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**THE CONTRIBUTION OF FAMILY BACKGROUND TO CHILD ABUSE: A CASE
OF NAKURU CHILDREN'S REMAND HOME, KENYA.**

**By
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**A Research Report Submitted to the Graduate School in Partial Fulfillment of the
Requirement of Master of Education Degree in Guidance and Counselling of Egerton
University.**

EGERTON UNIVERSITY

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DECLARATION

I declare that this research report is my original work and has not been previously published or presented for the award of a degree in any other university.

Signature 

Date: 9/8/06

Charity Kainda

E16/0559/02

RECOMMENDATION

This research report has been submitted for examination with my approval as the University Supervisor.

Signature 

Date: 9/8/06

Dr. B.E.E. Omulema

2008/73216X

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DEDICATION

This work is dedicated to my children for their patience and understanding through out the study period.

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Several individuals and institutions made vital contributions to the completion of this study. I wish to express my gratitude to the Teachers' Service Commission for granting me a paid study leave to undertake this study. The Ministry of Education for allowing me to conduct this study and the Nakuru children Remand Home allowed me to collect data within the institution.

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ABSTRACT

Child abuse has been recognized as a major problem by hospitals, schools, mental health centres, child welfare organizations, family services, and law enforcement agencies in Kenya. Abused children run away from their homes and majority end up in remand homes. Cases of child abuse within families have continued to increase in spite of campaigns against child abuse by both the government and Non Governmental Organisations (NGOs). The family ought to protect the child from abuse. However, due to increasing cases of child abuse the role of the family of abused children is not good enough. This fact necessitated this study which seeks to establish the contribution of the family background on child abuse. The study was conducted at Nakuru children's remand home. The location was selected because it is cosmopolitan. The location had a population of 83 children. The study adopted a descriptive survey. Proportionate sampling was done to ensure gender balance. Questionnaires developed by the researcher and reviewed by research experts were administered by the researcher. The reliability of the questionnaire was tested using cronbach's alpha reliability and a reliability of .862 was obtained this was within the acceptable threshold of 0.70. The Data collected was analyzed using descriptive statistics. The statistical package for social sciences version 11.5 was used for the analysis. The results revealed that, the parents' or guardians' level of education was a major determinant of child abuse. The parents with little or no education abused their children more. Furthermore child abuse was also dependent on the family a child comes from. This implied that family counsellors, teachers and other bodies handling child abuse must address the family background of the abused children if they hope to deal with the problem successfully. The study also found out that, parents' or guardians' relationship with the child was a major determinant of child abuse. The children who have poor relations with their parents have higher likelihood of abuse. It is hoped that the ministry of home affairs will utilize the findings of this study in its attempt to curb child abuse. The attorney generals' chambers may also use the findings to develop legislation aimed at protecting children from abuse. Child welfare organizations and childcare NGOs may also utilize the findings to curb child abuse.

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LIST OF ABBREVIATIONS AND ACRONYMS

C.N.S.P	- Children in Need of Special Care and Protection.
C.W.S.K	- Child Welfare Society of Kenya
CLAN	- Children Legal Action Network
F.G.M	- Female Genital Mutilation
NGOs	-Non Governmental Organisations

CHAPTER ONE: INTRODUCTION

1.1 Background Information

Child Abuse is the intentional use of physical force or intentional omission of care by a parent or guardian that causes a child to be hurt, maimed, or killed (Microsoft, 2005). Perhaps the most prevalent type of abuse is neglect, that is, physical or emotional harm resulting from a parent's failure to provide a child with adequate food, clothing, shelter, medical care, or education. A common form of neglect among young children is underfeeding; an undernourished infant often fails to thrive and may even die. The industrial system brought with it abuses of child labour similar in Great Britain. In the early years of the 19th century children between the ages of 7 and 12 years made up one third of the work force in US factories. However, legislation followed to check child abuse. The first International Labour Conference in Berlin in 1890 was the first concerted international attempt to formulate standards for employment of children. Abuses were gradually addressed, so that now all developed countries operate extensive restrictions on the employment of children. Despite this legislation, in the latter part of the 20th century, child abuse remains a serious problem in many parts of the world. Many of these children live in underdeveloped countries in Latin America, Africa, and Asia. Their living conditions are crude and their chances for education minimal (Microsoft, 2005).

The most important efforts to eliminate child- abuse throughout the world come from the ILO, founded in 1919 and now a special agency of the United Nations. The organization has introduced several child-abuse conventions among its members, including a minimum age of 16 years for admission to all work (whether within the family or not). The ILO, however, does not have the power to enforce these conventions; it depends on voluntary compliance of member nations. UN estimates stated that by the year 2000 there were 375 million child labourers worldwide. This illustrates that child abuse and neglect is high globally (Microsoft, 2005).

Orao (2005) asserts that, despite the enactment of Children's Act 2001, cases of child abuse in Kenya are still rampant due to lack of effective implementation of the legislation. Child protection measures in Kenya are currently not implemented effectively and fully. Compliance with such legislation would increase if the magnitude of the problem and better

knowledge about the factors that put children at risk was available.

More over, involving stakeholders, especially agencies charged with protection, as well as involving affected children, will highlight the issues and thereby promote adherence to protection policies. Kenyan children, child activists and children organisations are pinning their hopes on the implementation of the Children's Act to improve the lot of the nation's youth. Ondongo (2004), asserts that, the Act, which came into effect on 1 March 2002, puts in place full safeguards for the rights of the child. Its passage was a giant stride in harmonising the national laws with international agreements which Kenya has signed such as the UN Conventions on the Rights of the Child (CRC).

Orao (2005) adds that, a combination of economic and social factors is forcing more and more children to continue pouring into the streets throughout the country. Eighty percent of children appearing before the juvenile court are street children with some arrested for committing crimes, and some taken in to be 'processed' by the care and protection system. Moreover, child labour - which is directly linked to poverty - is among the major drawbacks. It has prevented children from developing their potential to earn higher incomes later in life, and will slacken national economic growth in the long term. There are an estimated three to four million child labourers in Kenya, many who work in hard conditions, negatively affecting their health, education and development. In some sectors of the Kenyan economy, children comprise 70 percent of the labour force, many working in violation of national and international laws. The Coalition on Child Rights and Child Protection in Kenya blames the stagnation of the economy and the poverty in Kenya for the rising incidence of child abuse - child labour, sexual exploitation, physical and mental torture, neglect and abandonment - in the country. The coalition, which brings together government departments and NGOs, estimates that Kenya has over 600,000 of the world's 100 million abused children, a situation that may worsen if poverty levels among women and children continue to rise.

Recent estimates on street children reveal that there are about 250,000 children who entirely survive on the streets of big towns and emerge from all corners of the country (The African Network for the Protection and Prevention Against Child Abuse and Neglect, regional office 2001) most of them are taken to remand homes before placement. If parents had taken precautions, those children could not be in the streets but in their rightful homes. While

addressing the national conference of children in Kenya while he was the Vice President of Kenya, George Saitoti said that emphasis should be laid on developing institutional capacity that can help reduce the increase in number of children in need of special protection (The official newsletter of the children in need network 2002). The victims of child abuse need help; abused children show many behavioural disturbances that of course affect learning and development. Early identification is one factor in successful treatment (Jones, 1979).

In recent years publicized accounts of allegations of past and recent child abuse have been made in almost every type family as well as institution serving children in the community, including churches (Disch & Avery, 2001), schools (Anderson & Levine, 1999), nursery schools (Kelley, 1994), sports (Brackenridge, 1997), and voluntary organizations (Potts, 1992). These allegations, as well as high-profile criminal and civil actions, have created considerable confusion and strongly negative feeling among the public and professionals alike (Jenkins,1996). Mental health professionals are faced with a number of cases of individuals with significant impairments presumed to stem directly or indirectly from past abuse (Barter, 1999;Silverman, Reinherz, & Giaconia, 1996). Educational and vocational institutions; religious and spiritual institutions; sporting, cultural, and recreational organizations; and special needs facilities are part of every community, and in the vast majority of cases they operate in a safe and caring manner. Nonetheless, media reports, public lawsuits, and survivors' accounts of such experiences have brought attention to the need for more research and prevention initiatives in this area (Colton, Vanstone, & Walby, 2002;Trickett & Schellenbach, 1998).The research was therefore aimed at identifying the contribution of family background to child abuse.

