

**EFFECT OF SEXUAL ABUSE ON SCHOOL PERFORMANCE AMONG
SECONDARY SCHOOL STUDENTS IN MAVOKO SUB COUNTY,
MACHAKOS COUNTY, KENYA**

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**A THESIS PROPOSAL SUBMITTED IN PARTIAL FULFILMENT OF THE
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MASTER OF ARTS IN COUNSELLING PSYCHOLOGY IN
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DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented for a degree in any other university for academic work.



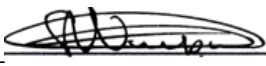
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DEDICATION

This proposal is dedicated to my daughter for her moral and emotional support in this academic journey.

ACKNOWLEDGEMENT

I recognize the support and grace accorded to me by the Almighty God as I worked on this proposal. I also acknowledge the support from my family for moral support. I would like to express my special thanks of gratitude to my supervisor Dr. Susan Gitau as well as Mr. Joseph Theuri who gave me the opportunity to do this wonderful thesis.

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ABSTRACT

Globally true magnitude of child sexual abuse is hidden because of its sensitive and illegal nature. Most children and families do not report cases of abuse and exploitation because of stigma, fear and lack of trust in the authorities. This study aims at establishing the effect of child sexual abuse on school performance among secondary school students in Mavoko Sub County, Machakos County. The objectives of this study were to examine the forms of CSA, the effect of CSA on school performance, social behaviour of CSA and school retention rate of CSA. The study was based on the descriptive-survey design. The target population was 3486 form three students divided into 14 strata that is corresponding to each of the 14 public secondary schools. Only 10% of students in form three (3) per school were targeted and to make a sample size be 84. The data was collected using semi structured questionnaires and interviews to school's principals which were analysed using the Statistical Package for the Social Sciences (SPSS) version 24. Descriptive statistics such as: frequencies, percentages and means were calculated. Inferential statistics such as (Multiple Regression Analysis) were used to test the relationships between the independent (academic performance, social behaviour performance and school retention) and the dependent variables (forms of sexual abuse). The findings of the study show that there was a statistically significant relationship between the level of sexual abuse and the practice of various forms of sexual abuse ($r=0.872$, $p<0.05$). The most common forms of sexual abuse were verbal sexual abuse, involuntary kissing, or being sexually touched. There were also cases of attempted oral, anal or vaginal penetration. Further, some students were forced to watch pornographic pictures, drawings, films, videotapes, or magazines. The findings also show that there was a significant relationship between sexual abuse and school social behaviour performance ($r=0.909$, $p<0.05$). Sexual abuse led to various negative school social behaviours. It meant that some of the students did not trust other people, felt lonely, and experienced stressful inner tension. It also led to mood rapidly changing in terms of anxiety, anger, and depression. There was a significant relationship between sexual abuse and academic performance ($r=0.920$, $p<0.05$). Due to sexual abuse, some of the students did not feel interested in classwork and, did not concentrate on class activities. Most of them were also not happy with academic performance and were always absent-minded in class. Pearson correlation analysis also showed a significant relationship between sexual abuse and school retention ($r=0.933$, $p<0.05$). Sexual abuse made some students feel that nobody cared about them in school and some decided to drop out. Some felt vulnerable and felt out of place in school. They never felt at ease in school and often decided to drop out. There were instances of students dropping out of school after being sexually abused due to pregnancy, stigma, early marriages, and stigma among others. The study recommends the need to put in place measures aimed at educating students on some of the disregarded forms of sexual abuse. The school administration should promptly identify and curb the tolerance of some of these forms of abuse among students. Counselling measures should be enhanced to check the negative psychological effects of child sexual abuse such as negative school social behaviour. Students who were victims of sexual abuse should be encouraged to remain in school.

DEFINITION OF TERMS

Academic Performance in this study refers to grades achieved by students in the examination.

Child: means any human being under the age of eighteen years (National Council for Law Reporting with the Authority of the Attorney-General, 2012). For the purposes of this study a child will mean boys and girls in secondary school in Mavoko Sub-County, Machakos County.

Child Sexual Abuse is an umbrella term that encompasses different forms of sexual abuse, many with their own sub-categories. However, in this study child sexual abuse takes place when an adult engages in sexual intercourse with and inappropriate touching of a minor, where the sexual acts are considered to be abusive and inappropriate for children.

Defilement is a form of child sexual abuse in which an adult or older adolescent uses a child for sexual stimulation. In this study defilement is a debilitating experience for the victimized secondary school students with negative psychological, social, educational and physical health outcomes that are not only detrimental to the affected child but also their families and society at large in Mavoko Sub-County, Machakos County.

Discipline means a system consisting code of conduct, punishment and behavioural strategies to regulate students and keep school and classroom in order (Onderi & Odera, 2015). In this study discipline is classroom management and controlling students' actions, habits, attitude and behaviour in the classroom.

Rape is defined in most jurisdictions as sexual intercourse or other forms of sexual penetration committed by a perpetrator against a victim without their consent. This study rape means

any form of sexual assault or sexual abuse to a secondary school student, in Mavoko Sub-County, Machakos County.

Sexual Abuse is unwanted sexual activity with perpetrators using force, making threats or taking advantage of victims not able to give consent (Kazdin, 2015). In this study sexual abuse will refer to the act of having sex with a child against their wishes and consent.

School Social Behaviour is the study of the manner in which the personality, attitudes, motivations, and behaviour of the individual influence and are influenced by social groups. Therefore, social behaviour in this study means thoughts, feelings, and behaviours include all of the psychological variables that are measurable in a secondary school student.

Sexual exploitation is any sexual contact with a child who are too young to know what is happening and may not fight back. An example of child sexual exploitation includes fondling or demanding sexual favours from a child. In this study sexual exploitation refers to secondary school students who are at increased risk of rape, sexual assault, physical violence, sexually transmitted infections, trafficking and pressure to use drugs and alcohol in Mavoko Sub-County, Machakos County.

School Performance: Academic performance refers to the ability of learners within the classroom in terms of how they are able to master the learning material being taught to them by the teacher. Academic performance is often hampered by social, emotional and psychological problems being experienced by the learner (Lerner, 2017). In this study school performance will mean the extent to which a student and teacher has achieved their short or long-term educational goals in Mavoko Sub-County, Machakos County.

School Retention Rate is the percentage of a school's first-time form one students who continue at that school the next year. It is also a process of ensuring student success for school completion (Burrell, 2018). For the purposes of this study school retention rate means a student who studies full-time in a term and keeps on studying in the program in the next term is counted in this rate, in Mavoko Sub-County, Machakos County.

Secondary School in this study, usually starts at the age of 14 years and runs for four years. Upon completion of secondary school, students can choose to go to college or pursue other vocational fields.

ABBREVIATIONS AND ACRONYMS

CCT:	Child Centred Therapy
CSA:	Childhood Sexual Abuse
DSM 5:	Diagnostic and Statistical Manual of Mental Disorders V
GSBHS:	Global School-Based Health Survey
HIV:	Human Immunodeficiency Virus
HPV:	Human Papillomavirus
MoEST:	Ministry of Education Science and Technology in Kenya
NACOSTI:	National Commission for Science Technology and Innovation
PIE:	Person in Environment Approach
PTSD:	Post-Traumatic Stress Disorder
SCT	Standard Community Treatment
STIs:	Sexually Transmitted Infections
TF-CBT:	Trauma-Focused Cognitive Behavioural Therapy
UN:	United Nations
UNICEF:	United Nations International Children's Emergency Fund
UNCRC:	The United Nations' Convention on the Rights of the Child

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

Child sexual abuse is a challenge in Kenya with negative physical, mental, behavioural and learning outcomes to survivors (Bruck, 2015). This chapter presents-the effect of child sexual abuse on school performance among secondary school students in Mavoko Sub County, Machakos County. Child sexual abuse is independent variable in this study and dependent variables: - forms of CSA, the effect of CSA on school performance, social behaviour of CSA and school retention rate of CSA. In addition, a presentation of background, statement of the problem, purposes of the study, research objectives, questions, significance, scope, delimitations, limitations, assumptions, theoretical and conceptual frameworks of the study is included.

1.2 Background of the Study

Child sexual abuse occurs in different circumstances and settings around the world. An estimated 150 million girls and 73 million boys under the age of 18 years have experienced forced sexual intercourse or other forms of sexual abuse involving physical contact (Fulu, 2015). In a global meta-analysis by Bakermans-Kranenburg (2016), the estimated prevalence of childhood sexual abuse in self-reported studies was 18 per cent among female and 7.6 per cent among male participants. In a similar study conducted previously it was found that approximately 20% of girls and 5 to 10% of boys are victims of sexual abuse all over the world and the number continue to grow (WHO, 2012). Moreover, sexual abuse against children is a gross violation of children's rights, but it is a

global reality across all countries and social groups. It can take the form of sexual abuse, harassment, rape or sexual exploitation in prostitution and pornography and can happen anywhere.

In many African countries, child sexual abuse is a major issue, and children and adolescents are exploited for sex in exchange for money or other forms of payment, such as food, shelter and gifts (Wangamati, 2017). High levels of sexual abuse against peers have also been reported in sub-Saharan Africa. In Tanzania and Zambia sexual abuse was associated with school absence or dropout, sleep problems, and multiple sexual partners, as well as mental health problems (Brown, 2015). And in Uganda, a study showed that more than 90% of primary school-aged children who had ever experienced physical violence, more than 50% reported emotional abuse, and 4% and 13% of boys and girls respectively reported sexual abuse from a school staff member (Devries, 2014).

In Kenya, a survey conducted by (UNICEF, 2019) showed that 46 per cent of 18 to 24-year-old young women had faced at least one type of violence – physical, emotional or sexual – during their childhood, as well as 52 per cent of young men in the same age group. A more disturbing fact is that child sexual abuse cases take place in schools where sexual coercion and harassment are evident according to Mullen (2016). They have gradually gained notoriety as venues of sexual assault, as disturbing historical perspective shows that it often occurs in a collective form. Group rape attacks of girls have occurred on a periodic basis as noted in the following examples: in January 1993, 13 girls in Hawinga Girls were assaulted and raped by armed men as they slept in their dormitories; in July 1996, a number of girls were assaulted and raped at Mareira Mixed Secondary School, a Catholic school in Muranga; in 2006, 15 girls in Nyeri were raped

as they staged a mid-night protest against their school administration; 2007, boys in Kilgoris, demonstrating against internal school problems ended up raiding a sister school and sexually assaulting the girls (Ruto & Chege, 2006). And recently, UNFPA (2020) reported that at least 114,000 children were sexually abused in Kenya between July 2019 and June 2020. According to the study, the figures peaked during the covid-19 pandemic period leading to the highest number of teenage pregnancies.

Global studies have found that major risk factors for child sexual abuse are psychosocial challenges, developmental challenges, physical challenges and substance abuse. Childhood is considered a development period with high vulnerability to physical and psychosocial risks. Child abuse is a violation of a child's basic human rights and is the outcome of a set of interrelated familial, social, psychological, and economic factors (Hamed, 2015).

According to Trickett, McBride-Chang, & Putnam (2014), measures of academic performance include: - school records, teacher's ratings of classroom performance and behaviour and parental reports of academic performance. History of child sexual abuse predicts academic performance as it is directly negatively related to ratings of classroom social competence ratings, competent learner and overall school performance, and positively related to school avoiding behaviour.

Child sexual abuse is negatively related to cognitive ability and positively related to depression, destructiveness, and dissociation behavioral problems. . Behaviour problems predict school retention rates as a competent learner, classroom social competence, school-avoidance behaviour, and overall academic performance. Apart from physical force, it may involve psychological intimidation, blackmail or other threats, such

as the threat of physical harm. It may also occur when the person aggressed is unable to give consent for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation (Kazdin, 2015).

Alokan (2018), attest to the fact that there is significant relationship between child sexual abuse and students' performance. Sexually abused children continue to function more poorly than their non-sexually abused peers on a variety of academic and socio-emotional measures. They also manifest multiple forms of academic risk and showed more externalizing and internalizing behaviour problems (Elarousy & Shaqiqi, 2017). Child sexual abuse is not easily noticed because of the intimate, concealed and covert nature of the offence. Therefore, it is frequently only on the basis of a noticeable change in the behavioural patterns of the child such as loss of interest in academic work and a drop in their academic performance and achievement that suspicion is aroused (Scheepers, 2017).

Academic performance was a small portion of a study on sexually abused children in secondary schools. Many studies focused on the negative factors such as post-traumatic stress disorder, and alcohol use (Goldstein, Flett, & Wekerle, 2010). A multitude of studies focused on resilience and protective factors, yet few studies focus directly on school performance (Thornberry, 2013).

