

**THE KNOWLEDGE, PRACTICES AND EFFECTS OF CHILD ABUSE ON LEARNERS  
ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN  
BUYINJA SUBCOUNTY, NAMAYINGO DISTRICT**

**BY**

**TAAKA ALICE**

**REG. NO. 1164-07174-09875**

**A RESEARCH REPORT SUBMITTED TO THE EXAMINATION BOARD OF  
COLLEGE OF EDUCATION, OPEN, DISTANCE AND E-LEARNING IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
AWARD OF A DEGREE OF BACHELOR OF EDUCATION  
OF KAMPALA INTERNATIONAL UNIVERSITY**

**AUGUST 2018**

**DECLARATION**

I/AAKA ALICE do here by declare that this research report is my own work and has never been submitted to any institution for any award.

Signature ..... 

Date: ..... 28/08/2018

**APPROVAL**

the undersigned, certify that I have read and hereby recommends for the acceptance of the dissertation titled; **“the knowledge, Practices and effects of child abuse on learners Academic performance in Primary Schools in Buyinja subcounty, Namayingo district”** that was done under my supervision and guidance for submission to the college of education open and distance learning of Kampala international University for the award of a Bachelors Degree of Education

AKUTILE ANTHONY GODWIN ..... 

date..... 15/09/2018 .....

## DEDICATION

is work is dedicated to my Late Father Hadoke Thomas for advancing me in formal education.

will always be very grateful.

## ACKNOWLEDGEMENT

A vote of thanks is extended to the respondents for their genuine responses during data collection. I also thank my supervisor Mr. Wakutile Anthony Godwin for his effort to read through this work, I will always be grateful.

Great thanks are also extended to my course mates Bwire James, Ojiambo Henry, Nafula Annet Vandera and my husband Onyango Lawrence among others for the great work and cooperation and consultations during the course of study.

Many thanks are also extended to my loving wife who always encouraged speeding up the write up of this report. I also acknowledge his encouragement and support both morally and financially to write up the report.

Finally, I extend my thanks to all the family members of who include my parents, in laws, my children: Namukobe Hope, Nabwire Prisca and Ojiambo Aristachus and great family friends who missed me during study periods. It was a long period without worm interaction.

To those I have not mention but carry value to this study, may God bless you all

## TABLE OF CONTENTS

|   |     |
|---|-----|
| DECLARATION .....                       | i   |
| APPROVAL.....                           | ii  |
| DEDICATION .....                        | iii |
| ACKNOWLEDGEMENT .....                   | iv  |
| TABLE OF CONTENTS.....                  | v   |
| DEFINITIONS OF TERMS .....              | vii |
| ACRONYMS .....                          | ix  |
| ABSTRACT.....                           | x   |
| CHAPTER ONE                             |     |
| INTRODUCTION                            |     |
| 1.0 Introduction.....                   | 1   |
| 1.1 Background of the study .....       | 1   |
| 1.2 Statement of the problem .....      | 3   |
| 1.3 Purpose of the study.....           | 3   |
| 1.4 Objectives of the study.....        | 4   |
| 1.5 Research Questions .....            | 4   |
| 1.6 Significance of the Study .....     | 4   |
| CHAPTER TWO                             |     |
| LITERATURE REVIEW                       |     |
| 2.0Introduction.....                    | 6   |
| 2.1 Knowledge of child abuse.....       | 6   |
| 2.2 Practices of child abuse.....       | 8   |
| 2.3 Effects of child abuse.....         | 11  |
| CHAPTER THREE                           |     |
| METHODOLOGY                             |     |
| 3.0 Introduction.....                   | 15  |
| 3.1 Research Design.....                | 15  |
| 3.2 Target Population .....             | 15  |
| 3.3 Sample and Sampling Procedure ..... | 15  |

|                                      |    |
|--------------------------------------|----|
| 3.5. Definition of Variables.....    | 16 |
| 3.6 Research Instruments .....       | 16 |
| 3.7. Data collection procedure ..... | 17 |
| 3.8 Ethical consideration.....       | 18 |
| 3.9 Limitation of the study.....     | 18 |
| 3.10 Validity and Reliability .....  | 18 |

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

|  |    |
|--|----|
| 4.0 Introduction.....                                      | 19 |
| 4.1 Social demographic characteristics of respondents..... | 19 |
| 4.2 knowledge of child abuse.....                          | 20 |
| 4.3 Practices of Child Abuse.....                          | 22 |
| 4.4 Effects of child abuse on academic achievement.....    | 25 |

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

|  |    |
|--|----|
| 5.1 Discussions of study findings..... | 30 |
| 5.2 conclusion of the study.....       | 33 |
| 5.3 Recommendations of the Study ..... | 33 |

|                  |    |
|------------------|----|
| REFERENCES ..... | 35 |
|------------------|----|

|                  |    |
|------------------|----|
| Appendix I ..... | 39 |
|------------------|----|

|                   |    |
|-------------------|----|
| APPENDIX 11 ..... | 43 |
|-------------------|----|

|   |    |
|---|----|
| TABLE SHOWING SAMPLE SIZE FOR GIVEN POPULATION..... | 43 |
|---|----|

|                    |    |
|--------------------|----|
| APPENDIX 111 ..... | 44 |
|--------------------|----|

## DEFINITIONS OF TERMS

**Attitude:** In psychology, an attitude is a psychological construct. It is a mental and emotional quality that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event.

**Knowledge:** Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic.

**Practice:** Practice is the act of rehearsing a behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase "practice makes perfect". Sports teams practice to prepare for actual games.

**Child:** Biologically, a child is a human being between the stages of birth and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority.<sup>[1]</sup>

**Child-abuse :** Child abuse is when a parent or caregiver, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, exploitation and emotional abuse.



**Abuse:** Abuse is defined as any action that intentionally harms or injures another person. Abuse also encompasses inappropriate use of any substance, especially those that alter consciousness (e.g., alcohol, cocaine, methamphetamines).

**Types/Description:** There are several major types of abuse: physical abuse, sexual abuse, substance abuse, elder abuse, and psychological abuse. All forms of abuse in the United States are illegal and have the potential to carry serious criminal penalties.

**Community :** A community is commonly considered as a social unit or a group of people who share something in common, such as norms, values, or identity. Often - but not always - communities share a sense of place that is situated in a given geographical area e.g. a country, village, town, or neighborhood.

## ACRONYMS

|     |                                |
|-----|--------------------------------|
| EO  | District Education Officer     |
| HRC | Uganda Human Rights Commission |
| GO  | Non-governmental organization  |
| SA  | United States of America       |

## ABSTRACT

The purpose of the study was to investigate on the teachers and pupils Knowledge and practices on child abuse and establishes its effects on pupils' academic achievement in primary schools in Buyinja sub-county, Namayingo District. The study was also set out to assess the pupils and teachers' knowledge about child abuse, to establish the practices and the effects of child abuse on primary pupils in Buyinja sub-county, Namayingo District. The study was guided by three questions that included; what is the level of teachers and pupils' knowledge about child abuse, what are the practices of child abuse and what are the effects of child abuse on primary pupils in Buyinja sub-county, Namayingo District?The study used both cross sectional and co-relational survey designs. It was found out that children are subjected to both physical and psychological forms of child abuse. All parents, teachers and security officers were found to be abusing children. The study recommended social welfare organizations, teachers and law makers to join hands and fight against child abuse.

## CHAPTER ONE

### INTRODUCTION

#### 1 Introduction

This chapter will present the background of the study, the problem statement, the purpose of the study, the specific objectives, the research questions, scope and significance of the study.