1.2 Statement of the Problem

The number of abused children both on Kenyan streets and remand homes is increasing at an alarming rate. Cases of child abuse within families have continued to increase in spite of campaigns against child abuse by both the government and none governmental organisations (NGOs).Moreover, despite the enactment of Children's Act 2001, cases of child abuse in the country are still rampant . Some of the abused children end up in remand homes and have opted to the streets after leaving the remand homes rather than return to there homes. The family as the basic unit of society should mould the child, provide care and protect the child from abuse. However, due to escalating cases of child abuse the role of the family of abused children is wanting. No studies have been conducted to assess the contribution of the family

background to child abuse. This study provided an important dimension in understanding the significance of family factors on child abuse.

1.3 Purpose of the Study

The purpose of this study was to investigate the contribution of family background to child abuse.

1.4 Objectives of the Study

The study was guided by the following specific objectives.

- (i) To determine the contribution of parents' level of education to child abuse in remand homes.
- (ii) To find out the contribution of family type to child abuse in remand homes.
- (iii) To determine the contribution of parent-child relationship to child abuse in remand homes.

1.5 Research Questions

This study aimed at answering the following questions:

- (i) What is the contribution of parents' level of education to child abuse in remand homes?
- (ii) What is the contribution of family type to child abuse in remand homes?
- (iii) What is the contribution of parent-child relationship to child abuse in remand homes?

1.6 Significance of the Study

There is an increasing need to curb child abuse in Kenya. It is hoped that the Ministry of Home Affairs may utilize the findings of this study in its attempt to curb child abuse and neglect. It is further expected that the findings of the results of the study may be used by non-governmental organizations in handling child abuse right from the homes of the abused children. The Attorney General Chambers may also utilize the findings of the study to prepare legislation against child abuse. It is also hoped that the findings may lead child welfare organizations to utilizing family therapy in the rehabilitation of abused children. Parents may also find the results of the study useful as they may understand factors leading to abuse and deal with the problem at the family level.

1.7 Scope and limitation of the study

The study was conducted within Nakuru children's remand home. The respondents were children at the home as well as some parents and guardians. It was restricted to the contribution of family background to child abuse. It was limited to this area of study by the time and finances allocated for the study.

1.8 Assumption of the Study

The study was based on the following assumptions;

- (i) That the children, parents and guardians gave honest information.
- (ii) That the guardians and parents contacted to give supplementary information gave representative information which would form a basis for valid generalization of findings.
- (iii) That the children's response was not affected by the administrative conditions in the remand home.

1.9 Definition of Terms

This section presents the operationalised definition of some terms as used in the study.

Child-In this study the term child referred to any person below the age of 18.that is one who has not attained the age of registering for a national identity card as required by the Kenyan law.

Child Abuse – As used in this study this term referred physical or psychological injury that is intentionally perpetrated on a child. it meanso fail to give the proper or required care and attention to children

Neglect – refers to a situation in which the care and supervision of a child is insufficient or improper.

Emotional abuse – refers to the psychological damage perpetrated on the child by parental actions that often involves rejecting isolating, terrorizing, ignoring, or corrupting.

Physical abuse – refers to the use of physically harmful actions that affect a child especially inflictions of injury like bruises, burns, head injuries, poisoning, killing, pulling ears, hitting, slapping, canning, battering and child labour.

Sexual Abuse – refer to the involvement of a child with a parent, care giver or an adult in any form of sexual activity or exploitation to which a child cannot give consent by law or because of their ignorance, dependence, development immaturity or fear.

Machismo - refer to aggressive pride in being male an exaggerated sense or display of masculinity, emphasizing characteristics that are conventionally regarded as typically male, usually physical strength and courage, aggressiveness, and lack of emotional response

Family background- refer to the personal circumstances and experiences that shape a Childs life in relation to a group of people who he/she is closely related with by birth, marriage, or adoption.

Level of education- refer to the level that a parent or guardian has reached on the education system ranging from no education, primary, secondary, to tertiary education

Parent –child relationship- refers to kind of interaction a child gets from the parents in terms of care, cooperation and understanding.

Family type- Refer to the nature and composition of the family for example nuclear extended or polygamous

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This study sought to assess the contribution of family background to child abuse. This chapter presents a review of the relevant literature. It highlights on child abuse and neglect, family factors leading to child abuse, effects of child abuse, psychological consequences of abuse, abusers of children, signs of an abused child, preventing child abuse, changing professional and public attitudes on abuse, the theoretical basis of the study and the conceptual framework.

2.2. Child Abuse and Neglect

The term child abuse covers a wide range of actions that result in physical, emotional or mental harm being inflicted on children of all ages. The kind of abuse inflicted, however, tends to vary with the child's age. Infants and pre-school children are most likely to suffer deliberately inflicted fractures, burns, and bruises. Historically, reported cases of sexual abuse, ranging from molestation to incest and ritual abuse (allegedly involving satanic or other religious significance), primarily involve male perpetrators and school-aged or adolescent female victims. More recently, however, a growing number of pre-school and male victims have been identified. Perhaps the most prevalent type of abuse is neglect—that is, physical or emotional harm resulting from a parent's failure to provide a child with adequate food, clothing, shelter, medical care, or education. A common form of neglect among young children is underfeeding; an undernourished infant often fails to thrive and may even die (Microsoft, 2005).

Larry and Joseph (1988) defines abuse as an overt form of physical aggression against the child one that often requires medical attention. On the other hand, Divisional news (2001), reported that, abuse is hurting or mistreating an individual causing geophysical and emotional pain. Abuse is denying one his or her rights. Children have special rights because they are innocent and vulnerable. Divisional news (2001) asserts that the definition of a child for the purpose of legal protection refers to "every human being below 18 years". An abused child is one of the many categories of children in need of special protection. A child is abused when his right is infringed. There are many types of child abuse. When a child is compelled to lack basic needs this is referred to as child neglect. Child abuse occurs when adults responsible for the child intentionally injure the child. Physical abuse includes physically harmful actions

directed against a child. This may include; Infliction of injury like bruises, burns, head injuries, fractures, abdominal injuries, poisoning, killing, pulling ears, hitting, slapping, canning, kicking, battering and child labour. When children are compelled to perform adult action whether for payment or any gain it is referred to as child labour. Children in labour industry work as house-helps, herds-boy, fishermen, plantation workers, vendors, brick makers (Kaplan ,1990).

According to Schultz and Jones (1983), Sexual abuse is the involvement of a child with parent, caretaker or an adult in any form of sexual activity or exploitation on which the child cannot give consent by law or because of their ignorance, dependence, developmental maturity or fears. These may include rape, defilement, bestiality, pornography, anal sex, female genital mutilation, child bride, prostitution, homosexuality, sodomy, or incest. Emotional abuse is affecting of a child through injury. All forms of child abuse finally lead to emotional abuse. These may include rejecting, isolating, terrorizing, ignoring, corrupting. Geies and Monahan (1976), adds that, abandonment is failure to provide the basic needs of a child or leaving a child without any care or under care of a stranger. Stolen or abducted children are those who are removed from custody of their parents without parents consent, children left under care of grandparents, imprisoned mother, street children who fend for themselves in urban canters regardless of harsh conditions (Gough, 1988). Larry and Joseph (1988), argue that neglect is a more passive term referring to deprivations that children suffer from at the hands of the parents-lack of food shelter, health care, and parental love. The terms child abuse and neglect are sometimes used interchangeably. Larry and Joseph (1988), further argue that both child abuse and neglect contain a combination of two or more of the following components: None accidental physical injury, physical neglect emotional abuse or neglect, sexual abuse, abandonment.

2.3 Family Factors Leading to Child Abuse

According to Regoli and Hewitt (1994), family life has a great influence on child abuse. Poverty has been cited as one of the major contributor to child abuse and especially child labour. According to a United Nations children's fund report, most families around the world expect their children to help in the household, whether preparing food, fetching water or groceries, herding animals, caring for younger siblings or more arduous work in the fields. This work is by no means beneficial. On the contrary work for the s family may demand too much from the children, requiring them to demand too much of the children, requiring them

to labour long hours that keep them from school and take too great a toll on their developing bodies. Such work can prevent children from exercising their rights and developing to their full potential. Children exposed to such harsh conditions may eventually run away from home and end up in the streets.

