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Relationship between Sexual Abuse and Academic Achievement among Students in Public Secondary Schools in Bungoma East Sub-County, Kenya

Wakhura Judith Keya

Deputy Principal, Department of Educational Psychology,
Masinde Muliro University of Science and Technology, Kakamega, Kenya

Dr. Moses Poipoi

Senior Lecturer, Department of Educational Psychology,
Masinde Muliro University of Science and Technology, Kakamega, Kenya

Peter Odera

Professor, Department of Educational Psychology,
Masinde Muliro University of Science and Technology, Kakamega, Kenya

Abstract:

The purpose of this study was to establish the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East sub-county, Kenya. The issue of concern was 15 men appearing in court for sexual abuse (Republic of Kenya, 2012) and low K.C.S.E mean scores in the sub county since 2008 (DEO, 2009). The study's specific objective was to find out the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East sub-county, Kenya. Its hypothesis on the other hand was "there is no significant relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East sub-county. The study did adopt a theoretical framework based on the Bowen Family Systems Theory. A correlation research design used on the study population from 40 public secondary schools did comprise 3493 Form 3 students, 1 Sub County Education Officer and 40 Heads of Department Guidance and Counseling (HOD's G/C). Purposive Sampling technique was used to obtain a sample size of 1 Sub-county Education Officer and 13 HOD's G/C from 13 public secondary schools. Questionnaires did obtain data from HOD's G/C while focused group discussion was used to obtain data from Form 3 classes. Quantitative data from the questionnaires was analyzed using descriptive statistics (percentages, frequencies and means) and inferential statistics (t-test and Pearson's product moment correlation coefficient). Qualitative data from focused group discussion guides were received in verbatim then organized into sub-themes on relationship between sexual abuse and academic achievement. Analyzed data was presented using tables. The study's findings indicate a strong but not significant relationship between sexual abuse and academic achievement among students. Recommendation given was that families and schools should avoid being compromised hence report all cases of sexual abuse.

Keywords: Guidance, Sexual abuse, Counseling

1. Introduction

Sexual abuse cuts across international boundaries and cultures as indicated by the United Nations International Children's Emergency Fund (UNICEF, 2003). Girls are more vulnerable to sexual abuse than boys due to the influence of gender based power relations within societies as stated in the United Nations Secretary General's Report on International Violence against Children (UNSGR, 2006). The United Nations (UN) has attempted to provide protection against sexual abuse through The General Assembly's Declaration on the Rights of the Child and its subsequent protocols (UNICEF, 2005). Despite the efforts, sexual abuse persists globally. An analysis of global findings on domestic sexual abuse by the UNSGR, (2006) gives the following statistics : Developed countries 4.6 – 11.3 million, Southern Asia 40.7 – 88 million, Western Asia 7.2 – 15.9 million, Oceania 0.6 million, Latin America and the Caribbean 11.3 – 25.5 million and Eastern Asia 19.8 – 61.4 million .Another study conducted by National Incidence of Child Abuse and Neglect (NICAN) in (2010) did indicate an increase by 3% of priest pedophiles in United States of America (USA) and Europe from 2008 to 2009 but Hopper (2012) argues that since most cases of sexual abuse went unreported globally thus over-reliance on available figures minimized the extent of sexual abuse. Haj-Yahi and Tamish (2001) indicate that children above 14 years working as domestic workers in India often complained of oppressive sexual abuse from their employers. However, Africa's fight against sexual abuse is manifest in its regional treaties such as African Charter on the Rights and Welfare of the Child (UNICEF, 2005).