#### 1.1 Background of the study

Child Abuse is defined as "endangerment to a child inflicted by another person, usually the caregiver" and includes physical, sexual, emotional abuse, and neglect. Child abuse can be brought on by any one at any time. Child abuse is prevalent in almost every culture across the world and has been a problem for as long as there was recorded history. "People used to abuse their children with razor straps and no one thought anything of it." (Becker-Weidman, A. 2006). It is only recently that citizens became aware of what a problem abuse could be.

The United Nations Universal human rights charter provides for all individual human rights. The United Nations children rights section provides for the children rights: the right to live, access to education, to be subjected to natural justice, among others.

Over the world over, it has been noted that children in various countries are subjected to a lot of child abuse, in spite the constitutional provision for child protection and other legal provisions by the various human rights bodies. In the United States of America, it was observed that after every 10 minutes a child is subjected to abuses which sometimes result into death. (Daily Nation 4<sup>th</sup> August 2016). In India, the condition is worse. Families prefer to have a boy than the girl child (Cohen, J.A., Mannarino, A.P., & Knudsen, K. 2005). This social preference has made the girl child subjected to various abuses in form of child neglect, torture, and denial of higher education, food, shelter, medical care, and clothing (Becker-Weidman, A. (2006)

Africa, according to Corcoran, J. (2000) the African Union and nongovernmental organizations (NGOs) identified various forms of child abuse including; child serving as military officers in various rebel groups, family child labour, children employed in production plants, physical torture, physical burning, denial of food, education, medical care, closing, shelter, among others

Uganda, the case is not different. The reports from the Uganda Human Rights Commission (UHRC 2015) indicated that children are subjected to corporal punishments in schools; denied access to good health services, carry out small business for family income, scare away birds from gardens, working in sugar cane plantations, factories, and other entities, something that violates children's rights.

In Buyinja sub-county, Namayingo District, there are more child abuses compared to other districts in Eastern Uganda. The 2016 Namayingo District probation officers report pointed out that 25% of the rural children are abused through involving them in sugar cane cutting, family business, and denied access to education, subjected to physical and mental torture by their parents, guardians, teachers and some security officers. Such activities do undermine the individual children's rights

According to 2015 report from Buyinja police post and Buyinja Health centre III report, 120 cases of related child abuse were reported in 2014 of which 51 cases were referred to the health centre. The most affected areas were those along the lake shores.

Given this background, the researcher found it important to design a study to investigate on the knowledge, attitudes and practices of teachers towards child abuse in Buyinja sub-county, Namayingo District.

## **2 Statement of the problem**

There has been a growing concern about child abuse in Uganda. Though the 1995 Ugandan constitution provides for individual rights, including the rights of children, child abuse is still rampant. In Busoga, and Namayingo District in particular, it was noted that about over 60% of the rural children in Buyinja sub-county are subjected to various forms of child abuse (Namayingo District Probation Officers report 2016). Still, 2015 reports from Buyinja police post and health centre III indicated that about 120 cases of child abuse were reported in 2014. This indicates a higher rate of child abuse in the sub-county.

The forms of abuse include; Physical Abuse, the abuse which cause harm or inflicts injuries to child, Sexual Abuse, and Psychological Abuse Due to higher rate of child abuse in the sub-county, many children have dropped out of school; have been infected with HIV/AIDS, imprisoned and subjected physical and mental disturbances: Something that retards their proper growth. The local community has done little to reduce on the causes and effects of child abuse.

The local community has different knowledge, attitude, and practices towards child abuse. The purpose of this study therefore will be to investigate on the community knowledge, practices and effects of child abuse on academic achievement of learners. It will also enable the researcher to identify the forms and factors for child abuse in Buyinja sub-county. The findings will help to portray the knowledge, attitudes and practices of Buyinja community towards child abuse.

## **2.3 Purpose of the study**

The purpose of the study was to investigate on the teachers and pupils Knowledge, practices of child abuse and its effects of pupils' academic achievement in Buyinja sub-county, Namayingo District.

#### **4 Objectives of the study**

The objectives of the study were;

To assess the pupils and teachers' knowledge about child abuse in Buyinja sub-county.

To establish the practices of child-abuse in Buyinja sub-county

To establish the effects of child-abuse on primary pupils in Buyinja sub-county

#### **5 Research Questions**

The following questions guided the study

- i. What is the knowledge of teachers and pupils about child abuse in Buyinja sub-county?
- ii. What are the practices of child abuse in Buyinja sub-county?
- iii. What are the effects of child abuse on primary pupils in Buyinja sub-county?

#### **6 Significance of the Study**

The main purpose of the study was to establish the Knowledge, practices and effects of child abuse on primary pupils' in Buyinja sub-county, Namayingo District. The finding will be useful in the following ways;

The study will provide new information on knowledge, practices and effects of child abuse to the ministry of education and sports.

The results will also help Namayingo District education department in realizing the forms and effects of child abuse and be able to design strategies of reducing child abuse and its effects in schools.

Since the study was a partial requirement for the award of a Degree, it will help the researcher to balance her end of course performance.

ie study will also help future researchers, who will investigate on a related topic to have easy  
cess to related literature on child abuse.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Chapter two was broken-down into three parts. First, knowledge of teachers towards child abuse. The prevalence practices of teachers towards child abuse in schools and the effects of child abuse on learners' academic achievement.

#### 1 Knowledge of child abuse

According to Browne (2012), when child maltreatment is suspected, the teacher child examination has the three following objectives: (1) medical—to assess the physical injury to the child and develop an appropriate treatment plan; (2) psychological—to afford the child a sense of safety; and (3) legal—to provide physical documentation that may be used as evidence.

Prinzie (2010) on an investigation of child abuse in schools of South Africa stated that nearly 3.6 million children were subjected to child physical abuse making (16%) of the total reported cases in the country.

Wagnault, I.V (2009) on Child abuse revealed that in 2006 abuse fatalities were at 1530 (2.04 per 100,000), but this is thought to be an underestimate due to under-recognition, lack of standard terminology, and flaws in investigation procedures in the various schools in America.

A research by Goldman JD (2013) suggests that reporting behaviour may be influenced by teachers' attitudes, detection skills, knowledge and training, social influences, teachers' personal characteristics and features of the abuse. Attitudes that may promote reporting include beliefs that reporting is part of the teacher's professional responsibility and that it will prevent future harm.

attitudes that act as barriers include concerns that reporting will damage teacher-child or teacher-family relationships, fear of making an inaccurate report, fear that reporting may escalate the abuse and beliefs that inadequacies in the child protection system may harm the family

the Child of Rights Convention In this part the researchers maintain some article about child rights, to improve knowledge of teacher about child rights to reduce child abuse. Article 19 (protection from all forms of violence): "Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment teachers and parents should use. However, any form of discipline involving violence is unacceptable.

There are ways to discipline children that are effective in helping children learn about family and social expectations for their behavior – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention (Analytic, 2012)."

Jenny (2001) in his research has mentioned in his research that three fourth or 75% of child abusers are not reported by teachers. He cited that teachers claimed that the sufficient training was not taken by college educations to them in the field of child abuse, and also these teachers felt that their pre- and post-service training did not adequately prepare them for abuse reporting.

The most reasons Journal of Educational, Health and Community Psychology 2014

Urrajab, et al (2012) mentioned reasons for parents not reporting child abuse were fear of making an inexact report, feeling as though child protecting services do not help parents, and no clear physical signs of abuse. He also mentioned that in comparison with the profession and physicians, the teachers got the minimum knowledge in child abuse.