Regoli and Hewitt (1994), further argue that, the family structure contributes to delinquency and hence abuse. Children in one-parent families face special difficulties particularly when they are poor; poverty breeds its own problems. Children living in poverty are likely to experience chronic psychological distress. Of equal importance is that the longer children spend in one parent family the less schooling they will receive a factor that contributes to delinquency and abuse string (1989) cited by Regoli and Hewitt (1994). Regoli and Hewitt (1994) further cites broken homes as another indicator of child abuse. The term broken homes refers to a family structure broken by divorce, widowhood, or separation. The implication is that broken homes weaken the attachment of children to their parents, freeing children to participate in delinquent acts or street life.

2.4 Effects of Child Abuse

Child abuse cause physical harm, which entails injuries like abrasions, fractures, bruises, cuts and permanent disabilities, death can occur to the extreme end. It can lead to deviant behaviour, health problems; can be abusive later in life, stigmatisation, family breakdown in case of sexual abuse. Psychological effects are manifested through regressive development sucking or biting nails, rocking, truancy, begging, stealing, withdrawal, and poor performance in school. Emotional disorders like antisocial behaviour, withdrawal, being overly compliant, passive, shy, aggressive, and demanding. A child can distrust others, make no friends, poor self image, isolation, future mental problem. They may end up seeking for solace in the streets (Wortele & Miller, 1987). Sexual assault has been called a "psychological time bomb" which can be totally destructive to later adjustment even when the child has shown no immediate signs of emotional trauma. It is believed that self-hate, self destruction, somatic complaints, sexual dysfunctions, hysterical seizures, dissociate disorders, affective disorders and schizophrenia all may be associated with sexual assault (Peter, 1973). According to Meier and Sloan (1984), Sexual abuse can be casuad by pornography, Sexual-dissatisfaction, desire to spread HIV/AIDS lack of respect, curiosity and adventure, permissive society, provocative dressing and irresponsible parents who

encourage young girls to go into prostitution to earn money. Calderone and Johnson (1981); Hollingshead (1957); Jenkins (1970) and Levinson, (1970) all argue that harsh economic times poor anger management and negative socialization alcohol and drug abuse lead to child abuse.

2.5 Psychological Consequences of Abuse

Remarkably little attention has so far been paid to the likely psychological consequences of child abuse compared with the considerable and still expanding literature on the problems and needs of their parents. The same discrepancy is evident between the emphasis on supporting and treating the violent and abusing adult on the one hand and, on the other hand, the almost total lack of support and treatment services for the child victim – except for the physical injuries (Vallender & Fogelman 1987).

Similarly, there is a great volume of research on the parents' socio-economic background, health, personality, marital and personal history (Jobling, 1976). In contrast, scant attention has been given to the emotional, social and intellectual effects on children of being subjected to parental violence, or of growing up rejected and ill treated, even through not to the point of maiming or death. Among abused infants, behaviour indicators may not be as dramatic or clear-cut as physical injury, and hence are more difficult to explore. Nevertheless, experienced paediatricians and psychologists can determine whether developmental progress is normal or gives cause for concern, calling for closer enquiry. Unless there is a recognized, diagnosed physical cause, all 'non-thriving' children should be given a comprehensive psycho-social assessment, which should include an elucidation of how the child himself sees his family. It is possible to obtain this picture at a very much younger age than is sometimes realized, even by some professionals. In addition to systematically observing the infant's behaviour, play and capacity for making relationships with friendly adults, a range of more structured instruments for assessing personality is available (Bene & Anthony, 1957; Geddis, Turner, & Eardley 1977; Howells & Lickorish, 1962; Jackson, 1952; Pickford, 1963).

It remains a matter for conjecture and disquiet why the importance and relevance of the psychological consequences of abuse should have remained a largely ignored issue, not only as early warning signals but also later on as criteria indicating whether or not child should be returned to its previously abusing home. Similarly overlooked have been the likely psychological effects on the siblings of observing and living with the daily reality of a brother

or sister being neglected, rejected or abused, whether physically, emotionally, or both. One would suspect these to be deeply disturbing and hence at least as deserving of treatment as the adult perpetrators.

Another largely unexplored area is that of the long-term consequences of child abuse. The few available follow-up studies indicate severe and lasting disturbance and malfunctioning, even when there is no further physical ill treatment (Oliver & Cox, 1973; Martin & Beezley, 1977; Strauss & Girodet, 1977; Jones, 1978). Hence even from the point of view of cost effectiveness – let alone the equally if not more important humane considerations – it is vital to work towards developing more adequate methods of prediction and prevention.

2.6 Abusers of Children

According to Mieret (1984), an abuser can be a parent who portrays anger against a specific child, which is out of proportion or uses discipline, which is inappropriate or extreme for the child's age or behaviour. Also a parent with unrealistic expectation for the child. An individual with negative attitude towards children due to poor upbringing. A physical abuser is likely to be an aggressive individual who is violent towards animals and items. A sexual abuser is usually a person close to the child like a friend, neighbour, parent or relative. The person is extremely gentle and caring to the child, has frequent access to the child, overly protective and discourages other social contacts, skilful in identifying vulnerable children from broken homes, some as a punishment to the mother and also some religious cults use sexual abuse as a form of religious practice.

Studies have shown that most child-abusing parents were themselves abused as children. Some researchers assert that parents who abuse have infantile personalities. Others note that parents who abuse unrealistically expect their children to fulfil their (the parents') psychological needs; when disappointed, the parent experiences severe stress and becomes violently angry and abusive. In spite of this emphasis on individual mental disorders, few child abusers can be considered to be true psychotics or sociopaths, because they function well, socially and psychologically, in other respects. Incidents of abuse occur among all religious, ethnic, and racial groups and in all geographic areas. The relationship between poverty and abuse is strong, perhaps because the lack of educational and other opportunities that enable parents to deal with the emotional and financial frustrations is greater; the vast majority of child-abuse fatalities involve parents and guardians from the poorest families

(Colton, Vanstone, & Walby, 2002; Trickett & Schellenbach, 1998)

2.7 Signs of an Abused Child.

According to Kaplan (1990), in case of sexual abuse, a child may have unexplained medical complaints like backache, lower abdominal pains, sudden withdrawals, sexual knowledge or being extroverted. Fear of being left alone with a minder or a particular parent and extreme shifts in mood. A child may fear going to school or home from school, complain of being hurt when being bathed, dressed or fear of being touched. Sleep patterns may be altered, complains of genital pain, infections, injuries, bleedings/difficulty in walking or sitting. Poor peer relationship. Fear to participate in certain physical activities, reluctant to submit to physical examination, fantasy or unusual behaviour, truancy delinquent, seductive promiscuous, torn stained or bloody under clothing, frequently unexplained sore throat.

Physical indicators include unexplained bruises and welts, burns, fractures lacerations or abrasions, consistent hunger, poor hygiene, inappropriate dress, lack supervision in dangerous activities, unattended physical problems, abandonment distended stomach emaciated, developmental lags, neurotic traits (Kaplan, 1990) anorexia or bulimia and chronic runaway.

2.8 Preventing Child Abuse

Prevention must be based on three principles. First, that early action is likely to be less damaging and more effective than crisis intervention, which by its very nature places a premium on speed rather than well – considered judgment. Second, that prevention must promote the best interests of the child rather than merely remove him/her from harmful experiences. When parental care is so damaging that alternative care has to be provided, then this must not only be better in the sense of being conducive to optimal development, but also therapeutic in the sense of healing the damage done, be it emotional, social, intellectual or physical. Otherwise there is a high risk of today's child becoming tomorrow's abusing parent (Vallender & Fogelman 1987).

Prior to an abused child being returned to his parents it is essential to apply very vigorous criteria to prevent re-injury or continued ill treatment. On the basis of his work, (Kempe & Kempe, 1978) suggests 'four objective changes' which need to have taken place: the abusive parent must have made at least one friend with whom he shares regular and enjoyable experiences; both parents must have found something attractive in their abused child and be

able to show it by talking lovingly, hugging or cuddling; both parents must have learned to use life-lines in moments of crisis; and brief reunions with their child must become increasingly enjoyable. If all four criteria are not met then, Kempe and Kempe (1978) further warn that, it is premature to allow the child's return to his parents: 'he will be attacked again and probably much more severely. Of course, it is very important to be sure that the reason for the family's improvement is not the absence of the child because, if so, his return will obviously reverse the process.'