World Vision (2005) revealed that Female Genital Mutilation (FGM) was widespread in Northern Africa with over 90% of the girls undergoing the operation from age 7 hence succumbing to sexual abuse. According to the International Study of Childhood and Poverty (ISCP) in (2012), orphans were the most sexually abused children in Tanzania and Uganda. A survey conducted by Centre of Adolescents CSA (2006) reported that most girls in East Africa were ashamed of going back to school after sexual abuse due to fear of being laughed at by their peers and stigmatization by some of their teachers. Kenya promulgated its new constitution Republic of Kenya (2010) that allocates an entire chapter on the rights of the child hence supports its Children's Act (2001) and Sexual offences Act (2006). Besides, the Economic Survey Report (2012) indicates a rise in sexual offences in Kenya attributed to use of heroin and cocaine that increased by 33.2% in 2011 from 2010. Girl defilement cases did increase from 2808 in 2010 to 3352 in 2011 (Republic of Kenya, 2012). According to UNSGR (2006), regional statistics did show Western Kenya having the most reported neglected children totaling 4,222 who were vulnerable to sexual abuse. The Kenya Certificate of Secondary Education (K.C.S.E) Bungoma East Sub-County means scores have been consistently very low as follows 4.367 in (2007), 4.572 in (2008), and 5.214 in (2009). Besides, the girls' mean scores being 3.96 in (2008) and 4.32 in (2009) were lower than those of boys which were 4.62 in (2008) and 5.36 in (2009) (DEO, 2009). This study sought to find out the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East sub-county, Kenya. The study was guided by Bowen (1988) Family Systems Theory which indicates that issues in the family where one is raised affects how members relate to each other and to society. Bowen (1988) identified nine principles that progressively determined human behaviour namely: differentiation of self, triangulation, nuclear family emotional system, family projection process, emotional cut-off, multi-generational transformation process, sibling position, societal regression and normal family development. The study anchors on the theory to find out the relationship between sexual abuse and academic achievement of students in public secondary schools of Bungoma East Sub County, Kenya. Basing on the theory, student victims of sexual abuse often achieved lowly in tests and examinations. However, intervening variables like accommodative school culture with active guidance and counseling could enable them to improve in their academics in spite of their challenges such as stigmatization.

According to Mwiti, (2006) sexual abuse refers to contact between the adult and the pubertal child by force, threats or deceit in which the child is incapable of resisting due to age, power differences or nature of the relationship. She further states that it involves exchange of sexual activity for monetary gain including pornography and prostitution). The Children's Act (2001) classifies sexual abuses as rape (which applied to children above 16 years), defilement (applied to children below 16 years), conspiracy to defile a child by two or more persons, indecent physical abuse (touching the private parts of a child without his/her consent), abduction (detention of a child against his/her will with the intention of sexual exploitation by the abductor or someone else against the child's will, marry him/her or have someone marry him/her against their will) and insulting the modesty of the child (involved making any sound or gesture or exhibiting any object intending that such sound, gesture or word be seen or was seen to intrude upon the child's privacy). A Romanian National Study conducted on 13-14 year olds within UNSGR (2006) report indicates that 9% girls and 4% boys had been sexually abused at home, with 1% reporting rape by a family member. Further statistics from University Students in Hong Kong (China) indicated in the same report revealed that 7.4% girls and 2.8% boys reported being sexually abused by strangers. Interviews conducted in Brazil on over 24,000 Brazilian women revealed that 12% of city women and 9% of those in the provinces reported having been raped in childhood by a family member while, 55% of those in the city and 54% of those in the provinces reported having had teenage sex with older relatives (UNSGR, 2006). Pawlowski (2001) attributed increase of sexual abuse to sexual information propagated through the media which contained 60% sex scenes and in a survey conducted on the global burden of mental disorder which he attributed to the sexual abuse in children revealed that 7-8% of the child victims suffered from depression and subsequent alcohol and drug use, 33% from post-traumatic stress disorder, 11% from suicidal attempts and 13% from panic disorders. However, there was paucity of research in the exact literature on relationship between sexual abuse and academic achievement of students in public secondary schools.

The purpose of this study was to find out the relationship between sexual abuse and academic achievement of students in public secondary schools thus add data to existing knowledge on sexual abuse and academic achievement. This may help the government through the ministry of education science and technology to enhance its policy on sexual abuse by offering sex education in order to foster academic achievement. The objective that guided this research was to find out the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub County, Kenya.