The above evidence from the varied literature sources indicates the wide extent of the problem and the gravity of this kind of abuse. There has been limited research conducted on the effect of child sexual abuse on academic performance among secondary school students in Kenya, and more so, none in Mavoko County. Hence, this research intends to shed more light on the issue under study.

1.3 Statement of the Problem

Research on child sexual abuse has been limited to violence and sexual abuse among general children, and sexual abuses among women within the general population in Kenya. Previous literature on child sexual abuse does not provide adequate information on how sexual abuse affects secondary school students in Mavoko, Machakos County; specifically, in the areas of academic performance, social behaviour, effects of certain type of sexual abuse, or the effect sexual abuse may have on school retention rate. This study examined the impact of sexual abuse on secondary students and each of the variables previously stated. Existing research indicated that the conceptual relationship exists between sexual abuse and academic performance; unfortunately, there has not been a significant amount of research on this relationship (Walter, 2009).

1.4 Purpose of the Study

The purpose of this study was to examine the effect of child sexual abuse on school performance among secondary students in Mavoko Sub County, Machakos County, Kenya.

1.5 Objectives of the Study

This study was guided by the following objectives:

1. To identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya.
2. To establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya.

3. To examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya.
4. To evaluate the effect child sexual abuse on school retention rate among secondary students in Mavoko Sub County, Machakos County, Kenya.

1.6 Research Questions

This study was guided by the following research questions:

1. What are the different forms of child sexual abuse among secondary school students in Mavoko Sub County, Machakos County, Kenya?
2. How does child sexual abuse affect social behaviour of the victims in school?
3. How does child sexual abuse affect academic performance of victims?
4. How does child sexual abuse affect school retention rate among secondary school students in Mavoko Sub County, Machakos County, Kenya?

Hypotheses

HO₁: There is no significant relationship between child sexual abuse and school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya;

HO₂: There is no significant relationship between child sexual abuse and academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya;

HO₃: There is no significant relationship between child sexual abuse and school retention rate among secondary students in Mavoko Sub County, Machakos County, Kenya.

1.7 Significance of the Study

The study would establish gaps on the effect of child sexual abuse; this would help advice on an appropriate way forward aimed at strengthening the structures for enhanced way forward for the protection of children in the community. The study would be of benefit to policy makers as it would provide relevant information that would support the review of the constitution on Children Act and the draft children policy. This would enhance their implementation and provide reference to future policy formulation for the protection of children from sexual abuse. Furthermore, the research findings would enlighten students on the effect of child sexual abuse in secondary schools. The study would help other researchers to refer as a source of reference in their studies. The study could give parents, caregivers and teachers an opportunity through open forums to inform students on the effect of child sexual abuse on academic performance. The study could be of significance to the teaching fraternity in Kenya since many students of school going suffer in silence of this menace of child sexual abuse; it could create awareness to educators to take cautious attention on absurd changes on students. Furthermore, students would understand the effect of sexual abuse on their academic performance and school retention. This would motivate victims of sexual abuse to seek psychosocial help to check these negative effects.

1.8 Scope of the Study

The study involved form three students from public secondary schools in Mavoko Sub County, Machakos County. Secondary school children face the task identity versus role confusion; they explore various roles and ideas. Therefore, attempt to discover their

“adult” self by experimenting on sex. The distance from Nairobi to Mavoko Sub County is 26 kilometres. In this study, the effect of child sexual abuse among secondary school students were independent variable and forms of CSA, the academic performance of CSA, social behaviour of CSA and school retention rate of CSA were dependent variables of the study. The study was based on two theories: Trauma-Focused Cognitive Behavioural Therapy and Resilience Theory. Data was collected using questionnaires and interviews.

1.9 Delimitation of the Study

These are features of a study restricting the scope, that is, the researcher consciously omits what they would not carry out. This study used both qualitative and quantitative research methodologies as well as use descriptive research design on the effect of child sexual abuse on academic performance among secondary school students in Mavoko Sub County, Machakos County.

1.10 Limitations of the Study

The students may be shy to share personal experiences that could portray them in a negative manner. Therefore, the researcher assured the students that all information shared and gathered was kept very confidential. Another challenge is the school schedule might not align the researcher’s schedule when collecting data. Therefore it might a longer duration of time than anticipated.

1.11 Assumptions

According to Simon (2011), assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. This study was based on the following assumptions: It was assumed that the study respondents understood the nexus between academic performance and school retention among victims of sexual abuse. It was assumed that the targeted respondents were willing to give information on their academic performance due to child sexual abuse. It was also assumed that the teacher's counsellors, would be willing to take the interviews and that the data obtained would adequately cast light on the variables under investigation.

1.12 Theoretical Framework

This study used the following theories:

12.1 Trauma-Focused Cognitive Behavioural Therapy

According to Cohen (2014), Trauma-focused cognitive behavioural therapy (TF-CBT) is an evidence based treatment approach presented to help children, adolescents and their caregivers overcome trauma related difficulties. This theory is designed to reduce negative emotional and behavioural responses following child sexual abuse, domestic violence, traumatic loss and other traumatic events. The treatment based on learning and cognitive theories addresses distorted beliefs and attributions related to the abuse and provides a supportive environment in which children are encouraged to talk about their traumatic experience. In this study TF-CBT will assist parents and caregivers who are not abusive to cope effectively with their own emotional distress and develop

skills that support their children. In accordance to American Psychiatric Association (2013), the DSM 5 Criterion B: The traumatic event is persistently re-experienced, in the following way(s): unwanted upsetting memories, nightmares, flashbacks, emotional distress after exposure to child sexual abuse reminders and physical reactivity after exposure to child sexual abuse reminders. Criterion D (two required): Negative thoughts or feelings that began or worsened after child sexual abuse trauma, in the following way(s): inability to recall key features of the trauma, overly negative thoughts and assumptions about oneself or the world, exaggerated blame of self or others for causing the trauma, negative affect, decreased interest in activities, feeling isolated and difficulty experiencing positive affect. Criterion E (two required): Trauma-related arousal and reactivity that began or worsened after the trauma, in the following way(s): irritability or aggression, risky or destructive behaviour, hypervigilance, heightened startle reaction, difficulty concentrating and difficulty sleeping. This theory relates to this study since it shows the possible negative effects of sexual abuse on children. It also identifies ways on which these effects can be assuaged. It forms a firm basis for investigating possible tangible ways of checking the effects of sexual abuse among adolescents in the study area.

12.2 Resilience Theory

According to Garmezy (1973), the first research on resilience was published in 1973 and the study used epidemiology which is the study of disease prevalence to uncover the risks and the protective factors that now help define resilience. Factors such as severity of abuse, frequency of abuse, age of the survivors and relationship to the

perpetrator can predict later adjustment. Additionally, factors such as social support, parental warmth, and the survivor's healthy relationship with a supportive adult can influence the child's healthy development and avoidance of delinquent behaviour (Davis, 2013). Resiliency does not explain why abuse and neglect occur; rather, it explains why children may not inevitably be damaged by child abuse and neglect. A year later, the same group of researchers created tools to look at systems that support development of resilience (Garmezy & Streitman, Children at risk: The search for the antecedents of schizophrenia, 1974). Emmy Werner was one of the early scientists to use the term *resilience* in the 1970s. She studied a cohort of children from Kauai, Hawaii. Kauai was quite poor and many of the children in the study grew up with alcoholic or mentally ill parents and many of the parents were also out of work. (Werner E. E., 1971). Werner noted that of the children who grew up in these detrimental situations, two-thirds exhibited destructive behaviours in their later teen years, such as chronic unemployment, substance abuse, and out-of-wedlock births in the case of teenage girls. However, one-third of these youngsters did not exhibit destructive behaviours and thereby Werner called the latter group 'resilient' (Werner, 1989). Thus, resilient children and their families were those who, by definition, demonstrated traits that allowed them to be more successful than non-resilient children and families.

On the other hand, some children of ill parents thrived well and were competent in academic achievement, and therefore led researchers to make efforts to understand such responses to adversity. Since the onset of the research on resilience, researchers have been devoted to discovering the protective factors that explain people's adaptation to adverse conditions, such as maltreatment, catastrophic life events and urban poverty

(Cicchetti & Rogosch, 2017). The focus of empirical work then has been shifted to understand the underlying protective processes. Researchers endeavour to uncover how some factors such as connection to family may contribute to positive outcomes (Luthar, 2015). This theory is important in this study since it should ways in which the reliance can militate against the negative effects of sexual abuse such as poor performance and dropping out of school. If students were protected from sexual abuse, they would likely concentrate on their studies and choose to remain in school as envisaged by this current study.

1.13 Conceptual framework

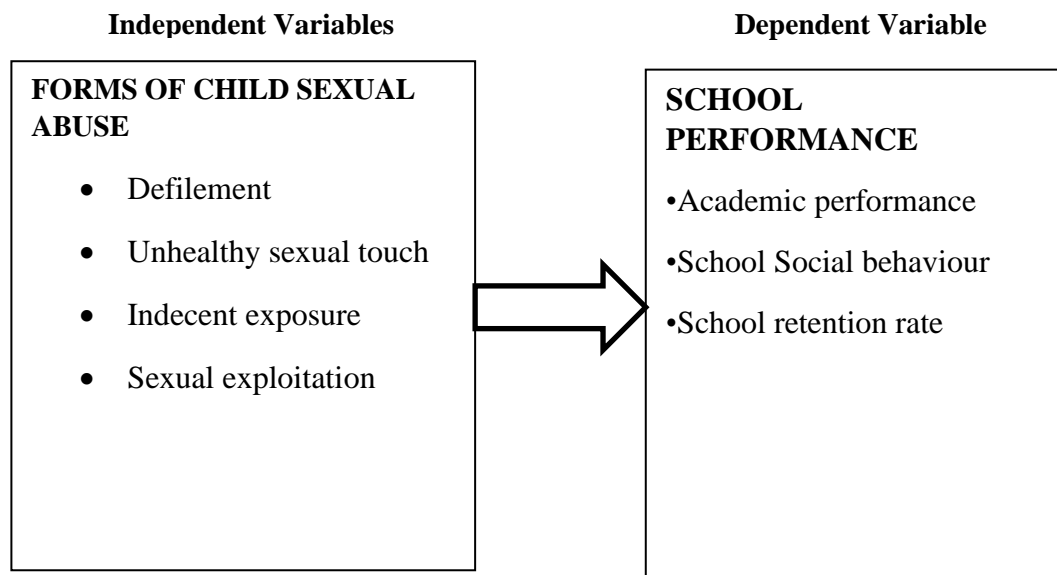


Figure 1.1 Conceptual Framework for effect of child sexual abuse on school performance among secondary students

(Source: Author, 2019)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing information and data that are relevant to the study topic and objectives. It summarizes existing information on the forms of child sexual abuse, the academic performance of child sexual abuse, social behaviour of child sexual abuse, school retention rate of child sexual abuse and the research gaps.

2.2 Empirical Review of Literature

In this section, empirical review of existing literature is presented. This review is presented in line with the objectives of the study.

2.2.1 Forms of Child Sexual Abuse

Child Sexual Abuse is a gradual process with the adult knowingly testing the child's boundaries using his or her familiarity with the child social status or power to take advantage of the child (Winston, 2017). Child sexual abuse is physical or non-physical contact between an adult or a minor and a child which results in sexual stimulation and gratification for the adult or minor. There are various forms of child abuse that are commonly recognized and broadly categorized into five perspectives namely: physical abuse, psychological or emotional abuse, sexual abuse, child neglect and educational abuse. According to Rheingold (2016), physical abuse is characterized by physical injury such as bruises and fractures that result from punching, beating, kicking, biting, shaking, throwing, stabling, choking, hitting with a hard stick, strap or other object and burning.

Some cultural practices are generally not defined as physical abuse, nonetheless may result in hurting children physically.

Psychological or Emotional Abuse is assumed to be present in all other forms of abuse. It consists of any attitude or behaviour which interferes with a child's mental health or social development, such as yelling, screaming, name calling, shaming, negative comparisons to others, telling children they are "bad" or "no good". Another aspect of emotional abuse is the failure to provide the affection and support necessary for the development of a child's wellbeing, such as ignoring, withdrawal of attention, lack of praise, and lack of positive reinforcement. The National Clearinghouse on Child Abuse and Neglect Information (2018), defines emotional abuse as acts or omissions by parents or other caregivers that have caused or could cause serious behavioural, cognitive, emotional or mental disorders. As suggested by Umobong (2017) that psychological or emotional abuse can be seen as any attitude, behaviour or failure to act on the part of a caregiver, which interferes with a child's mental health, social development of sense of self-worth.

According to the research which was conducted by Mathews, (2016), the findings indicate that violence against children is a serious problem in Kenya. Levels of violence prior to age 18 as reported by 18 to 24 year olds (lifetime experiences) indicate that during childhood, 32% of females and 18% of males' experience sexual violence, 66% of females and 73% of males experienced physical violence and 26% of females and 32% of males experience any violence as a child. The study further noted that 13% of females and 9% of males experienced all three types of violence during childhood.