Another finding confirms the lack of teachers' knowledge about the signs of child abuse in school age reduces chances of reporting various child abuse (Reiniger, Robison, & McHugh, 1995). This finding strongly supported that the signs or indicators of child abuse should be taught to the professionals and teaches them how to report it to authorities for action.

These studies and a lot of studies about child abuse show that it is necessary to enhance and improve training teachers on child abuse reporting. The training of child abuse for teachers would create their responsibility along with their duty in order to report. In order to train the teachers, it is essential to make the experiment and hypothetical environments to cover the fear of teacher regarding the false report and to improve the skills of reporting (Smith, 2005)

## **2.2 Practices of child abuse**

According to Sneddon (2003) teachers use different ways to abuse learners and among which includes sexual, emotional and physical abuses. The level of abuse

According to Sneddon (2003), sexual abuse occurs when a child or adolescent is involved in sexual activities that he or she does not understand or in which he or she is unable to give informed consent. It may include a teacher using a child for sexual gratification and may occur on a contact or non-contact basis. Variety of sexual behaviors between a child and an adult or between children are considered sexual abuse. They may involve bodily contact and non-bodily contact such as genital exposure, verbal pressure for sex, and sexual exploitation.

eddon (2003) compiled a thorough list of behaviors that are considered sexual abuse. it is important to note that there is disparity in the research surrounding the definition of child sexual use (Haugaard, 2000). Most researchers agree that behaviors such as having sexual intercourse with a child is sexual abuse, however, there is ambiguity surrounding behaviors such as sleeping with a child or bathing a child.

eddon (2003) explained emotional abuse as the emotional mistreatment or rejection of the child. Emotional abuse may include sustained repetitive inappropriate emotional responses and actions to the child's emotions and behavior. For example, an inappropriate response may involve a parent getting angry with the child in reaction to the child accidentally breaking something and yelling at the child excessively or calling the child names. In addition, other notionally abusive behaviors include belittling or terrorizing the child, isolating them from others, and rejection or mis-socialization.

urner et al. (2012) added that emotional maltreatment may include hostile parenting, such as inconsistency, poor stability, low nurturing, coercion, negative interactions, and rejection of the child. The research and discussion surrounding the definitions of emotional abuse is difficult due to its nature of lacking a tangible, physical quality to be observed.

There are varying definitions among clinicians, advocacy groups, and lawmakers. It is especially difficult to prove actual, measureable damage to the child due to the emotional nature of the abuse (Hamarman, Pope, & Czaja, 2002).

Smith Slep, Heyman, and Snarr (2011) outlined the difficulty in defining emotional abuse, and also took into consideration cultural factors. Internationally, verbal punishment is used 70-85% of the time (e.g. yelling). The question is then asked, is this emotional abuse or is it part of a

nily or group culture? After examining research and other definitions of emotional abuse, their findings and definition support Sneddon's(2003) definition of emotional abuse, outlining mental behaviors such as, humiliating, degrading, berating, threatening, abandoning, or coercing the child, and using excessive discipline. Although there are multiple opinions and definitions surrounding emotional abuse, there is consensus on the devastating effects caused by these behaviors towards children.

Christner, R.W. et al. (2007) suggested physical torture as a common form of abuse practiced by teachers. He defined Physical abuse as a situation someone causes deliberate physical harm or injury to a child or failure to prevent the child from physical injury.

Physical abuse refers to injuries and adult behaviors that are not sexual in nature. Physical abuse may include injury from punishment that is not appropriate for the child's age or condition and can be a single or recurrent act by the teacher (Sneddon, 2003).

Whitney, Tajima, Herrenkohl, and Huang (2006) stated that most actions considered to be physical abuse to learners from teachers are causing injury to learners, burning a child with cigarettes and carrying heavy objects.

Whitney et al. (2006) explained that burning a child with a cigarette would always be considered abusive because it inflicts body burn and can scare him/her from the school.

Cruike, Jacobs, and Lyons (1994) suggested that child neglect is another form of child abuse. He defined child abuse as the failure to protect a child from any type of danger or care. Neglect may include insufficient attention to the child, stimulation, emotional availability, food, clothing, shelter, hygiene, nutrition, supervision, medical care or education that could result in harm to the child. Neglect may include failure to provide mental health treatments or prescribed medications.

posure to dangerous environments, or placing the child under the supervision of an inadequate teacher (Sneddon, 2003).

ennen et al. (2010), proposed different groups of neglect subtypes, which include physical, mental health, cognitive, supervision, educational, emotional, and medical neglect. Although each of these sets has different specific subtypes, there are commonalities among them, including the physical, emotional, mental, cognitive, medical, educational and psychological needs of the child not being met.

Thompson, Graham, and Briggs (2005) believed that the severity or level of neglect should be assessed on child development and that the definition of neglect should be focused on the needs of the child and ability to function physically and psychologically.

The prevalence of child abuse is affected by parenting style. Hostile and inconsistent parenting is the strongest predictor of child symptomatology related to abuse (Turner et al., 2012). Turner and colleagues conducted their study using

### **.3 Effects of child abuse**

#### **.3.1 Physical effects of child abuse**

Children subjected to abuse may struggle to build and maintain relationships. their sense of self is altered, fear and distrust of adults may develop, coping skills are compromised, aggression is displayed in play, and the need to establish control is observed in multiple environments, not forgetting poor performance in classes (Hughes, 2004; Stubenhort, Cohen, & Trybalski, 2010).

A Child subjected to maltreatment has significant physical and psychosocial effects, as well as considerable emotional effects of. In view of this, Cohen, Perel, DeBellis, Friedman, and Putnam (2002) described the physical problems associated with child mistreatment. It can cause a child's

ess adaptation systems to be overwhelmed, resulting in overstimulation of the amygdale which may explain recurrent traumatic memories and excessive fear and emotional memory processing. Increased dopamine levels contributing to over generalized fear, hyper vigilance, and paranoia.

Atnam (2009) outlined additional physical effects of child abuse, which included somatization, sexual difficulties, increased physical arousal, sleep disturbances, and psychosomatic symptoms. He also provided information related to PTSD, including

one specific physical effect of sexual abuse may be enuresis, which describes bath-rooming problems associated with the abuse (Trickett & McBride-Change, 1995). Trickett and McBride-Change examined research studies focusing on infants through adulthood to understand the developmental effects of maltreatment. These findings were organized into information about the short and long term impact of child abuse in three categories: (a) physical and motor development, (b) social and emotional development, and (c) cognitive and academic development.

Mennuti, Christner, & Freeman (2012) As a result of the emotional and physical effects of maltreatment, a child may experience any of the following cognitive distortions that can negatively impact his or her functioning in school: (a) dichotomous thinking, (b) overgeneralization, (c) mind reading, (d) emotional reasoning, (e) disqualifying the positive, (f) catastrophizing, (g) personalization, (h) should/must statements, (i) comparing, and (j) labeling (Mennuti et al., 2012).

### **.3.2 Psychosocial and Behavioral effects of child abuse**

In addition to physical health problems, children who have experienced abuses may display a variety of psychosocial problems. Marquis, Leschied, Chiodo, and O'Neill (2008) found out that

These children have impaired interpersonal relationships with peers and adults and intense feelings of rejection

In a review of their related literature Bernardon and Pernice-Duca (2010) found that psychosocial problems included disorganized or insecure attachments, chronic and long-term anxiety that affects overall functioning of a child, social deficits, depression, and poor family functioning. Children who have experienced maltreatment have low self-esteem, lack of confidence, fear to express themselves in class and emotional problems all leading to poor academic performance (Sneddon, 2003).