2. Research Methodology

The study did adopt a correlation research design that was considered appropriate to establish relationships among phenomena so as to describe predict or control their happenings (Mugenda, 2008). The independent variable was sexual abuse while the dependent variable was academic achievement of students in public secondary schools. The study area was Bungoma East Sub-County, in Bungoma County chosen for consistently ranking lowest in the Kenya Certificate of Secondary Education (KCSE) in Bungoma County from 2009-2015 (Sub County Education Office, 2016)

The study targeted 43 public secondary schools that had a majority of the student population from the sub county hence could provide reliable information. Three pilot schools were not used in the actual research thus 40 schools were used. The study population did comprise of 3493 Form 3 students who were assumed possible victims of sexual abuse hence could give reliable information, 13 HOD's/G/C chosen for their consistent presence in schools and 1 sub county education officer picked for the sole responsibility on education matters.

Snowball, purposive, simple random and stratified random sampling techniques were used to obtain the study's sample size. Snowball sampling technique was used to come up with 170 student victims of sexual abuse counseled by HOD's G/C. Purposive sampling technique was used to select 13 HOD's G/C, Form 3 classes within the sub county and the Sub -County Education officer was selected on the basis of being the sole office bearer. The public schools were stratified into 3 categories namely girls boarding, mixed day and boys boarding. This was to ensure desired representation of the 3 school categories forming a heterogeneous population (Kosomo, 2007). Finally, Simple random sampling was used to give each member of the study population an equal chance of being selected for purposes of study (Gall, 2005). Simple random sampling was used in selecting the sampled 13 public secondary schools and each school had an equal chance of independently being selected for study. This is depicted on the sample matrix on Table 1.

Category	Population	Sample	Percentage
Form 3 students	3493	170	5
HOD's G/C	40	13	33
Sub- County Education Officer	1	1	100
Total	3534	183	138

Table 1: Sample Matrix
Source (Field, 2015)

Kosomo (2007) defines a sample as "a representative group of people, usually 33% of a given larger population and having their characteristics". Thus 13 HOD's G/C was drawn from 13 out of 40 targeted schools constituting 33%. The sample size of 170 form 3 students did allow the researcher to obtain information regarding the study's objective (to find out the relationship between sexual abuse and academic achievement) (Mugenda, 2008).

Questionnaire for HOD's G/C was used to solicit their opinions on the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub County. Focused Group Discussions conducted among the Form 3 classes purposefully collected relevant data on sexual abuse and academic achievement by use of set out procedures (Kombo and Tromp, 2006). Quantitative data analysis was done by use of descriptive statistics (frequency counts, percentages and means) and inferential statistics (t-test did test the null hypotheses and the presence of relationship between sexual abuse and academic achievement among students) besides; the significance level for testing the results was probabilities of 0.05 and 0.01. The null hypothesis was tested at a 0.05 significance level since an occurrence of 5 times in every 100 was high enough (Kosomo, 2007). The researcher did use Pearson's product moment correlation coefficient is useful in determining degrees of the relationship between sexual abuse and academic achievement while the statistical package for social sciences (SPSS) version 20 computer program was used in data analysis and presentation.

3. Results and Discussion

The study sought to find out the relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub County, Kenya. 13 HOD's G/C had offered counseling to Form 3 students on the relationship between sexual abuse and academic achievement and the findings appear in Table 2.

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

Table 2: Number of students who received counseling from HOD's G/C on the relationship between sexual abuse and academic achievement in 2015
f=Frequency; Source: (Field, 2015)

