between Child abuse and academic achievement among students in public secondary schools

Research objectives

- (i) Sexual Abuse and Academic Achievement
- (ii) Child Labour and Academic Achievement
- (iii) Psychological Abuse and Academic Achievement
- (iv) Physical Abuse and Academic Achievement

1. What form of abuse was your son/daughter subjected to while in school?
2. Comment on the action taken by the following stakeholders after the abuse
 - (a) The family
 - (b) The school administration
 - (c) The school counselors
 - (d) The Government
3. Comment on the relationship between the identified form of child abuse and the academic achievement of your son/daughter.
4. What recommendations can you give the stakeholders to help the abused students in relation to their academic achievement?
 - (a) The family
 - (b) The school administration
 - (c) The school counselors
 - (d) The Government

Appendix VI

Document Analysis Guide 1

Public Mixed day Secondary Schools' academic achievement

	Name Of School	Mean Score	Mean Grade
1	Friends Sec School(N)	5.3191	C-
2	Friends Sec School (Y)	5.0590	C-
3	St.(A) Sec School	4.6304	C-
4	(N)Friends Sec School	4.6000	C-
5	St(M) Ack Sec School	4.2396	D+
6	Friends Sec School(K)	4.2391	D+
7	(L)Secondary School	4.0700	D+
8	(M) Friends Sec School	4.0550	D+
9	(L) Friends Sec School	4.0300	D+
10	(N) Sec School	4.0000	D+
11	Friends Sec School (S)	3.9722	D+
12	(M) R.C. High School	3.9516	D+
13	St (B) Sec School	3.9000	D+
14	(B)Friends Sec School	3.8930	D+
15	Friends Sec School (Si)	3.7442	D+
16	(K) Sec School	3.6800	D+
17	(Mah) Sec School	3.5272	D+
18	(Lut)Secondary School	3.4755	D
19	Friends Sec School(Mi)	3.4386	D
20	(Ma) Friends Sec School	3.3750	D
21	Friends Sec School(Mu)	3.3720	D
22	(Mi) Sec School	3.3000	D
23	Friends Sec School(Wa)	3.2700	D
24	(Mi) Friends Sec School	3.2595	D
25	(Si) Sec School	3.1143	D
26	(Sin) Sec School	3.0545	D

27	Friends Sec School(Mis)	3.0299	D
28	Friends Sec School (Man)	2.9804	D
29	(Lug) Sec School	2.8235	D
30	Friends Sec School (Mik)	2.7619	D
31	Friends Sec School(Kh)	2.7143	D
32	(W) Deb Sec School	2.3871	D-
33	(Mag) Friends Sec School	2.3023	D-
34	St(A) Ack Sirende Sec	2.2130	D-
35	(Mis)Mixed Day Sec School	2.1905	D-
36	St (A) Sec School	1.9268	D-
	Mean Score And Mean Grade	3.4972	D

Source: derived from (Bungoma East Sub-County Education office, 2014)