Emotional problems as a result of maltreatment may include mood disorders, anger, frustration, pervasive distrust of others, restricted affect, irritability, anxiety and depression, and social withdrawal (Putnam, 2009). Putnam also described that child abuse may cause a child to experience flashbacks, certain stimuli associated with the maltreatment, and cognitive depression. Children who have experienced maltreatment may display a mood of general unhappiness at school and in class during lessons (Sneddon, 2003).

Child abuse and its resulting trauma have serious effects on pupil's health and development, having both long and short-term emotional and behavioral difficulties. Children who have been subjected to gross mistreatment may develop complicated psychiatric or medical conditions (Cohen, Berliner, & Mannarino, 2010).

Child abuse affects the behavior of the learner. Marquis et al. (2008) found that child mistreatment may lead to higher rates of conduct problems, physical and verbal aggression towards peers and adults, and noncompliance. Sneddon (2003) added behavioral problems such as aggressive play, oppositional behavior, delinquency, criminality, self-injurious behavior.



icidal behavior, substance abuse, and fighting with peers. Children who have experienced maltreatment may also display hyper-alertness, hyper-vigilance, increased physical arousals, exaggerated startle responses, and angry or aggressive outbursts (Putnam, 2009).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **0 Introduction**

This chapter describes the methods and approaches that were used in the study during data collection. It describes the research design, target population, sample and sampling procedure; the research instruments used data collection, the research procedure, and data analysis techniques. It also points out the limitations of the study.

#### **1 Research Design**

This research study used both cross sectional and co-relational survey designs. The use of cross-sectional design was justified because data was collected once across the selected sample. Co-relational design was used because the study was interested in relating forms, attitudes and effects of child abuse on learners' academic performance.

#### **1.2 Target Population**

The targeted populations for this study were teachers and primary six pupils in the selected primary schools in Buyinja sub-county, Namayingo District. A total of 35 respondents of whom 12 were teachers and 23 were primary six pupils selected from the four sample schools. This sample was big enough to represent the total population of study. Primary six pupils were selected because it's one of the classes mostly subjected to teachers' abuse and the pupils had the ability to answer the questionnaires than lower classes.

#### **1.3 Sample and Sampling Procedure**

In the process of selecting the sample size, the researcher used purposive sampling procedure. A total of 12 and 6 papers with even and odd numbers were given out to the primary six pupils' and teachers respectively from each selected school and those who picked odd numbers were considered for the study. The table below shows the sample distribution.

**Table 1: Sample size Distribution**

| School       | Teachers sample population | Primary six sample population |
|--------------|----------------------------|-------------------------------|
| wangosia P/S | 3                          | 5                             |
| ulokha P/S   | 3                          | 6                             |
| amutaba P/S  | 3                          | 6                             |
| lohoma P/S   | 2                          | 6                             |
| Total        | 12                         | 23                            |

Source: Field data 2017

### 3.5. Definition of Variables

The independent variables were socio-demographic characteristics of respondents which include age, marital status, occupation, education level, tribe and characteristics.

The dependent variables for the study were knowledge, practices and effects of child abuse on pupils' academic achievement

### 3.6 Research Instruments

The study instruments were both closed and open-ended Questionnaires. These were used to collect information from respondents. The questionnaire was divided into three sections. All sections were to be answered by all the respondents. Questionnaires were used because they were a simple and less expensive in terms of time and money.

## **7. Data collection procedure**

the process of collecting data for this study, a letter of introduction was obtained from the college of education and open distance learning Kampala international university.

hereafter, the researcher went to the field of study that is Buyinja sub-county, Namayingo district. The researcher introduced himself to the senior assistant secretary, seeking for permission to allow him carryout out the study.

fter securing permission, the researcher was introduced to the staff members to whom he explained the purpose of his visit. He then asked for permission to be allowed to meet the respondents and administer his instruments.

he issued out the questionnaires to the respondents. Those who couldn't answer the questionnaires were interviewed there and then and those who were not ready he made later appointments to meet them for the same.

he process of data collection was carried out in a period of one month.

### **7.1 Data management**

After the process of data collection, the collected data was checked for completeness and any incomplete or misfired questions realized were not considered for the study. It was then arranged, corded and entered into a computer

Data collected from the field was handled with maximum confidentiality.

### **7.2 Methods of data analysis**

Data analysis and presentation was presented in tables, graphs and pie charts.

### **3 Ethical consideration**

ethics relating to correspondents was enhanced by keeping information given confidential. Self-esteem and dignity were maintained to eliminate fear and anxiety among respondents. Subjects were told the truth about the study in order to give reliable information. Letters seeking approval to carry out study was obtained from director Kampala International University Tororo study centre, and consent of respondents was acknowledged.

### **9 Limitation of the study**

The study was limited by the bad weather. It was carryout during rainy season and the researcher could not easily have access to the respondents

Similarly, due to limitations of finances and time, it was also not possible to cover a very big number of clients

Finally, respondents declined to reveal some required data because they were skeptic of the consequences for releasing some information to the researcher.

### **10 Validity and Reliability**

Content validity of the SAQ was ensured through use of valid concepts and/or words which measure the study variables as cited in literature review. Fellow students in the department of education were also used to evaluate the relevance, wording and clarity of questions or items in the instrument. Supervisors from school of education and open distance learning were also consulted in this endeavor. A validity index of 0.7 was used to determine content validity, as per Amin (2005).

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 1.1 Introduction

This chapter includes data presentation, analysis and interpretation. Data was presented through the description of respondents, descriptive statistics of variables, knowledge, practices and effects of child abuse on learner's performance in selected primary schools in Namayingo district, as shown below objective by objective.

#### 1.1.1 Social demographic characteristics of respondents

Table 2: showing response on social demographic information

| Social demographic characteristics | Variables       | frequency (N=35) | Percentage (%) |
|------------------------------------|-----------------|------------------|----------------|
| Sex                                | Male            | 20               | 57             |
|                                    | Female          | 15               | 43             |
| Age                                | 13 – 19years    | 23               | 66             |
|                                    | 19 – 30years    | 10               | 28             |
|                                    | 31 and above    | 2                | 6              |
| Marital status                     | Single          | 24               | 69             |
|                                    | Married         | 11               | 31             |
|                                    | Divorced        | 00               | 00             |
| Education level                    | Primary         | 23               | 66             |
|                                    | Secondary       | 00               |                |
|                                    | Tertiary        | 12               | 34             |
|                                    | No level at all | 00               | 00             |
| Place of residence                 | Rural           | 19               | 54             |
|                                    | Urban           | 16               | 46             |
| Tribe                              | Musoga          | 27               | 77             |
|                                    | Others          | 8                | 23             |

Source: field data 2017

According to table 2 above, the majority of the respondents 20/35 (57%) were male while the minority 15/35 (43%) were females.

Furthermore, on the age of participants, most respondents 23/35 (66%) were in the age bracket of 15 to 19 years of age while the least 2/35 (6%) were 31 years and above.

On the item of marital status, majority 24/35 (69%) are single while the least 11/35 (31%) said they are married.