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

Table 2 indicates that 1 mixed day school had no record of students counseled on relationship between child abuse and academic achievement. This implied that either there was no team work in the G/C department or the department was inactive. The table further shows that a total of 170 students comprising of 15 from boys' boarding schools, 32 from girls' boarding schools and 96 girls against 27 boys from the mixed schools underwent counseling on relationship between sexual abuse and academic achievement. This implied that 56.5% of girls in public day mixed secondary schools had received counseling compared to 18.8% in girls' boarding secondary schools indicating that the latter were less vulnerable to such a relationship than the former due to frequent exposure to diverse pedophiles from within and without the school. Table 2 further shows that the ratio of girls counseled in mixed schools to that of their counterparts in boarding schools was 3:1. This was a likely indication that the former were 3 times more vulnerable to a relationship between sexual abuse and academic achievement than the latter. However, the vulnerability of the latter could not be ignored given that schools are communities within a community, hence pedophiles from without the schools could probably either shrewdly gain entry in or influence the sneaking out of some girls thus enhancing sexual abuse. Irrespective of the category of public school girls need urgent intervention through guidance and counseling to protect them from sexual abuse for high academic achievement.

Table 2 further indicates that 15% boys received equivalent counseling in the boarding and mixed schools. This probably implied that either few boys sought counseling on relationship between sexual abuse and academic achievement or that they perpetrated sexual abuse. There was also a possibility that cases of sexual abuse among boys had no relationship to their academic achievement hence could not attract such counseling. However, 30% of boys counseled on relationship between sexual abuse and academic achievement represent a large population that should attract attention from education stake holders before the percentage rises. It possibly indicates that boys are becoming highly vulnerable to relationships between sexual abuse and academic achievement hence the need for intervention through guidance and counseling. Table 2 further reveals that 72% of students in mixed secondary schools were either more vulnerable to sexual abuse or quick to seek counseling compared to 27% those in boarding schools. This probably implied that the boarding schools experienced weaker relationships between sexual abuse and academic achievement than mixed day secondary schools which probably had stronger relationships.

This phenomenon could easily trigger higher enrolment rates in the boarding schools and low enrolment rates resulting in closure of some mixed schools, which would in turn lower academic achievement of those unable to afford the higher boarding secondary school fees. However, though the closure of mixed day secondary schools would limit child abuse and enhance academic achievement, it would also deny students the chances of mutually developing positive interactive and coping skills with the opposite gender, that are necessary in striving for academic achievement and against child abuse. There was need to teach assertive skills in countering the moves by the pedophiles while at the same time offering guidance to students about controlling their sexual urges and involvements for better academic achievement. However, according to Kiarie (2012) 60% of sexually active girls fear pregnancy more than HIV/AIDS and could easily lure boys into protected sex, avoid pregnancy and propagate promiscuity. Mwit (2006) attributed promiscuity to exposure to pedophiles in schools, on their way home, in the neighborhoods and in their home. Thus, the relationship between sexual abuse and academic achievement in mixed schools would probably be high. This contradicts Nyoka's (2013) recommendation on behalf of Mawa (Maendeleo ya Wanaume) that a 5 point plan be used in overhauling the education sector in which the government should establish universal mixed secondary schools through a chain that abolished single sex secondary schools as well as introduce gender studies for improved gender relations. Table 2 further shows that, out of 47 students who underwent counseling in the boarding schools 68% were girls and only 31.8% were boys. This probably implied that almost twice as many girls compared to boys received counseling on relationship between sexual abuse and academic achievement in the boarding schools. Coincidentally, the number of boys counseled was equal to that of girls' counseled in the same schools.

Therefore, since most of the public secondary boarding schools had large populations averaging 800 students (Field, 2015) only 2% of the boys' population and 4% of the girls' population were counseled. The findings further reveal that girls were more vulnerable to sexual abuse compared to boys even while in confinement in boarding school. However, girls' boarding secondary schools were more ideal environments for girls' academic achievement compared to mixed schools since they were exposed to fewer pedophiles unless if very few cases were reported (NICAN, 2010) within the boarding secondary schools. During the school holidays the boarding schools gave their students more homework hence their students were kept academically busier than their counterparts in mixed secondary schools who were idler hence more vulnerable to pedophiles (Field, 2015). However, girls were more disadvantaged than boys because they got more sexual advances from relatives, peers and neighbors who distracted them from following their study timetables thus boys were more likely to attain higher academic achievement than girls.

