CHILD EMOTIONAL ABUSE IN PRE-PRIMARY SCHOOLS IN EKERENYO ZONE
NYAMIRA COUNTY, KENYA

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E55/OL/22315/2011

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR A MASTER OF EDUCATION (ECE) DEGREE IN THE
SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university or institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works - including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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I with humility dedicate this research project to my wife Zippy and to our children Leah, Marvelyne and Enock Arisa for their continued concern whenever I seemed morally and psychologically down.
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ACKNOWLEDGEMENT

I foremost thank the Almighty God for granting me the energy and good health to carry out this project successfully. I am sincerely indebted to especially my supervisors Dr. Mary Ndani and Dr. Esther Waithaka whose guidance and assistance saw me through my proposal and project writing. I also thank my principal Mr. Gichora for being understanding whenever I needed time to work on my project. I also wish to convey my gratitude to my wife whose prayers, encouragement and moral support gave me strength and inspiration to complete this work. With the same measure I am very grateful to my colleagues for their words of encouragement throughout my Study.
ABSTRACT

Child emotional abuse has become a global problem that needs to be tackled if we are to ensure optimal development of the child. Many parents and guardians are ignorant of child emotional abuse as a menace in the school setting in Kenya. Emotional abuse is a threat to a healthy society and holistic development of the child. Of concern is that acts that comprise child emotional abuse are not elaborate to many individuals. Hence it is not easily recognized or known by some school authorities and sometimes perpetrators themselves. Unlike physical and sexual abuse of children, emotional abuse has received little attention. The purpose of this study was to establish the prevalence of child emotional abuse, determine teacher factors that influenced it and to compare its occurrence in public and private pre-primary schools. The study was guided by Abramson's theory of hopelessness which purports that those individuals especially children who experience negative situations persistently, learn to see themselves as unworthy and therefore withdraw to themselves, lose their enthusiasm in school work, become passive, develop fear for their teachers, and develop anxiety and low self esteem. Descriptive research design was employed in the study. The location of the study was purposively selected. The target population was all pre-primary school teachers in Ekerenyo zone. Stratified random sampling was used to select schools and teachers. A sample of thirty percent was taken from both public and private schools which constituted seven and five pre-primary schools respectively. Data on emotionally abusive behaviors was collected using an observation checklist. Each form of child emotional abuse constituted four indicators that were to be looked for during observation. Information on the teachers' demographics and teacher factors thought to influence child emotional abuse was collected using a questionnaire. A pilot study was carried out in one private and one public school. The researcher established content validity by analyzing items one at a time and by help of expert judgment and professionals who critically assessed the instrument. After testing and retesting the instrument, reliability was established using Pearson correlation co-efficient at 0.05 significance level. After preliminary visits to sampled schools to familiarize with participants, the researcher collected data by making two observations on each participant after an interval of a week. Data was analyzed quantitatively using descriptive statistics: frequencies, percentages and means. The results were presented using frequency distribution tables, pie-charts and percentages. The key findings of the study were that child emotional abuse was very prevalent whereby marital status and gender of the teachers influenced the prevalence of child emotional abuse while longer experience came with low frequency of child emotional abuse. The child emotional abuse incidences were fewer with old age. Academic qualification did not seem to affect and, the vice was more prevalent in public schools. The major recommendation from the study was that intense awareness should be created among teachers and school managers using seminars, workshops and training programmes about what constitutes child emotional abuse. This in turn may help the school managers to positively ensure provision of nurturing and supportive child friendly school learning environment free from child emotional abuse and abuse of any kind.
ABBREVIATIONS AND ACRONYMS