In addition, the majority 23/35(66%) of the respondents said are in primary school while the least 12/35 (34%) attended tertiary institutions

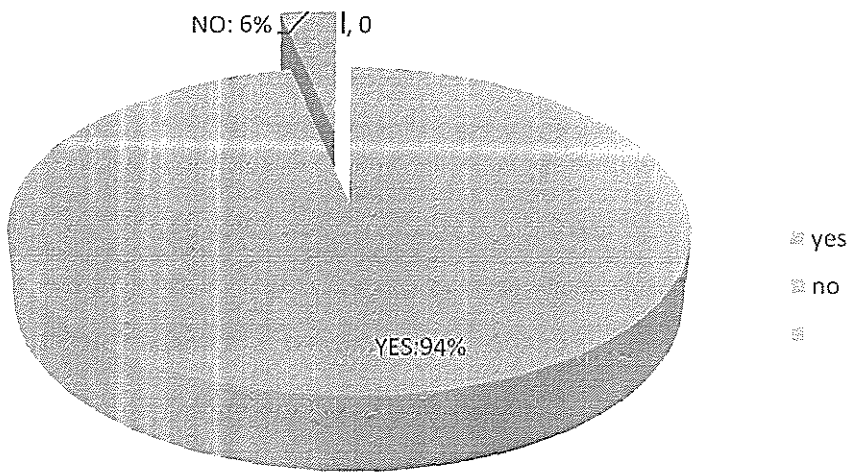
Furthermore, on the item requiring respondents' residence, most 19/35 (54%) said rural while the least 16/35 (46%) said urban. Still, 27/35 (77%) of the respondents were Basoga while the least 8/35 (23%) were of other tribes.

## **2 knowledge of child abuse**

In this item, respondents were asked to comment on whether they had prior knowledge about

child abuse. The responses were tabulated in figure 1 below;

Figure 1: showing respondents Knowledge of forms of child abuse



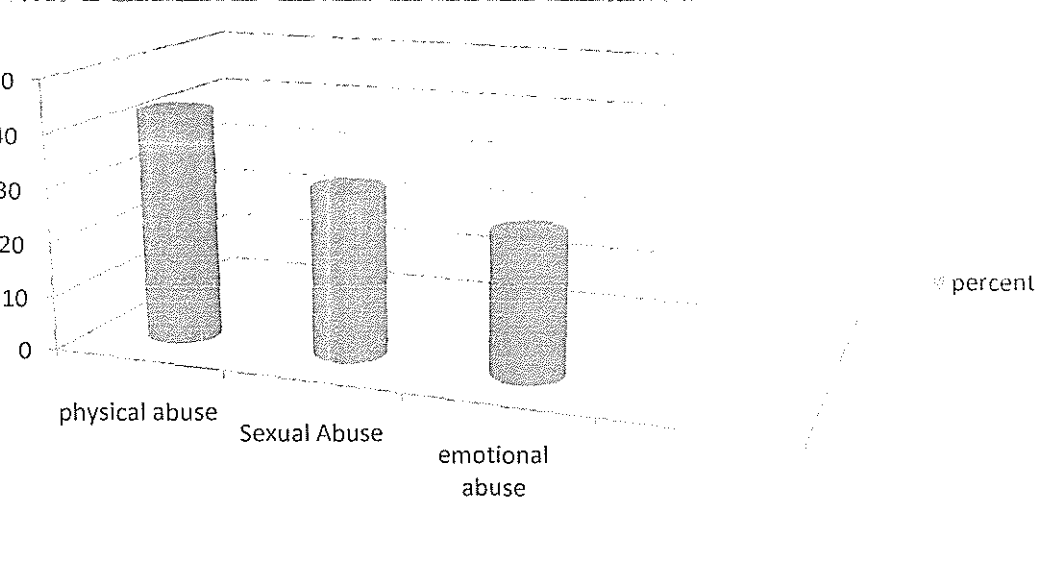
Source: field data 2018

According to figure 1 above showing responses on respondents Knowledge of child abuse, the majority 33/35 (94%) said yes while the minority 2/35 (6%) said No.

In another item, respondents were asked to comment on the forms of child abuse that are regularly experienced in their area. Their response is shown in figure 2 below:



Figure 2: showing forms of child abuse experienced by the respondents



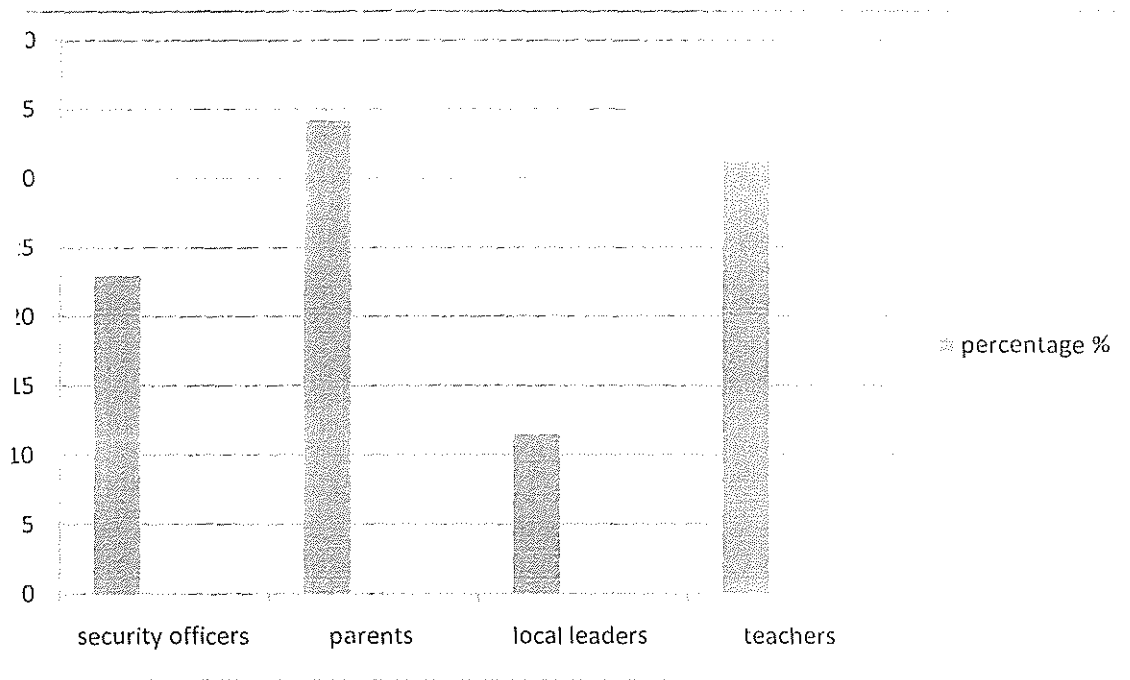
**Source: field data 2018**

According to table 4.2 above, the majority of the respondents 15/35 (43%) suggested physical abuse while the least 26/35 (26%) suggested emotional abuse. An indication that they all had knowledge about child abuse

**Practices of Child Abuse**

In this item, respondents were asked to establish the various aspects through which child abuse is practiced in Buyinja sub-county. The results obtained are discussed below;

Figure 3: showing response on category of people promoting child abuse



Source: Research data 2018

According to graph 3 above on the categories of people promoting child abuse in Buyinjira sub-county, most respondents 12/35 (34.2%) suggested parents while the least 4/35 (11.5%) said local leaders.

Furthermore, respondents were asked to comment on the common forms of child abuse experienced in the area of study. Table 4.2 below shows the responses:

**Table 3: showing response on the common forms of child abuse in Buyinja sub-county**

| Responses       | frequencies(n=35) | Percentage (%) |
|-----------------|-------------------|----------------|
| Physical abuse  | 15                | 43             |
| Sexual abuse    | 11                | 31             |
| Emotional abuse | 9                 | 26             |

**Source: research data 2018**

According to table 4.2 above showing responses on the common forms of child abuse experienced in Buyinja sub-county, the majority of the respondents 15/35 (43%) said physical abuse while the minority 9/35 (26%) said emotional abuse.

