

**EFFECTS OF CHILD ABUSE ON ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN TANZANIA: A CASE OF SELECTED
SECONDARY SCHOOLS IN MOSHI MUNICIPAL**

ELIPOKEA ZEPHANIA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; **“Effects of Child Abuse on Academic Performance in Secondary Schools at Moshi Municipal Council”** in partial fulfilment of the requirements for the award of the degree of Master of Arts in Monitoring and Evaluation (MAME).

.....

Prof. Magreth S. Bushesha

(Supervisor)

.....

Date

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DECLARATION

I, **Elipokea Zephania**, do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Monitoring and evaluation (MAME).

.....
Signature

.....
Date

DEDICATION

I would like to dedicate this work to my lovely wife Ester P. Jilili who inspired me to be strong despite of many obstacles in life, my eternal gratitude.

ACKNOWLEDGEMENT

Primarily, praises and thanks to the Lord God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

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ABSTRACT

The study assessed the effects of child abuse on academic performance in secondary schools, focusing at Moshi Municipal Council, in Kilimanjaro region. Specifically, the study intended to identify the nature and scope of violence in secondary schools, identify the level of awareness of child abuse among secondary schools, and identify measures taken to curb the problem of child abuse in secondary schools to increase performance. Interview and questionnaire administration methods were used to collect data from 54 respondents. The study discovered that, physical abuse, child neglect, child labor and emotional abuse were among the forms of abuses that have many effects on performance of students in secondary schools in Moshi Municipality. The findings also rationalized that, there is limited level of awareness of child abuse among the community members and students in general. Majority (69%) of the respondents had limited awareness about child abuse and neglect even though they exist in their contemporary society. The study discovered that, the formation of child abuses desk, balancing teachers' staff in gender in secondary schools, training teachers and professionals on child abuse, provision of education to community enhance to address the problem of child abuse and neglect. The study concluded that the level of awareness of child abuse and neglect in Moshi Municipal is limited. The government should economically empower the parents by providing them loans to avoid child abuse, which results from poverty among families, and give priority to the established child abuse desks in secondary schools.

Keywords: *Child, Child Abuse, Academic Performance.*

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LIST OF ABBREVIATIONS AND ACCRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
AU	African Union
CCM	Chama Cha Mapinduzi
CDOs	Community Development Officers
G&C	Guidance and Counseling
GBV	Gender-based violence
ICC-T	Interaction Competencies with Children for Teachers
ILO	International Labor Organization
MoEVT	Ministry of Education and Vocational Training
NGOs	Non-Government Organization
SPSS	Statistical Package for Social Science
UN	United Nations
UNESCO	United National Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNSDGs	United National Sustainability and Development Goals
URT	United Republic of Tanzania
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the most difficult societal calamities to combat, especially in the twenty-first century, is child abuse. According to Alokun and Olatunji (2014), this calamity has garnered attention on a national, regional, and global scale. Additionally, due to its nature, researchers and practitioners have diverse interpretations of it. For instance, in 1996, WHO identified violence as a major public health issue on a global scale. Therefore, avoiding and reacting to violence against children is acknowledged as a crucial child protection feature due to the documented high incidence and aggravating episodes of violence (Clarke, 2020).

By 2030, it was expected that some foundational principles will have to be in place to guarantee that all students have the knowledge and abilities necessary to advance sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and nonviolence, global citizenship, and appreciation of culture, diversity, and culture's contribution to sustainable development (ibid). UNICEF (2018) reports that 68% of adolescents have encountered physical or sexual abuse.

The African Union acknowledges that children deserve special attention in terms of health, mental, physical, moral, and social development, as well as legal protection in settings of freedom, dignity, and security due to their unique demands for physical and mental growth (AU, 1999). Regardless of the child's or the parent's or legal guardian's race, ethnicity, colour, genders, language, religion, political or views, The

African Union acknowledges that children deserve special attention in terms of health, mental, physical, moral, and social development, as well as legal protection in settings of freedom, dignity, and security due to their unique demands for physical and mental growth (AU, 1999).

Regardless of the child's or the parent's or legal guardian's race, ethnicity, colour, genders, language, religion, political or views, national and social origin, fortune, birth, or other status, every child shall be titled to the pleasure of the rights and privileges recognised and guaranteed in this Charter. (AU Charter, Art. 3). This is based on the nondiscrimination principle and provides the foundation and guiding principles for African governments' laws and policy frameworks. The 11th article of the African Union Charter on Human and People's Rights.

As a requirement of the educational policy, children spend an increasing proportion of their formative years as students or pupils in contemporary Tanzania (Dyer, 2007). In Tanzania, preschool, primary school, and ordinary high school all had to be completed in order to receive a diploma. Most Tanzanian children spent their childhood years in this environment as students, which meant that they spent most of their days in educational settings and sometime going to and from the schools (ibid).

The majority of kids should be in school because of the free education programme is well known truth that, in particular African contexts, children have complex inherent worth at family and community levels, placing educational institutions in an extraordinarily strategic position to be a vital partner in preventing (Finkelman,

2010).

These include maintaining close relationships, providing social security, facilitating labour, bestowing social prestige, and ending violence against children in other context. Therefore, the primary emphasis of this study is on children who attend school. A Tanzanian Swahili maxim, *Watoto ni Taifa la Kesho*, which translates as "Children are the Future of the Nation," emphasises the importance of children in Tanzania. This is set against the backdrop of property rights, inheritance, and reincarnation as a means of continuity, upholding familial ties, and gratifying emotional demands (Dyer, 2007:69). Moshi Municipal is not excluded from these larger and more important activities, which are highlighted in the Tanzania Development Vision 2025, which also emphasises the value of education to the prosperity of Tanzanians.

Little is done to help the victims since abuse against children in the nation is still shrouded in secrecy in particular specific categories of African culture, "Family Secrets." The court system consistently fails to arrest and prosecute the offenders, despite repeated attempts by the victimised children to disclose such incidents (Finkelman, 2010). Due to these factors, a critical evaluation of the research was done to determine how child maltreatment affected students' academic performance in Moshi Municipality Secondary Schools.

1.2 Statement of the Problem

Despite the availability of free education, the sheer number of students and pupils, as well as those out of school, promoting and selling goods surrounding the streets and inside the schools in all rural areas of some parts of Tanzania and Moshi, in specific,

causes eyebrow raising. Some children look so undernourished and sick, and others are dressed in filthy clothes.

According to a UNICEF research from 2019, about 75 percent of both boys and girls aged 12 to 17 reported being physically abused by a parent, close friend, or intimate partner. In a similar vein, before the age of 18, 60% of both genders have encountered physical abuse from adult relatives, and more than 50% have done so from instructors. Most girls and boys 13 to 24 who claimed physical abuse before turning 18 said their parents were the perpetrators (ibid).

According to the research conducted by Haki Elimu (2020), 15.2% of kids in private schools and 21.1% of students in public schools reported receiving irresponsible treatment. 55.3% of them claimed that it only occasionally occurred. Comparatively, 27.4% stated they practically daily faced this type of abuse, 41.1% said their homes were the source of the neglect, and 2.5% said it happened when they were travelling from home to school. In addition, The Tanzania Development Policy (1999) states that many children continue to lack adequate protection despite efforts to secure their safety. Due to flaws in the administration and implementation of laws that safeguard children's rights, and also the reduction in public support for such laws, acts of oppression, exploitation, and cruelty against children are rising.

Abuse against children is generally a complex social issue that always manifests itself in a variety of ways and in a variety of circumstances (Rew, 2000). Therefore, in order to advance towards the realisation of universal child rights (including universal child protection), it is imperative to notice and understand the many ways

and many contexts in which children are victims of violence. This study examined the impact of child maltreatment on academic achievement in Moshi Municipal's secondary schools in light of this.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study is to assess the effects of child abuse on academic performance in secondary schools in Moshi Municipal.

1.3.2 Specific Objectives

- i. To identify the nature and scope of violence in secondary schools in Moshi Municipal
- ii. To identify the level of awareness of child abuse among secondary schools in Moshi Municipal
- iii. To identify the measures to be taken to curb child abuse among secondary schools in Moshi Municipal

1.4 Research Questions

- i. What is the nature and scope of violence in secondary schools in Moshi Municipal?
- ii. What is the level of awareness of child abuse among secondary schools in Moshi Municipal?
- iii. What are the measures to be taken to curb child abuse among secondary schools in Moshi Municipal?

1.5 Significance of the Study

This study is intended to serve as a benchmark for policymakers in regards to the necessity of reducing the risk of child abuse, supporting related research in the future, fostering public confidence and awareness of the issues revealed, accompanying children, and fostering children's confidence and trust that they're able to schools to call homes and teachers and school brotherhood to call family in situations where homes and carers do not perform their roles appropriately.

The outcomes are anticipated to raise awareness among students about the problems that child abuse has caused in Moshi Municipality and throughout the nation. Considering child abuse and engagement in secondary education might encourage education stakeholders to implement suggested measures that will reduce the number of students who drop out of secondary school. The study's conclusions can be used to other communities with comparable challenges to solve problems with children's education. The survey findings can also be used by donors to guarantee student retention and Secondary School circle completion.

The results of this study will aid educators in creating educational policies that are appropriate for pastoralist communities. When counselling the various education sectors on how to guarantee that child abuse is eliminated and that the child's rights are upheld, understanding the causes of child abuse and its consequences on a kid's educational performance is very helpful. In Tanzania, where there is little to no literature, this study expands our understanding of the link between child maltreatment and academic success. This aids in establishing laws protecting children's rights. The information is relevant for instruction and learning as well as

for publication to stimulate more study on issues relating to the social safety of patients.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter offering a review of relevant works on child abuse. It covers operational definitions of the terms used throughout this study, presents theoretical and empirical literature reviewed, and, finally, the research gap then the theoretical framework that guides the study.

2.2 Definition of key terms

2.2.1 A Child

Child means every human being below the age of 18 years (Article 2 of the AU Charter on the Rights and Welfare of the Child). Moreover, the URT Constitution (1977) stipulates a Child is any person who is under the age of 18 years.

2.2.2 Child Abuse

Child abuse, according to UNICEF (1986), is the immediate, deliberate, and preventable harm that a person causes to a child. This harm can take the form of physical or psychological harm, mistreatment, sexual abuse, or neglect by a person who is responsible for the child's welfare. The four basic categories of child abuse are physical abuse, sexual abuse, emotional or psychological abuse, and neglect. Although child abuse can take many other forms (such as sibling abuse, medical neglect, and educational neglect), it is commonly divided into these four categories.

2.2.3 Academic Performance

This means the extent to which students achieve their short or long-term educational objectives. Academic success is commonly measured through examinations or

continuous assessments. Still, there is a need to have an overall agreement on how it is best evaluated or which traits are most important, technical knowledge, such as abilities, or declarative knowledge, such as facts (Gurung, 2006).

2.3 Theoretical Literature Review

According to Bacharach (1989), theories serve as justifications for social or natural conduct, occurrences, or phenomena. In addition, he saw the theory as a collection of ideas and claims that, taken as a whole, offer a logical, orderly, and cogent explanation of an interesting occurrence, subject to certain presumptions and limitations. The best suitable theory to guide this study is Albert Bandura's Social Learning Theory from 1977. According to Bandura's idea, a person picks up conduct from their surroundings.