According to UNICEF (2017) the most common perpetrators of sexual violence for females and males were found to be boyfriends, girlfriends or romantic partners comprising 47% and 43% respectively followed by neighbours, 27% and 21% respectively. Mothers and fathers were the most common perpetrator of physical violence by family members. Male, teachers, and police were the most common perpetrators of physical violence by the authorities. Emotional violence was most commonly inflicted on both males and females by parents.

Regardless of the type of violence, less than one out of every females or males who experienced sexual, physical, or emotional violence as a child knew of a place to go to seek professional help. Most importantly, less than 10% of females and males who experienced sexual, physical or emotional violence as a child actually received some form of professional help. Females aged 18 to 24 who reported experiencing sexual violence in childhood were significantly more likely to report feelings of anxiety, depression, suicidal thoughts and fair/poor health than those females who did not experience sexual violence. Sub-national studies also indicate that sexual violence is a problem in Kenya. Of post-primary students surveyed in Nairobi in 2004, 14% of girls reported that they or one of their family members had ever experienced sexual assault, and 24% of boys reported that they or one of their family members had ever experienced sexual assault (UNICEF, 2017).

2.2.2 CSA and School Social Behaviour

Child sexual abuse has been correlated with higher levels of depression, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns,

repression, denial, sexual problems and relationship problems. Depression has been found to be the most common long-term symptom among survivors. Survivors may have difficulty in externalizing the abuse, thus thinking negatively about themselves (Hartman, 2017). After years of negative self-thoughts, survivors have feelings of worthlessness and avoid others because they believe they have nothing to offer (Long, 2016). As Ratican (2015), describes the symptoms of child sexual abuse survivors' such as depression, suicidal ideation, sleeping and disturbed eating patterns. When the sexual abuse is done by an adult it may be hard for the children to view the perpetrator in a negative light, thus leaving them incapable of seeing what happened as not their fault. Survivors often blame themselves and internalize negative messages about themselves. Survivors tend to display more self-destructive behaviours and experience more suicidal ideation than those who have not been abuse.

The long term effect of CSA include body issues and eating disorders. The symptoms of child sexual abuse survivors' body image problems to be related to feeling dirty or ugly, dissatisfaction with body or appearance, eating disorders, and obesity. Survivors' distress may also result in somatic concerns and symptoms among survivors are often related to pelvic pain, gastrointestinal problems, headaches and difficulty swallowing (Ratican, 2015). Stress and anxiety are often long-term effects of child sexual abuse. Child sexual abuse can be frightening and cause stress long after the experience or experiences have ceased. Many times survivors experience chronic anxiety, tension, anxiety attacks, and phobias (Browne, 2016).

Survivors of sexual abuse may experience difficulty in establishing interpersonal relationships. Symptoms correlated with child sexual abuse may hinder the development

and growth of relationships. Common relationship difficulties that survivors may experience are difficulties with trust, fear of intimacy, fear of being different or weird, difficulty establishing interpersonal boundaries, passive behaviours and getting involved in abusive relationships (Ratican, 2015). According to Feinauer (2017), he examined the relationship between a person's ability to adjust to an intimate relationship, depression and level of severity of child abuse. Sexual abuse often is initiated by someone the child loves and trusts, which breaks trust and may result in the child believing that people they love will hurt them (Pearson, 2016).

National Sexual Violence Resource Center (2015), gives a list of the top ten sexual symptoms that often result from experiences of sexual abuse including avoiding, fearing, or lacking interest in sex; approaching sex as an obligation; experiencing negative feelings such as anger, disgust or guilt with touch; having difficulty becoming aroused or feeling sensation; feeling emotionally distant or not present during sex; experiencing intrusive or disturbing sexual thoughts and images; engaging in compulsive or inappropriate sexual behaviours; experiencing difficulty establishing or maintaining an intimate relationship; experiencing vaginal pain or orgasmic difficulties in women; and experiencing erectile, ejaculatory, or orgasmic difficulties in men. A study done on the predictors of sexual dysfunction in the United States revealed that survivors of sexual abuse experience sexual problems more than the general population. They found that male survivors of childhood sexual abuse were more likely to experience erectile dysfunction, premature ejaculation and low sexual desire whereas they found that women were more likely to have arousal disorders (Laumann, 2016).

2.2.3 CSA and Academic Performance

According to Rew (2015), child sexual abuse is widely considered as responsible for negative effects on children's academic achievement. Sexually abused students tend to have less concentration span in class. A study carried out on the influence of child sexual abuse on classroom behaviour and academic performance among primary and secondary school learners in the Ekiti State of Nigeria (Olatunji, 2014). Based on the findings, it was recommended; among others things that the effects of child sexual abuse on children's classroom behaviour and later academic performance should receive attention in education policy forum; and that parents should always relate to their children with love and affection and also provide for their needs. In schools, these symptoms manifest themselves through students' inability to concentrate, complete school work in time, or understand schoolwork; being fearful, frustrated, feeling bad about themselves; achieving low grades; and being told they are lazy or slow (Larkin, 2016).

A research conducted by Nyakerario (2013), in Mathare Ward, Nairobi County indicated that the major category of child sexual abuse which was prevalent in the community was the interfamilial sexual abuse, where children were sexually abused by close relatives, the male perpetrators and girl child were found to be the most survivors of the vice 80% of the respondents were aware of father-daughter sexual abuse, 98% for father-son, 19% for mother-son, 19% for sibling-incest, 83% on rape, 66% on sodomy, 16% on incest and 19% on paedophilia respectively. This had adverse effects on the

academic performance of the victims due to trauma, teenage pregnancies, dropping out of school and diseases among others.

Empirical evidence indicates that child sexual abuse has a profound impact on the lives of the survivors, as a result of their experiences and their memories of these practices (Spies, 2016). A child learns from life experiences and personal actions thus, the journey to adulthood contributes to how the child develops into a self-sufficient and independent adult. The child takes in and processes external experiences then internalises these experiences forming a basis on which they interact with the world. Thereby this translates to how the child will perform in academic performance since the child will suffer psychological trauma which causes stigma and lose of self-worth. According to Spies (2016), information taken in processed and internalised by sexually abused children has an enormous effect on the child's academic performance. The reality of a child remembering other external stimuli that they may have heard, felt and smelt while the abuse was happening (Freyd, 2017). Child sexual abuse is associated with intellectual deficits and academic performance such as delay in acquiring language and problems in mathematics and reading tests. Difficulties with academic performance and behaviour experienced by sexually abused children may impact negatively on future educational attempts and eventually hamper the development of necessary life skills including self-discipline and the ability to sustain effective work roles (Ferrara, 2015). Sexual abuse has a profound effect on a child's ability to develop skills and abilities, the abuse influences every aspect of the child's growth and development thus, development of concentration problems at school, anxiety regarding to school attendance. Fluctuations in school

performance lead to low self-esteem and negative self-image which increases fear, self-blame and feelings of guilt (De Witt, 2016).

According to Ah Hing (2016), school-related experiences and academic performance of sexually abused children and adolescents offered recommendations to the teachers of learners who are or have been sexually abused. The conclusion was reached that CSA does have an impact on the academic performance of learners. Therefore, teachers are in need of a greater understanding and awareness of CSA, in order to help these learners. The above research indicates that there is limited information on child sexual abuse more especially in Mavoko Sub County, Machakos County.

2.2.4 CSA and School Retention Rate

Children who have been survivors of child sexual abuse are more likely to drop out of secondary school before completing than their peers. According to Koss (2015), one in five people in the United States drop out of high school before graduation, which decreases their lifetime earning potential by 20 percent and more than 30 percent of the survey sample, were survivors of child sexual abuse before the age of 16.

According to Finkelhor (2014), a study conducted in USA on sexual abuse, whereby 1 in 5 girls and 1 in 20 boys is a survivors of child sexual abuse; self-report studies show that 20% of adult females and 5-10% of adult males recall a childhood sexual assault or sexual abuse incident; during a one-year period in the U.S., 16% of youth ages 14 to 17 had been sexually abused; over the course of their lifetime, 28% of U.S. youth ages 14 to 17 had been sexually abused and children are most vulnerable to CSA between the ages of 7 and 13. According to Eisenman (2015), the highest rates

were in the sub-Saharan African countries where each year, about 22 percent of primary schools pupils and 21 percent of secondary schools students were dropping out of school. The North African and Middle Eastern countries averaged about 12 percent for the primary grades and 21 percent for the secondary grades. According to EFA Global Monitoring Report (2016), Kenya has the largest percentage of her children in both primary and secondary school of which 13 percent drop out of school at any given time due to effect of CSA, poverty, early marriages, HIV/AIDS pandemic and poor learning environment.

2.3 Summary and Research Gap

This chapter presented the theoretical and empirical review. The linkages between the theories guiding this study as well the study variables namely the forms of CSA, the academic performance of CSA, social behaviour of CSA and school retention rate of CSA. In this occurrence, numerous studies that have been undertaken in line with the study objectives were reviewed. Lastly, critique of the literature reviewed and study gaps are presented. The literature showed that, it is important for educators and parents to be knowledgeable about the topic of CSA in order for them to be successful in their prevention efforts.

The findings from a recent survey conducted by UNICEF (2019) indicate that sexual abuse against children is a serious problem in Kenya. 46 per cent of 18 to 24-year-old young women had faced at least one type of violence – physical, emotional or sexual – during their childhood, as well as 52 per cent of young men in the same age group. In 2010, 76 per cent of young women and 80 per cent of young men reported facing

violence as children, showing progress over the last ten years, although the numbers remain alarmingly high.

Children are taught by society to comply with authority, but are rarely provided with information on acceptable adult-child interactions. Children see adults as powerful and accept any threats made as real. Because children are therefore powerless and vulnerable, they make perfect survivors of sexual abuse. Their vulnerability is compounded by the fact that sexual abuse occurs in private as part of a dark secret. For instance, according to Okendo (2018), of the Standard Daily newspaper, in the past three (3) years TSC has deregistered 162 male teachers for sexually harassing their students. But there is limited information on how the students move on from following: the forms of child sexual abuse, their social behaviour, academic performance and school retention rate. Data from TSC shows that in 2015, some 126 teachers were struck off the teaching roll of these 100 male teachers were kicked out of the profession for sexually harassing their students. Further details show that in 2016 some 22 teachers were deregistered after evidence showed they sexually abused female students. In 2017, TSC announced that some 40 male teachers were blacklisted and degazetted for sexually abusing students. The evident statistics paint a shocking reality in schools with questions emerging whether students are safe under the people expected to mentor them. The study has established gaps on the effect of child sexual abuse which will assist to advice on an appropriate way forward aimed at strengthening the structures for enhanced protection of children in Mavoko Sub County, Machakos County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to Research Methodology

This chapter presents the research methodology to be used in this study. It includes the research design, target population, study site, the sample and sampling techniques and pretesting, data collection instruments and methods as well as data analysis and presentation. It shows the validity and reliability of the research instrument, pilot study, data analysis procedures and the ethical consideration.

3.2 Research Design

A research design is a plan structure and strategy of investigation concerned with obtaining answers to research in collecting, analysing and interpreting observed facts (Kothari, 2017). This study used both qualitative and quantitative research method thereby descriptive-survey design helped the researcher identify cases of child sexual abuse in Mavoko Sub County, Machakos County. In descriptive-survey design, the researcher collected data through to 84 students and 14 principals from 14 public schools in Mavoko Sub County, Machakos County, Kenya. The descriptive-survey design was used to test the relationships between the independent (forms of sexual abuse) and the dependent variables (academic performance, Social behaviour performance and school retention). In assessing the effect of child sexual abuse on school performance among students in Mavoko Sub County, Machakos County, Kenya, this was deemed a suitable design.

3.3 Research Site

According to Independent Electoral and Boundaries Commission (2018), Mavoko Sub County has 4 four Wards namely Athi River, Kinanie, Muthwani and Syokimau/Mulolongo. This study was carried out in Mavoko Sub County, Machakos County. The site for the study was selected owing to its special characteristics of being a metropolitan town, transit town from Coast to Nairobi County where most truck drivers stop over because of the Weigh Bridge and this has escalated cases of sex trade. In addition, resident are low income workers thus, pose a challenge to acquire basics needs which leads to child sexual abuse. There are 14 public secondary schools in the area. The vast entry of people from various ethnic and socio-economic backgrounds informs the choice of the area for the study since the variables under investigation were expected to affect students considerably. Furthermore, there are fast growing towns in the area as well as growing number of youths from the surrounding higher education institutions. The researcher visited the Chief's office and the children's office desk which indicated the most reported forms of child neglect are in the form of prohibition from school, lack of medical attention and denial of food. However, in Mavoko Sub County, Machakos County child sexual abuse may be more rampant whereby cases go unreported and only occasionally surface in form of news reports after a major incident.