**Table 4: showing response on factors that contribute to child abuse in Buyinja sub-county**

| Responses                                | Frequencies(n=35) | Percentage (%) |
|--|-------------------|----------------|
| Peer group influence                     | 12                | 34             |
| Poor socialization                       | 2                 | 6              |
| Weakness in child rights protection laws | 4                 | 11.5           |
| Poor cultural Values                     | 4                 | 11.5           |
| Alcoholism                               | 13                | 37             |

**Source: field data 2018**

According to table 4 above on response to factors that contribute to child abuse in Buyinja sub-county, the majority of the respondents 13/35 (37%) said alcoholism while the least, 2/35 (6%) said poor socialization of children.

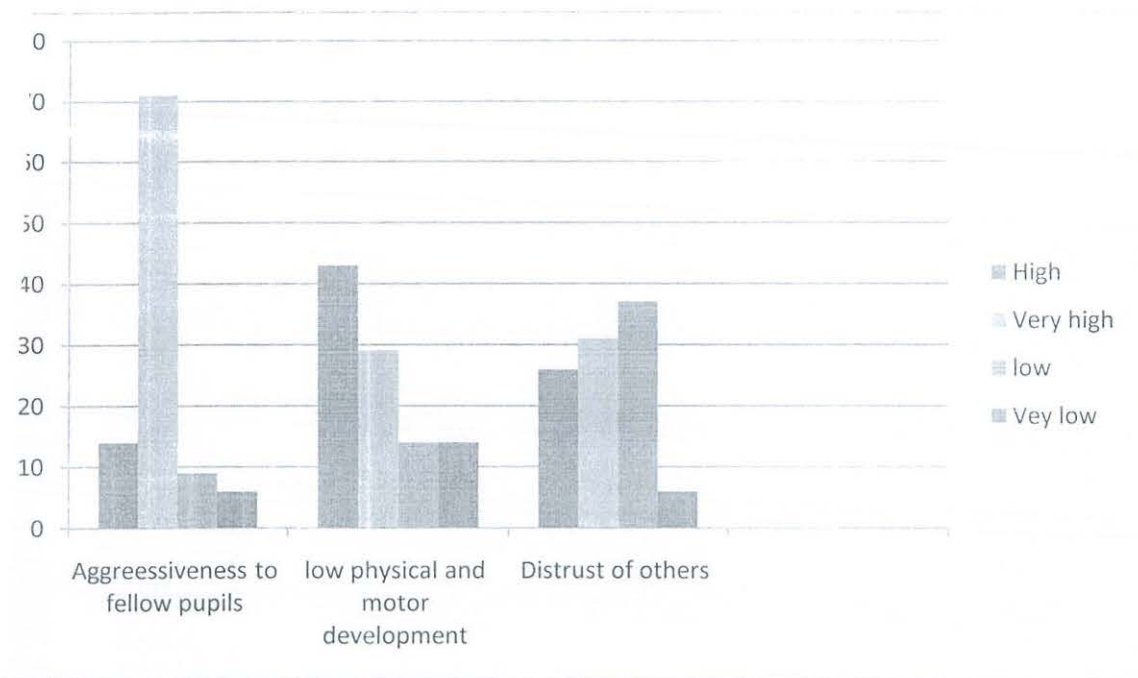
## **Effects of child abuse on academic achievement**

This section investigated on the effects of child-abuse on learners. Two items were tested: physical effects and emotional effects of child abuse as presented in the subsequent subsections.

### **3.1 Forms of physical effect of child abuse to learners**

In this item, respondents were asked to comment on the levels of the forms of physical effects of child abuse in their area. Three items were tested; aggressiveness to fellow pupils and elders, physical and mental development of learners, and distrust of others by the abused child. The responses were tabulated in the figure 4 below;

Figure 4: showing the responses on physical effects of child abuse to learners



Source: field data 2018

According to figure 4 above on responses to the physical effects of child abuse to learner's respondents responded as below;

On the first item, it leads to aggressiveness to fellow pupils and elders, the majority 25/35 (71%) said it is very high, while the least 2/35 (6%) said it is very low. This indicates that child abuse leads to a child's aggressiveness.

Furthermore, on the second item, it leads to a child's low physical and motor development, 15/35 (43%) of the respondents said high while the least 5/35 (14%) said it is both low and very low. Therefore, child abuse contributes greatly to the low physical and motor development of a child which leads to their low academic achievement.

In addition, on the item it leads the abused child to distrust of other people by the abused child, majority 11/35 (31%) said very high while the minority 2/35 (6%) said very low. The results indicated that abused children will always distrust and disrespect elders for the reason that they exhibit limited empathy in case of a minor mistake made. The same attitude is extended to their teachers especially those who greatly abuse them.

#### **4.2 Effects of child abuse on psychological and behavioral effects of child abuse to pupils**

In this item, the study investigated on the psychological effects of child abuse to pupil's academic achievement. Four items were tested as the key psychological effects: Verbal aggression towards fellow students and adults, Rejection of parents and teachers, Pupils happiness both at home and school and Pupils unhappiness both at home and school. The responses collected were indicated in table 5 below;

**Table 5: showing responses on the psychological effects of child abuse**

| Variable  | Frequencies | Percentage (%) |
|---|-------------|----------------|
| <b>Verbal aggression towards fellow students and adults</b> | <b>n=35</b> |                |
| High  | 13          | 37             |
| Very high   | 17          | 49             |
| Low   | 4           | 11             |
| Very low  | 1           | 3              |
| <b>Rejection of parents and teachers</b>                    | <b>n=35</b> |                |
| High  | 12          | 34             |
| Very high   | 6           | 17             |
| Low   | 12          | 34             |
| Very low  | 5           | 14             |
| <b>Pupils unhappiness both at home and school</b>           | <b>n=30</b> |                |
| High  | 10          | 33             |
| Very high   | 14          | 47             |
| Low   | 6           | 20             |
| Very low  | 00          | 00             |

Source field data 2018

According to table 5 above showing response on psychological effects of child abuse, on the item of Verbal aggression towards fellow pupils and adults, the majority 17/35 (49%) said very high while the least 1/35 (3%) said very low. This indicated that the abused pupils develop verbal aggression to other people as a result of stressful situations that frequently occur to them due to them of abuse subjected to them.

Furthermore, on the item of the abused pupils rejecting their parents and teachers, most respondents 12/35 (34%) said it is high while the least 5/35 (14%) said very low. The minority said very low because parents and teachers normally abuse them after making common

takes which they realize that it's the parents and teachers responsibility to deter them from committing the same mistakes.

In addition, on the item of abused Pupils becoming unhappiness both at home and school, the majority of the respondents 14/30 (47%) said very high while the least 6/30 (20%) said low.



## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATION

#### **Introduction**

This chapter presents the discussions of study findings, conclusion and recommendations of the study.

#### **Discussions of study findings**

The discussion of the findings followed the demographic characteristics and the set research questions and objectives as presented below:

##### **1.1 Social demographic findings**

The study results on the social demographic data about sex reveals that, the majority of the respondents 57% were male while the minorities 43% were females. This indicated that there were more male respondents than the females in the study. This could be because there were more male teachers and learners in the sampled schools.

Furthermore, on the respondents' age, the majority 66% were in the age bracket of 13 to 19 years of age while the 6% were 31 years and above. This was so because the study involved more pupils than teachers and parents.

On the item of marital status, the majority 69% were single while 31% were married. This was because the study involved more pupils than teachers and parents more of whom could be married.