2.3.1 Bandura's Social Learning Theory

Behaviour is learnt from the environment through observational learning, claims Bandura (1977). Bandura, in contrast to Skinner, thought that humans actively analyse information and consider the connection between actions and their effects. The social learning theory makes the assumption that kids pick up a lot through observation and imitation, and they could pick up behaviours from their parents, teachers, peers, and community role models. Children are therefore prone to learn even harmful behaviours from their surroundings, which makes it crucial (Wabeso, 2000).

The core idea is that in-the-moment interactions are vital; if a kid experiences an instant reward for their activity, such as parental attention or praise, they are likely to

repeat it. In contrast, they are less likely to repeat the behaviour if they are ignored (or penalised) (Twardosz & Lutzker, 2010). Other proponents have widened this approach to take into account the cognitive or aware processes that underpin parental action and how it affects the kids (Putnam, 2006). The model contends that kids pick up skills for controlling their emotions, settling arguments, and interacting with people from their experiences and how those events were handled (O'shaugness 2015). This is true regardless of the evaluation and conceptual focus on cognitions or behaviour.

Additionally, the Social Learning Theory of Bandura underlines the causal link between student academic performance and child maltreatment and neglect. However, it falls short in highlighting the nature and symptomatic behavioural traits of the victimised kids. It is crucial for assisting practitioners, particularly educators and advocates against child abuse, in addressing the issues brought on by the mistreatment of pupils.

2.4 Empirical Literature

2.4.1 The Concept of Child Neglect

Child maltreatment is one of several issues that might be obstacles to successful teaching and learning (Adelman, 2014). The effect that carelessness has on a child's academic performance and attendance at school is one of the most important ways that negligence is proved (Daniel, 2008). Hunger, poor attire, missing appointments or health checks, poor hygiene, regular tardiness, absences from school, or youngsters exhibiting cognitive or emotional delay are all common indicators that can be seen in schools (ibid).

A kid is more likely to experience neglect if they are exposed to broader variables including drug or alcohol misuse, learning disabilities, mental health issues, or domestic violence and abuse in the home. These concerns may be picked up on by school personnel when the child interacts with their parents. Schools are essential locations for seeing and responding to child maltreatment because of this (Stevens and Laing, 2015). The community frequently infringes on the fundamental rights of children, parents, and guardians who are left to raise them, look out for their interests, and raise them without taking into account their financial situation, level of education, cultural traditions, or living environment (Claxon, 2005).

Thus, "preventing and responding to violence, exploitation, and mistreatment against children, including illicit sexual activity, trafficking, child labour, and harmful practices like female genital mutilation and child marriage" are included in the definition of child protection. (2006) (UNICEF:1). aggression against children is clearly defined as "...all forms of bodily or mental violence, damage and abuse, neglect or mistreatment, exploitation, or neglect, including sexual abuse" under Article 19 of the Convention on the Rights of the Child.

2.4.2 Perpetrators of violence against school children

According to the report by Haki Elimu (2020), roughly 34.3% of school-aged children who have reported experiencing psychological violence name their parents and guardians as the offenders, followed by nearly 26.4% who name peers, 18.2% who name family members who are close to them, and 14.1% who name other people like neighbours and strangers. The majority of school-aged children—47.2%—report having been the victims of physical abuse and blame their instructors,

20% their parents or guardians, and 10% other pupils. 61.9% of the students who reported receiving negligent treatment in the six months before to the research accused their parents or guardians as the offenders (ibid).

Also mentioned are matrons, customers, and school cooks (16.2%), while close relatives (10.2%) are also mentioned. Peers and instructors were other groups listed, with 5.1% and 4.6%, respectively. The lads in their area, motorbike drivers, school students, housekeepers, cousins' stepfathers and uncles were the people who the pupils named when asked who had mistreated them sexually at home. The majority of students who were asked to name the people who had mistreated them on their way to and from school named motorcycle drivers (i.e., bodaboda and bajaji drivers), followed by guys they had encountered en route, bus drivers and classmates. While 26.2% identified other students, 9.7% indicated close acquaintances, and 8.3% mentioned close relatives, 51.9% of them accused outsiders, such as neighbours and strangers, of committing sexual assault.

2.4.2.1 Causes of Child Abuse

Civil unrest, famine, and drought are caused by political violence and conflict. According to UNICEF (1986), there are 12–14 million refugees worldwide. Some countries deport individuals, especially women and children, accounting for 75% of their total population. Because children suffer for wrongs they cannot be held responsible for, war is a road that leads to child maltreatment. They suffer from the loss of dead parents, devastated homes, uncertainty, and starvation as they hopelessly look out into the world. Abuse is also influenced by anxiety. Caregiving for children with disabilities, impairments, or challenging behaviours can be difficult

for parents (Moss, 2009).

In contrast to stepfathers or other replacements who severely mistreat their stepchildren, single moms and dads frequently neglect their children, particularly after a divorce or death (Okpech, 2015). People learn to use force as a tool in a culture when that is the preferred method of gaining attention. To instill dread in their wives and kids, husbands employ violence, which leads to the children suffering from physical and psychological abuse. There is a misconception that one must battle for survival or he would be wiped out, and violence in the community is intimately tied to television shows, movies, and videos.

People categorise it as "normal" because it fits in with a violent culture, but it does not take away the suffering an innocent child feels inside at the hands of an evil adult (Stanton, 2009). Female genital mutilation (FGM), another major cause of child abuse, is stated by the Maendeleo Ya Wanawake Organisation (1996). In most communities, teenagers are not adequately cared for despite being regarded as safe. Many parents and caregivers are unaware of the danger boys' face and only focus on girls' vulnerability.

2.4.3 Nature and Scope of Child abuse

On how to define child abuse, there is dispute. The reason for this is that child abuse is not something that lends itself to simple definitions that apply to every new circumstance without taking discretion into account (Wolfe, 1987). Wolfe (1987) asserts once more that whether or not child abuse is reported depends on the purpose of the report. A social researcher's attitude, for example, might deteriorate towards

the social and psychological effects of abuse on a child's development. At the same time, a legally based explanation that focuses on evidential conditions would be necessary to prove guilt or innocence of abuse.

Physical abuse, according to Kay (2003), occurs when an adult intentionally causes harm to a child or purposefully fails to prevent the child from suffering physical injury. Practises of physical harm include shaking the child violently, throwing an object at them to stab them, punching, hurting, or smacking, scolding, kicking, burning, suffocating, or smothering, and intentionally poisoning the child (Clarke, 2020).

On the other hand, verbal abuse is a type of passionate abuse as well (Key, 2003). The child's emotional and psychological development is gradually harmed by the severe and persistent mistreatment involved. A kid may experience emotional abuse as a result of verbal abuse since it creates a climate of dread and humiliation (Denga, 2002). Even for children who have not experienced abuse, laughter, unjustified criticism, and rejection can be upsetting and sad (Kay, 2003). Emotional abuse is described by Herbert and Brown (1997) as actions intended to damage a person's feeling of value and self-worth, including criticism, condemnation, humiliation, invectives, insults, and name-calling.

2.4.4 The Role of the School on Child abuse

The abuse that students are subjected to by people who are supposed to help them grow and be their protectors is a serious obstacle for the teaching-learning process (Leah 2003). As stated in a nutshell by Mengistu and Terefe (1997), schools are

basically social institutions for gaining information, abilities, and skills. They also make excellent centres for fostering socialisation among youngsters and instilling expected behavioural norms. Youth must acquire the necessary life skills to deal with today's demanding needs.

According to Arnolde (2001), it is very difficult in Africa to get people to agree that using physical violence against children is a common form of reprimand in society (including schools). In African schools with immunity, physical punishment will thereafter predominate over other types of punishment. Schools protect kids against violence, according to a 2006 report by the UN General Secretary. In order to protect and foster children's growth, those in charge of and working in educational settings must provide safe surroundings.

2.4.5 Students' level of awareness on child abuse

According to Buxton (2010), kids often don't even realise they're being mistreated or that their parents are simply correcting them. Most pupils claimed they were uninformed of what child abuse included in a research by Finkelman (2010) on it in New York. The majority of the participants admitted to having suffered abuse after being informed about the several sorts of child abuse, including bullying, physical and verbal abuse, emotional abuse, deprivation of food as punishment, and corporal punishment at home and in school.

In a survey of Korean home-visiting projects for abused and neglected children and their families, Wasik (2011) discovered that 45% of the parents admitted to hitting, kicking, or beating their kids. Two-thirds of the parents were found to be whipping

their kids. Yet, 78% of the study's young participants said that this sort of discipline was commonplace.

4.6% of children in Romania experienced severe and persistent physical abuse, involving being burnt, beaten with an instrument, or denied food, according to a different study by Hoefnagels (2010) on the press and reports of child abuse from the standpoint of secondary prevention. Parents in Romania confessed hitting their kids frequently—nearly half of them—and using physical means to win them over—16%. 64% of the youngsters, however, were not aware about the maltreatment they were experiencing. The study found no connection between children's academic achievement and knowledge of child maltreatment. This research looks into how child abuse affects kids' academic achievement.

2.4.6 Influence of child abuse on students' school attendance

The way children attend school may be impacted by child abuse. For instance, American Finkelhor (2008) found that being the victim of abuse and neglect has a variety of negative effects on children's academic performance, such as lower grades, more absences, more disciplinary issues, and a higher rate of school dropout. Most child labourers start working at a young age, are hungry, work long hours in dangerous jobs, and usually don't go to school, according to research by the International Labour Organisation (ILO, 2012) on child labour as a form of child abuse. Increased household income is the economic impact of child labour on families that is most noticeable in the short term. For a very long time, child work has had the major negative effect of under-accumulating human capital due to low school attendance and poor health, which represents a lost chance to increase the

productivity and potential future earnings of the next generation.

2.4.7 Influence of child abuse on students' behavior

Child abuse alters the behaviour of the mistreated youngsters, claims Crosson (2008). Ward (2013) revealed that children who experience abuse and neglect at home are more likely than their peers to do poorly in school, have behavioural issues, and become targets of bullying. The study focused on how abuse impacts schoolwork in Britain. According to the study, a child's probability of experiencing various physical, behavioural, and academic issues at school is nearly tripled if they experience maltreatment in the first five years of life.

According to Shumba and Abosi (2011), a traumatic experience can substantially disrupt school routines and the teaching and learning processes. Their research focused on the nature, severity, and causes of maltreatment of children with disabilities in schools in Botswana. Unless attempts are taken to reach out to students and staff with extra information and resources, there are typically significant levels of emotional turmoil, the possibility for disruptive conduct, and loss of student attendance. Another study conducted in Sudan by Omer (2015) on the incidence of child abuse and related psychological and physical health issues demonstrates a strong correlation between emotional maltreatment and the majority of problem behaviours.

Each type of child abuse also has its own unique impact on sorrow, anxiety issues, low self-esteem, and unhealthy habits. Adolescents who have undergone abuse may exhibit melancholy, anxiety, or social disengagement, according to the Government

of Kenya (2007). Again, the African Network for the Prevention and Protection Against Child Abuse and Neglect (2010) found that victims of child abuse are known to be at a higher risk for engaging in risky behaviours and acting out in school in their study on awareness and views around child abuse and child rights in selected communities in Tanzania. They could struggle to complete or concentrate on homework as well as socialise with kids and adults.