3.4 Target Population

Target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of a research

(Biemans, 2014). The study targeted students from 14 schools in Mavoko Sub County and their principals teachers.. There are 3486 secondary school students in Mavoko Sub County according to Ministry of Education Science and Technology, (2017). However, the researcher targeted only form three students from the four Wards totalling to 840 by the Ministry of Education, Machakos County, 2017. These students were targeted due to the fact that by the time they reach this class, they were able to understand the effects of child sexual abuse and their experimenting behaviour on sex. Moreover, the researcher was able to track their academic performance since their abstract thinking is formed and secondary school students are more aware of child sexual abuse and its effects in form one to form three. Academic performance was assessed through examination of the perceptions of the study participants. Fourteen (14) principals from the sampled schools were also included in the study because they could make significant contributions through counselling of the abused students.

3.5 Determination of Study Sample

3.5.1 Sampling Procedure

The study used stratified random sampling to select form 3 students and principals teachers in the 14 public secondary schools from 4 Wards (strata) in Mavoko Sub County, Machakos County, Kenya. In addition, school's teacher counsellors were purposively selected. According to Kothari (2017), the study sample was 10% of the form three (3) students from each schools selected through simple random sampling which was administered on the basis of equal chances regardless of whether the students have been sexually abused or not. Purposive sampling ensures that units from each main

group are equitably included in the study (Jankowicz, 2017). In this study, the population is divided into 4 strata (Athi River, Kinanie, Muthwani, Syokimau/Mulolongo). The simple random and purposive sampling techniques were used to select students and teachers respectively from each school. Purposive sampling was used for purposes of ensuring that only form three students were sampled. On its part, random sampling was chosen for purposes of ensuring that each student within the sampling frame had equal chances of being selected. In this case, the students were presented with a basket of shuffled up pieces of paper written either “yes” or “no”. Those who chose “yes” were the ones who were selected to participate in the study. At the same time, school principals were sampled from each selected schools.

3.5.2 Study Sample size

According to Kothari (2017), the students ‘sample size in the study was:

$$n=N*10\%$$

$$n=840*10/100$$

$$n=N*0.1$$

$$n=84 \text{ students}$$

Where:

n = sample size,

N = Target Population

The population of the study was divided into 14 strata that is corresponding to each of the 14 public secondary schools in Mavoko Sub County, Machakos County, Kenya. Only 10% of students in form three (3) per school were targeted. This agrees with Kothari, (2017) who points out that 10-30% of accessible population were the

representative of the whole population. This made the sample size be 84 students. At the same time the 14 principals targeted were sampled.

3.6 Data Collection Measures

The researcher used the: self-administered structured students 'questionnaire to collect data from the students and teacher counsellors.

3.6.1 Development of Instruments

The study used questionnaires and interview guides as the data collection tool to gather data from students. The questionnaire had closed ended questions and the Likert-type questions for the purpose of capturing relevant and important information for the research study. These questions were based on the study variables. The interview guide also had questions in line with the study objectives.

3.6.2 Pilot Testing of Research Instruments.

Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument. This were included in the pilot study targeting 12 students from 2 schools in Nairobi County. The sample of 12 was informed by the work of Kothari, (2017) which mentions that 10% to 30% of the study sample is adequate for pilot studies. Nairobi City County was selected because of its borders and faces similar challenges as Mavoko Sub-County due to its metropolitan nature. Furthermore, many inhabitants of Mavoko Sub-County work or study in Nairobi City County. It is thus assumed that behavioural patterns in two areas are correlated.

3.6.3 Instrument Reliability

Mugenda, (2012) point out that reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. Reliability contains the concepts of internal consistency and stability and equivalence. The data obtained from the pilot study was used to ascertain the appropriateness and relevancy of the questionnaire to the study. Test retest reliability was administered for pilot study in two schools in Nairobi City County namely;- Dagoretti Mixed secondary school and Ngara Girls High school.

3.6.4 Instrument Validity

According to Gay(2012) validity refers to the degree to which a test or an instrument measures what it is supposed to measure. In order to ensure the validity of the instrument, internal and external validity tests were carried out. Face validity was assessed by finding out the ease with which the respondents answer the research questions. In this case, any ambiguous questions were adjusted to make them easy to understand and answer. Schindler, (2013) point out that content validity offers adequate investigation of the study questions. The questionnaires were also presented to the supervisors for review and their input on the constructs of the research used to improve the questionnaire.

Schindler, (2013) point out that construct validity is the extent to which a set of measured items actually reflect the theoretical latent construct that the items are designed to

measure. Construct validity was ensured through the operationalization by setting the questions in the questionnaire based on the reviewed literature and the operationalized definition of the study variables.

Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the research instrument. This included a pilot study targeting 12 students drawn from 2 schools in Nairobi City County. Content validity was used to find out if the instrument would answer all the research questions. Furthermore, factor analysis was also used to test construct validity whereby the right coefficients from the data were obtained and the results used to make adjustments, corrections, and additions to the research instrument.

3.7 Data Processing and Analysis

The data was collected using questionnaires which was analysed using the Statistical Package for the Social Sciences (SPSS) version 24. Descriptive statistics such as: frequencies, percentages and means were calculated. Use of inferential statistics Multiple Regression Analysis tested the relationships between the independent variable (child sexual abuse) and the dependent variables (school retention rate, social behaviour and academic performance). Qualitative data from interviews was subjected to thematic analysis. The emergent themes were identified and their meanings drawn and applied to answer initial research questions and issues as posited by Huberman (1994).

The findings obtained were presented in form of Tables and Figures and conclusions drawn. These findings were used to support the findings from students' questionnaires.

3.8 Legal and ethical considerations

The researcher observed ethical standards. In this regard, the respondents were informed of the purpose of the study before their participation. A research authorization letter was obtained from Africa Nazarene University (ANU) Board of Post graduate Studies. Thereafter, the researcher obtained a permit from National Commission for Science, Technology and Innovation (NACOSTI) before undertaking this study so as to ensure the legal basis for the study is established. Permission was also sought from the school principals to collect data. Consent was obtained from the respondents before administering the questionnaire or carrying out the interviews. All interviews were carried out in a confidential manner throughout the study. Respondents were also assured of their anonymity. This means that they were assured that no identifying information would be ascribed to their responses. It is hoped that this would boost their willingness to participate in the study assuring them autonomy.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The purpose of this study was to examine the effect of child sexual abuse on school performance among secondary students in Mavoko Sub County, Machakos County, Kenya. The study objectives were; to identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya; to establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya; to examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya and; to evaluate the effect child sexual abuse on school retention rate among secondary students in Mavoko Sub County, Machakos County, Kenya. This chapter provides an analysis and presentation of the data obtained using the questionnaire as well as semi-structured interviews.

4.2 Response Rate

The study sampled 84 students and 14 principals from 14 public schools in Mavoko Sub County, Machakos County, Kenya. Out of these, 73 students and 9 principals responded. The return rate was thus 87% for students and 64% for principals as presented in Table 4.1.

Table 4.1 Response Rate

	Sample	Responded	Percentage
Students	84	73	87%
Principals	14	9	64%

4.2.1 Social Demographic Characteristics of Respondents

The study assessed selected general information about the respondents. This included the gender of respondents, age, residence, the experience of sexual abuse, the gender of the perpetrator and, type of perpetrator.

4.2.1.1 Gender of Respondents

The study sought to find the gender of the respondents. The findings show that most of the respondents were female (57%) while males were 47%. This implies that there was gender equality while recruiting the study participants.

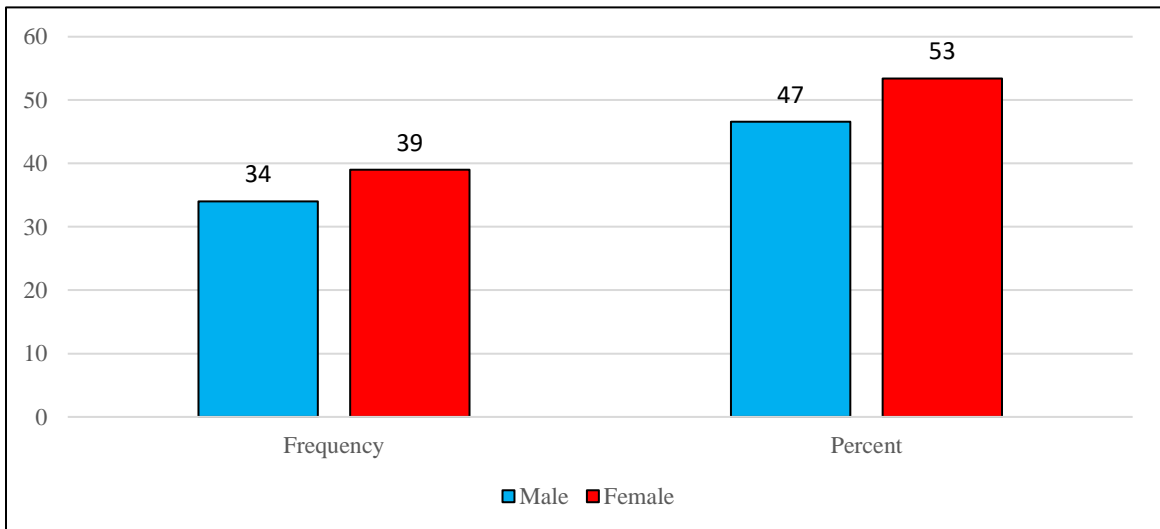


Figure 4.1: Gender Analysis

(Source: Field Data, 2020).

4.2.1.2 Age of Respondents

The respondents were asked to indicate their age. The findings show that more than half of the respondents (54%) were aged 17 to 18 years. The rest were either aged 15 to 16 years or 19 to 29 years at 26% and 27% respectively.

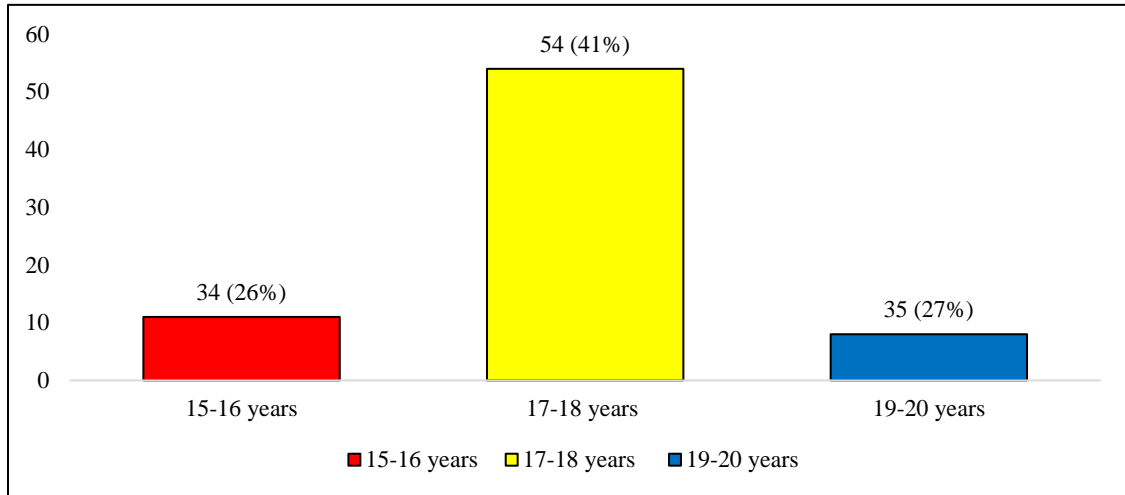


Figure 4.2 Age of the Respondents

(Source: Field Data, 2020).

4.2.1.3 Residence of the Respondents

The students were asked to indicate their residence. The findings show that most of them came from the Kinanie ward (29%). These were followed by those who came from Athi River (26%), Syokimau/Mulolongo (23%), and Muthwani (22%). This shows that the respondents were proportionately from the 4 wards of Mavoko Sub-County, Machakos County.