The researcher was compelled to rank responses on relationships between sexual abuse and academic achievement. The findings are indicated in table 3. According to table 3 the highest scores being 61% HOD's G/C commented that sexual abuse caused hurt or injury while another 61.5% indicated that it did not lead to poor memory of content. This implies a weak relationship between sexual abuse and academic achievement as memory was intact while the hurt or injury accruing from sexual abuse could result from the temporary nature of sexual relationships among students culminating into hurt after either being dumped or wasting academic hours (Field, 2015). As used on table 3, SA (strongly agree) and A (agree) are affirmative responses while UND (undecided), DIS (disagree)

and SD (strongly disagree) are negative scores. On the contrary, 69.3% of HOD’s G/G affirmed sexual abuse leading to negative trend in marks 18.92% who disagreed. This implies a strong relationship between sexual abuse and academic achievement, whereby the negative trend in marks among affected students could be attributed to poor time management where more time was given to sexual relationships compared to academic achievement. The 18.92% could represent students who are already hardened to such relationships, and can balance between sexual abuse relations and academic achievement. On the contrary 84.7% affirmed that sexual abuse led to low concentration in class against 3.52 % who were in disagreement. The researcher sought opinions by HOD’s G/C on an agreement scale on the relationship between sexual abuse and academic achievement and recorded the findings in table 3

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

Table 3: Scale ranking by HOD’s G/C: on the relationship between sexual abuse and academic achievement in public secondary schools
 Source : (Field, 2014)Key: f (frequency), % (percent), SA (strongly agree), A (agree),UND (undecided), DIS (disagree) and SD (strongly disagree)

This implies that possibly many distracters among victim students such as revising love letters, application of excess make up aimed at attracting teachers or students and indecent touches during class hours. While 30.8% HOD’s G/C affirmed that sexual abuse resulted in poor memory content 63.26 % who disagreed this probably implied that the few who could not remember content were probably engaged in hang over’s accruing from the relationships. Since 53.9% of HOD’s G/C affirmed that sexual abuse led to low participation in class activities against 46.2% who were in disagreement, it probably implies a manifestation of defense mechanisms among students who had paired and wanted to avoid embarrassed by giving a wrong answer or it was an attempt to seek attention from the teacher for sexual relationships. A low score of 30.7%HOD’s G/C agreed that sexual abuse led to de motivation in academics against a high score of 69.3%of them who were in disagreement. This implied that according to the majority sexual abuse did not result in de motivation in academics among students who justified it for academic reasons. However allHOD’s G/C disagreed that sexual abuse led to improvement in academics. This could imply that students engaged in sexual relationships had very minimum chances of high academic achievement. Finally 61.4% of HOD’s G/C affirmed sexual abuse causing repetition of classes unlike 38.5% disagreed. This probably implied that the girls for experienced effects of sexual abuse such as pregnancy, delivery or aborted may have either transferred from or remained in previous schools where they repeated classes. On the other hand table 4.8 indicates that 53.9 % HOD’s G/C affirmed sexual abuse resulting in drop out unlike 46.1 who disagreed. This probably implies that victims of sexual abuse were likely to drop out of school and terminate their pursuit for academic achievement if intervention measures are not provided. Finally since 100% of respondents confirmed that sexual abuse led to either hurt or injury, it should strongly be discouraged among students in public secondary schools through enhanced guidance and counseling.