2.4.8 Ways to curb Child abuse

In order to detect and address children's urgent and long-term protection requirements, a social welfare system should be automated, according to UNICEF (2019). This may be done by creating a strategy for doing risk assessments that is connected to a referral social welfare system that involves a variety of sectors and services. This is in line with enhancing and broadening the legislative safeguards for children, increasing the penalties for offenders, and advancing the work of the Gender and Children's Desk.

The literature implies that it is crucial to place and train teachers and counsellors in schools. For example, according to a poll by Hakielimu (2020), 80% of pupils say that their schools have dedicated instructors or counsellors. Even yet, there are solid signs that these counsellors could be more successful. It is important to gauge how well instructors are able to handle the pressure of dealing with bullying online and in-person among pupils. Upscaling could be explored for evidence-based treatments, such as the Interaction Competencies with Children for Teachers (ICC-T) conducted in Tanzania (Nkuba et al. 2018).

According to UNICEF (2018), current gender-based violence (GBV) institutions should have a clear and suitable framework for the integration of child-sensitive and friendly services. Create and conduct a public awareness campaign aimed at older children and teens that educates them about the obstacles to reporting they encounter and offers methods to make it easier for kids and youth to access information and assistance. In a similar vein, locating and putting into practise promising prevention and response strategies for violence against children in communities—including testing and evaluating child protection systems in a few Tanzanian districts—will increase support for organisations that are committed to helping children and work to end violence against them. This aims to guarantee that youngsters monitor, report, and oppose the support of violent practises in their communities (Nkuba et al., 2018).

Nkuba, et al., (2018) contend that advocacy and support should be promoted while creating school discipline rules. As a method of enforcing school discipline, the Education Regulation of 2002 falls short. Despite having discipline instructors, secondary and elementary schools in rural and urban settings, as well as private and public schools, do not have a clear school discipline policy (ibid). It is advised that Circular No. 11 of 2001 on Guidance and Counselling (G&C) be thoroughly reviewed and that a robust school child safety policy be created to direct public and private schools at the elementary and secondary levels.

2.5 Research Gap

Numerous academics have written extensively based on a broad understanding of what constitutes child abuse while ignoring the various components that make up

child abuse. Hills et al. (2017) make the case, for instance, that child neglect and abuse have a variety of immediate, long-term, and lasting potential for life-long repercussions. This view emphasises certain elements and is more positional (based on a fixed attitude). According to Finkelhor (2008, 2018), who wrote a study on childhood victimisation, violence, crime, and abuse in the lives of young people who experience abuse and neglect have a variety of effects on children's academic performance, including lower scores, more absences, more disciplinary matters, and a greater chance of school dropout.

According to Barnett (2017), learning and academic performance issues are among the cognitive effects of child maltreatment. This is in line with the countless studies that have repeatedly shown how, on average, children who have been mistreated, maltreated, or neglected perform worse on cognitive tests and accomplish less in school than their peers from similar social or economic backgrounds. Aspects of child abuse and neglect aren't, however, evaluated.

Inadequate research has been done on child abuse and neglect in Moshi Municipality. However, given how frequently incidences of child abuse are not reported, the rate is rather frightening. Many mistreated youngsters, however, lack the ability to disclose such problems. Based on this, the researcher considered evaluating the effects of child maltreatment on academic performance in Moshi Municipal secondary schools.

2.6 Conceptual Framework

According to Miles and Huberman (1994), a conceptual framework is a visual or written output that explains the important items to take into account, the important

elements, concepts, or variables, and the important relationships between them, either visually or in narrative form. In a similar spirit, Kothari (2004) describes an intangible framework as a visual or textual output that illustrates or describes in normative or graphic form the main topics to be examined, as well as any important elements, ideas, or variables, and the assumed relationships between them.

The conceptual framework that follows uses child abuse and neglect, also known as independent variables, as the foundation for its analysis and study. In this sense, the existence and symptoms of child abuse and neglect are influenced by a variety of factors. These factors include, among others, insulting the kid, ignoring their complaints, failing to meet their basic needs, failing to correct them when they are wrong, and failing to provide them the necessary guidance.

However, Child abuse and neglect depend on several factors for their existence or inexistence, including guidance and counselling, people's awareness of child abuse, efficacy in policy implementation, and effective and sound monitoring and evaluation of programmes and approaches. Those factors are herewith espoused as Intermediate variables. The efficiency or deficiency in the intermediate variable may lead to effectiveness or failure in achieving a child abuse-free society.

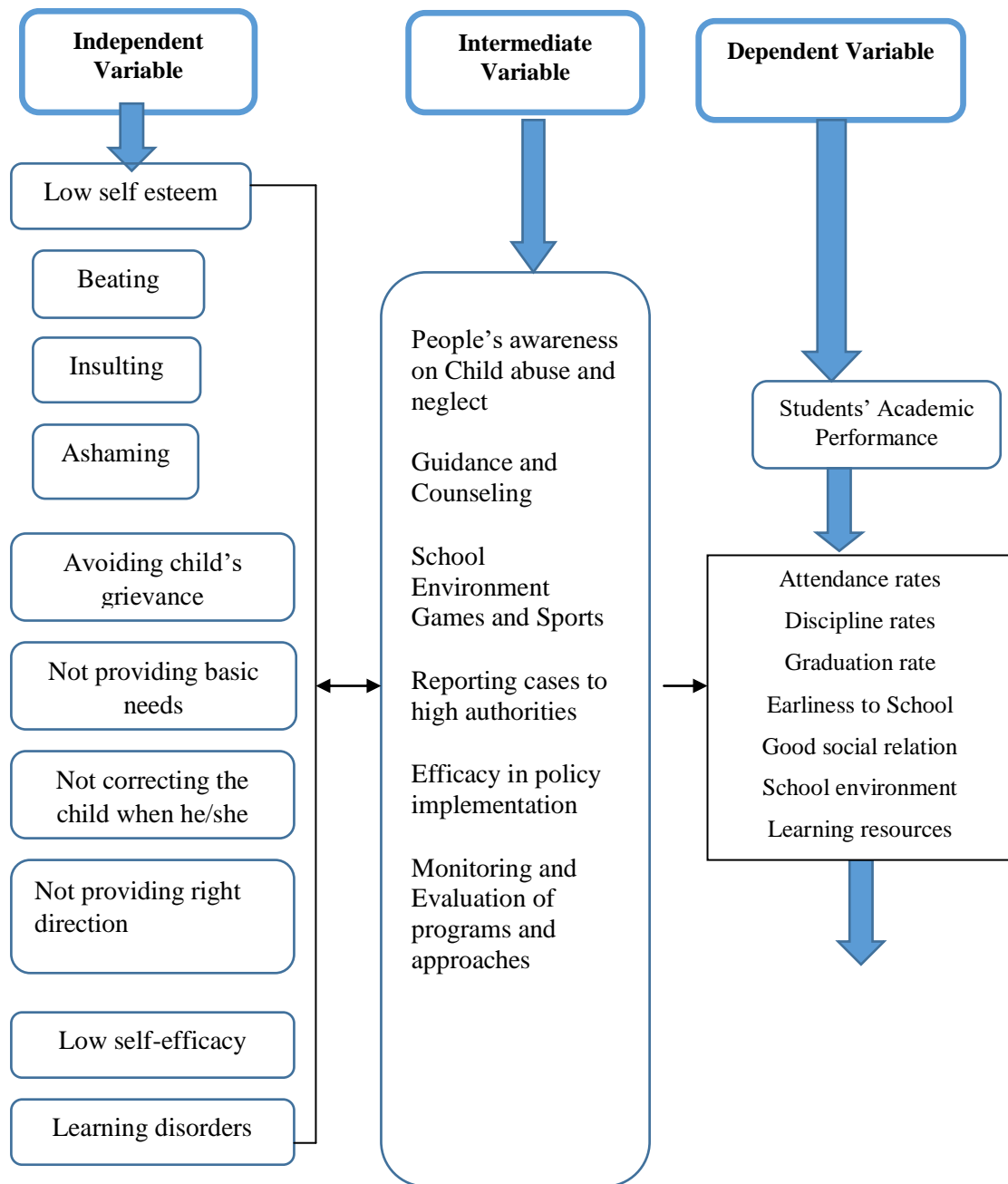


Figure 2.1: Conceptual Framework

Source: Researcher (2022).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

According to Mugenda (1999), research methodology is the term used to describe the approaches, strategies, and processes used to carry out a study plan. Research technique refers to the many approaches often used by a researcher in analysing his research topic and the reasoning behind them (Kothari, 2004). The study methods and techniques used in the study are covered in this part. Therefore, this chapter covers the following topics: study area and rationale, research design, research strategy, sample design, data collecting design, data presentation and analysis design, reliability, validity, and ethical issues.

3.2 Research Design

A structure for organising and directing research is known as a research design (Sapsford, 2006). Study design, according to Sighn (2006), is simply a declaration of the purpose of the investigation and the methods for gathering, assessing, and reporting the information. A practical exam to confirm or deny a knowledge privilege is also created by the study design. According to Borg and Gall (1989), a research design is one that outlines the approach taken to tackle the issue being studied.

The study's methodology was a descriptive research approach. Descriptive research design helps to ascertain the frequency of occurrences of the phenomena and evaluate whether or not there are interactions between the variables, which was the main justification for choosing this method. According to Mugenda (2008),

descriptive survey designs gather data by questioning or giving out questionnaires to a sample of people. The design was chosen because it would accurately depict the situation—specifically, how child abuse affects secondary school performance in Moshi Municipal.

3.2.1 Research Approach

A combination of quantitative and qualitative research methods were used in the study. Because every method has drawbacks, biases inherent in any one technique might cancel out or neutralise the inclinations of other approaches. This is the basis for the mixed system. In contrast to quantitative research, which produces data through extensive survey research, qualitative research seeks to elicit a detailed viewpoint from participants (Dawson, 2002). To further understand the viability, impact, and permanence of child abuse, the study gathered qualitative data. But by giving them statistical numbers, quantitative data were gathered to make up for any flaws or deviations in the qualitative data.

3.3 Sampling techniques

Sample design, according to Kothari (2004), is a predetermined strategy intended to collect a sample from a certain residence. It includes a method or process the researcher would use when picking components for the model. Using both probability and non-probability sampling, the study used a mixed sample design. For the non-probability sampling design, simple random sampling was utilised, and secondary school instructors and victims of abuse and neglect were picked at random to fill out a questionnaire and provide data. In contrast, purposeful sampling was used for a non-probability sampling design in which individuals with knowledge of

Child abuse and neglect, including those dealing with the education sector from Municipal authorities, were given their information through an interview. Purposive sampling was used to interview selected parents with students in secondary schools.

3.3.1 Unit of Analysis

A unit of analysis, also known as the subject (who or what) of the study about which an analyst may make generalisations, is a crucial component of every scientific research endeavour (Lwis-Beck et al., 2004). The secondary schools chosen for this study's unit of analysis were those with abuse and neglect victims aged 12 to 18. The rationale behind such age-group selection was due to the range of age that a secondary student was expected to have, taking into consideration that most students are expected to commence their studies at the age of 12–14 years and complete their secondary studies at the age of 16–18 years as per education policy, from which a child is expected to commence school at the age of 7 years.