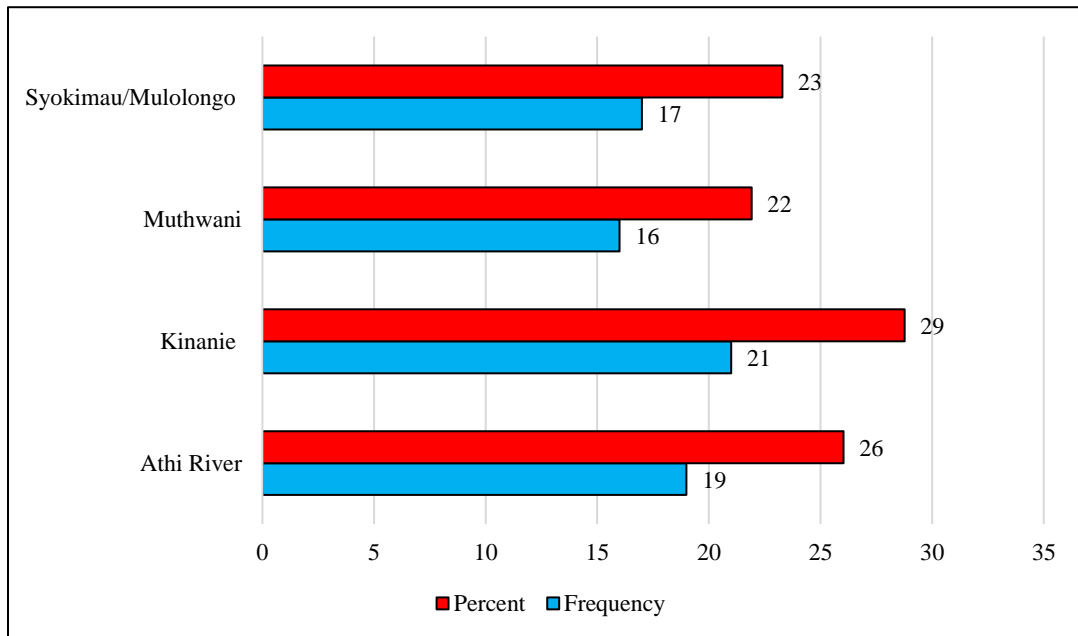


Figure 4.3 Residence of the Respondents

(Source: Field Data, 2020).

4.2.1.4 Respondents' Experiences of Sexual Abuse

The students were asked if they had ever been sexually abused. The findings show that more than a third (38%) had experienced sexual abuse. This shows that sexual abuse was prevalent among students in the study area.

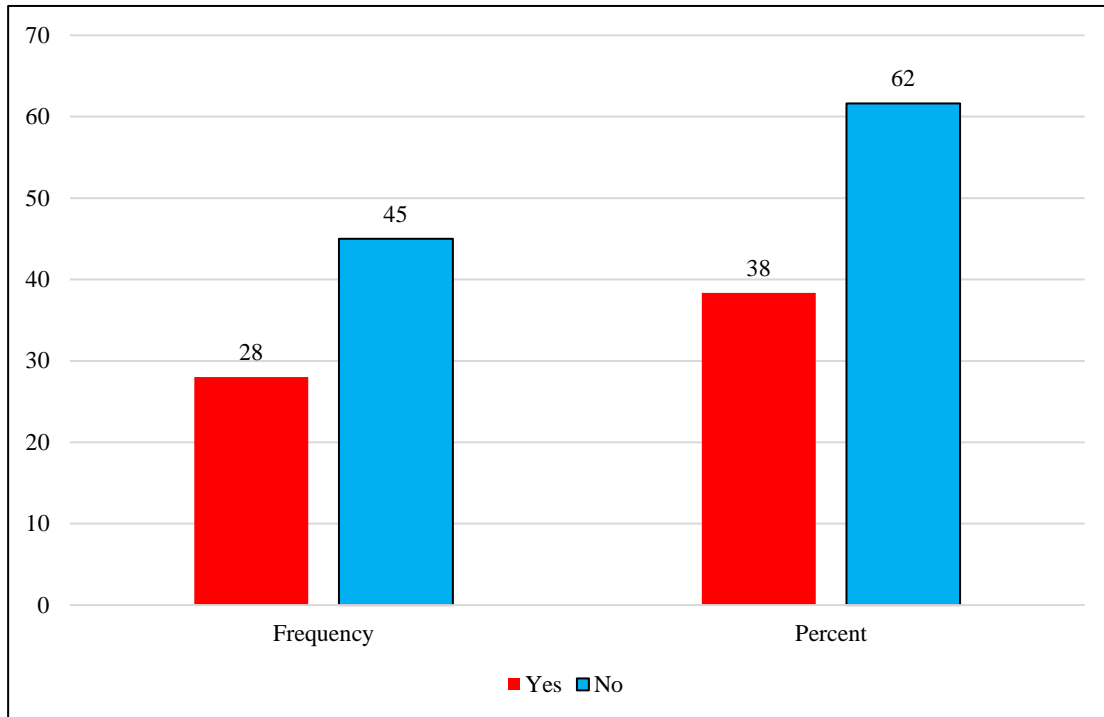


Figure 4.4 Respondents' Experiences of Sexual Abuse

(Source: Field Data, 2020).

4.2.1.5 Gender of Perpetrator

The students who had experienced sexual abuse were asked to indicate the gender of those who had sexually abused them. The findings show that 71% of the perpetrators had been male while less than a third (29%) were female. This shows that students were most likely to be abused by males.

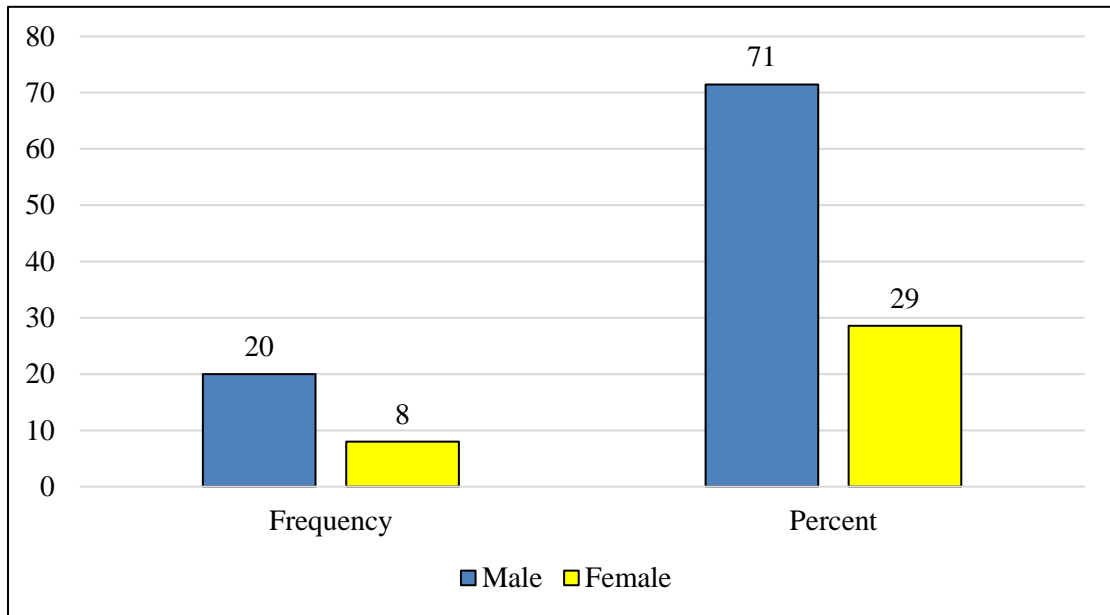


Figure 4.5 Gender of Perpetrators

(Source: Field Data, 2020).

4.2.1.6 Type of Perpetrator

The students were asked to indicate who the perpetrators were. The findings show that close to half (43%) of the perpetrators were peers. These were followed by school mates (18%), family members (14%), and neighbours (11%). The least, only 2, were strangers (11%). These findings show that whereas there were various types of perpetrators, the majority of perpetrators were peers.

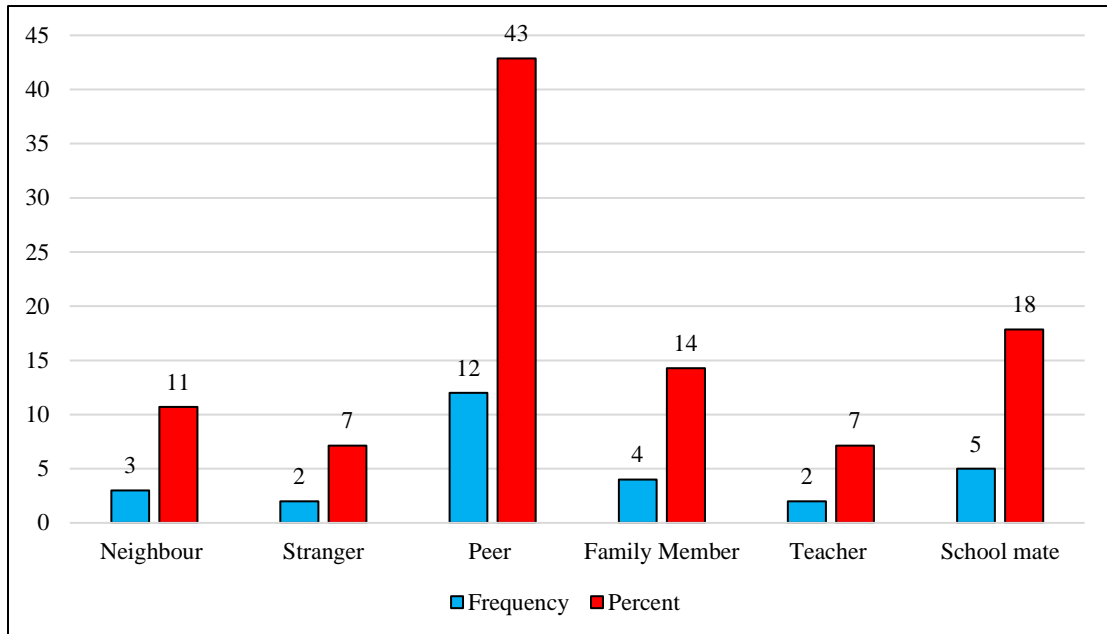


Figure 4.6 Type of Perpetrator

(Source: Field Data, 2020).

4.3 Presentation of Research Analysis and Findings

This section presents the findings of the study which is done in line with the objectives of the study.

4.3.1 Forms of Child Sexual Abuse Experienced by Secondary School Students

The first objective of the study was to identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya. This section presents the findings obtained from questionnaires. The students were presented with selected statements on forms of sexual abuse. Their level of agreeability with the statements was measured on a scale of 1 to 5 (1- strongly disagree; 2-disagree; 3- undecided; 4-agree and; 5-strongly agree). The weighted means (WM) of

the responses were used to explain the levels of agreement with each variable. The findings are presented in Table 4.2.

Table 4.2 Forms of Sexual Abuse

Forms of Sexual Abuse	Rating					Total	WM
	1	2	3	4	5		
Have you ever been verbally sexually abused?	11	3	9	22	28	73	4
Have you ever been kissed or sexually touched?	7	7	13	14	32	73	4
Have you ever attempted oral, anal or vaginal penetration?	10	8	12	19	24	73	4
Have you ever been abused by person in position of trust and authority?	11	11	12	12	27	73	3
Have you ever been forced to witness sexual abuse?	55	9	0	4	5	73	2
Have you ever been forced to see a naked body?	51	12	1	2	7	73	2
Have you ever been forced to watch people having sex?	47	12	1	4	9	73	2
Have you ever been forced to watch pornographic pictures, drawings, films, videotapes, or magazines?	9	9	12	15	28	73	4
Have you ever been forced penetration with a finger or object?	12	13	7	15	26	73	3
Have you ever been forced into prostitution?	33	3	11	15	11	73	3

(Source: Field Data, 2020).

The students agreed (WM of 4) that they had ever been verbally sexually abused and that they had ever been kissed or sexually touched (WM=4). They also agreed that had also attempted oral, anal or vaginal penetration (WM=4) and that they had been forced to watch pornographic pictures, drawings, films, videotapes or magazines (WM=4).

The students were undecided (WM=3) that they had been abused by person in a position of trust and authority. They were also neutral to the fact that they had ever been

forced penetration with a finger or object (WM=3). They were also undecided about whether they had been forced into prostitution (WM=3). Also, the student disagreed (WM=2) to the fact that they were forced to witness sexual abuse and that they had been forced to watch people having sex (WM=2). These findings show that there were many incidences of sexual abuse among students in the schools sampled.

4.3.2 Child Sexual Abuse and School Social Behaviour Performance

The second objective of the study was “To establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya.” The findings from the questionnaires are presented in Table 4.3.

Table 4.3 Child Sexual Abuse and School Social Behaviour Performance

Attribute	Rating					Total	WM
	1	2	3	4	5		
I do not trust other people	12	9	4	18	30	73	4
I do not believe in my right to live	15	11	6	16	25	73	3
I feel lonely	12	9	5	11	36	73	4
I experience stressful inner tension	9	13	4	14	33	73	4
I have images that I am very much afraid of	9	7	11	15	31	73	4
I hate myself	9	9	14	16	25	73	4
I feel like punishing myself	9	11	9	17	27	73	4
I suffer from shame	8	5	4	23	33	73	4
My mood rapidly changes in terms of anxiety, anger, and depression	7	14	4	19	29	73	4
I suffer from hearing voices and noises from inside or outside my head	13	11	10	18	21	73	3

(Source: Field Data, 2020).