The adoption of three measures would go along way towards preventing child abuse. The first is the introduction of developmental checks for all children and a comprehensive assessment of every suspected case. The second is the provision of an independent voice for every child who is 'at risk', the third, preparation, is essentially a long-term measure. This can be done through educating of children about sexual abuse, sex organs and their functions. Teach them about the right and wrong touch. Tell them to inform parent or teacher about wrong touch. Teach them not to expose covered parts of the body not unless bathing or dressing. Tell them not to agree to remain alone with strangers or agree to be isolated from parents or others. Tell them not to go to neighbours house without permission, not to accept gifts, kisses, hugs and not to allow anyone to take pictures of them when naked. Teach children their rights and responsibilities. Tell them to say no to any approach and tell of any threat and assure them of care and protection, programs to deal with child abuse should be developed where course on child development are offered, child-care techniques and emotional needs of a child and the parents told where to turn for help (Starr, 1979).

Meier (1983) gives three phases of preventing abuse. The first phase is the primary prevention and this is where abuse is prevented from occurring in the first place by controlling or eliminating their basic causes. The second phase is the secondary prevention which is involved in identifying and reporting abuse before too much damage is inflicted and taking appropriate measures to prevent further episodes and after effects that may occur. While the third phase is tertiary prevention, which takes place after the actual abuse, has happened to try and help the victim cope with life once more and get rid of further psychic or behavioural problems that may occur. This may happen by dealing with the perpetrator, victim, or the ecology

Beery (1967), says that art therapy is the free nonverbal expression of ones self-concept

through techniques such as "Draw-A-Person" or symbolic revelation of the client's perception of family dynamics through a similar "Draw-A-Family" procedure. Reproduction of structured stimulus symbols to evaluate some aspects of brain maturation and function and the release of sheer emotions or progressive relaxation through art and handicraft media such as finger painting, clay building, leather craft jewelry making. Art therapy is based on the fact that ones thoughts and feelings are derived from the unconscious and often reach expression in images rather than in words. Audiology is the ability to hear, if a child has suffered any physical abuse there is a possibility of having hearing loss for the arbitrator may hit the child on the head. This may go undetected contributing to communication and learning disorder, but once detected it should be treated by a specialist (Billingslea, 1979).

Dance Therapy is the rhythmic movement of the body and it's therapeutic and produces relaxation. Instead of harbouring deep feelings of resentment and rage over part events one can be given special education to enable them benefit from formal schooling. (Goocher, 1975). Family therapy is the inclusion of entire family in efforts to have the long-term effects of child abuse eliminated (Helfer & Kempe, 1976). Legal therapy is the most immediate and often-dramatic intervention in a case of child assault where the child is removed from the custody of the abusing adult to prevent further abuse as the case is being investigated (Brass, 1984; Keah, 1984). Laughter Therapy, a sense of humour and ability to laugh is a distinguishing characteristic of the human species and is increasingly being emphasized as a therapeutic adjunct to healing (Cousins 1979). Most healthy families have a shared sense of humour, which often is used to defuse potentially explosive feelings and situations (Curran, 1983). Unhealthy families often resort to verbal assaults in the form of not-so-funny sarcasm, which is verbal sadism or hurtful insults. Music therapy has an uplifting and reassuring effect on the human spirit when they listen or participate in it. Many children also get a sense of satisfaction from music. Neurology is done on a child when it is suspected to have sustained damage to the brain or peripheral nervous system. It is standard practice to schedule neurological consultation in order to rule in or rule out various types of brain dysfunctions that may adversely affect gross motor and fine motor functioning learning and behaviour. Pet therapy assaulted children who often refuse or are unable to relate to other children or people in general occasionally confide in a pet, dog, horse, goat, pig, bird rat, snake, fish or other animals. The unconditional affection stimulation and even protection received from some animals can help overcome feeling of isolation, rejection low self-esteem, and worthlessness in children and adult (Curran, 1983).

Psychology deals with the modification of inappropriate behaviour on the part of assault parents and assaulted children by offering insights into the origins of the behaviour and a variety of techniques for alleviating or eliminating it. Recreational activities encourage clients to use their leisure time in satisfying and pleasant pursuits such as quiet reading or vigorous athletics. Clients should be encouraged to enjoy watching or participating in various games and sports (Brass, 1984; Keah, 1984).

Public concern, especially in the West, about the growing incidence of reported cases of child abuse has led to the introduction of legislation, particularly in the areas of identification of abuse, reporting, and treatment. Prevention efforts are, however, increasing. Projects that provide short-term relief from child-rearing and a range of concrete supportive services to parents have demonstrated that child abuse often occurs when parents are under severe and unremitting stress as a result of events within the family environment over which they have no control. In order to avoid dividing up families and to solve the problem of child abuse, the major role that social and economic forces play must be better understood. Effective prevention requires a fundamental change in societal values and public priorities in order to alleviate the conditions of poverty, unemployment, inadequate housing, and ill health that are found in the overwhelming majority of abusing families. It is also necessary to place a greater emphasis on the rights of children and the responsibilities of parents towards their children (Trickett & Schellenbach, 1998).

2.9 Changing Attitudes on Abuse

First and foremost, it is essential that in all cases of abuse the balance should be tilted much more in favour of the child's interests and rights rather than those of the biological parents. This means making his/her long-term need for continuing, consistent and dependable loving care of paramount importance instead of, as at present, considering mainly the probability of future physical ill-treatment. When such care seems unlikely, then permanent, separation or 'divorce' of the child from his family should become an option to be considered more frequently and earlier than is currently the case. If psychological well being were to be given equal weight with physical safety, then no child would be allowed to return to an environment where his all-round development would continue to be impeded or distorted. The criterion should be that a marked improvement has taken place, or can be expected with a high degree of confidence, in a previously damaging milieu. Clearly the more immature,

disturbed or unstable the parents, and the more punitive or depriving their attitudes to the child, the less realistic it is to expect such improvement. In these circumstances, the child's need for loving care should take precedence in law over the rights of the biological parents (Vallender & Fogelman 1987).

Professional attitudes need to change also in relation to the compulsory notification of child abuse; without it, the true incidence is unlikely ever to come to light. Resistance to this idea tends to be justified on the grounds of confidentiality, a breach of which, so it is argued, would damage the relationship of trust between a parent/client and his professional advisor. Yet recent evidence from New South Wales, Australia, might provide grounds for a reconsideration of this attitude. When a law was passed obliging doctors to report their suspicions, the number of known battered children tripled within twelve months. A further change in professional attitudes relates to the need of shift the whole burden of responsibility for recognizing and dealing with abusing parents and abused children from social workers to a broadly based team drawn from many disciplines. In every case, at least a general practitioner, paediatrician, psychologist and a lawyer should be involved and often a health visitor, teacher, psychiatrist and police officer may have to be brought in. Of course, these and other professional workers are already participating in case conferences but are less often directly responsible for the assessment, treatment and rehabilitation of every member of the family. Both investigation and decision-making must in future become a truly shared task. Such sharing of responsibility seems essential not only because of the complex social and psychological factors underlying rejecting or violent parental behaviour, but also because no single profession can be expected either to have the necessary expertise or to bear unaided the strain involved in his work (Vallender & Fogelman 1987).

✓ 2.10 Theoretical Framework

2.10.1 Erick Erickson's Theory of Psychological Development

An abused child falls in the category of the children classified exceptional children. According to theory of psychosocial development by Erik Erickson, personality development continuous even after childhood throughout the entire span of life. He also noted that the person's personality development or ego subjected to influences of society and other historical events in the environment. He emphasized that culture, society and historical events have a more important effect on the development of personality than biological developments

during childhood (Nduruma, 1993).

Omulema, (2000), asserts that, Erikson built on Freud's ideas and extended his theory by stressing the psychosocial aspects of development beyond early childhood. His theory of development holds that that psychosexual growth and psychosocial growth take place together and that at each stage of life we face the task of establishing equilibrium between ourselves and our social world. Erik describes development in terms of the entire lifespan, divided by specific crises to be resolved. According to Erikson a crisis is equivalent to a turning point in life, when we have the potential to move forward or to regress .At these turning points in our development we can either achieve successful resolution of our conflicts or fail to resolve them. To a large extent our life is the result of the choices we make at these stages. The first five stages are crucial in the development of children as illustrated below(this is also a time when parental guidance is crucial).