3.3.2 Sample Size

The degree of generality of a research is influenced by the precision of the sampling frame from which the sample is selected, as explained by Mugenda & Mugenda in 2003. The number of elements chosen from the universe to form a sample is referred to as the sample size in Kothari's (2004) work. The sample size is determined by the amount of accuracy the researcher needs to estimate the population parameter at a given level of confidence (Sighn, 2006). 65 responders in all were chosen. The study is expected to be based on a 95% confidence level, with a margin error of 05% and a population proportion of 96%. From the formula, the sample size was calculated as shadows;

The precision of the sampling frame from which the sample is chosen determines the degree of generalisation of a study, as stated by Ugenda and Mugenda (2003). According to Kothari (2004), sample size is the number of things chosen from the entire population to make up a sample. The required degree of accuracy for the researcher to estimate the population parameter at a given level of confidence determines the sample size (Sighn, 2006). A total of 65 respondents were selected. The study is expected to be based on a 95% confidence level, with a margin error of 05% and a population proportion of 96%. From the formula, the sample size was calculated as follows;

$$n = \frac{N}{1 + Ne^2}$$

Where, n= Sample size

N=Population size

e= Marginal error

N=96, e=05%=0.5

$$\text{Therefore; } n = \frac{96}{1 + 96 (0.5)^2} = 60$$

The sample is 60 including 05 respondents that were included for observation that gives a total of 65 respondents.

3.3.3 Sampling Procedure

The study employed two sampling procedures: simple-random and purposeful. A simple random sample was used to choose questionnaire respondents from the child abuse and neglect victims, where every member had an equal chance of being

selected. Purposeful sampling was used to determine critical informants for interviews with Moshi Municipal officials based on their knowledge and technical know-how on child abuse and neglect, policy modus operandi (mode of operation), and institutional framework.

3.4 Data Collection methods

According to Kothari (2004), the researcher should consider both primary and secondary data sources while choosing the technique of data collection to be utilised for the study. Therefore, the secondary data, which gives more information than the original data, serves as the foundation for this study.

3.4.1 Secondary Data

Secondary data are those forms of data that have previously been gathered and validated by another party using statistical methods (Kothari, 2004). The secondary data utilised in this study was gathered from various sources on child abuse and neglect, including literature, agencies, and relevant authorities.

3.4.2 Primary data

The primary data are those that are newly acquired, gathered for the first time, and hence continue to be unique in nature (Kothari, 2004). To provide a genuine picture of the situation on the ground, the study primarily collected primary data from the study area.

3.5 Data Collection method and Tools

This study utilised a mixed research strategy and data collection methods that included questionnaires and interviews. According to Grey (2009), conducting

interviews is appropriate since it guarantees a greater response rate and enables the examiner to delve further into the interviewee's response. Additionally, Grey emphasises that this technique has more flexibility because it typically allows for question restructuring and allows the interviewer to adapt the language to the interviewee's ability and educational background. As a result, misinterpretations of the questions can be avoided.

3.5.1 Interview

An interview is a verbal exchange in which the interviewer seeks to obtain facts, beliefs, or ideas from the interviewee—often face-to-face but often over the phone (Burns, 1997). A person's opinions, values, understandings, feelings, experiences, and viewpoints on a topic can be explored through interviews. Interviews also enable the researcher to delve deeper into a complicated subject and learn more about the contextual elements that shape individual experiences (ibid.).

Face-to-face interviews will be used in the study with important informants, namely designated municipal officials working in the education sector and parents of secondary school students. The researcher was guided by an interview guide for structured questions, but she also used unstructured interviews to generate key information of interest. A total of 20 respondents were involved, including five Education Officers as well as 15 parents.

3.5.2 Survey

The study employed the survey method for collecting data. The survey method is useful when the population is large enough that interviews cannot be administered.

This method uses questionnaire tools. A questionnaire is a printed list of questions, to which respondents must reply and record their responses. In a questionnaire, participants read the questions, deduced the anticipated responses, and then recorded their responses (Kumar, 2011). The questionnaire was carefully created and given to 40 responders, including 30 pupils and 10 instructors.

3.5.4 Documentary Review

The researcher used different literatures, reports, articles, journals and magazines that are scholarly fruitful for sustaining the rationale of this research study.

3.6 Data Processing, Analysis and Presentation

This study employed a number of closed-correlated processes, such as coding, classification, tabulation, and drawing, to organise the data into manageable groups and data for analysis. Microsoft Excel and SPSS were used to perform the analysis, and the data was displayed as words, frequencies, figures, tables, and graphs. With the aid of Microsoft Excel, you can format, arrange, and compute data in a spreadsheet. Data was simpler to view as it was added to or altered when it was collected using Excel. For the quantitative analysis, SPSS software was employed. It was primarily utilised as an all-inclusive statistics tool with a point-and-click user interface.

3.7 Validity and Reliability

According to Dawson (2002), valid and reliable issues must be demonstrated for data analysis to demonstrate that the techniques selected are successful in assessing the desired outcomes. Validity and reliability guarantee that there are no mistakes or

biases in the measurements—either from the respondents or the researcher—and that they are steady and consistent.

3.7.1 Validity

The accuracy and significance of the study findings constitute validity. According to Mugenda's definition from 2003, validity is the degree to which the phenomena under research is reflected in the outcomes of the data analysis. Additionally, whether or not there are effective flaws in the numbers essentially determines the validity. Validity assesses how truthful the study findings are or if the research actually measures what it intends to measure (Golafshan 2003). Triangulation of data gathering techniques will be used to guarantee rationalism and the logical conduct of the study. Triangulation is a verification approach that promotes validity by embracing many points of view and methodologies (Yeasmin and Rahman, 2012). The researcher triangulated qualitative and quantitative data collection methods to ensure the data collected had a sense of validity as errors in one tool were offset by errors in another tool.

3.7.2 Reliability

According to Muganda (2010), a study instrument's dependability is determined by how consistently it yields results after several trials. An instrument's precision, stability, and predictability are all indicators of its reliability (Kumar, 2011). To eliminate any potential issues and guarantee that a responder understands the tools in accordance with the researcher's aims, the pre-test of a research instrument involves a rigorous analysis of each research tool. To ensure reliability, the researcher conducted a pilot study in which research tools were pre-tested against the

respondents to determine whether they generated the intended outcomes before the data collection started.

3.8 Ethical Considerations

Research ethics, which are standards of behaviour that discriminate between right and wrong as well as acceptable and unacceptable action, are defined by Parveen and Showkat (2017) as acting morally and legally as appropriate when conducting research. Ethics are essential to the research process, which according to Bickman and Rog (2009) is a multi-stage process. Because there may be ethical difficulties at each stage of the research process, researchers were expected to address a variety of ethical issues at various stages of this procedure. The researcher took into account all moral guidelines and behaviour in this study. Discretionary and withdrawal rights, among others, were explained to the respondents.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

Based on the study's goal of determining the consequences of child abuse on academic performance in secondary schools in Moshi Municipal Council, Kilimanjaro Region, this chapter analyses the data and explains the research findings. Also, the findings directly answered the study objectives: to identify the nature and scope of violence in secondary schools, determine the awareness of child abuse among secondary schools, and identify measures to help curb child abuse in secondary schools in Tanzania. Questionnaire and interview methods were used to collect data. Again, data were analysed using the summary of descriptive Statistics as computed by the SPSS version 16 computer software programme, while the presentation of findings is quantitative and qualitative.

4.2 Description of Variables used in Analysis

4.2.1 Response Rate

A total of 45 questionnaire forms were delivered to the respondents, but only 41 were filled out and returned. Indeed, the total of the expected interviews was 15, but only 13 were completed, while the remaining two respondents did not complete them and cancelled the interview because they felt terrible with headaches. In general, the response rate through the questionnaire and interview represented a 90% response percentage, which is quite suitable for a final study. This response rate is further presented in Table 4.1.

Table 4.1: Response Rate

Response rate	Sample size	Percent (%)
Returned questionnaire	41	91
Un-returned questionnaire	4	9
Successful interview	13	87
Unsuccessful interview	2	13
Total	54	100

Source: Field Data, (2022).

The results of the rate of response from the field using the questionnaire and interview checklist, as presented in Table 4.1, show the reality that the tools used to collect data were favourable because each one supplemented the other, hence meeting the desired goal of revealing the actual situation regarding the effects of child abuse on academic performance in secondary schools in Moshi Municipal Council.

The findings based on the questionnaire represented 91% and 87% through interviews. According to Babbie (2004), a 50% response rate is adequate for analysis and reportage in research; 60% is worthy; and above 70% is very good for data analysis and reporting. This also agrees with Mbota (2016) that a response rate of 50% is enough to analyse and publish, 60% stays good, and 70% is excellent. Therefore, based on the response rate of the data collection tools, it can be concluded that the information describing the findings is adequate and suitable for analysing and generalising the results about the effects of child abuse on academic performance in selected secondary schools in Moshi Municipal Council.

4.3 Socio-Economic Demographic Characteristics of Respondent

4.3.1 Age of Respondent

Age is one of the most important determinants of someone's views, experiences, and opinions about a certain issue. It is only age that determines an individual's level of maturity, and thus age becomes important in assessing the responses. The findings as summarised in Table 4.2 show that 23 (43%) respondents were between 13 and 17 years old, 17 (31%) respondents were between 18 and 35 years old, and 7 (13%) respondents were between 36 and 45 years old, while 5 (9%) respondents were between 46 and 55 years old, and 2 (4%) of the remaining respondents were aged 56 years and above.

Table 4.2: Age of Respondent

	Age	Frequency	Percent (%)
Valid	13 – 17	23	43
	18 – 35	17	31
	36 – 45	7	13
	46 – 55	5	9
	56>	2	4
	Total	54	100

Source: Field Data, (2022).

The breakdown of the respondents' age in Table 4.2 gives the implication that nearly 87% of the general respondents, starting from 13 years to 45 years old, were energetic, very active, experienced, responsible, and had skills to make informed decisions about the effects of Child abuse on education performance in secondary schools in Moshi Municipal Council. This was quite different from the response from 13% of the age group starting at 46 and above, who may not have the energy, experience, skills, and responsibilities to fight the problem of child abuse, causing poor performance among secondary school students in Moshi Municipal Council.

4.3.2 Gender of Respondent

Gender is an important variable in a given socio-economic, cultural, and political context in Tanzania that is variably affected by any phenomenon, and globalisation is no exception. The researcher assessed the gender and sex of respondents who participated in this study and found that 29(54%) were male and 25(46%) were female. So; the breakdown of their participation is further presented in Table 4.3.

Table 4.3: Gender of Respondents

	Gender	Frequency	Percent (%)
Valid	Male	29	54
	Female	25	46
	Total	54	100

Source: Field Data, (2022).

The results, as presented in Table 4.3, show that the overwhelming majority, 54%, were male respondents compared with the minority, 46% female respondents. This implies that in the surveyed areas of the study, there was a slight gender balance despite prevailing socio-cultural practises in contemporary society.