The students agreed (WM=4) that they did not trust other people, they felt lonely and experienced stressful inner tension. They also agreed that they had images that they were very much afraid of and that they hated themselves (WM=4). They also agreed that they felt like punishing themselves and that they suffered from shame (WM=4). Lastly, the students pointed out that their mood rapidly changed in terms of anxiety, anger, and depression (WM=4). The students were undecided (WM=3) that they did not believe in their right to live (WM=3) and that they suffered from hearing voices and noises from inside or outside their heads (WM=3). These findings make it apparent that sexual abuse affected the school social behaviour of victims in the various ways investigated.

The principals of the schools sampled were asked to indicate the relationship between child sexual abuse and school social behaviour. The respondents affirmed that sexual abuse contributed to loss of self-worth of the students. This went on to affect their learning processes. In this light, one of the principals said:

“Sexual abuse robbed the victims their feelings of self-worth. This went on to affect their learning processes and ways of relating with others.”

.....
(Principal E, January 2020)

Another respondent pointed out that sexual abuse planted traumatising images in the minds of victims. For learners, their ability to socialise and relate with others in school was greatly affected. To support this, one of the respondents said:

“A child who is sexually abused is often left with a bad and traumatising image in their mind. This affects their future relationships with others. They may tend to be

withdrawn and unwilling to make friends at school which is important for learning processes.

.....

(Principal I, January 2020)

Sexual abuse also left some victims with feelings of unworthiness and self-hate. Some of them went on to have suicidal tendencies and distrust of others. In school, such students tended to make less friends and were often withdrawn in school. This was indicated by the respondents who said:

“Students who were sexually abused suffered shame and feelings of unworthiness. This went on to push some of them to be withdrawn in school. Some made less friends and were unable to enjoy the support of their colleagues with class work.”

.....

(Principal A, January 2020)

Some students also developed suicidal tendencies after suffering sexual abuse. This went on to have ripple effects on their abilities to associate with others since suicidal behaviour contributed to stigma.

“Students who tried to commit suicide are often left devastated since most of their colleagues tend discriminate them.”

(Principal D, January 2020)

.....

Another respondent said that some victims of sexual abuse often lived fearful lives if the persons who abused them continued to live in the same community or environment and nothing was apparently done to them. They felt helpless and remained withdrawn. This can be attested by the words of one of the respondents who said:

“It is a difficult thing remaining in school when the perpetrators of sexual abuse where in the same environment with the victims. Some of the students who suffered sexual abuse thus tended to remain being withdrawn and fearful which was not good for health learning.”

(Principal B, January 2020)

4.3.3 Child Sexual Abuse and Academic Performance

The third objective of the study was to examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya. The findings obtained are presented in Table 4.4.

Table 4.4 Child Sexual Abuse and Academic Performance

Attribute	Rating					Total	WM
	1	2	3	4	5		
I do not feel interested in class work	9	13	5	21	25	73	4
I do not concentrate in class activities	8	12	8	12	35	75	4
I find it hard to actively participates in class	11	11	5	19	27	73	4
I often miss class assessment			1				
I am devastated when blamed and discouraging statements from teachers	9	13	1	12	28	73	4
I rarely finish my class assignments	5	4	1	22	31	73	4
I am not happy with academic performance	8	12	9	16	28	73	4
			1				
	7	8	4	17	27	73	4

I am among poor performing student in class	9	13	1	12	27	72	3
I am always absent minded in class	8	14	8	11	32	73	4
I am not happy when in class	15	14	9	17	15	70	3

(Source: Field Data, 2020).

While the students were undecided (WM=3) regarding being unhappy when in class as well as poorly performing in class, they agreed to the other statements presented to them (WMs=4). In this regard, they agreed that they did not feel interested in classwork and, that they did not concentrate in class activities. They also agreed that they did not feel interested in classwork and did not concentrate in class activities. They also found it hard to actively participate in class. They also missed class assessment and were devastated when blamed and when they got discouraging statements from teachers. Further, the students agreed that they rarely finished their class assignments. They also agreed (WM=4) that they were not happy with academic performance and were always absent-minded in class. These findings make it apparent that sexual abuse affected the financial performance of victims in various ways. Students who were abused tended to have challenges at school which affected their academic performance.

The principals of the schools sampled were asked to explain the relationship between child sexual abuse and academic performance. Various responses were obtained. To begin with, one of the principals said that child abuse had negative influences on the performance of students. In this regard, the teacher said:

“Sexual abuse made students absent-minded in class. It also affected their self-esteem; leading to poor performance in examinations. It is thus important to put in place measures aimed at controlling sexual performance among students”

.....
(Principal A, January 2020)

Another teacher also said that in some instances, victims got infected with a venereal disease which kept them away from school. In this regard, one of the respondents said:

“A child who is sexually abused is not able to concentrate in class. She may also stay away from school due to sexually transmitted diseases.”

.....

(Principal C, January 2020)

Sexual abuse also led to unwanted pregnancies. In this regard, some girls were forced to remain at home nursing their new-born babies which affected their academic performance. This was posited by one of the respondents who said:

“In some instances, some girls got pregnant due to sexual abuse. This kept them away from school and affected their performance in school examinations.”

.....

(Principal G, January 2020)

For some students, the abuse continued over long periods of time. This led to negative psychological effects such as stress and post-traumatic stress disorder (PTSD). This affected their learning processes and led to a dismal performance. These findings are attested by one of the respondents who said:

“Sexual abuse contributed to stress and post-traumatic stress disorder and affected the concentration, learning, and performance of some girls in examinations.”

.....

(Principal A, January 2020)

Another respondent said that some victims of sexual abuse got pregnant or sick. This denied them the ability to continue with schooling. In this light, one of the respondents said:

“In some instances, victims of sexual abuse become either pregnant or contracted venereal diseases. This kept them from school for some time which affected their academic performance.”

(Principal D, January 2020)

4.3.3 Child Sexual Abuse and School Retention Rate

The fourth and last objective of the study was to evaluate the effect child sexual abuse on school retention rates among secondary students in Mavoko Sub County, Machakos County, Kenya. The findings from questionnaires and interviews are presented in the following section.

Table 4.5 Child Sexual Abuse and School Retention Rate

Attribute	Rating					Total	WM
	1	2	3	4	5		
I feel like nobody cares about me in school	11	11	5	13	33	73	4
I feel like children like me should not be in school	8	10	11	10	34	73	4
I think school is not a gateway to a successful future	19	11	9	11	23	73	3
I feel vulnerable while in school	13	11	4	11	34	73	4
I feel out of place in school	9	7	11	12	34	73	4
I feel like an adult among my peers in school	11	9	14	15	24	73	3
I see my friends who are out of school happier	9	11	9	17	27	73	4
I am irritable among my peers	7	6	13	24	23	73	4
I do not trust other pupils	11	13	14	19	18	75	3
I no longer fear having sex with my peers	15	12	10	19	17	73	3

(Source: Field Data, 2020).

The students were undecided with three statements. In this regard, they pointed out that they were not decided on whether the school was a gateway to a successful future (WM=3). They were also not sure if they felt like an adult among my peers in school (WM=3). They were also undecided on trusting other pupils and no longer fearing having sex with their peers (WM=3). However, the students agreed with the remaining statements. In this light, they posited that they felt nobody cared about them in school and that they felt like children like them should not be in school (WM=4). They also felt vulnerable while in school and felt out of place in school (WM=4). They pointed out that they saw their friends who were out of school happier (WM=4). They were also irritable among their peers (WM=4). These findings show that sexual abuse affected students in various ways and limited their learning processes. In some instances, it pushed some students to drop out of school due to feelings of shame, lack of trust and irritable behaviours among others.

The principals were presented with the questions, “Does child sexual abuse contribute to students dropping out of school in this area?” The findings obtained show that there were instances of students dropping out of school after being sexually abused. In this regard, one of the principals said:

“Sexual abuse led to dropping out for some students due to the associated shame especially when other students found out that they were abused.”

.....
(Guidance Principal E, January 2020)

Some students got pregnant and could not continue with school again since in some instances their parents and guardians were not willing to let them continue with school. This was attested by one of the principals who said:

“In instances where sexual abuse led to pregnancy, some students were forced to drop out of school since some parents were no longer willing to support them further.”

.....
(Principal H, January 2020)

In other cases, some students decided to get married off after repeated cases of sexual abuse. They thus dropped out of school to be married.

“There are cases of girls being married off after cases of repeated sexual abuse to avoid the associated stigma at school. This meant that they could not continue with school anymore.”

.....
(Principal B, January 2020)

School dropout also took place in some cases when students feared continuing in school and facing their abusers each day. Inabilities of school administration to investigate and punish cases of sexual abuse or to refer them to security agencies had debilitating effects on students. This is evidenced in the words of one of the principals who said:

“Some girls fear being in the same school as their abusers. Failure by the school to take the necessary actions to deter abuse or to report cases to the police left some students helpless. Some decided to run away from school.”

.....
(Principal I, January 2020)

Long periods of absence from school after sexual abuse pushed some students to drop out of school completely. In this regard, some of the girls were unable to catch up with learning processes after missing many schooling days. One of the respondents went on to say:

There are cases in which some of the girls drop out of school completely after being victims of sexual abuse after missing long periods of absence from school.

.....
(Principal C, January 2020)

4.4 Hypotheses Testing

The study sought to find out if there were significant relationships between the independent and dependent study variables using Pearson correlation and regression analysis.

4.4.1 Pearson Correlation

Pearson correlation analysis was undertaken to find out whether there were any significant relationships between the independent and dependent study variables. The findings as presented in Table 4.7 shows that there was a significant relationship between the forms of sexual abuse (independent variable) and all the dependent variables (academic performance, $r=0.920$, $p<0.000$; school social behaviour performance, $r=0.909$, $p<0.000$, and, school retention, $r=0.933$, $p<0.000$).

Table 4.6 Pearson Correlation

		Correlations			
		Forms of Sexual Abuse	Academic Performance	School Social Behaviour Performance	School Retention
Forms of Sexual Abuse	N	73	73	73	73
	Pearson Correlation	1	.920**	.909**	.933**
	Sig. (2-tailed)		.000	.000	.000
Academic Performance	N	73	73	73	73
	Pearson Correlation	.920**	1	.987**	.982**
	Sig. (2-tailed)	.000		.000	.000
School Social Behaviour Performance	N	73	73	73	73
	Pearson Correlation	.909**	.987**	1	.977**
	Sig. (2-tailed)	.000	.000		.000
School Retention	N	73	73	73	73
	Pearson Correlation	.933**	.982**	.977**	1
	Sig. (2-tailed)	.000	.000	.000	
N		73	73	73	73

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Field Data, 2020).

4.4.2 Multivariate Regression

Multivariate regression analysis was also carried out to find out the level to which the dependent variable could be predicted by the independent variables predicted. The findings are presented in Tables 4.7, 4.8, and 4.9 respectively. The findings on the model summaries as shown in Table 4.7 shows 82.2% of the variation in academic performance could be explained by child sexual abuse, $r^2 = 0.847$. Further, 87.1% of the variation in school retention could be explained by child sexual abuse, $r^2 = 0.871$.

Lastly, 82.7% of the variation in School Social Behaviour Performance could be explained by child sexual abuse, $r^2 = 0.827$.

Table 4.7 Model Summary

Model 1			
Academic Performance			
Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.920	.847	.845	.569
The independent variable is Forms of Sexual Abuse.			
Model 2			
School Retention			
Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.933	.871	.869	.536
The independent variable is Forms of Sexual Abuse.			
Model 3			
School Social Behaviour Performance			
Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.909	.827	.825	.615
The independent variable is Forms of Sexual Abuse.			
(Source: Field Data, 2020).			

From Table 4.8 below, all the dependent variables (academic performance, school retention, and school social behaviour performance) could be statistically significantly predicted by the level of child sexual abuse as shown by significant F tests (Model 1, $F=$

392.071, $p < 0.000$; Model 2, $F = 339.524$, $p < 0.000$; Model 3, $F = 339.524$, $p < 0.000$) respectively.

Table 4.8 Analysis of Variance

Model 1					
Academic Performance					
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	126.723	1	126.723	392.071	.000
Residual	22.948	71	.323		
Total	149.671	72			
The independent variable is Forms of Sexual Abuse.					
Model 2					
School Retention					
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	137.841	1	137.841	479.596	.000
Residual	20.406	71	.287		
Total	158.247	72			
The independent variable is Forms of Sexual Abuse.					
Model 3					
School Social Behaviour Performance					
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	128.408	1	128.408	339.524	.000
Residual	26.852	71	.378		
Total	155.260	72			
The independent variable is Forms of Sexual Abuse.					