AIHW -Australian Institute of Health and Welfare
ANPPCAN -African Network for the Prevention and Protection against Children Abuse and Neglect
CDE -County Director of Education
CEA -Child Emotional Abuse
CPE -Certificate of Primary Education
CWIG -Child Welfare Information Gateway
DEO -District Education Officer
DICECE -District Centre for Early Childhood Education
ECD -Early Childhood Development
ECDE -Early Childhood Development Education
ECE -Early Childhood Education
MOeST -Ministry of Education Science and Technology
NCANDS -National Child Abuse and Neglect Data System
NCST -National Council of Science and Technology
NSPCC -National Society for the Prevention of Cruelty to Children
ORHP -Office of Human Research Protection
U.K -United Kingdom
U.S -United States
WHO -World Health Organization
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Emotional abuse like many other forms of maltreatment, is a problem affecting all races, religions, socioeconomic groups and individuals everywhere in the world (National Child Abuse and Neglect Data System, 2006). Children, more than adults are vulnerable to emotional abuse as they negotiate their development to full potential. Melton (1996) observes that children may tolerate emotional abuse because they are in a relatively powerless position and because of their dependency on adults. This means that children are likely to experience emotional abuse because they cannot resist.

Various people and institutions have attempted to define the concept emotional abuse. Basically, most of them tend to focus on emotional abuse as a psychological maltreatment. In Nigeria, the National Clearinghouse on Child Abuse and Neglect Information (2006) defines emotional abuse as “acts or omissions by caregivers that could cause serious emotional or mental problems”. Garbarino, Guttman & Seeley (1986) define child emotional abuse as a persistent intentional or unintentional attack by an adult on a child’s development. Emotionally abusive behavior may include among others behaviors like ignoring, terrorizing, rejecting and verbal assault.

Like many other types of abuse, emotional abuse deprives children opportunity to become competent adults and to develop to their full potential. Khartri (2004) warns that
most children who are emotionally abused are likely to withdraw to themselves leading to lack of concentration in school. Aluede (2004) adds that child emotional abuse can result in serious behavioral problems, including anxiety, lack of emotional bond to the caregiver and poor social skills. Abused children are also likely to become emotionally unresponsive and develop negative perception of the world around them. Consequently, many children are likely to perform poorly in their academic work.

The severity of emotional abuse cannot be underestimated. Geffner (2007) point out that emotional abuse degrades a person’s worth and interferes with human development and productivity. This is demonstrated in a study on effects of psychological abuse on students in Australia in which (Nesbit & Philpott, 2002) report that students tend to have a negative perception about themselves, their abilities and the world around. Nesbit et al (2002) further established that psychologically maltreated students may learn to fear the teacher rather than respect him or her. The teacher becomes an aversive individual in the student’s life; someone to escape from or avoid.

For children to respect their teachers instead of fearing them, the teachers need to establish a friendly relationship between themselves and the children. One way of doing this is by engaging in a healthy and meaningful interaction and socialization with the child from an early age. This forms the basic foundation for good mental health which is laid down in the quality and frequency of responses to a child from a primary caregiver (O’ Hagan, 1993). It is therefore important that every child be treated and handled with dignity and not in an inhuman manner. If this is not done, children may become hyper-
vigilant, fearful, suspicious and always on the lookout for potential dangers (Gootman, 1993), which may interfere with learning.

Unfortunately, children in Kenyan pre-primary schools in modern times are likely to experience negative interactions with their teachers owing to the numbers that individual teachers have to handle (Kabaji, 2014). This is true because parents currently tend to give over the responsibility of guiding, directing, counseling and modeling to their children to the school (Umobong, 2009). The tasks thus become too enormous and overwhelming for the teachers to perform effectively, and make them unresponsive to the needs of the children.

Teacher unresponsiveness to a child's needs is likely to increase the likelihood of the child becoming anxious and insecure in its attachment with the caregiver (Shumba, 2002). Unresponsiveness may include caregiver depriving a child warm, intimate and continuous relationship hence denying them the opportunity to develop optimally.

While primary caregivers’ responsiveness is very important to a child, it is worrying that many people are not aware of the consequences of unresponsiveness. A study by Child Welfare Information Gateway (2008) reveals that the incidence of child emotional abuse occur in ways unknown to authorities and perpetrators while posing serious dangers and far reaching consequences on the life of the child. Indee, Alude (2009) and Shumba (2002) established that teachers unknowingly use emotional abuse to mould children’s unpleasant behavior. This is an implication that unless school authorities are made aware of the vice, optimal development of the child is not guaranteed.
In another study on psychological postulation for the understanding of classroom emotional abuse on Nigerian secondary school students, Aluede (2009) reports that it is possible that teachers may not be aware that emotional abuse is a form of child abuse that has serious damaging consequences on the development of children. Aluede adds that the teachers perceive emotional abuse as a means of molding and shaping children's behavior because at times they lack alternatives in dealing with children who misbehave in schools. In Zimbabwe primary schools, Shumba (2002) concurs that some teachers abuse children unknowingly.