Standard Deviation = - 0.2455

Appendix VII

Document Analysis Guide 2

Quality Scores (A to B-) achieved by each gender in the Bungoma East Annual

Sub-county End Year Examination for Form 3, 2014

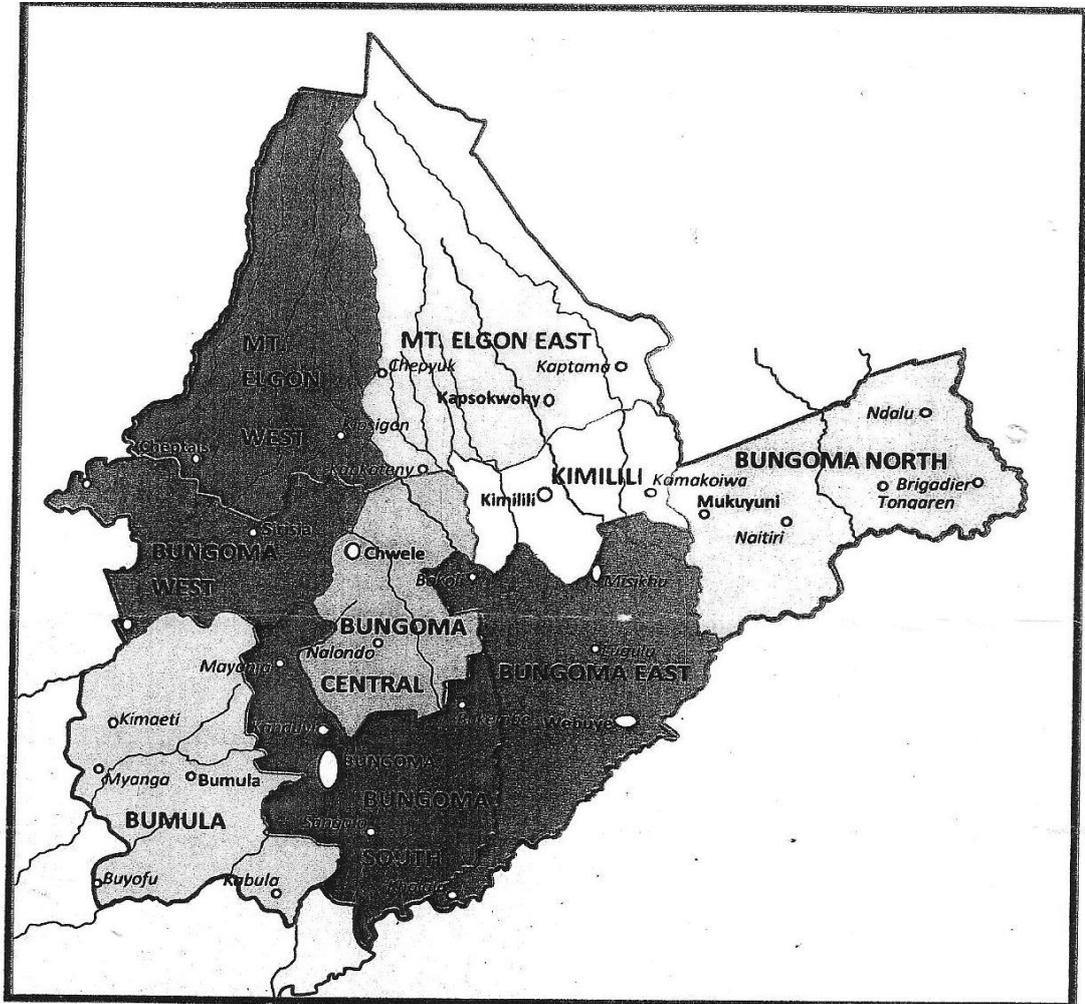
	Category of School	Number	Gender	Points	Grade
1	Boys' boarding	1	Boy	78	A-
2	Mixed	1	Boy	76	A-
3	Mixed	1	Boy	75	A-
4	Mixed	1	Boy	71	A-
5	Mixed	2	Boys	70	B+
6	Boys' boarding	4	Boys	70	B+
7	Mixed	6	Boys	69	B+
8	Girls' boarding	1	Girl	68	B+
9	Mixed	7	Boys	68	B+
10	Mixed	12	Boys	67	B+
11	Boys' boarding	1	Boy	67	B+
12	Mixed	1	Girl	67	B+
13	Boys' boarding	1	Boy	66	B
14	Mixed	5	Boys	66	B
15	Girls' boarding	1	Girl	65	B
16	Mixed	2	Boys	65	B
17	Mixed	1	Girl	65	B
18	Girls' boarding	1	Girl	64	B
19	Mixed	4	Boys	64	B
20	Boys' boarding	2	Boys	64	B
21	Girls' boarding	3	Girls	63	B
23	Boys' boarding	2	Boys	63	B
24	Mixed	6	Boys	63	B
25	Girls' boarding	4	Girls	62	B
26	Mixed	2	Boys	62	B