The first stage is in the first year of life (infancy) also referred to as trust versus mistrust. If significant others provide for basic physical and emotional needs, the infant develops a sense of trust. If basic needs are not met an attitude of mistrust toward the world, especially toward interpersonal relationships is the result. The second stage is early childhood also referred to as autonomy versus shame and doubt it is mainly between the ages of one to three years. It is a time for developing autonomy. The basic struggle is between a sense of self –reliance and a sense of self doubt. The child needs to explore and experiment, to make mistakes, and to test limits, if parents promote dependency, the child's autonomy is inhibited, and capacity to deal with the world successfully is hampered. The third stage is the Pre-school age (initiative versus guilt) it is generally between the ages of three to six years. The basic task is to achieve a sense of competence and initiative. If children are given freedom to select personally meaningful activities, they tend to develop a positive view of self and follow through with their projects. If they are not allowed to make own decisions they tend to develop guilt over taking initiative. They then refrain from taking an active stance and allow others to choose for them. The fourth stage of development according to Erickson is the School age when the children are between the ages of six to twelve years. This stage is also referred to as industry versus inferiority. The child needs to expand understanding or world, continue to develop appropriate sex-role identity, and learn the basic skills required for school success. The basic task is to achieve a sense of industry, which refers to setting and attaining personal goals. Failure to do so results in a sense of inadequacy. The next stage is Adolescence (identity

versus role confusion). It is a time of transition between childhood and adulthood, a time for testing limits, for breaking dependent ties, and for establishing a new identity. Major conflicts center on clarification of self identity, life goals, and life's meaning. Failure to achieve a sense of identity results in role confusion. The other stages are; intimacy versus isolation, generativity versus stagnation and ego integrity versus despair (Nduruma. 1993).

According to this theory, the environment plays a great role in the development of a child. For a child to develop fully abusive environment should be got rid of and a conducive environment provided. This is to fulfil the preamble to the declaration of the rights of the child adopted by the United Nations in 1959. The child should be given the best one can afford to (Meier & John 1985).

2.10.2 The Biological Theory.

Biological theory was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by those who are born with certain recognizable hereditary physical traits. Lombroso's theory was disproved early in the 20th century by the British criminologist Charles Goring. Goring's comparative study of jailed criminals and law-abiding citizens established that so-called criminal types, with innate dispositions to crime, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's inclination towards criminal activity Microsoft (2005).

The biological theory indicate a relationship between the parents and children inborn characteristics and child abuse. Genetic structure can influence hormones and enzymes, which in turn can combine with certain environmental factors to lead to aggressive or disruptive behaviour Keel (2005). This would mean that some parents might abuse their children because of their disruptive behaviour, which is inherent. Another dimension given by the biological theory is that of the blood chemistry. More recently, studies of women and the premenstrual syndrome have been conducted. It has long been known that some women display a relationship between their mood and their stage in the menstrual cycle. Furthermore, Keel (2005) suggests that some biological factors may have some effect under certain conditions. However, what these effects are and how they are triggered remain

unclear. Any promise to solving all crime and delinquency by isolating a biological cause has eroded due to consistent failures to locate such a factor. More attention has been shifted to the psychological theories Keel (2005).

2.11 Conceptual Framework

Child abuse has been recognized as a major social problem by hospitals, schools, mental health centres, child welfare organizations and family services and law enforcement agencies in Kenya. There are many factors that have contributed to abuse of children, which include social stressors like unemployment, poverty isolation of the family and a feeling of powerlessness. Various forms of child abuse have been identified which include physical abuse, sexual abuse, emotional abuse and neglect or abandonment. This study was guided by both the biological theory and Erick Erickson's theory of psychosocial development.

The biological theory stress that abuse can be caused by the parents innate nature while the psychosocial theory mainly focuses on the child social environment and the role of the parent and significant others in a child's healthy development. These two theories seem to be pointing to the fact that the home background which provides the social environment to the child is crucial in their development. This study was guided by the theories in its attempt to establish the contribution of family background to child abuse. The extraneous variables for the study were the child's age education and family social economic status. The extraneous variables were controlled for by ensuring that the sample was representative across these factors. The independent variables are parents' level of education, type of family and the parent child relationship. The conceptual framework shows the relationship between the research variables.

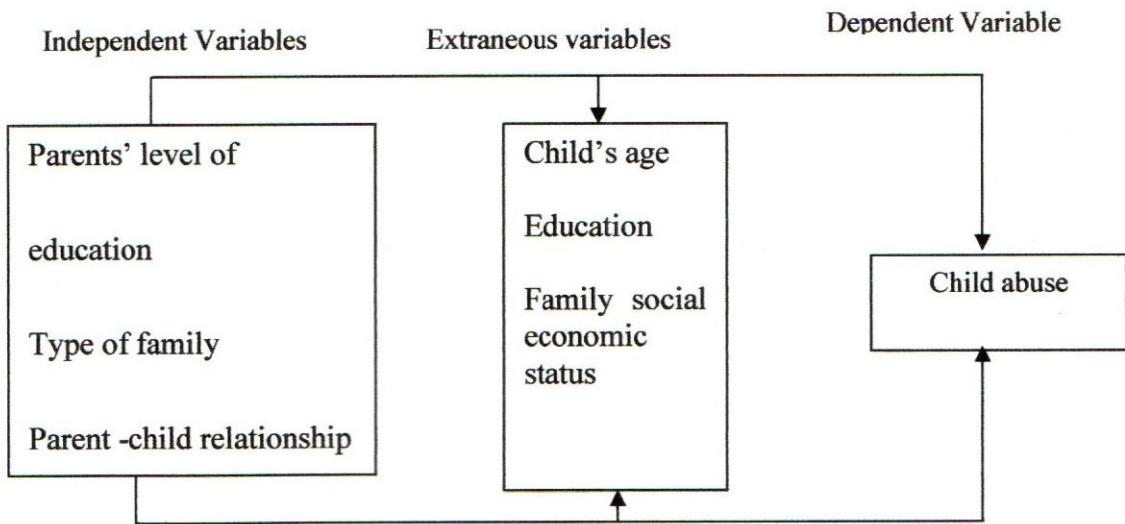


Figure 1: Variables contributing to child abuse

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This study sought to assess the contribution of family background to child abuse. This chapter presents a framework of the methodology that was used to attain the objectives of this study. It gives an insight into the research design, location of the study, population of the study, the sample size, sampling procedures, instrumentation, data collection and analysis procedure.

3.2 Research Design

This study adopted an *Ex-post facto* design because no treatment was given to the respondent before interview. Kathuri and Pals (1993) assert that a survey study explores and describes a phenomenon, looks for information that describes existing occurrences by questioning and interviewing individuals. A descriptive survey design uses a questionnaire and interview schedules to collect data from respondents to determine the status of the independent variables on the dependent variables (Kothari 2003; Mugenda & Mugenda 1999). The use of this design was appropriate for this study because helped determine the factors contributing to child abuse.

3.3 Location

This study was conducted in Nakuru Children Remand Home. This location was chosen because it is cosmopolitan. The multi-ethnic nature of the location made the study draw a culturally balanced population. The findings of the study were thus representative and can be generalized.

3.4 Population of the Study

The target population of the study was 83 abused children aged between 7-18 years in Nakuru Remand Home. A population of 10 parents and guardians was also included in the study. The children's population distribution is indicated in table 1.

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Table 1: Summary of Accessible Population by gender and age

Gender	Age in years		Total
	Below 11	11-18	
Boys	15	41	56
Girls	8	19	27
Total	23	60	83

3.5 Sampling Procedures and Sample size

The sample size was obtained using the coefficient of variation. Nassiuma (2000) argues that in most surveys or experimentations coefficient of variation of at most 30% are usually acceptable. The study took a coefficient of variation of 30% and standard error of 0.05.

Nassiuma (2000) gives the formula below:

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where n = sample,

N = population,

C = covariance,

e = standard error.

$$n = \frac{83(30\%)^2}{(30\%)^2 + (83-1)0.05^2} = 26$$

To ensure equal representation across the gender a proportionate sampling was done. Out of 56 boys 18 of them were sampled. This presented 67% and 33% of the boys and girl respectively. This is presented in Table 2.