Dealing with child emotional abuse is critical now because research (Briggs & Hawkins, 1997 and Human Rights Watch, 1999) have established that curbing corporal punishment in Kenyan educational settings has been fairly successful. The success is attributable to the wide attention given to physical abuse of children in Kenya (The UN & ANPPCAN, 2005). It has been partly attributed to media reporting. Unfortunately, while the media frequently reports many forms of physical abuse including corporal punishment rarely does one hear or read anything concerning child emotional abuse. Thus, since teachers had to adopt other corrective strategies without proper guidance, they might have shifted to practices that amount to emotional abuse.

The probability of this happening is further raised by the fact that tasks teachers have in helping children have become enormous with the rise in numbers owing to granting of free primary education. This makes it difficult for them to respond appropriately to all children. Consequently, Ombori (2013) notes that young children complain to their
parents that their teachers are bad, beat them, some say they don’t want to go to school for unknown reasons and that some teachers tell children that their handwriting is messy. As a result, many parents keep on transferring their children from one school to another in search of a good school. This leaves one wondering what might be wrong with the schools.

In consideration of the information cited above, the researcher felt that emotional abuse on children cannot be assumed. The information reveals that many caregivers and authorities may not be aware of the incidences of CEA, and that CEA has been given little attention yet it hampers optimum development of the child. There was therefore, a felt urgent need to conduct research in order to provide empirical evidence on the prevalent types of emotional abuse that need to be addressed in order to help children grow optimally.

1.2 Statement of the Problem

For children to realize optimal performance in school and later in their lives, it is necessary to protect them from abuse. In an attempt to protect them, the government of Kenya has banned corporal punishment in school settings (ANPPCAN, 2001). However, child abuse is more than bruises or broken bones. While physical abuse is shocking due to the scars it leaves, not all child abuse is obvious. Consequently, many other forms of abuse go unaddressed by the efforts put to safeguard children. Most critical and devastating of them all is child emotional abuse.
Separate studies in some African nations reveal that teachers use emotionally abusive behaviors as corrective measures unaware that they are emotionally abusing children and oblivious of the consequences (Aluede, 2009; Shumba, 2002). These cannot however be generalized to the situation in Kenya because the studies were carried out in culturally different environments and either among secondary or primary school children.

Studies in Kenya have focused more on physical and sexual abuse while emotional abuse passes without comment (UN & ANPPCAN, 2005). Consistently, Dupper & Dingus (2008) report that in Kenya most studies on abuse of children by teachers have been more concerned on corporal punishment. The studies did not focus on the status of child emotional abuse and particularly in pre-primary school setting.

It is therefore in regard to this realization that the researcher saw it necessary to establish the status of child emotional abuse at pre-school level. Failure to address this issue means that teachers may continue abusing children emotionally thereby hampering the child’s optimal development and performance. It also means that policy makers and implementers will remain unaware of the prevalence of the vice and therefore not likely to see the need to address it.

**1.2.1 Purpose of the Study**

The purpose of this study was to establish the status of child emotional abuse and the factors influencing it in pre-primary schools in Ekerenyo zone, Nyamira County in order to provide insights that may help create awareness on the need to safeguard children against emotional abuse.
1.2.2 Objectives of the Study

The objectives for the study were:-

(i) To establish the prevalence of child emotional abuse in pre-primary schools.

(ii) To determine teacher factors that influence the prevalence of child emotional abuse.

(iii) To find out whether the prevalence of child emotional abuse differs between public and private pre-primary schools.

1.2.3 Research Questions

The research questions were:-

(i) Which are the most prevalent incidences of child emotional abuse in pre-primary school?