(Source: Field Data, 2020).

The findings also indicated that child sexual abuse (the dependent variable) could predict all the dependent variables ($p < 0.05$). In this light, the fitted regression models were as follows:

Model 1: Academic Performance = 0.796+ 0.137* Forms of Sexual Abuse + 0.040

Model 2: School Retention = 0.830+ 1.039* Forms of Sexual Abuse + 0.038.

Model 3: School Social Behaviour Performance = 0.801+ 1.234 * Forms of Sexual Abuse + 0.043.

Table 4.9 Regression Coefficient

Model 1					
Academic Performance					
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Forms of Sexual Abuse	.796	.040	.920	19.801	.000
(Constant)	1.223	.137		8.937	.000
Model 2					
School Retention					
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Forms of Sexual Abuse	.830	.038	.933	21.900	.000
(Constant)	1.039	.129		8.053	.000
Model 3					
School Social Behaviour Performance					
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Forms of Sexual Abuse	.801	.043	.909	18.426	.000
(Constant)	1.234	.148		8.341	.000

(Source: Field Data, 2020).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the effect of child sexual abuse on school performance among secondary students in Mavoko Sub County, Machakos County, Kenya. The study objectives were; to identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya; to establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya; to examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya and; to evaluate the effect child sexual abuse on school retention rate among secondary students in Mavoko Sub County, Machakos County, Kenya. This chapter presents the discussion of the findings, a summary of key findings, conclusion, and recommendations.

5.2 Discussions

In this section, a discussion of the study findings is presented. This is done in line with the study objectives. The findings are also analysed in line with findings from other studies.

5.2.1 Social Demographic Characteristics of Respondents

The study assessed selected general information about the respondents. This included the gender of respondents, age, residence, the experience of sexual abuse, the gender of the perpetrators and type of perpetrator. The findings show that most of the respondents were females.

The respondents were asked to indicate their age. The findings show that more than half of the respondents were aged 17 to 18 years. The rest were either aged 15 to 16 years or 19 to 29 years respectively. These findings show that persons of different student groups were well represented in the study. The findings could thus cast light on the effects of sexual abuse on students of different age groups.

Most of the students came from Kinanie ward. These were followed by those who came from Athi River, Syokimau/Mulolongo, and Muthwani. This shows that the respondents were proportionately from the 4 wards of Mavoko Sub-County, Machakos County. As such, the findings cast light on sexual abuse in different parts of the county.

The students were asked if they had ever been sexually abused. The findings show that more than 38% had experienced sexual abuse. This shows that sexual abuse was prevalent among students in the study area which could have divergent effects on their learning. These findings show that there was more case of sexual abuse among students in Kenya than in developed countries as shown by Finkelhor (2014), who posited that throughout their lifetime, 28% of U.S. youth ages 14 to 17 had been sexually abused. It is thus evident that there were high levels of sexual abuse in the country.

The findings show that most of the perpetrators of sexual abuse were male at 71% while 29% were female. This is in line with the findings from the survey conducted by

(UNICEF, 2010) that indicated before the age of 18, 32% of females and 18% of males had experienced sexual abuse. In this light, female students were likely to be abused; mostly by males. The students were also asked to indicate the type of perpetrators. The findings show that close to half of the perpetrators were peers. These were followed by school mates, family members, and neighbours. The least were strangers. These findings show that whereas there were various types of perpetrators, the majority of perpetrators were peers. This is in line with the study by Nyakerario (2013) in Mathare Ward, Nairobi County that indicated that children were most likely to be sexually abused by close relatives.

5.2.2 Forms of Child Sexual Abuse Experienced by Secondary School Students

The first objective of the study was to identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya. The students agreed that they had ever been verbally sexually abused and that they had ever been kissed or sexually touched. They also agreed that had also attempted oral, anal or vaginal penetration and that they had been forced to watch pornographic pictures, drawings, films, videotapes or magazines. These findings are in line with a study by Winston (2017) that shows that child sexual abuse in the study areas was characterized by physical or non-physical contact between adults or a minor and children.

The students were undecided that they had been abused by person in position of trust and authority. This agrees with a study by UNICEF (2017) that showed that the most common perpetrators of sexual violence for females and males were found to be

boyfriends, girlfriends, or romantic partners comprising 47% and 43% respectively. This means that persons close to the students such as friends and peers were culpable for most sexual abuse.

5.2.3 Child Sexual Abuse and School Social Behaviour Performance

The second objective of the study was “To establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya.” The students agreed that they did not trust other people, they felt lonely and experienced stressful inner tension. These findings corroborate those of the American Psychiatric Association (2013) that show that victims of sexual abuse had negative psychological effects on the children.

They also agreed that they had images that they were very much afraid of and that they hated themselves. They also agreed that they felt like punishing themselves and that they suffered from shame. Lastly, the students pointed out that their mood rapidly changed in terms of anxiety, anger, and depression. This further agrees with Long (2016) who points out that child sexual abuse was correlated with higher levels of depression, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns, repression, denial, sexual problems, and relationship problems. It is thus evident that sexual abuse had negative effects on students’ social behaviour.

5.2.4 Child Sexual Abuse and Academic Performance

The third objective of the study was to examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya. While the students were undecided regarding being unhappy when in

class as well as poorly performing in class, they agreed to the other statements presented to them. These findings are in line with a study by Rew (2015) that shows that child sexual abuse was responsible for negative effects on children's academic achievement.

In this regard, they agreed that they did not feel interested in classwork and, that they did not concentrate in class activities. They also agreed that they did not feel interested in classwork and did not concentrate in class activities. They also found it hard to actively participate in class. They also missed class assessment and were devastated when blamed and when they got discouraging statements from teachers. Further, the students agreed that they rarely finished their class assignments. They also agreed that they were not happy with academic performance and were always absent-minded in class. These findings buttress those of Larkin (2016) who posited that in schools sexual abuse led to students' inability to concentrate, complete school work in time, or understand schoolwork; being fearful, frustrated, feeling bad about themselves; achieving low grades; and being told they are lazy or slow

The principals of the schools sampled were asked to explain the relationship between child sexual abuse and academic performance. Various responses were obtained. To begin with, one of the principals said that child abuse had negative influences on the performance of students as posited by Rew (2015).

Another teacher also said that in some instances, victims got infected with venereal disease in agreement with Wangamati (2017). This kept them away from school. Sexual abuse also led to unwanted pregnancies. In this regard, some girls were forced to remain at home nursing their newborn babies which affected their academic performance.

This agrees with Newsom (2017) who points out that unwanted pregnancy among young people had profound consequences such as unsafe abortions and school dropout.

For some students, the abuse continued over long periods of time. This led to negative psychological effects such as stress and post-traumatic stress disorder (PTSD). This affected their learning processes and led to dismal performance in agreement with the study by Deblinger et al. (2017).

5.2.5 Child Sexual Abuse and School Retention Rate

The fourth and last objective of the study was to evaluate the effect child sexual abuse on school retention rates among secondary students in Mavoko Sub County, Machakos County, Kenya. The students agreed that they felt nobody cared about them in school and that they felt like children like them should not be in school. They also felt vulnerable while in school and felt out of place in school. They pointed out that they saw their friends who were out of school happier. They were also irritable among their peers. This led to increased chances of dropping out of school which agrees with Eisenman (2015) who noted high levels of school dropout among students in schools.

The principals were presented with the questions, “Does child sexual abuse contribute to students dropping out of school in this area?” The findings obtained show that there were instances of students dropping out of school after being sexually abused as posited by Newsom (2017).

Some students got pregnant and could not continue with school again since in some instances their parents and guardians were not willing to let them continue with school. In other cases, some students decided to get married off after repeated cases of sexual abuse.

These findings buttress those by Frank (2014) which points out that sexual abuse contributed to unwanted pregnancy, psychological distress, stigma, discrimination, and difficulties at school; leading to school dropout.

School dropout also took place in some cases when students feared continuing in school and facing their abusers each day due to stigma as pointed out by Kang'ethe, (2016). It is thus evident that stigma pushed some students to drop out of school. Inabilities of school administration to investigate and punish cases of sexual abuse or to refer them to security agencies had debilitating effects on students.

5.3 Summary of main findings

This section presents a summary of the main study findings which is done in line with the objectives of the study.

5.3.1 Forms of Child Sexual Abuse Experienced by Secondary School Students

The first objective of the study was to identify the forms of child sexual abuse experienced by secondary school students in Mavoko Sub-County, Machakos County, Kenya. The students agreed that they had ever been verbally sexually abused and that they had ever been kissed or sexually touched. They also agreed that had also attempted oral, anal or vaginal penetration and that they had been forced to watch pornographic pictures, drawings, films, videotapes or magazines.

The students were undecided that they had been abused by person in position of trust and authority. They were also neutral to the fact that they had ever been forced penetration with a finger or object. They were also undecided about whether they had

been forced into prostitution. In addition, the student disagreed to the fact that they were forced to witness sexual abuse and that they had been forced to watch people having sex.

5.3.2 Child Sexual Abuse and School Social Behaviour Performance

The second objective of the study was “To establish the effect child sexual abuse on school social behaviour performance among secondary students in Mavoko Sub County, Machakos County, Kenya.” The students agreed that they did not trust other people, they felt lonely and experienced stressful inner tension. They also agreed that they had images that they were very much afraid of and that they hated themselves. They also agreed that they felt like punishing themselves and that they suffered from shame. Lastly, the students pointed out that their mood rapidly changed in terms of anxiety, anger, and depression. The students were undecided that they did not believe in their right to live and that they suffered from hearing voices and noises from inside or outside their heads.

5.3.3 Child Sexual Abuse and Academic Performance

The third objective of the study was to examine the effect of child sexual abuse on academic performance among secondary students in Mavoko Sub County, Machakos County, Kenya. While the students were undecided regarding being unhappy when in class as well as poorly performing in class, they agreed to the other statements presented to them. In this regard, they agreed that they did not feel interested in classwork and, that they did not concentrate in class activities. They also agreed that they did not feel interested in classwork and did not concentrate in class activities. They also found it hard

to actively participate in class. They also missed class assessment and were devastated when blamed and when they got discouraging statements from principals. Further, the students agreed that they rarely finished their class assignments. They also agreed that they were not happy with academic performance and were always absent-minded in class.

The principals of the schools sampled were asked to explain the relationship between child sexual abuse and academic performance. Various responses were obtained. To begin with, one of the principals said that child abuse had negative influences on the performance of students.

Another teacher also said that in some instances, victims got infected with a venereal disease which kept them away from school. Sexual abuse also led to unwanted pregnancies. In this regard, some girls were forced to remain at home nursing their newborn babies which affected their academic performance. For some students, the abuse continued over long periods of time. This led to negative psychological effects such as stress and post-traumatic stress disorder (PTSD). This affected their learning processes and led to a dismal performance.

5.3.4 Child Sexual Abuse and School Retention Rate

The fourth and last objective of the study was to evaluate the effect child sexual abuse on school retention rates among secondary students in Mavoko Sub County, Machakos County, Kenya. The students were undecided with three statements. In this regard, they pointed out that they were not decided on whether the schools were gateways to a successful future. They were also not sure if they felt like an adult among my peers

in school. They were also undecided on trusting other pupils and no longer fearing having sex with their peers. However, the pupils agreed with the remaining statements. In this light, they posited that they felt nobody cared about them in school and that they felt like children like them should not be in school. They also felt vulnerable while in school and felt out of place in school. They pointed out that they saw their friends who were out of school happier. They were also irritable among their peers.

The principals were presented with the questions, “Does child sexual abuse contribute to students dropping out of school in this area?” The findings obtained show that there were instances of students dropping out of school after being sexually abused.

Some students got pregnant and could not continue with school again since in some instances their parents and guardians were not willing to let them continue with school. In other cases, some students decided to get married off after repeated cases of sexual abuse.

School dropout also took place in some cases when students feared continuing in school and facing their abusers each day. Inabilities of school administration to investigate and punish cases of sexual abuse or to refer them to security agencies had debilitating effects on students.

5.4 Conclusion

This section presents the conclusions of the study findings which are based on the objectives of the study.

5.4.1 Forms of Child Sexual Abuse Experienced by Secondary School Students

It is evident that there was a statistically significant relationship between the level of sexual abuse and the practice of various forms of sexual abuse. The most common forms of sexual abuse were verbal sexual abuse, involuntary kissing, or being sexually touched. There were also cases of attempted oral, anal or vaginal penetration. Further, some students were forced to watch pornographic pictures, drawings, films, videotapes, or magazines.