Membe (2019) conducted a study on employees' perceptions of factors influencing the effectiveness of performance contracting on service delivery in local authorities in Tanzania and discovered that sociocultural and political practises favour men, giving them more time to complete their tasks than women, who devote more of their time to serving the home and as a result, are devalued by the community, which reduces their efforts at work. Mtaki (2017) conducted a study on gender implications in education development and found that there have been transformations that society has undergone, which shows women's involvement in higher learning institutions is increasing. This is so because of the nature of the economy that

dominates today's world, which encourages gender equality in all aspects. Therefore, although most respondents were male, this does not mean women were inferior to men. Still, it gives a conclusive implication that males had more time to participate in this study than females because of the domestic chores they faced.

4.3.3 Education Level Attained by Respondent

The level of education attained by respondents in this study was one of the most important characteristics that might affect their attitudes, experiences, knowledge, and skills, as well as their way of thinking and understanding the effects of child abuse on education performance in secondary schools in Moshi Municipal Council. The data obtained, as presented in Table 4.4, shows that 30 (56%) respondents reached secondary school. In comparison, 12 (22%) respondents attained University degrees, 5 (9%) respondents with primary education, and 3 (6%) with a master's degree, while 4 (7%) respondents have reached tertiary level or college.

Table 4.4: Education Level of Respondents

	Level of education	Frequency	Percent (%)
Valid	Primary education	5	9
	Secondary education	30	56
	Tertiary/college	4	7
	University degree	12	22
	Others	3	6
Total		54	100

Source: Field Data, (2022).

Findings from Table 4.4 reveal that the researcher obtained respondents who could read and write proficiently and effectively, which indicates that the study participants were literate. The majority of respondents (56% of respondents) had attained secondary education, followed by 22% of respondents with a University degree. Therefore, the findings imply that the level of illiteracy was low among the

study participants, as all could read and write fluently.

The findings by Maluli (2019) also show that the government efforts and party manifest policy of 2005–2010 in Tanzania contributed to diminishing and reducing the level of illiteracy among the citizens by building ward community secondary schools across the country, paving the way for the expansion of opportunities for students to join higher learning institutions. Therefore, the findings obtained under this study reflect a conclusive remark: with a large percentage of the respondents' knowledge to read and write and with qualified education, it is sure the information about the effects of child abuse on education performance in secondary school meets their educational qualifications.

4.3.4 Occupation Profile of Respondents

The occupations of the respondents were vital because they reflected their personalities. This is simply because it enabled the researcher to determine the quality of life of respondents and incomes derived from it; as a result, it reflects patterns of habits, outlook, and behaviours and someone's level of understanding of the direct effects of child abuse on academic performance in secondary schools. The findings, as indicated in Table 4.5, show that 24 (44%) respondents were civil employees, 23 (43%) respondents were students, and 7 (13%) respondents were neither farmers nor entrepreneurs.

Table 4.5: Occupation Profile of Respondents

	Profile of respondents	Frequency	Percent (%)
Valid	Students	23	43
	Farmers/entrepreneurs	7	13
	Civil employees	24	44
	Total	54	100

Source: Field Data, (2022).

Findings in Table 4.5 reveal that respondents varied in occupation profiles, meaning that their responses in assessing the effects of child abuse on academic performance contained detailed information from each group. This is simply because 44% of the responses were obtained from the group of civil employees, while 43% of the responses were from students who were victims of academic performance due to the associated child abuse, and 13% of the remaining responses were from neither farmers nor entrepreneurs. Therefore, the profiles of respondents who participated in this study enabled us to obtain different opinions, suggestions, and evidence that shaped the findings as child abuse affects students' academic performance in contemporary society.

4.3.5 Place of Living

The researcher surveyed various areas around Moshi Municipal Council to collect data on the effects of child abuse on educational performance in secondary schools. The variation of respondents, as presented in Figure 4.1, shows that 16 (30%) respondents were from Majengo ward, 14 (26%) respondents were from Kiboriloni ward, 12 (22%) respondents were from Njoro ward, and 12 (22%) respondents, respectively, were both from Kyusa and Msaranga wards.

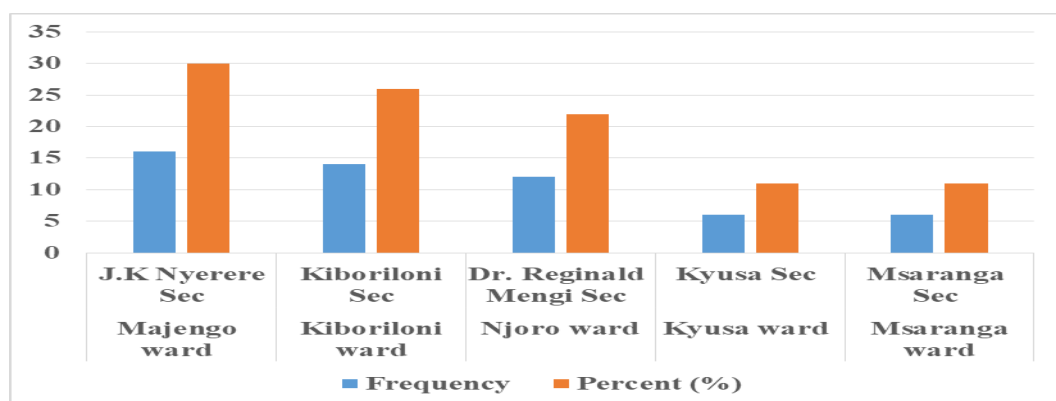


Figure 4.1: Respondents Living
Source: Field Data, (2022).

Respondents' domicile or place of residence in this study was very important to measure the level of awareness towards assessing the effects of child abuse on academic performance in secondary schools in Moshi Municipal Council. The findings show that 30% of the respondents were from the Majengo ward, 26% from the Kiboriloni ward, 22% from the Njoro ward, and 11% from the Kyusa and Msaranga wards. Thus, from the above data, it was concluded that the researcher surveyed various schools in each community to get input, opinions, suggestions, and an understanding of the effects of child abuse on academic performance in secondary schools.

Eugene (2021) asserted that the variation of people in their place of domicile might affect their level of understanding, experience, attitude, and knowledge in defining and explaining specific issues in the contemporary. Based on that, the current study assessed the effects of child abuse on academic performance in secondary schools in the selected five wards and secondary schools, and the findings obtained suffice to explain the problem that this study has found.

4.4 General awareness of Child Abuse and Neglect

By employing surveys and interviews to gather information, the study aimed to determine the study population's knowledge of child abuse and neglect. The following are a few of the questions:

4.4.1 Awareness about Child Abuse and Neglect

The researcher asked the respondents if they knew anything about child abuse and neglect. The data collected from 54 respondents using questionnaires and interviews

showed that 37 (69%) replied no, meaning they don't know anything about child abuse and neglect. In contrast, 17 (31%) respondents answered Yes to indicate they knew about child abuse and neglect. A summary of the responses is also shared in Table 4.6.

Table 4.6: Are You Aware of Child Abuse and Neglect?

	Responses	Frequency	Percent (%)
Valid	Yes	17	31
	No	37	69
	Total	54	100

Source: Field Data, (2022).

Findings from Table 4.6 reveal limited community awareness about child abuse and neglect, which has influenced them to mistreat children. The majority (i.e., 69%: n = 37) replied that they don't know about child abuse and neglect compared with the minority (31%: n = 17) respondents who were aware of child abuse and neglect. Given that analysis of child abuse and neglect, it is essential to speed up awareness among community members so that they can condemn all practises and incidences of child abuse and neglect in contemporary society. Therefore, this study recommends educating community members about child abuse and neglect to deepen their understanding of the problem.

The conclusions concur with a research by Finkelman (2010) on child abuse in New York, which revealed that the majority of students claimed to be uninformed of what child abuse involved. The majority of the participants admitted to having experienced the various forms of child abuse after being informed of them, including bullying, physical and verbal abuse, emotional abuse, deprivation of food as a form of punishment, and corporal punishment at home and in school. Because of this, it

occasionally happens that kids are just being reprimanded by their parents or being abused.

4.4.2 Time since Awareness of Child Abuse and Neglect

The researcher wanted to understand how long respondents had been aware of child abuse and neglect. The results revealed that 43 (79.6%) respondents have been aware of child abuse and neglect for a period of 5 years or more, while 11 (20.4%) respondents were between 0 and 5 years old. Below is a summary of the findings of the data presented in Table 4.7.

Table 4.7: For How Long Have You Aware About Child Abuse and Neglect

	Duration	Frequency	Percent (%)
Valid	0-5 years	11	20.4
	5 years and above	43	79.6
	Total	54	100

Source: Field Data, (2022).

The results showed that even though there were instances of child abuse and neglect in the study area, the majority of respondents (79.6%) had sufficient knowledge about the problem compared to minority respondents (20.4%), who had less experience with it. Despite the study population's low awareness of child abuse and neglect, this suggests that community members lack an adequate understanding of child abuse.

The CDO discussants noted that we, as community development officers, are in charge of gender desks where even child abuse cases can be reported, but in fact, we have participated in many GBV workshops organised by civil society. However, most of us were not very conversant with the legal instruments used to fight GBV,

where child abuse and neglect are not excluded, as noted by one discussant;

....."One challenge facing gender desk officers is the lack of training on the relevant laws that criminalise GBV, such as the Sexual Offences Act, Children Act, and penal code, among others. Though they know the offences, they lack expertise and legal knowledge. They only know the sections they use to charge the offences.".....

Upon interrogation, the study found that there were many laws protecting children from all forms of abuse and neglect. However, for the practical application of these laws, one needs to be conversant with them to apply them where necessary. Therefore, for an officer to be able to use rules, knowledge of legal matters is required.

4.4.3 Experience of any Form of Abuse and Neglect

The researcher asked whether respondents had ever experienced abuse and neglect and found that 35 (65%) respondents stated No, while 19 (35%) respondents stated yes. The breakdown of their response is further tabulated and presented in Table 4.8.

Table 4.8: Have you Experienced Any Form of Abuse and Neglect

	Responses	Frequency	Percent (%)
Valid	No	35	65
	Yes	19	35
	Total	54	100

Source: Field Data, (2022).

The statistical data indicated that most respondents (i.e., 65%: n = 54) were not experienced with any form of child abuse compared with the minority (35%: n = 54) who have been exposed to various forms of child abuse. This implies that in the study population, most people had a limited level of awareness, thus providing them with the possibility of being exposed to forms of abuse and neglect without their

conscious knowledge. This further denotes the need to educate community members about child abuse and neglect.

The results are consistent with those of Wasik (2011), who examined home-visiting programmes for neglected and abused children and their families in Korea. He discovered that 2/3 of the parents were whipping their kids, and 45% admitted to hitting, kicking, or beating them. However, 78% of the study's young participants stated that they believed this type of discipline to be commonplace.

In addition, the findings of a study by Hoefnagels (2010) on child abuse disclosures in the media and secondary prevention in Romania revealed that 4.6% of children were subjected to severe and persistent physical abuse, such as being burned, beaten with an object, or denied food. Parents in Romania confessed hitting their kids frequently—nearly half of them—and using physical means to win them over—16%. 64% of the youngsters, however, were not aware about the maltreatment they were experiencing. From the two covered studies, this finding shows that the tendency for abuse and neglect among children has been common in the study area, even though some of the population could not challenge it because it is their regular business; hence, they fail to distinguish abuse.