27	Girls' boarding	2	Girls	61	B
28	Mixed	4	Boys	61	B
29	Mixed	3	Girls	61	B
30	Girls' boarding	2	Girls	60	B
31	Boys' boarding	6	Boys	60	B
32	Mixed	4	Boys	60	B
33	Mixed	2	Girls	60	B
34	Girls' boarding	4	Girls	59	B-
35	Mixed	6	Boys	59	B-
36	Mixed	1	Girl	59	B-

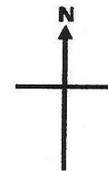
Source: (Bungoma East Sub-County Education Office, 2014)

Appendix VIII

MAP SHOWING LOCATION OF BUNGOMA EAST SUB-COUNTY IN
BUNGOMA COUNTY



**BUNGOMA
COUNTY
(ADMINISTRATION)**



KEY:	
	Urban centres according to size
BUNGOMA WEST	Sub-county name
BUNGOMA	County cital town
Webuye	Sub-county capital
Chepyuk	Others
	County boundary
	Sub-county boundary

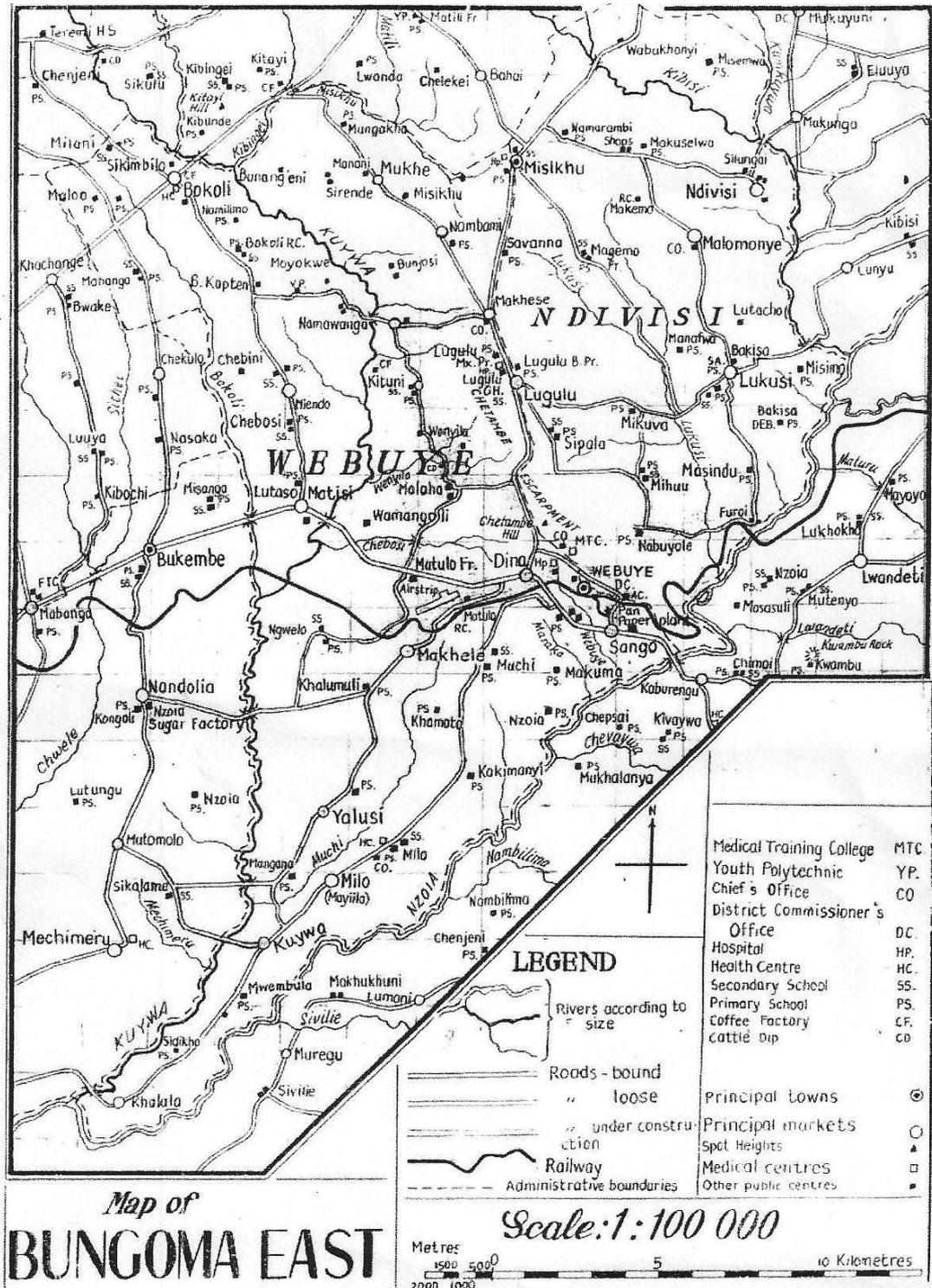
Copyright © Fred Wafula Makendo 2013

The copyright owner reserves the right to prosecute persons or parties found to have copied this image in full or in part by any means for any purpose other than classroom use without permission.

The copyright owner shall not be liable to any dispute arising from any uses of this image other than the classroom use.

Appendix IX

MAP SHOWING DIVISIONS AND SCHOOLS IN BUNGOMA EAST SUB-COUNTY



PRODUCED IN 2008 BY ARTRIGRAPHICS FOR USE IN SOCIAL STUDIES

Appendix X

Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

24th October, 2014

NACOSTI/P/14/2099/3584

Judith Keya Wakhura
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Relationship between child abuse and academic achievement among students in public secondary schools in Bungoma East District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for a period ending **24th April, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Bungoma County.



Appendix XI

Research Permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2716

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. JUDITH KEYA WAKHURA