Table 2: Summary of sample by gender

Gender	Population	Percentage proportion	Sample
Boys	56	67	18
Girls	27	33	8
Total	83	100	26

The sampling ensured that there was equal representation for the ages below 11 years and those between 11-18 years for both boys and girls out of 15 were sampled while 13 out of 41 boys of the age between 11-18 were sampled.

Table 3: Sample of the boys by age

Age	Population	Percentage proportion	Sample
Below 11	15	27	5
11-18	41	73	13
Total	56	100	18

In order to ensure that a representative sample of girls across the ages was proportionately sampled proportionate sampling was done. Out of 27 girls, 8 below the age of 11 and 19 of the ages between 11-18 were proportionately sampled Table 4.

Table 4: Sample of the girls by age

Age	Population	Percentage proportion	Sample
Below 11	8	30	2
11-18	19	70	6
Total	27	100	8

Ten (10) parents and guardians were conveniently sampled in order to provide supplementary information. That is, information on how they related with the children in question. Convenience sampling was appropriate as only those parents and guardians that could be reached were included for study.

3.6 Instrumentation

The researcher prepared two questionnaires, which were used to collect information from the

respondents. One of the questionnaires was administered on the children to get the various forms of abuse and their reactions to abuse. The other was administered to the parents/guardians to give information on the family background. It supplemented the information given by the children. To enhance validity research experts reviewed the questionnaire. To ensure reliability of the questionnaire a pilot study was conducted at Nakuru Children Remand Home those respondents involved in the pilot study were not included in the actual study this was ensured by involving those children who were about to be released from the Home. The results of the pilot study were tested using cronbach's alpha reliability test. A reliability of .862 was obtained. This was within the acceptable threshold of .70 (Selltiz, 1976).

3.7 Data Collection

A research permit was obtained from the Ministry of Education while permission to conduct research was obtained from the administrator of Nakuru Children Remand Home. Once research permission from the remand home was granted, the researcher then delivered and administered the questionnaires and to the children as well as conducted the interview with the parents in person .The questionnaires were collected immediately to ensure a high return rate.

3.8 Data Analysis

After collecting the data, it was coded then analysed. Both descriptive and inferential statistics were used to analyse the data. The descriptive statistics used were frequencies and percentages, which were used to summarize the findings. Cross tabulations were used to explain relationships between research variables. Spearman's correlation was used as a test statistic The Statistical Package for Social Science (SPSS) version 11.5 was used to analyse the data.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

The main objective of the study was to find out the contribution of family background to child abuse. In order to attain this objective, data was collected from children at Nakuru remand home. Supplementary information was obtained from 10 parents and guardians who could be reached. The data obtained was analysed and presented in this chapter. The results were organized as per the objectives of the study.

The objectives of the study were;

- i) To determine the contribution of parents' level of education to child abuse in remand homes.
- ii) To find out the contribution of family type to child abuse in remand homes.
- iii) To determine the contribution of parent-child relationship to child abuse in remand homes.

4.2 Demographic Characteristics

In order to have a clear understanding of the respondents the research sought their bio data the results are presented below

Respondents' length of stay in the remand home.

In order to obtain the respondents length of stay in the remand home the respondents were asked the length of time they had spend at the remand home and the results presented in Table 5

Table 5: Length of stay in the remand home

Time	Frequency	Percent
1-3 months	23	88.5
3-6 months	3	11.5
Total	26	100

The results revealed that the majority of the respondents (88.5%) had been in the remand home for a period of between one and three months. Only a minority (11.5%) had been in the remand home for a period of between 3 and 6 months. This would imply that the children did not stay long in the remand homes. Some children went back to their homes while others run

away from at remand home back to the streets.

Respondents' age

The respondents' age was between 8 and 17 years. The age distribution is shown in Table 6.

Table 6: Respondents age

Age	Frequency	Percent
6-8 yrs	2	7.7
9-11 yrs	5	19.2
12-14yrs	7	26.9
15-18	12	46.2
Total	26	100

The results showed that only few respondents (7.7%) were of the age between 6-8 years 19.2% had 9-11 years, 25.9 were of the ages between 12-14 years. The majority (46.2%) were of the ages between 15-18 years. The results imply that a majority of the children who were in the children home were adolescents this can be attributed to adolescence crises and lack of adequate counseling leading the adolescents to crime and drug abuse.

Respondents' level of education

The results of the study revealed that a majority (96.2%) of the children in the remand home had gone to school only 3.8% had not gone to school. The findings are presented in Table 7.

Table 7: Children education status

Education	Frequency	Percent
Ever been to school	25	96.2
Not ever been to school	1	3.8
Total	26	100

The results therefore imply that most of the children who were in the remand home had been to school and dropped out of school due to various reasons such as lack of basic needs, neglect and abuse by their parents or guardians.

4.3 Abused Children at the Remand Home.

In order to find out whether the children were at the remand home due to abuse, they were asked whether their parents or a guardian had ever abused them. The results are presented in table 5.

Table 8: Frequency and Percentage of child abuse.

Has your parent/guardian ever abused you?	Frequency	Percent
Yes	14	53.8
No	12	46.2
Total	26	100

The results in table 5 show that more than half (53.8%) the children in the remand home had been abused by their parents or guardians while, 46.2% had not been abused. These results indicate that the majority of the children in the remand home had been abused by their parents or guardian prior to their admission to the home. Moreover, all the parents contacted to give supplementary information argued that they beat their children in order to discipline them.

These findings are consistent with studies in literature which have shown that most parents who were themselves abused as children abuse their children as a mode of disciplining them. Some researchers assert that parents who abuse have infantile personalities. Others note that parents who abuse unrealistically expect their children to fulfil their (the parents') psychological needs; when disappointed, the parent experiences severe stress and becomes violently angry and abusive. (Colton, Vanstone, & Walby, 2002; Trickett & Schellenbach, 1998). The fact that these findings are consistent regardless of geographical differences in which the studies were conducted would imply that the causes of abuse are similar in most parts of the world.

The implication of the above mentioned findings which are in agreement with previous findings in the same area would be that there is need to control juvenile delinquency if child welfare organisations hope to reduce the number of children detained in children's homes. The fact that parents admitted to abusing children as a mode of disciplining would imply that

institutions handling children, including churches (Disch & Avery, 2001), schools (Anderson & Levine, 1999), nursery schools (Kelley, 1994), sports (Brackenridge, 1997), and voluntary organizations (Potts, 1992) need to emphasise on the need for counselling as an alternative mode of discipline .

4.3.1 Level of education of Parents or Guardians in children homes.

In order to attain the first objective of the study, which was to determine the contribution of parents' level of education to child abuse in the remand home. the children were asked their parents or guardians level of education. The aim of this was to find out the levels of education that the parents or guardians had acquired. The options given were; no education at all, primary, secondary or college. The data was coded and percentages obtained, in order to enhance clarity, the results were presented graphically. The results are presented in Figure 2.

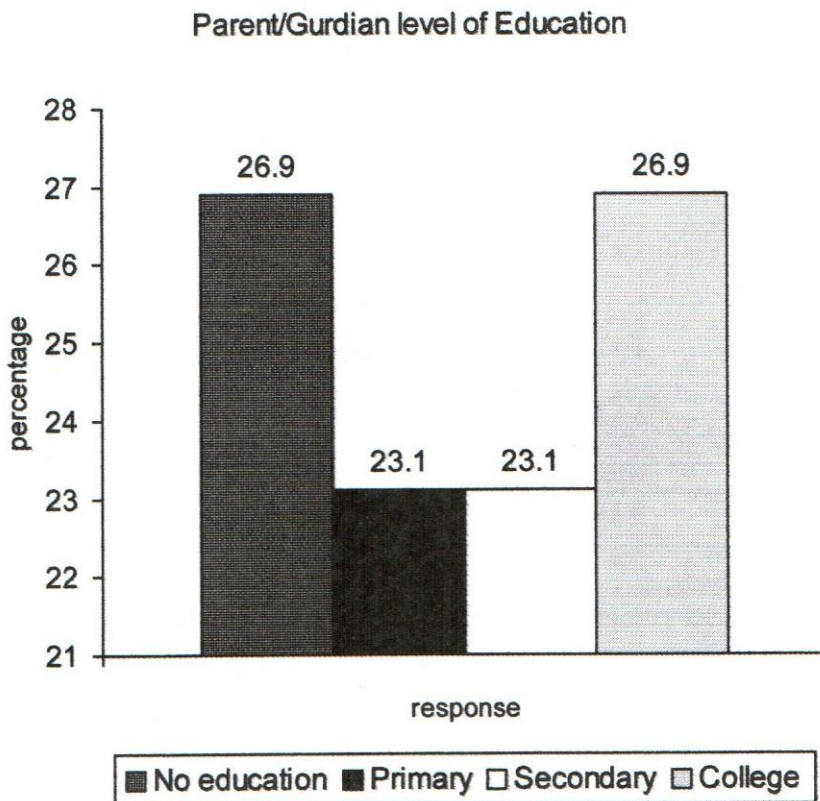


Figure 2: Parent or Guardian Level of Education

Source: (Researchers' data)

The findings in figure 2 indicate that, 26.9% of the children's parents or guardians had no

education. The results further showed that 23.1% had primary education with an equal percentage (23.1%) having secondary education. Moreover, 26.9% had college education. These results suggest that most of the children came from parents with no education and college education. These results not only show the level of education of parents who had children in the remand home but also indicate that the children's parents and guardians have a representation across the education system. However, in order to show how the parents or guardians level of education contributed to abuse a further analysis was done.