4.4.4 Accessing Services about Child Abuse and Neglect

The researcher was interested in understanding if the victims of child abuse and neglect have access to services. The data collected through questionnaires from 54 respondents shows that 40 (74%) respondents replied No, while 14 (26%) respondents replied yes. Below is a summary of the findings as presented in Table

4.9.

Table 4.9: Have You Accessed Any Services about Child Abuse and Neglect

	Response	Frequency	Percent (%)
Valid	Yes	14	26
	No	40	74
	Total	19	100

Source: Field Data, (2022).

Despite existing incidences of child abuse and neglect in the contemporary community, nearly all community members do not prefer to access the services because of their limited education. Also, this might be influenced by sociocultural practises prevailing in the study's surveyed area. The findings in Table 4.9 revealed the majority (i.e., 74%: $n = 40$) of respondents had not accessed child abuse and neglect services, including reporting the incidences of child abuse. In comparison, a minority of the respondents (26%) have managed to access child abuse and neglect services. This implies that education is still needed for the public to be informed about the scope of child abuse, its meaning, root causes, effects, and remedial measures that can help address the menace in society. The more time the respondents waited before they were served, the more they became dissatisfied with the operations of the service, as quoted by two of the survivors.

"When I went to report the abuse, I was told to wait as the officers handled a group of suspects who were brought in having been arrested for taking illicit brew. I waited from 9:00 a.m. up to noon. I was then told to come at 2 p.m. because the officer in charge of the gender desk had been summoned to court. My statements were taken at 3.30 p.m., and I had to come and follow up on the case the following day. I suffered"

Another survivor had the following to say:

....."When I went to report the case, I was told that another officer was using the OB book. I was told to go and wait outside. I waited for over an hour before I was served."

A child abuses and neglect survivor is badly impacted by the lengthy delay before receiving services. As time goes on, it becomes less likely that you will find proof. For example, the sample must be obtained within 24 hours of the attack. 2009; Tanzanian Ministry of Community Development. The offender could flee after discovering that they are wanted, among other detrimental impacts, and the delay might also impair the survivor's demand for protection. Therefore, from the above findings and the preceding discussions, it becomes apparent that child abuse and neglect in accessing services to service providers were not conducive for the survivors of child abuse and, finally, have been affecting their performance in secondary schools in Tanzania.

4.5 Nature, Scope and Prevalence of Students Violence in Secondary Schools

4.5.1 Common Forms of Child Abuse and Neglect in Secondary Schools

The researcher sought information on the utmost common types of child cruelty in schools. Several variables denoted as forms of child abuse prevalent in secondary schools were assessed, such as child neglect, physical abuse, child labour, and emotional abuse. The results, as presented in Figure 4.2, reveal that 31 (57%) respondents mentioned physical abuse, 12 (22%) respondents said child labour, 7 (13%) mentioned child neglect, and 4 (7%) respondents cited emotional abuse. The results of the respondent's responses are summarised below.

4.6 Nature, Scope and Prevalence of Students Violence in Secondary Schools

4.6.1 Common Forms of Child Abuse and Neglect in Secondary Schools

The study sought data on the most prevalent types of child maltreatment that take place in educational settings. Child neglect, physical abuse, child labour, and

emotional abuse are only a few of the factors that were evaluated as kinds of child abuse that are quite widespread in secondary schools. Figure 4.2's results show that of the respondents, 31 (57%) stated physical abuse, 12 (22%) mentioned child labour, 7 (13%) indicated child neglect, and 4 (7%) mentioned emotional abuse. The results of the respondent's responses are summarised in Figure 4.2.

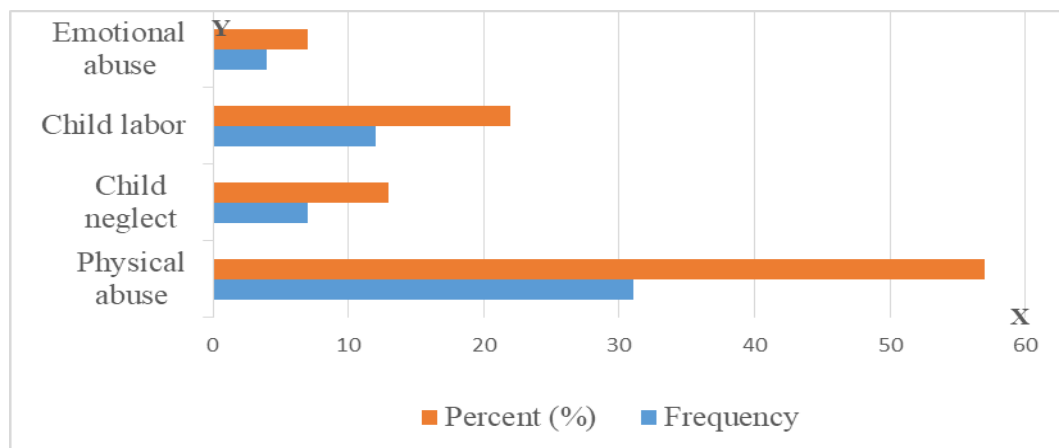


Figure 4.2: Common Forms of Child Abuse in Secondary Schools

Source: Field Data, (2022).

As these findings indicate in Figure 4.3, there have been many forms of child abuse in secondary schools in the study area that have diverse effects on students' academic performance in their examinations. The results of the analysis show that the majority of the respondents (57%) mentioned physical abuse, which encompasses various effects on the students.

Indeed, some of the 12 (22%) respondents identified child labour as a form of child abuse whereby children have been exposed to various activities in towns to work, and sometimes they are not paid. All these activities or labour inflict their time, in turn causing poor performance in academics. Furthermore, it was found out that child neglect is another form of child abuse that exists in the study area. The data

collected from 7 (13%) respondents justified this assertion, while the remaining 4 (7%) respondents highlighted emotional abuse as a form of child abuse that has been practised in secondary schools, resulting in poor academic performance among the students.

Similarly, the findings above comprehend the study by Kay (2003), who asserted that physical abuse occurs when an adult purposely causes injuries to a child or deliberately fails to prevent the child from coming to physical harm. Forms of physical harm include shaking the child aggressively, throwing an object at the child with the intention of injuring him or her, beating, punching, or slapping, scolding, kicking, burning, suffocating, or oppressing the child, and intentionally injuring the child. Therefore, from the ongoing information about child abuse and neglect in relation to student academic performance in secondary schools, the study concluded that any form of child abuse inflicts survivors in a certain way that causes poor academic performance in secondary schools.

The researcher also probed responses from parents and teachers when the inquiry was about any form of child abuse among students in secondary schools, and they had this to explain:

"Students battering is accepted part of the school and family culture. In my traditional cultures, it is asserted that parents and teachers have the right to assert power over children and students alike, and we as parents or teachers are socially superior. Indeed, as teachers, we have the right to correct or discipline students' behaviour and that physical abuse is an acceptable way to resolve conflicts among students and children in general."

Therefore, this implies that within a bound community, child abuse and neglect will not get to an end if adequate measures to curb the problem are not provided to

teachers and parents or guardians by finding optimal training and provisioning of education to mitigate the effects of child abuse and neglect on academic performance in secondary schools in Tanzania. Also, this implies that there is a dire need for further sensitization of parents and teachers to disregard the outdated, harmful socio-cultural practises that influence child abuse and neglect in the community.

4.6.2 General type of child neglect at Schools and Homes

The researcher sought to get information about the types of child neglect at schools and homes. The data obtained showed that there are many types, whereby 21 (39%) respondents mentioned educational neglect, while 19 (35%) respondents mentioned physical neglect, and 14 (26%) respondents mentioned emotional neglect. The summary of the major findings is presented in Figure 4.3.

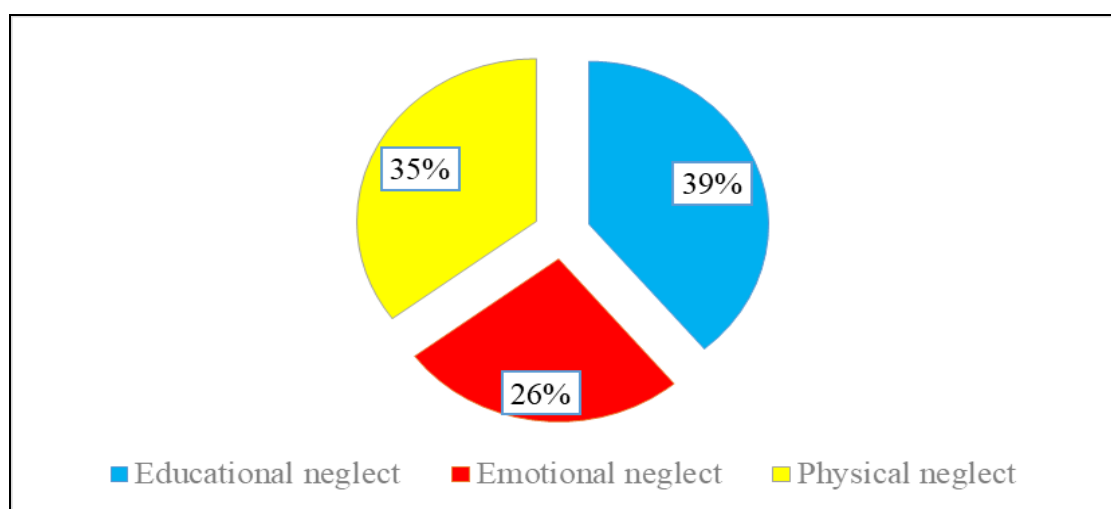


Figure 4.3: Common Type of Child Neglect at Schools and Homes

Source: Field Data, (2022).

As the findings presented in Figure 4.3 show, despite the fact that child abuse exists in the study area, the most common type of child neglect revealed by about 21 (39%) of the respondents was educational neglect. Educational neglect means that students

were not given all the needs and wants of schools, which finally caused poor academic performance.

Similarly, 19 (35%) respondents highlighted that physical neglect has been causing poor performance in academics because, when children are punished by their parents, they even fear reporting incidences, and when they are kidnapped, rape cases are not channelled to the responsive offices for measures to take place.

Indeed, the findings also showed responses from 14 (26%) respondents who mentioned that the type of child neglect at schools and homes has diverse effects on academic performance. They mentioned emotional neglect, which inflicts a mind that controls everything, hence disturbing their performance. Literature also shows that many countries, like Tanzania, responded to the problem of child neglect so as to reduce the problem of poor performance in secondary schools and also to the problem of street children, but various socio-cultural factors emerged.

4.6.3 The Extent of Child Abuse and Neglect Being a Problem at School

The researcher collected data about the extent to which child abuse and neglect occur at school in the study area. The findings obtained show that 30 (56%) respondents mention high, 19 (35%) respondents mention low, and 5 (9%) respondents mention average. The breakdown of the information was summarised and presented in Figure 4.4.