In addition, on the level of academic attainment, the majority of the respondents 66% were of primary school level while the least 34% had attended tertiary institutions. This indicated that the

ly involved more pupils than teachers. The few teachers could have attended the tertiary institutions.

Furthermore, responses on areas of residence, most respondents 54% said lived rural areas while at least 46% lived in urban areas. This indicated that the study was carried out in a rural place.

Moreover, on the tribe of respondents 77% were Basoga while the least 23% were of other tribes. This indicated that the study was carried out in Busoga region where the majority of the participants are Basoga.

soga.

## 4.1.2 Knowledge of child abuse

The study investigated on whether respondents had Knowledge about child abuse. They were to comment on either yes or no depending on their perception of the variable. The majority 94% said yes while the minority 6% said no. The results showed that the majority of the respondents had knowledge about child abuse. In support, Analytics. (2012) said that most countries have already defined laws and what sorts of punishments are considered abusive to children and it is up to each government to review these laws in light of the Convention.

In addition, on the item requiring respondents to suggest the forms of child abuse experienced in their area, the majority 43% suggested physical abuse while the least 26% suggested emotional abuse. The results indicated that they all had knowledge about child abuse and physical abuses are common in the area of study.

## 4.1.3 Practices of Child Abuse

Responses on the categories of people promoting child abuse in Buyinja sub-county, the study revealed that parents rank most in promoting child abuse. They subject their children to both physical and psychological abuses that consequently affect learners' performance. In support,

nmen et al. (2010), proposed different groups of child neglect subtypes by parents, which include physical, mental health, cognitive, supervision, educational, emotional, and medical neglect. Although each of these sets has different specific subtypes, there are commonalities among them, including the physical, emotional, mental, cognitive, medical, educational and psychological needs of the child not being met.

#### **.4 Effects of child abuse on academic achievement**

The study investigated on the effects of child-abuse on learners. Two items were tested: physical effects and emotional effects of child abuse. It was revealed that it leads the abused child to be aggressive to fellow pupils and elders, to have low physical and mental development and to have distrust of others. In relation, Trickett & McBride, (1995), in their study on abuse of infants through adulthood found out the following long term effects; low physical and motor development, poor social and emotional development, and low cognitive and academic development.

The study further investigated on the psychological and behavioral effects of child abuse to pupils' academic performance. Four items were tested as the key psychological effects: Verbal aggression towards fellow students and adults, rejection of parents and teachers, and Pupils unhappiness both at home and school. The results of the study revealed that the abused children develop Verbal aggression towards fellow students and adults; they reject their parents and teachers and are always unhappiness both at home and at school. In support, Marquis et al. (2008) suggested that child mistreatment may lead to higher rates of conduct problems, physical and verbal aggression towards peers and adults, and noncompliance. Sneddon (2003) also added that behavioral problem such as aggressive play, oppositional behavior, delinquency, criminality,

Non-injurious behavior; suicidal behavior, substance abuse, and fighting with peers are a result of child abuse.

### **conclusion of the study**

The purpose of the study was to investigate on the Knowledge, practice and effects of child abuse on pupils academic achievement in Buyinja sub-county, Namayingo District. From the study, it was concluded that;

Teachers and Pupils have enough knowledge about child abuse in the area of study. This conclusion was reached after the majority of the respondents agreed having seen and heard of the various forms of child abuse.

Furthermore, the study revealed that parents ranked most in promoting child abuse. They subject their children to both physical and psychological abuses that consequently affect their performance both at home and school.

In addition, the study revealed that physically and emotionally: the abused child becomes aggressive to fellow pupils and elders have low physical and mental development and develop distrust of others.

Finally, the study revealed that child abuse affects the psychological and behavioral traits of a child. Children subjected to child abuse develop Verbal aggression towards fellow students and adults, rejects their parents and teachers, and they become unhappy both at home and school.

### **3.3 Recommendations of the Study**

Based on the findings, the researcher makes the following recommendations:

• Social welfare agencies (public and private organizations) should redouble efforts in educating, counseling and rehabilitation victims of child abuse. By these efforts many of them could be encouraged to continue with their education or engage in other meaningful

with teachers and other members of school personnel, as well as representatives of health care services, and social services, law enforcement, have too limited knowledge about child abuse. Therefore, government educate all stakeholders about ways of reducing child abuse.

• Strong laws should be made and enforced to ensure that the abuser is isolated from the victim, imposing harsh sentences, and making treatment services available to sexually offended

## REFERENCES

- Shuman, H.S., & Taylor, L. (2012). *Mental health in schools: Moving in new directions*. *Contemporary School Psychology*, 16, 9-18.
- Shen, B., & Johnson, J. C. (2012). *Utilization and implementation of trauma-focused cognitive-behavioral therapy for the treatment of maltreated children*. *Child Maltreatment*, 17, 80-85.
- Shin, M.E. (2005). *Social Science Research: Concepts, Methods and Analysis*.  
Kampala: Makerere Printery.
- American Psychiatric Association. (2013). *DSM-5 and Diagnoses for Children*. Location unknown: American Psychiatric Association.
- Stocker-Weidman, A. (2006). *Treatment for children with trauma-attachment disorders: Dyadic developmental psychotherapy*. *Child and Adolescent Social Work Journal*, 23, 147-171.
- Sturrdon, S., & Pernice-Duca, F. (2010). *A family systems perspective to recovery from posttraumatic stress in children*. *The Family Journal: Counseling and Therapy for Couples and Families*, 18, 349-357.
- Storch, S. H., & Ladd, G.W. (1997). *The teacher-child relationship and children's early school adjustment*. *Journal of School Psychology*, 35, 61-79.
- Strowne, G., Cashin, A., & Graham, I. (2012). *Children with behavioral/mental health disorders and school mental health nurses in Australia*. *Journal of Child and Adolescent Psychiatric Nursing*, 25, 17-24.
- Sturge, R., & Salus, M.K. (2010). *The role of first responders in child maltreatment cases: Disaster and nondisaster situations*. Retrieved from [https://www.childwelfare.gov/pubs/usermanuals/first\\_responders/firstresponders.pdf](https://www.childwelfare.gov/pubs/usermanuals/first_responders/firstresponders.pdf)
- Sturion, V.G., Weems, C.F., Ray, R.D., Glaser, B., Hessel, D., & Reiss, A.L. (2002). *Diurnal salivary cortisol in pediatric posttraumatic stress disorder*. *Biological Psychiatry*, 51, 575-582.