4.3.2 The contribution of Parents Level of Education on Child Abuse

In order to ascertain the contribution of parents and guardians level of education to child abuse a cross tabulation on the whether or not, the child was abused and the parents level of education was conducted to enhance clarity, the results of the cross tabulation were converted into percentages. The results of the cross tabulation are presented in Table 6.

Table 9: Level of Education and Child Abuse Cross Tabulation

		What is your parent or guardians' highest level of education?				
		No	Primary	Secondary	College	Total
Has your Parent or guardian ever abused you?	Yes	26.9%	19.2%	7.7%	0%	53.8%
	No	0%	3.8%	15.3%	26.9%	46.2%
Total		26.9	23.0	23.0	26.9	100

The results of the cross tabulation showed that majority of the children who were abused (26.9%) had parents or guardians with no education at all. Moreover, 19.2% had parents with primary education. Only 7.7% of the children who were abused argued that their parents had secondary education. Surprisingly none (0%) of the abused children had a parent with college education.

These findings are consistent with studies in literature, which have indicated that parents with low educational levels abuse their children more compared to those with higher education (Vallender & Fogelman 1987). Moreover, Trickett and Schellenbach (1998) and Microsoft

(2005) asserted that the relationship between poverty and abuse is strong, perhaps because the lack of educational and other opportunities that enable parents to deal with the emotional and financial frustrations is greater; the vast majority of child-abuse fatalities involve parents and guardians from the poorest families.

The implication of the current findings is that low levels of education contribute to child abuse; there is need for the government to improve on its community sensitisation programmes and support rural education programs on child abuse if it hopes to deal with the problem successfully.

4.4 Type of Family and Child Abuse

In order to attain objective two of the study, the researcher assessed the types of families the respondents come from and the results presented in figure 3.

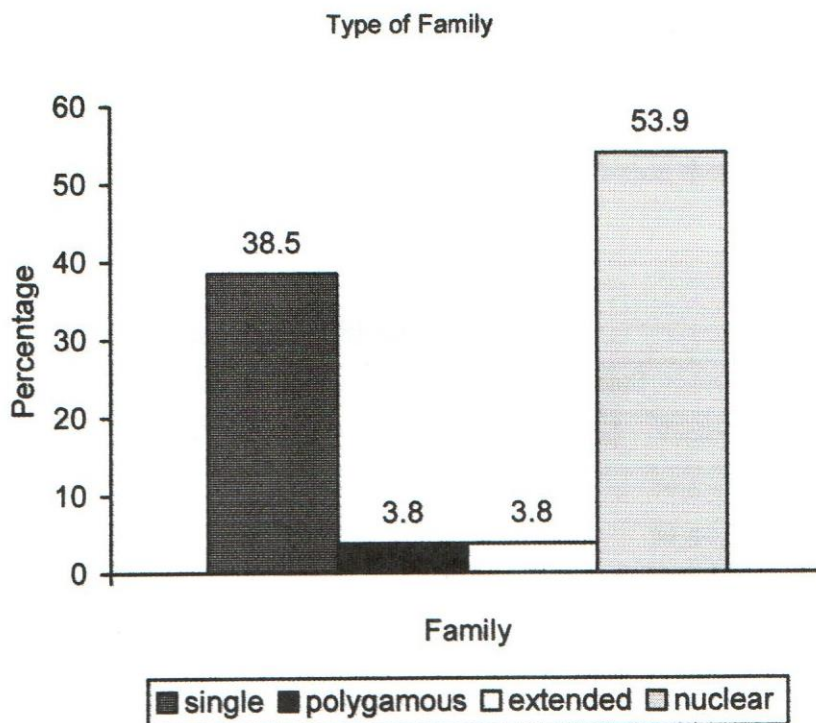


Figure 3: Respondents Family Type

Source: (Researchers' data)

The results in figure 3 show that majority (53.9%) of the children came from nuclear families, (38.5%) from single families 3.8% came from polygamous families and another

3.8% extended families. The implications of the findings are that most of the children who were subjected to abuse came from single or nuclear family settings. This would therefore mean that the child welfare organisations should focus attention families that are more prone to child abuse.

The findings are in agreement with previous studies, which indicate that children in extended family settings were subjected to less abuse as opposed to single families (Jones, 1987). Potts (1992), assert that the decline in the extended family (where several generations, often including grandparents, live close together) has meant that a single parent has less opportunity for sharing upbringing with larger kinship groups than a single parent would have had in the past. Single-parent families can therefore face difficulties that are not normally experienced by traditional nuclear families. For example, some children face psychological problems because of poverty or the loss of a parent. Single parents may find it difficult to support their children financially because of the problems of balancing childcare and work this in some cases may constitute abuse

In order to assess the contribution of type of family to child abuse a cross tabulation on the type of family and whether the parent or guardian abused them was run. The results are presented in table 7.

Table 10: Type of Family and Child Abuse

		What type of family do you come from?				
		Single	Polygamous	Extended	Nuclear	Total
Has your parent or guardian ever abused you?	Yes	30.8	0	3.8	19.1	53.8
	No	7.7	3.8	0	34.6	46.2
Total		38.5	3.8	3.8	57.3	100

The results of the cross tabulation show that, 30.8% out of 38.5% of the children from single families were abused. Polygamous families and Extended families had the least children in the remand home none of the children from the polygamous families had been abused while all the 3.8% from extended families had been abused. Out of a total of 57.3% of the children

in nuclear families 19.1% had been abused.

The results further showed that the children who were abused most were from single families a cross correlation also confirmed this relationship between type of family and child abuse ($r = .397$ $p < 0.05$) the correlation is shown in Table 11.

Table 11: correlation between type of family and child abuse

		What type of family do you come from?
Has your parent or guardian ever abused you?	Pearson correlation	.397*
	Sig.(2-tailed)	.044
	N	26

*. Correlation is significant at the 0.05 level (2-tailed)

The results would thus imply that there is a need to address domestic problems, which could lead to divorce and hence single parenthood premarital pregnancies and related factors. By so doing the problem of child abuse may reduce, as there exist a relationship between single parenthood and child abuse.

4.5 Parent Child Relationship

The other objective was to establish the contribution of the parent child relationship to child abuse. The respondents were asked how they rated their relationship with their parents or guardians the results are presented figure 4.