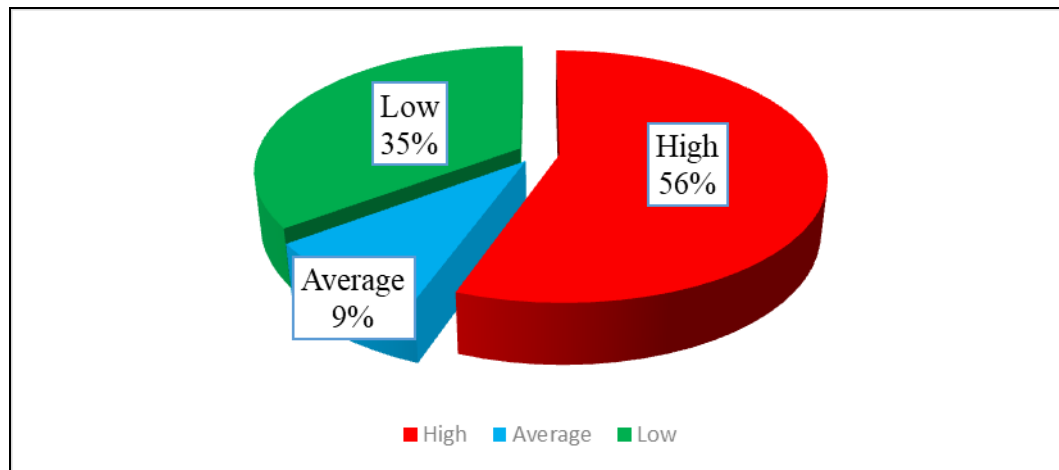


Figure 4.4: The Extent of Child Abuses and Neglect Being a Problem at School

Source: Field Data, (2022).

The results in Figure 4.4 show that child abuse and neglect are at their highest peak to cause effects on child well-being and particularly on academic performance in schools in Tanzania. The response from the majority, 30 (56%) respondents, overwhelms that the extent of child abuse and neglect is high, denoting a problem at school about student academic performance. This was compared with the response of a minority of 5 (9%) of the respondents, who indicated that the extent of child neglect at school was average. This implies that child neglect impacts the poor performance of schools in Tanzania, although 19 (35%) respondents highlighted that level as low.

The results also agree with Mgambi (2021) in the study titled "Challenges faced by neglected students in academic affairs in Tanzania: A Case of Igundu Primary School" and found that poor performance of students or children in schools is a diverse mix of factors such as child neglect, child labour, child abuse, and child torture, and all in all, the menace of this is very high, signifying the need for

intervention measures to rescue children out of ignorance and poverty if not addressed effectively. From the ongoing discussion, the study noted that the problem of child abuse exists everywhere, and what is needed are remedial measures to curb the extent of child neglect inflicting poor performance in schools in Tanzania.

4.6.4 Perpetrators of Violence against School Children

The question put forth was to understand who the perpetrators of violence against schoolchildren were. The data collected show that 21 (39%) respondents mentioned parents or guardians, 17 (31%) respondents mentioned relatives, 9 (17%) respondents mentioned teachers, and 7 (13%) of the remaining respondents mentioned children themselves. The breakdown of this information is presented in Figure 4.5.

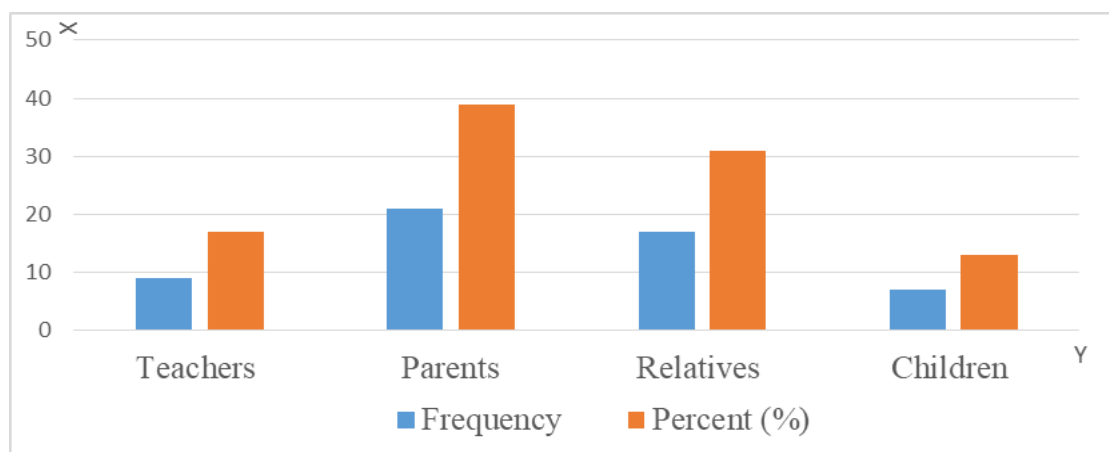


Figure 4.5: Perpetrators of Violence against School Children

Source: Field Data, (2022).

Findings in Figure 4.5 show that many perpetrators of violence against schoolchildren affected their academic performance. Among others, parents or guardians were perpetrators of violence against schoolchildren, as 21 (39%) respondents mentioned that parents were a big influence over perpetrators of

violence against schoolchildren, followed by relatives, as indicated by 17 (31%) respondents. This suggests that the violence against schoolchildren appears at the domestic level, mostly where parents and relatives have a high involvement rate. Furthermore, 9 (17%) respondents mention teachers as perpetrators of violence against schoolchildren, while 7 (13% of the respondents) say children themselves.

Tanzania provides a list of people who can abuse children, including family members or guardians, biological parents, adoptive parents, housekeepers, family friends, spiritual leaders, teachers, siblings, influenced people, and strangers, according to the African Network for the Prevention and Protection against Child Abuse and Neglect's (2001) report. Talking about family and parents without also bringing up school and the teachers is challenging. When a kid is growing and developing, they are exposed to the family from home to school and from parent to teacher. Family is the fundamental component of every social controlling administration. This will lead to accusations that instructors have practically equivalent parental authority over children (Clarke, 2020).

The above-mentioned findings concurred with those of Denga (2002), who observed that child maltreatment exposes pupils to harsh and unjustified suffering, whether consciously or unwittingly. She goes on to say that both boys and girls experience numerous types of abuse from their parents, guardians, teachers, classmates, and society. This suggests that although violence towards students impacts their academic performance in secondary schools, the culprits were parents, instructors, guardians, and kids.

4.6.5 Causes of Child Abuse

The research findings in Figure 4.6 below show that when respondents were asked about the causes of child abuse in their respective areas, 28 (52%) respondents mentioned poverty, 13 (24%) respondents mentioned marital conflicts, 8 (15%) respondents mentioned unemployment, and 5 (9%) respondents mentioned copying behaviour. The breakdown of the results is also presented in Figure 4.6.

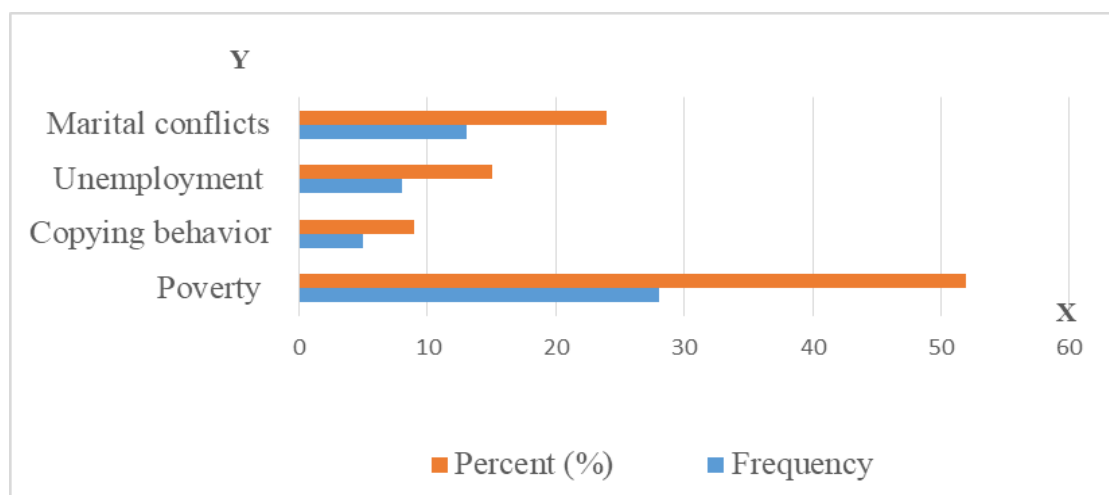


Figure 4.6: Causes of Child Abuse and Neglect in the Study Area

Source: Field Data, (2022).

As the findings presented in Figure 4.6 reveal, the majority of 28 (52%) respondents identified poverty as the leading factor causing child abuse in the study area, compared with the minority of 5 (9%) who identified copying behaviour as among the other factors causing child abuse. This implies that poverty affects the mode of life, hence causing many parents not to meet their desired responsibilities in the family, such as failing to provide food and other domestic needs. Indeed, other factors, such as marital conflicts (24%) and unemployment (15%), were identified.

The findings also agree with the literature that single mothers and fathers have a trend to neglect their children, specifically after breakup, divorce, or loss, while

fathers or other deputies tend to physically abuse their stepchildren (Okpech, 2015). In a society set on the use of power to command attention, people learn to use it as a tool. Men practise violence against their wives and children to make them fearful; this leads children to suffer physical and emotional abuse.

Violence in society is diligently linked with television films, programmes, and tapes, and it is a myth that an individual has to fight for existence or he will be decimated. Thus, it can be concluded that the cause of child abuse is a tragedy problem at Moshi Municipal Council, and it is rapidly increasing despite the introduction of police gender desks. Therefore, child abuse is a tragic problem in a country that needs to be addressed.

4.7 Measures Taken to Curb Child Abuse among Secondary Schools

The study wanted to establish measures or strategies that could be applied to curb or address the problem of child abuse among secondary school students. The respondents provided the following measures, as presented in Table 4.10.

Table 4.10: Measures taken to Curb the Problem of Child Abuse in Schools

Response of measures to curb child abuse	No.	%
Formation of child abuse desks	14	26
Balancing teacher staff gender	11	20
Training teachers on child abuse	10	19
Non allocation of other duties to professionals of child abuse	8	15
Public education provision	7	13
Eradication of poverty	4	7
Total	54	100

Source: Field Data, (2022).

4.7.1 Formation of Child Abuse Desk in School

The findings obtained from 14 (26%) respondents mentioned that there is a need to have child abuse desks in secondary schools so that they can deal specifically with

issues of child abuse and neglect; this, in turn, will enable children in secondary schools to report the incidences in which they are abused to the desk in a secretive way without intimidating their humanity.

The CDO's discussion proposed the formation of a child abuse desk with its own code of conduct. They had the following to say:

".....child abuse desk should be a school unit as there are units such as; teachers' unity. Since this will be an independent unit with adequate staff and independent professionals, the response rate will be improved, and the unit will be more effective than it is currently." [CDO interview on August 12, 2022].

This implies that having child abuse desks in secondary schools would be compared to the gender desks in police stations that deal with gender issues and have been very effective in curbing child abuse. Indeed, forming child abuse desks in secondary schools would boost the performance of the secondary school students in Moshi Municipality. This is because the desks created for child abuse in secondary schools would specialise in the fight against child abuse and neglect and would have a budget, independent leadership, and adequate staff to implement their mission.