The degree and nature of the relationship between sexual abuse and academic achievement was strong as determined by Pearson’s Product Moment Correlation Co-efficient (PPMCC).The PPMCC was computed from the number of students counseled on relationship between sexual abuse and academic achievement and the findings appear on Table 4

Form of Child Abuse	PPMCC (r)	Academic Achievement
Sexual Abuse	Pearson correlation	.6998*
	Sig. (2-tailed)	.9203
	N	123

Table 4: Pearson’s Product Moment Correlation Co-efficient (PPMCC) Between Sexual Abuse and Academic Achievement

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

N (123 students counseled under uniform conditions in mixed secondary schools comprising 96girls and 27boys)

Table 4 shows that sexual abuse had a positive correlation with academic achievement. The Pearson’s product moment correlation coefficient (PPMCC) (r) value for relationship between sexual abuse and academic achievement was .6998. The value is positive and statistically significantly strong when correlated at P < .05. Kosomo (2007) states that if the correlation is either positive or near 1, it did imply that there was a strong relationship between the two variables. This means that the degree of sexual abuse had a strong relationship to academic achievement. The study thus concludes that that there is a positive significant strong relationship between

sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub County, Kenya. These implications can be generalized to all secondary schools in Kenya.

To confirm whether there is no statistically significant relationship between sexual abuse and academic achievement, an independent t-test was done. Mixed schools were chosen for more reliable data since the boys and girls under study did co-exist in uniform environments. The researcher did correlate 123 students counseled by HOD's G/C from 9 mixed secondary schools on relationship between sexual abuse and academic achievement (see Table 2) to test the null hypothesis (there is no significant relationship between sexual abuse and academic achievement among students in public secondary schools in Bungoma East Sub County, Kenya). The findings are presented in Table 5.

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

Table 5: Independent T-test for Sexual Abuse and Academic Achievement
N=123

Where, EV = Equal Variance t= t value
^{ns} = Not significant at 0.01 < P > 0.05 df= degrees of freedom

Table 5 shows that sexual abuse has t-values of .0080 and .0084, the probability value is P= .9936 and .9203 meaning that P> .05. These probability values are not significant hence the null hypothesis is accepted. The result then implies that there is no statistically significant sexual abuse among students in public secondary schools. This finding contradicts that of WHO (2001-2002) which estimated 36-62% of all sexual abuse victims were below 18 years. However it could gain support on the basis of unreported cases reinforced by school principals in Bungoma County who ganged up against the students who witnessed in interdiction cases by denying them a chance to transfer to other schools of their choice (Benyawa and Beja, 2010). The nature of the resultant relationship between sexual abuse and academic achievement is portrayed in figure 1.

According to figure 1, there was a linear nearly horizontal relationship between sexual abuse and academic achievement of both boys and girls in public secondary schools. This implies that a small change in sexual abuse led to a large change in academic achievement. The scatter diagram small squares are not close though they are gathered around the line of best fit cutting two angles of the axis in the middle but do not originate from 0 thus showing a negative linear relationship between sexual abuse and academic achievement among girls. On the contrary, the scatter diagram larger squares are concentrated to the left and are gathered around the line of best fit originating from 0 and cutting two angles of the axis in the middle thus showing a positive linear relationship between sexual abuse and academic achievement among boys. The null hypothesis is therefore accepted.