Parent Child relationship

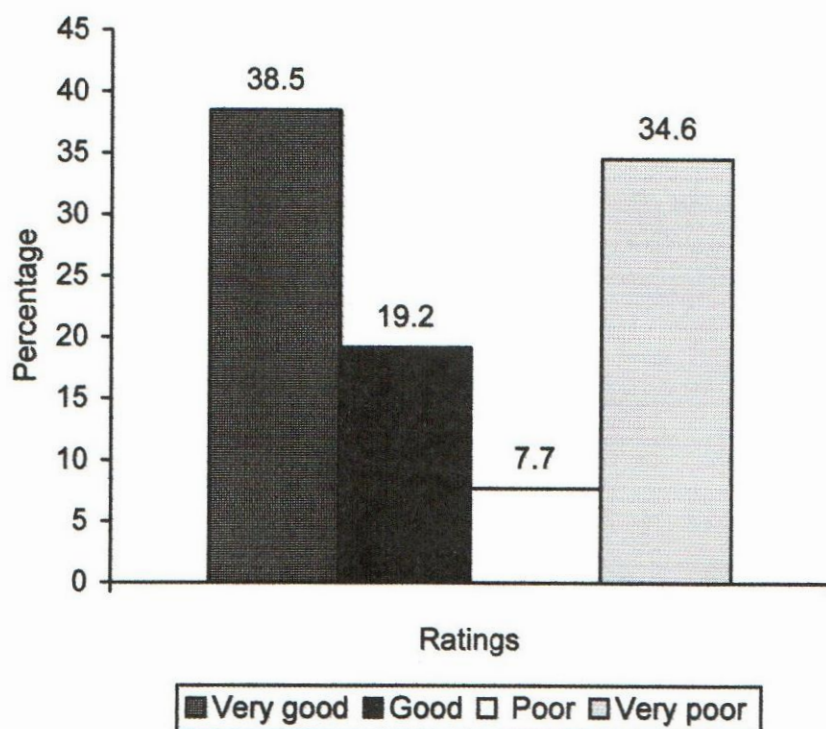


Figure 4: Parent Child Relationship

Source: (Researchers data)

The results of the study revealed that 38.5% of the children rated the relationship with their parents/guardians as very good. 19.2% rated the relationship as good, 7.7% as poor and 34.6% as very poor. The results therefore would mean that the children were in the remand home because either because they had bad relations with their parents or because of other factors such as petty crime such as stealing, death of one or both parents, divorce, truancy and domestic violence (this was confirmed by 40% of the parents interviewed). They further imply that those children who have had poor relations with their parents had a high likelihood of abuse.

These findings are consistent with studies in literature which assert that the relationship between a child and his or her parents influences child abuses. Children who have strained relationships with their parents have high likelihood of abuse Colton, Vanstone and Walby, (2002) .Moreover parenting styles also play an instrumental role in child abuse. Studies have

shown that children who have hostile and irresponsible parents have high likelihood compared to children who have warm and responsible parents Cicchetti, and Lynch, (1995).

CHAPTER FIVE: SUMMARY AND CONCLUSION AND RECOMMENDATION

5.1 Introduction

Media reports as well as none governmental organizations have indicated an increase in child abuse in Kenya. Child abuse has also been recognized as a major problem by hospitals, schools, mental health centres, child welfare organizations family services, and law enforcement agencies. Abused children run away from their homes and end up in remand homes. This study therefore sought to find out the contribution of family background to child abuse. This chapter presents a summary of study's conclusions, recommendations and suggestions for further research.

5.2 Summary of findings

The results of the study showed that majority of the children in the remand home had been abused by their parents or guardians prior to their admission to the home. Moreover, all the parents contacted to give supplementary information argued that they beat their children in order to discipline them. This implied that that most of the children who committed petty crime of for other reasons had been remanded also experienced abuse at home. It is probably because of the abuse that they resulted to petty crime. Further more; the results of the study indicate that, most of the children came from parents with no education and college education. In addition, it was established that, majority of the children who were abused had parents or guardians with no education at all. These findings were consistent with studies in literature, which have indicated that parents with low educational levels abuse their children more compared to those with higher education .Further, he study established that majority of the children came from nuclear families this implied that most of the children who were subjected to abuse came from single or nuclear family settings .The findings are consisted with previous studies. Finally it was established that that the children were not necessarily in the remand home because they had bad relations with their parents rather due to a collection of factors discussed in chapter four.

5.3 Conclusion.

The following conclusions can be drawn from the study;

- (i) The majority of the respondents had been in the remand home for a period of between one and three months. This would imply that the children did not stay long in the remand

homes. Some children went back to their homes while others run away from at remand home back to the streets.

- (ii) The results of the study revealed that a majority of the children in the remand home had gone to school. This means that most of the respondents had dropped out of school
- (iii) Parents' or guardians' level of education contributes to child abuse. The parents with little or no education at all abused their children more.
- (iv) The type of family a child comes from was a major factor in determining whether the child was abused or not. This implied that family counsellors, teachers and other bodies handling child abuse must address the family background of the abused children if they hope to deal with the problem successfully.
- (v) The children who have poor relations with their parents have higher likelihood of abuse.

5.4 Recommendations.

The following recommendations were made from the study;

- (i) Parents and guardians of abused children should be involved in the rehabilitation efforts. The parents/guardians should play a central role in curbing child abuse; they are in a position to identify the cause and consequently the solution.
- (ii) In order to reduce the number of children being remanded, child abuse should also be addressed emphasis should be put on family counselling. This can help reduce family break-ups, which, more often than not, lead to child abuse.
- (iii) Efforts should be made to improve on its community sensitisation programmes on child abuse and support rural education programs.
- (iv) Efforts should be made to reduce poverty levels in the country. This can be done by initiating projects aimed at creation of job opportunities to rid the youth of idleness
- (v) An emphasis should be put on the vitality of school counselling in order to ensure that children take their education seriously, and also have a focus for the future to avoid truancy drug trafficking and abuse which ultimately lead to school drop out.
- (vi) The fight against HIV/AIDS should be intensified to ensure more parents live to take care of their children. Some of the abused children in the remand home had lost both parents as a result of HIV/AIDS. Therefore, the scourge contributes to abuse.

5.5 Suggestion for Further Research

The researcher recommends further research in the following areas;

- (i) The role of guidance and counselling in curbing child abuse.

(ii) The effectiveness of children remand homes in behaviour correction.

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APPENDIX A: QUESTIONNAIRE FOR CHILDREN

Dear respondent,

My name is Charity Kainda. I am pursuing a master's degree in Education guidance and Counselling. I have chosen you to take part in the study. The information you give will be treated confidentially, and shall not be used for any other purpose save for this study. Answer all the questions either by checking (✓) the specific information, best answer by providing, information needed at the best of your knowledge.

1. Name of the Institution. _____

2. For how long have you been in this institution?

1-3 Months

3 – 6 Months

6-9 Months

More than 10 Months.

3. Where were you living with before you came to this institution? With

Father

Mother

Grandparent

Guardian.

4. What is your gender? Male Female

5. What is your age? 6 – 8 yrs 9- 11 years 12 – 14 yrs 15 – 18 yrs.

6. Have you ever gone to School?

Yes No.

(b) If yes up to which class? _____

7. Has your parent or guardian ever abused you?

Yes No

8. (a) Have you ever worked for payment?

Yes No

(b) If yes specify where?

House help

Herd's boy

Fisherman

Plantation

Vendors

Bricks maker

9. Have you ever been involved in any forms of sexual abuse?

Yes No

10. Have you ever lived in the streets?

Yes No

11. Have you ever been taken away from your parents by force or stolen?

Yes No

12 (a) How many are you in your family?

Boys Girls

(b). What born are you?

First

Second

Third

Other specify.....

13. How do you get your food and clothing?

Bought by father or mother

Stealing

Borrowing

From neighbours or friends.

14. What is your parent or guardians highest level of education?

- No education at all
- Primary
- Secondary
- College
- University

15. How would you rate your relationship with your parent or guardian?

- Very good
- Good
- Poor
- Very poor

16. What did she/he use to beat you?

- Hand
- Stick
- Panga
- Foot

17. What type of family do you come from?

- Single
- Monogamous
- Polygamous
- Extended
- Nuclear

18. Who was the person you came close to?

- Parent
- Neighbour
- Brother or sister
- Stranger

19 Whom would you like to live with when you leave this place?

- Father
- Mother
- Grandparents
- Neighbour.

APPENDIX B:INTERVIEW SCHEDULE FOR PARENTS / GUARDIANS

Dear respondent,

My name is Charity Kainda. I am pursuing a master's degree in Education guidance and Counselling. I have chosen you to take part in the study. The information you give will be treated confidentially, and shall not be used for any other purpose save for this study.

1. What is your gender?

Male

Female

2. What is your age?

3. What is your marital status

Married

Widowed

Separated

Divorced

Single

4. What is your employment status

Not employed

Self large scale

Self small scale

Civil servant

Farmer-small scale

Farmer-large scale

Casual labourer

5. Any other sources of income please specify?

6. Were you abused as a child?

Yes

No

7. Do you have other children ?

8. If yes how many?

9. What type of family do you come from?

Monogamous

Polygamous

10. In your view, does beating discipline children?

Yes

No

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