4.7.2 Balancing Teachers Gender Staff in Secondary School

The study also obtained responses from 11 (20%) of the respondents on the various measures to curb the problem of child abuse in the study area, who mentioned balancing gender staff in secondary schools. This is because when students are abused by parents or teachers, they fear reporting it to the opposite teacher of their gender; hence, some of them report and some do not even attempt to report. The interview with selected students in each school in the surveyed area of Moshi

Municipality in general had this to say:

"We have always been uncomfortable reporting about our abused incidents to the teacher or parent of the opposite sex. Thus, we would have been more comfortable if our cases were handled by teachers of the same sex as the survivor." [Interview responses, August 12, 2022].

Female police officers are less likely to use excessive or deadly force, respond to incidents of violence against women more effectively, are better able to facilitate the trust and cooperation required for community policing approaches, and are better able to defuse and de-escalate potentially violent conferences, according to a study conducted in Tanzania to examine the effectiveness of the police gender desk in fighting against gender-based violence (2014). This showed that there was a need to have an equitable distribution of the gender desk officer to ensure it addressed the cases adequately and that the survivors were comfortable reporting the abuse. Since most of the child abuse survivors were female, the child abuse desk in schools should have more female teachers or staff than their male counterparts.

4.7.3 Training Adequate Teachers on Child Abuse

The findings from 10 (19%) respondents in the surveyed area of the study mentioned that there should be professional training for adequate teachers on child abuse. In fact, teachers have been trained in their courses about gender violence, but though they had been trained on the same during their induction training, there was a need for further on-the-job training. The CDO respondents noted that the child abuse desk officers needed to be trained on the existing legal framework that addresses abuse and neglect against children. It is also important for them to be trained on emerging forms of child abuse and how to address them. This would increase the effectiveness of child gender desks in handling child abuse and neglect survivors.

4.7.4 Non Allocation of Other Duties to Professionals of Child Abuse

Findings also revealed that 8 (15%) respondents mentioned the need not to allocate other duties to child abuse professionals in secondary schools and that they concentrate much on devoting time to deal with child abuse and neglect issues in secondary schools in the study area. The respondents, when approached, explained that professional teachers trained to deal with child abuse and neglect cases in secondary schools will not supposed to be allocated other school duties such as teaching and other responsibilities. Therefore, the non-allocation of additional duties would motivate the personnel in charge of child abuse and neglect in secondary school, who would realize that their responsibilities are recognized.

4.7.5 Public Education Provision

The responses of 7 (13%) respondents mentioned that public education should be provided on child abuse, including the causes, forms, effects, and measures to address them. This is because most of the respondents in this study were unaware of child abuse, which precipitated them to keep abusing children, which finally affected their academic performance in school. Therefore, the government should provide public or mass education via television, radio, and newspapers about the effects of child abuse and neglect on students' educational performance; again, the government should educate the children on their rights and where to report abuse and neglect.

4.7.6 Eradication of Poverty

The findings also disclosed that poverty is a significant problem facing the study population, with varying impacts and effects on students in the study area. This was also supported by the responses of four (7%) respondents who mentioned that

poverty causes marital conflicts, family breakups, and other violence that consequently affects the performance of the students in secondary school. In response to the causes of child abuse and neglect in the study area, poverty was a major leading cause. This means that the family should be economically empowered by providing loans to them to avoid unnecessary conflicts and quarrels resulting from poverty among families, which pose effects on children not only in their social well-being but also in their academic performance in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter grants the summary, conclusion, and recommendations of the study. The chapter is organised as follows: a summary of the findings, conclusions, and recommendations. Areas for further research are then proposed.

5.2 Summary

From the given research findings, it can be concluded that respondents were not aware of child abuse and neglect. Coupled with that, the study identified the nature and scope of violence in secondary school with the objective of identifying the common forms of violence, abuse, and neglect among secondary school students. The findings obtained show that physical abuse, child neglect, child labour, and emotional abuse were among the forms that had many effects on the performance of students in secondary schools in Moshi Municipality.

Indeed, the study identified the level of awareness of child abuse among secondary school students in Moshi Municipal and revealed that there is a limited level of awareness of child abuse among community members and students in general. This occurred when they were asked, and most of them (69%) said no, which means that members of the community in the study population are not aware of child abuse at Moshi Municipality.

Also, the study identified the various measures and strategies to be taken to curb child abuse and neglect among secondary schools in Moshi Municipality. The study

disclosed that the formation of child abuse desks, balancing teachers' staff in gender in secondary schools, training teachers and professionals on child abuse, public education provision, and eradication of poverty influence many people to abuse children in many forms, such as labour and physical abuse.

5.3 Conclusions

From the data findings and views of respondents to this study, the researcher has come up with the following conclusion on the research question. Child abuse and neglect was a tragedy problem at Moshi, as the research findings indicated. Most of the respondents who were asked whether they had experience with any form of child abuse and neglect, which is a tragedy problem in Moshi Municipal, said no, even though the laws protecting children help in reducing the problem of child abuse and neglect to some extent.

The most prominent cases of child abuse and neglect showed that it affected them physically, emotionally, and through child labour and neglect as well. Findings revealed that a number of causes of child abuse and neglect were mentioned, including marital conflicts, unemployment, copying behaviour, and others, even if the few key informants recognised the need to have child abuse desks in secondary schools to prevent and combat child abuse and neglect in Moshi Municipal.

Most children did not report an incident to the respective office in charge because of fear and culture, and also because of the lack of child abuse desks in secondary schools, as children themselves were not ready for their offenders to be sent to court. This implies that if the child abuse desks had been available in secondary schools, it

would have encouraged children (students) to report the case of abuse to the respective officers.

Together with that, the study opined that there should be a dire need for the Ministry of Education and Vocational Training to establish child abuse desks in secondary schools, balance teacher staff in secondary schools, and train teachers and other professionals on child abuse and neglect in Tanzania who will not be allocated other duties than dealing with child abuse desks. Also, the study recommended that there should be public education provision (mass education) and the eradication of poverty among family members.

5.4 Recommendation

The following recommendations were therefore directed to some institutions, government institutions, social organisations, and individuals who, in one way or another, can contribute to protecting children from child abuse and neglect.

5.4.1 Government Institution

The protection of its residents from criminal activity, the promotion of peace and security, and the upkeep of the rule of law are the government of Tanzania's three most significant duties to its people. The government should make an effort to educate its citizens on the law, everyone's rights, and the negative impacts of child abuse at all levels, from the family to the national. Newspapers, radio, online, and television should all spread this information.

Additionally, the government must to educate students in schools about their rights and where to file reports of abuse and neglect. In order to prevent child abuse, which

is a result of family poverty, Tanzania's government should provide parents loans to help them become more self-sufficient. Additionally, it is advised that the government prioritise the established child abuse desks in secondary schools by setting aside enough funds to construct child abuse desk offices in each school, which will be distinct from the education office in the school, in order to prevent a culture of fear among teachers and train professionals on child abuse and neglect issues. The government should also enforce strict rules that can result in criminal penalties for child abuse and neglect.

5.4.2 Students in Secondary School

In their role as students, they should be sensitive, forthright, honest, and open when disclosing information about abuse and neglect and when reporting instances so that the appropriate officials in authority may respond swiftly. To report occurrences, students should knock on the door, and they should be prepared for their parents, relatives, and teachers to be sent to court for further action. Furthermore, it is advised that students (children) report instances of abuse and neglect to the child abuse desks that will be installed in schools as soon as possible.

5.4.3 Ministry of Education and Training

The problem of child abuse and neglect poses a critical challenge to academic performance in secondary schools in Tanzania. Despite the fact that the problem does not exist in Tanzania alone, each nation has the same problem. What is different are remedial measures. Therefore, this study wishes to recommend to the Ministry of Education and Vocational Training (MoEVT) that it take serious measures to build and launch child abuse desks in schools so as to enable students to

report cases of abuse and neglect without fear.

5.4.4 NGO's and Social Welfare Institutions

The study recommends that adequate measures be put in place and that the Non-governmental organisations (NGOs), as an agency for promoting, protecting, and solving problems, make children aware of their rights and the welfare of the communities. NGO's and Social welfare organisations should cooperate with the government's efforts to promote communities' welfare and to know and understand their rights.

5.5 Suggestions for Further Research

The fight against child abuse and neglect needs a multi-sectoral approach. The gender desk cannot address the vice alone. In this light, the study suggests further research be conducted on the role of establishing child abuse desks in schools as a coordinated response to child abuse and neglect in Tanzania.

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APPENDICES

Appendix 1: Questionnaires

Dear respondent, my name is Elipokea Zephania, scholar at the Open University of Tanzania (OUT) and I am currently pursuing a study on “*Effects of Child Abuse on academic performance in secondary schools: A Case of selected secondary schools in Moshi Municipal Council*”. I have a set of questions that I would like you to answer with the aim of coming up with data that will be useful to this study. Any information you give will be for academic use only. There is no need of including your name.

A: BACKGROUND INFORMATION OF RESPONDENTS

1. Indicate your age

- a. 13-17
- b. 18-35
- c. 36-45 []
- d. 46-55
- e. 56 and above

2. Specify your sex

- a. Female
- b. Male []

3. Indicate your education level

- a. Primary
- b. Secondary
- c. Tertiary or college []

- d. University Degree
- 4. Occupation profile
 - a. Student
 - b. Farmer/entrepreneur []
 - c. Civil employee
- 5. Indicate the place of your domicile/living
 - a. Majengo ward
 - b. Kyusa ward
 - c. Kiboriloni ward []
 - d. Njoro ward
 - e. Msaranga ward
- 6. Are you aware of child abuse?
 - a. Yes b. No []
- 7. If your answer is yes, how long have you aware of child abuse
 - a. 1-5 years b. 5 plus years []
- 8. Have you experienced any form of abuse and neglect?
 - a. Yes b. No []
- 9. Have you accessed to services of abuse and neglect?
 - a. Yes b. No []
- 10. Which one among the following are the common form of child abuse in secondary schools?
 - a. Emotional abuse
 - b. Physical abuse []
 - c. Child neglect

d. Child labor

11. Common type of child neglect at schools in Moshi Municipal

a. Physical neglect

b. Emotional neglect []

c. Education neglect

12. To what extent is child abuse and neglect a problem at schools in Moshi Municipal

a. Low b. Average c. High []

13. Who are mostly perpetrators of violence against school children

a. Teachers b. Parents c. Relatives d. Child themselves []

14. What are the causes of child abuse?

a. Marital conflict

b. Poverty

c. Unemployment []

d. Copying behavior

15. In your own understanding, mention the measures that need to be employed to curb problem of child abuse and neglect in secondary schools

Thank you for your participation

Appendix ii: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201986050

19th August 2022

Municipal Director,
Moshi Municipal Council,
P.O.Box 318,
KILIMANJARO.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. ZEPHANIA, Elipokea, Reg No: PG201986050** pursuing **Master of Arts in Monitoring and Evaluation (MAME)**. We here by grant this clearance to conduct a research titled **"Effects of Child Abuse on Academic Performance in Secondary School in Moshi Municipal Tanzania"** He will collect his data at your area from 22nd August 2022 to 22nd September 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S. Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.