

INVESTIGATION ON THE EFFECTS OF CHILD ABUSE ON

ACADEMIC PERFORMANCE OF EARLY CHILDHOOD

DEVELOPMENT EDUCATION LEARNERS AT TIGONI ZONE LIMURU

SUB COUNTY

BY

RACHAEL KEMUNTO MATUNDA

ADM NO: BECD/2013/46817

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE REQUIREMENT FOR THE AWARD OF DEGREE IN EARLY
CHILDHOOD EDUCATION**

YEAR 2016

ABSTRACT

The purpose of the study was to investigate the effects of family child abuse on the academic performance of learners in Tigoni Zone, Limuru Sub County. To achieve this, five research objectives were formulated. These objectives were to examine the meanings and scope of child abuse in families, to assess whether child abuse at homes affected their academic performance, to establish the availability of special needs trained teachers in public primary school, to examine the association of abused children with non-abused children at school and to assess the role of school teachers in working with the abused children. The study was based on Bandura's social cognitive theory. The study used descriptive survey design to gather both qualitative and quantitative data. The research instruments that were used in the study included questionnaires which had structured close-ended and open ended questions, they achieved a return rate of 100 percent.

The findings revealed that 50 teachers (66%) defined abused children as those who came to school hungry, dirty, with no enough clothing, had sustained truancy, sustained failure to complete or do homework and aggressiveness. The findings further revealed that the scope of child abuse include the physical abuse, verbal abuse, child neglect and orphan hood The study findings revealed that cognitive implications of child abuse included difficulties in learning and poor academic performance and that abused learners scored low on cognitive measures and demonstrate lower academic achievements as shown in mark list table.

The study revealed that 70 (93.3%) teachers were trained on special needs education while 5 teachers (6.7%) were not trained. The study also revealed that the abused learners do not freely interact well with other children hence there is need for intervention.