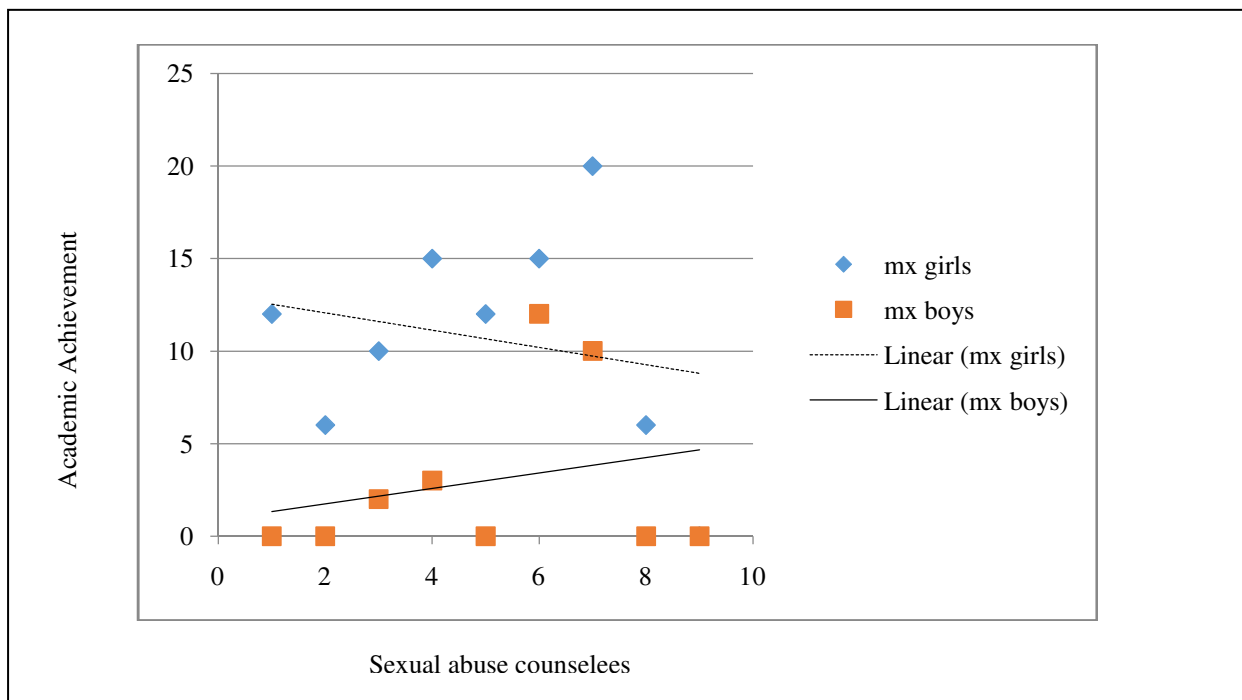


Figure 1: A scatter diagram showing a nearly horizontal linear relationship between Sexual Abuse and Academic Achievement among Students in Public Mixed Secondary Schools in Bungoma East Sub-County

The researcher found out that sexual abuse ranging from flirting to rape existed in public secondary schools but were often unreported. The perpetrators in descending order were students, primary school pupils, teachers, support staff and neighbors. Sexual abuse often

manifested through unwanted pregnancies culminating in abortions among the girls. It is no wonder that UNICEF (2003) states that early marriages had declined all over the world except in South Asia (40%), South America (23%), and Western Asia (40%) . The students in mixed schools were more vulnerable sexual abuse compared to those in girls' boarding secondary schools. Most students become sexually active while in primary and had become "sugar babies" who relied on several older men, older lesbians and older homosexuals for money, clothing and comfort in exchange for sex but remained in school (Field, 2015). This is in agreement with Meekers (2001) who reveals that child prostitution took place in brothels, bars, clubs and particular streets and was either operated on small scale through individual pimps or on a larger scale through extensive criminal network. This view was reinforced in a report by Human Rights Watch HRW (2012) after a global study that attributed child prostitution to poverty but the same report contradicts it by indicating that over 30,000 Kenyan girls exploited in the sex industry or had dropped out of school. The sub-county was taking advantage of FAWE (Forum of African Women Educationists) who had international, country, sub-county chapters to connect them to girls for guidance while boys were being taught to take control of their bodies and speak out (Field,2015) this contradicts HRW (2012) view that the boys' main role in the sex trade was luring girls to sex exploiters in exchange for money.

The study thus concludes that there is a strong but not significant nearly horizontal linear relationship between sexual abuse and academic achievement among students in public secondary schools. However, the relationship was negative for girls and positive for boys.

Study recommendations were as follows; families should avoid being compromised hence report all cases of sexual abuse. Specialized training in guidance and counseling should be a prerequisite for teacher promotion due to the professional service offered to students. The counseling programs should aim at promoting students' academic discipline through development of holistic mindset in the students so as to change the student's behaviour towards academic achievement, self-control, and respectful obedience. The government through the Ministry of Education Science and Technology (MOEST) should create the office of Guidance and Counseling Officer at national, county and sub county levels, to co-work with school counselors on an allowance basis. It should also establish counseling centers in each sub-county where stigmatized abused students could run for education, counseling and rescue.

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