5.4.2 Child Sexual Abuse and School Social Behaviour Performance

The findings also show that there was a significant relationship between sexual abuse and school social behaviour performance. Sexual abuse led to various negative school social behaviour. It meant that some of the students did not trust other people, felt lonely, and experienced stressful inner tension. Some had images that they were very much afraid of and hated themselves. Sexual abuse also pushed students to feel like punishing themselves with some suffering from shame. It also led to mood rapidly changing in terms of anxiety, anger, and depression.

5.4.3 Child Sexual Abuse and Academic Performance

There was a significant relationship between sexual abuse and academic performance. Due to sexual abuse, some of the students did not feel interested in classwork and did not concentrate on class activities. Many of them did not feel interested in classwork, did not concentrate on class activities, and found it hard to actively participate in class. Many missed class assessments were devastated when

blamed, and rarely finished their class assignments. Most of them were also not happy with academic performance and were always absent-minded in class.

5.4.4 Child Sexual Abuse and School Retention Rate

Pearson correlation analysis also showed a significant relationship between sexual abuse and school retention. Sexual abuse made some students feel that nobody cared about them in school and some decided to drop out. Some felt vulnerable and felt out of place in school. They never felt at ease in school and often decided to drop out. There were instances of students dropping out of school after being sexually abused due to pregnancy, stigma, early marriages, and stigma among others.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made.

5.5.1 Forms of Child Sexual Abuse Experienced by Secondary School Students

There was a need to put measures aimed at educating students on some of the disregarded forms of sexual abuse such as verbal sexual abuse, involuntary kissing or sexually touching, watch pornographic pictures, drawings, films, videotapes, or magazines and their consequences. The school administration should promptly identify and curb the tolerance of some of these forms of abuse among students.

5.5.2 Child Sexual Abuse and School Social Behaviour Performance

Counselling measures should be enhanced to check the negative psychological effects of child sexual abuse such as negative school social behaviour. Time should be allocated to ensure that victims of sexual abuse are promptly counselled and guided.

5.5.3 Child Sexual Abuse and Academic Performance

Students who are victims of sexual abuse should be counselled and enabled to cope with school work. Parents and school administration should be encouraged to be more supportive of them. Medical and healthcare should be enhanced to check the negative consequences of sexual abuse such as sexually transmitted diseases.

5.5.4 Child Sexual Abuse and School Retention Rate

Students who are sexually abused should be encouraged to remain in school. The counseling department should make a follow-up on them to ensure that they are counseled and supported to continue in school. Parents should be encouraged to support their students and ensure that they remain in school in case they get pregnant. Other students should be informed of the vice of sexual abuse to understand that anyone can be a victim of sexual abuse to curb stigma.

5.6 Areas of Further Research

The study focused on the effect of child sexual abuse on school performance among secondary students in Mavoko Sub County, Machakos County, Kenya. It is important to carry out relative comparative studies in other neighbouring sub-counties of

Machakos county such as Machakos Town and Kathiani as well as in surrounding counties such as Kajiado, Nairobi City, Kiambu, Makueni, and Kitui. Each of the study variables such as forms of sexual abuse, school retention, and academic performance could also be studied through longitudinal studies.

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APPENDIX I: INTRODUCTION LETTER

Dear Respondent,

My name is Maureen Kyale and I am a Master's student at Africa Nazarene University undertaking a study on the effect of child sexual abuse on school performance among secondary school students in Mavoko Sub County, Machakos County.

I would like to request you to respond to the questions presented in the questionnaire attached to this letter. Your responses shall be confidential and shall be used for academic purposes only.

Thank you in advance,

Maureen Kyale.

Email: maureenkyale@gmail.com

Cell number: +254720938062

APPENDIX II: STUDENTS' QUESTIONNAIRE

This questionnaire seeks to investigate the effects of child sexual abuse on school performance among secondary school students in Mavoko Sub County, Machakos County. Please answer the following questions as accurately as possible by ticking in the box [] corresponding to whatever your choice is. Your response is confidential. It is for academic purposes only and will not be shared with anybody. Please do not write your name on the questionnaire.

A: Demographic Information

1. What is your gender? --Male (-----)- Female (-----) Other
2. What is your age? -----
3. Residence; Athi River [] Kinanie [] Muthwani [] Syokimau/Mulolongo []
4. Have you ever been sexually abused Yes () Or No ()
5. Gender of perpetrator --Male (-----)- Female (-----)
6. Type of perpetrator? Neighbour [] Stranger [] Family member [] Peer []
Teacher [] School mate []

B: Forms of Child Sexual Abuse

1. To what extent do you agree with the following statements? Rate in a scale of 1 to 5 (1-No; 2-I do not think so; 3- Perhaps; 4-I think so; 5-Yes)

Have you encountered any of the forms of child sexual abuse	No	I do not think so	Perhaps	I think so	Yes
Attribute	1	2	3	4	5

1	Have you ever been verbally sexually abused?					
2	Have you ever been kissed or sexually touched?					
3	Have you ever attempted oral, anal or vaginal penetration?					
4	Have you ever been abused by person in position of trust and authority?					
5	Have you ever been forced to witness sexual abuse?					
6	Have you ever been forced to see naked body?					
7	Have you ever been forced to watch people having sex?					
8	Have you ever been forced to watch pornographic pictures, drawings, films, videotapes or magazines?					
9	Have you ever been forced penetration with finger or object?					
10	Have you ever been forced into prostitution?					

C: Child Sexual Abuse and Academic Performance

8. To what extent do you agree with the following statements? Rate in a scale of 1 to 5 (1- strongly disagree; 2-disagree; 3- undecided; 4-agree; 5-strongly agree)

I observed the following situation affects my academic performance		Strongest disagree	disagree	Undecided	Agree	strongly agree
Attribute		1	2	3	4	5
1	I do not feel interested in class work					
2	I do not concentrate in class activities					
3	I find it hard to actively participates in class					
4	I often miss class assessment					
5	I am devastated when blamed and discouraging statements from teachers					

6	I rarely finish my class assignments					
7	I am not happy with academic performance					
8	I am among poor performing student in class					
9	I am always absent minded in class					
10	I am not happy when in class					

D: Child Sexual Abuse and School Social Behaviour

9. To what extent do you agree with the following statements? Rate in a scale of 1 to 5 (1- strongly disagree; 2-disagree; 3- undecided; 4-agree; 5-strongly agree)

I observed the following situation affects my school social behaviour		Stro ngly disag ree	disag ree	Unde cided	Agr ee	stron gly agree
Attribute		1	2	3	4	5
1	I do not trust other people					
2	I do not believe in my right to live					
3	I feel lonely					
4	I experience stressful inner tension					
5	I have images that I am very much afraid of					
6	I hate myself					
7	I feel like punishing myself					
8	I suffer from shame					
9	My mood rapidly changes in terms of anxiety, anger, and depression					
10	I suffer from hearing voices and noises from inside or outside my head					

E: Child Sexual Abuse and School Retention Rate

10. To what extent do you agree with the following statements? Rate in a scale of 1 to 5 (1- strongly disagree; 2-disagree; 3- undecided; 4-agree; 5-strongly agree)



I observed the following situation affects my school retention rate		Stro ngly disa gree	disa gree	Unde cided	Agr ee	stron gly agree
Attribute		1	2	3	4	5

1	I feel like nobody cares about me in school					
2	I feel like children like me should not be in school					
3	I think school is not a gateway to a successful future					
4	I feel vulnerable while in school					
5	I feel out of place in school					
6	I feel like an adult among my peers in school					
7	I see my friends who are out of school happier					
8	I am irritable among my peers					
9	I do not trust other pupils					
10	I no longer fear having sex with my peers					

APPENDIX III: PRINCIPAL'S INTERVIEW GUIDE

1. What is the relationship between child sexual abuse and school Social behaviour? Please explain.
2. Does child sexual abuse contribute to students dropping out of school in this area? Please explain
3. What is the relationship between child sexual abuse and academic performance? Please explain.

APPENDIX IV: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MS. MAUREEN NDUKU KYALE of AFRICA NAZARENE UNIVERSITY, 745-300 Nairobi, has been permitted to conduct research in Machakos County on the topic: EFFECT OF CHILD SEXUAL ABUSE ON SCHOOL PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN MAVOKO SUB COUNTY, MACHAKOS COUNTY, KENYA for the period ending: 23rd April, 2020.</p> <p>..... Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/21939/29475 Date Of Issue : 25th April, 2019 Fee Received :Ksh 1000</p> <div style="text-align: center;">  </div> <p style="text-align: center;">  Director General National Commission for Science, Technology & Innovation</p>
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RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of child sexual abuse on school performance among secondary school students in Mavoko Sub County, Machakos County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in Machakos County for the period ending **23rd April, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX VI: RESEARCH APPROVAL LETTER

AFRICA NAZARENE
UNIVERSITY

15th March, 2019

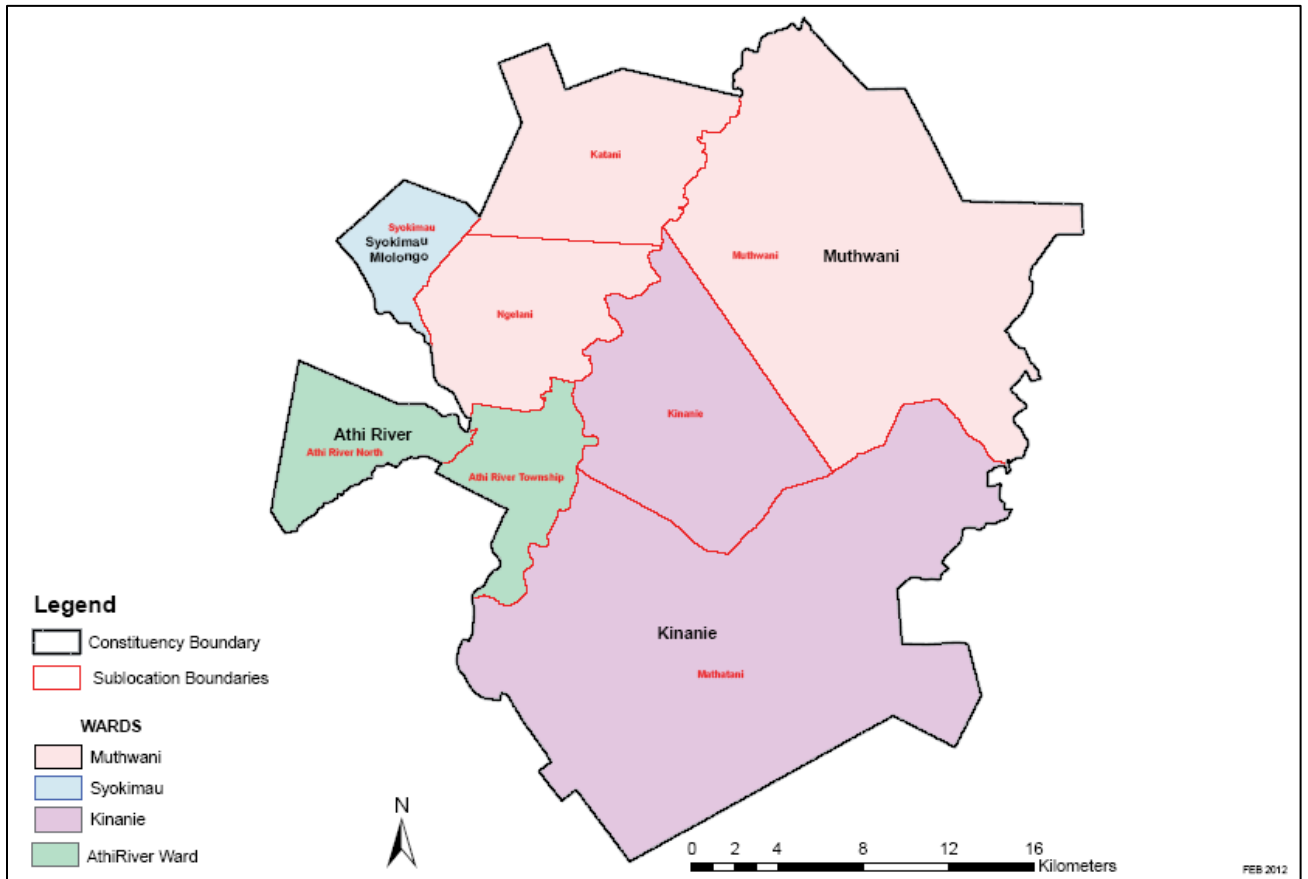
RE: TO WHOM IT MAY CONCERN

Maureen Kyale (15M03EMCP008) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled "*Effect of Child Sexual Abuse on School Performance among Secondary School Students in Mavoko Sub County, Machakos County, Kenya*".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed.
DVC Academic Affairs.

APPENDIX VII: MAP OF STUDY AREA



Source: Independent Electoral and Boundaries Commission (IEBC, 2015).