- Wentner, S.L., King-Sears, M.E., Keys, S.G. (1998). Counselors+educators+family as a multidisciplinary team=more effective inclusion for students with disabilities. *Professional School Counseling, 2*, 1-9.
- Wentner, L.L., Shattuck, T. T., Tyrka, A. R., Geraciotti, T. D., & Price, L. H. (2011). Effect of childhood physical abuse on cortisol stress response. *Psychopharmacology, 214*, 367-375
- Wichetti, D., & Toth, S. (1995). A developmental psychopathology perspective on child abuse and neglect. *Journal of the American Academy of Child and Adolescent Psychiatry, 34*, 541-565.
- Wichetti, D., Toth, S., & Hennessy, K. (1993). Child maltreatment and school adaption. *Child Abuse, Child Development and School Policy, Advances in Applied Developmental Psychology.*
- Wristner, R.W., Forrest, E., Morley, J., & Weinstein, E. (2007). Taking cognitive behavior therapy to school: A school-based mental health approach. *Journal of Contemporary Psychotherapy, 37*, 175-183.
- Zohar, J.A., Berliner, L., & Mannarino, A. (2010). Trauma focused CBT for children with co-occurring trauma and behavior problems. *Child Abuse & Neglect, 34*, 215-224.
- Zohar, J.A., Mannarino, A.P., & Knudsen, K. (2005). Treating sexually abused children: 1-year follow-up of a randomized controlled trial. *Child Abuse & Neglect, 29*, 135-145.
- Zohar, J.A., Mannarino, A.P., Murray, L.K., & Igelman, R. (2006). Psychosocial interventions for maltreated and violence-exposed children. *Journal of Social Issues, 62*, 737-766.
- Zohar, J.A., Perel, J.M., DeBellis, M.D., Friedman, M.J., & Putnam, F.W. (2002). Treating traumatized children: Clinical implications of the psychobiology of posttraumatic stress disorder. *Trauma, Violence & Abuse, 3*, 91-108.
- Zook, B.G., & Cook, S.C. (2011). Unraveling Evidence-Based Practice in Special Education. *The Journal of Special Education, 47*, 71-82.

ok-Cottone, C. (2004). *Childhood posttraumatic stress disorder: Diagnosis, treatment, and school reintegration. School Psychology Review, 33*, 127-139.

McCoran, J. (2000). *Family interventions with child physical abuse and neglect: A critical review. Children and Youth Services Review, 22*, 563-591.

McIntosh, C.A. (2004). *Complex trauma, complex reactions: Assessment and treatment. Psychotherapy: Theory, Research, Practice, Training, 41*, 412-425.

Merriam, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, New Jersey: Pearson.*

Osby, S., Jolivette, K., & Patterson, D. (2006). *Using precorrection to manage appropriate academic and social behaviors. Beyond Behavior, fall*, 14-17.

Palmer, K.R., Jacobs, J.E., & Lyons, P.M. (2010). *Definitions of physical abuse: A preliminary inquiry into children's perceptions. Behavioral Sciences and the Law, 12*, 35-48.

Putnam-Swenson, C., Henggeler, S.W., Taylor, I.S., & Addison, O.W. (2005). *Multisystemic therapy and neighborhood partnerships: Reducing adolescent violence and substance abuse. New York, NY, US: The Guilford Press.*

Putnam-Swenson, C., Schaeffer, C. M., Henggeler, S. W., Faldowski, R., & Mayhew A. (2010). *Multisystemic therapy for child abuse and neglect: A randomized effectiveness trial. Journal of Family Psychology, 24*, 497-507.

Reid, J.B., & Hébert, M. (2009). *Profiles of school adaptation: Social, behavioral and academic functioning in sexually abused girls. Child Abuse & Neglect, 33*, 102-115.



vis, H.A. (2011). *The quality and impact of relationships between elementary school  
dents and teachers. Contemporary Educational Psychology,*

431-453. De Young, A.C., Kenardy J.A., & Cobham,

ldman JD, Padayachi (2013). *The prevalence and nature of child sexual abuse  
Queensland, Australia. Child Abuse & Neglect, 1997, 21:489-498.*

## Appendix I

### Kampala international university

#### Self-administered questionnaire on knowledge, practices and effects of child abuse on academic achievement of pupils in primary schools

Dear respondent, the purpose of the study is to investigate on knowledge, practices and effects of child abuse to pupils' academic achievement. You have been chosen to participate in the study. You are requested to answer where appropriate and fill in the gaps. The information will be treated with utmost confidentiality. Thanks in advance.

#### Section A. Social demographic information

**Sex**

- a. Male
- b. Female

**Age**

- a) 19 - 24 years
- b) 25 - 30 years
- c) 31 and above

**Marital status**

- a) Single
- b) Married
- c) Divorced

**Education level**

- a) Primary
- b) Secondary
- c) Tertiary
- d) No qualification

**Place of residence**

- A) Rural
- b) Urban

**Your tribe**

- A) Musoga
- b) Non musoga

**SECTION B KNOWLEDGE OF CHILD ABUSE**

1. What do you understand by the term child abuse?

.....

2. Do you know of any form of child abuse experienced in your area?

- a. yes
- b. no

3. If yes, what are the forms of child abuse experienced in your area?

physical abuse

sexual abuse

emotional abuse

**SECTION C practices of child abuse**

1. Who is promoting child abuse in your area?

Security officers

parents

local leaders

teachers

2. Which is the most common form of child abuse in your area?

physical abuse

sexual abuse

emotional abuse

3. What are the causes of child abuse in your community?

a. peer group influence

b. poor socialization

## SECTION D EFFECTS OF CHILD ABUSE

1. What is the level of the following forms of physical effect of child abuse in your area?

a) child being aggressive to others

High      b) very high    c) low      d) very low

b) Low physical and motor development

High      b) very high    c) low      d) very low

c) Distrust of others

High      b) very high    c) low      d) very low

2. What is the level of the following forms of psychological and behavioral effects of child abuse in your area?

a) Verbal aggression towards fellow students and adults

High      b) very high    c) low      d) very low

b) Rejection of parents and teachers

High      b) very high    c) low      d) very low

c) Pupils' general unhappiness in class and at home

High      b) very high    c) low      d) very low

## APPENDIX 11

**TABLE SHOWING SAMPLE SIZE FOR GIVEN POPULATION**

| Table 3.1  |    |     |     |     |     |      |     |        |     |
|--|----|-----|-----|-----|-----|------|-----|--------|-----|
| <i>Table for Determining Sample Size of a Known Population</i> |    |     |     |     |     |      |     |        |     |
| N  | S  | N   | S   | N   | S   | N    | S   | N      | S   |
| 10   | 10 | 100 | 80  | 280 | 162 | 800  | 281 | 2800   | 338 |
| 15   | 14 | 110 | 86  | 290 | 165 | 850  | 285 | 2700   | 341 |
| 20   | 19 | 120 | 92  | 300 | 168 | 900  | 289 | 2600   | 343 |
| 25   | 24 | 130 | 97  | 320 | 173 | 950  | 294 | 2500   | 346 |
| 30   | 28 | 140 | 103 | 340 | 181 | 1000 | 298 | 2400   | 349 |
| 35   | 32 | 150 | 108 | 360 | 188 | 1100 | 303 | 2300   | 352 |
| 40   | 36 | 160 | 113 | 380 | 191 | 1200 | 301 | 2200   | 351 |
| 45   | 40 | 170 | 118 | 400 | 196 | 1300 | 307 | 2100   | 354 |
| 50   | 44 | 180 | 123 | 420 | 201 | 1400 | 312 | 2000   | 357 |
| 55   | 48 | 190 | 127 | 440 | 205 | 1500 | 316 | 1900   | 358 |
| 60   | 52 | 200 | 132 | 460 | 210 | 1600 | 319 | 18000  | 361 |
| 65   | 56 | 210 | 136 | 480 | 214 | 1700 | 323 | 17000  | 364 |
| 70   | 59 | 220 | 140 | 500 | 217 | 1800 | 327 | 16000  | 367 |
| 75   | 63 | 230 | 144 | 550 | 226 | 1900 | 331 | 15000  | 370 |
| 80   | 66 | 240 | 148 | 600 | 234 | 2000 | 334 | 14000  | 373 |
| 85   | 70 | 250 | 152 | 650 | 242 | 2200 | 337 | 13000  | 376 |
| 90   | 73 | 260 | 155 | 700 | 248 | 2400 | 341 | 12000  | 379 |
| 95   | 76 | 270 | 159 | 750 | 254 | 2600 | 345 | 110000 | 382 |

Note: N is Population Size; S is Sample Size Source: Report of Arjunan, 1979