OF MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY, 0-50205
Webuye, has been permitted to conduct
research in Bungoma County
on the topic: RELATIONSHIP BETWEEN
CHILD ABUSE AND ACADEMIC
ACHIEVEMENT AMONG STUDENTS IN
PUBLIC SECONDARY SCHOOLS IN
BUNGOMA EAST DISTRICT, KENYA
for the period ending:
24th April, 2015

Permit No. : NACOSTI/P/14/2099/3584
Date Of Issue : 24th October, 2014
Fee Received : Ksh 1,000

Applicant's Signature

Secretary
National Commission for Science, Technology and Innovation



Appendix XII

Approval of proposal



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: sgs@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Office of the Dean (School of Graduate Studies)

Ref: MMU/COR: 509079

Date: 27th January, 2014

Wakhura Judith Keya,
(EDG/G/21/11)
P.O. Box 190-50100
KAKAMEGA

Dear Mrs. Wakhura,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Senate of Masinde Muliro University of Science and Technology acting on the advice of the Board of the School of Graduate Studies approved your proposal entitled: *'Relationship between Child Abuse and Academic Achievement among Students in Public Secondary Schools in Bungoma East District, Kenya,'* and appointed the following as supervisors:

1. Dr. Peter Odera
2. Dr. Moses Poipoi

You will be required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, FESS Graduate Studies Committee and Chairman, Educational Psychology Graduate Studies Committee.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office incase of any problem encountered in the course of your work.

I once more congratulate you for the approval of your proposal and wish you a successful research.

Yours Sincerely,


Dr. H.K. Were
DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: - Vice Chancellor
- Deputy Vice Chancellor (AA)
- Registrar (AA)
- Dean, FESS
- COD, Educational Psychology

ZIA/