(ii) Which are the teacher factors that influence the prevalence of child emotional abuse?

(iii) In which type of pre-primary schools is child emotional abuse more common?

1.3 Significance of the Study

The study is significant in that it has provided insights to the situation of child emotional abuse in pre-primary schools. It has offered important revelation to the DICECE officers which they may use as a basis for creating awareness on emotional abuse amongst pre-primary school teachers. The study has also provided information that is likely to help the headteachers find a basis for increased advocacy for child protection from emotional
abuse in their schools. Findings of this study also provided information on CEA for ECE trainers to incorporate it in their training in order to increase the knowledge and understanding on CEA in pre-primary.

1.4 Limitation and Delimitations of the Study

The challenges faced when conducting the study and the scope of the study were as described in the next two subsections:

1.4.1 Limitations

Some schools had big classes which could give false impression of teachers ignoring or isolating children. Some teachers stole glances severally at the observer evidencing their consciousness that they were being observed thus they controlled some of their true behavior which hindered the occurrence of emotionally abusive incidences. In addition, the time for observing the teachers was limited since each observation was to take about thirty minutes and all the time the student needed permission to be away from duty. To ensure that data collected yielded valid conclusions, each participant was observed twice in an interval of a week. To surmount teachers’ awareness, pre-visits were made to each of the participating schools to familiarize with participants and make them become free. Nonetheless, data collected during the observations was adequate leading to valid conclusions.

1.4.2 Delimitations

The study was confined to child emotional abuse in public and private pre-primary schools in Ekerenyo zone. It involved children and their teachers in their regular
classroom interaction. The results were generalized to all pre-primary schools in Nyamira County. Most pre-primary school children are being taught by teachers who have received training from within the county. The county is largely bordered by Kalenjin on one side and Luo counties on the other. This affects the social and cultural perception of children. As such, it would not be in order to generalize the findings to other populations outside Nyamira County.

1.5 Assumptions of the Study

It was expected that participants would exhibit their usual behavior with their children in class and would be willing to give necessary information to the researcher. It was also assumed that repeated emotionally abusive incidents on a child or children were an established pattern.

1.6 Theoretical Framework

The study was guided by the theory of hopelessness. The proponents of the hopelessness theory of depression (Abramson, Metalsky, & Alloy, 1989) assert that individuals make negative attributions to unpleasant experience, events and situations. The occurrences of such events or situations make individuals think negatively about themselves. The individuals begin to associate things that go wrong in their lives to certain cause or unpleasant life experiences. When the people develop the idea that the events or experiences may not change to the better in future, they feel helpless and hopelessness because they are not able to change the situation.
The theory was appropriate to the study of child emotional abuse in pre-primary schools because children encounter many negative events in their daily interaction with their teachers. The negative events and situations include among others teacher behaviors that lead to child emotional maltreatment. For example when teachers ignore, verbally assault, terrorize or isolate children, they (children) are likely to develop a feeling of "I am no good". If such negative events or maltreatment becomes persistent, children most likely withdraw to themselves, lose their enthusiasm in school or work, become passive, develop fear for their teachers, and develop anxiety and low self esteem. Eventually, their academic achievement is hampered.

1.7 Conceptual Framework

Child emotional abuse and its impact in a school setting may be as a result of teachers’ ignorance of what constitutes CEA. Teachers who lack the knowledge on emotional abuse, affect children without being aware. In addition, handling unmanageable numbers of children disrupts the caregivers focus on the children hence they may fail to attend to the children with the required attention, thereby loosing emotional connection with the children. Further, the type of school children attend may also affect how they are treated by their teachers. Private schools may be friendlier towards children in order to retain them and attract more.

Despite the numbers of children teachers have to handle and the type of school the children go to, teachers differ in their characteristics such as age, gender, professional qualification and teaching experience. Such characteristics may influence their behavior
towards children. Their perception of the child and child emotional abuse may therefore differ across individuals depending on such characteristics. Thus, teachers with similar characteristics are likely to see children in a similar manner. In addition, caregivers suffering from stress, those that come from dysfunctional families and those with negative attitude and poor care-giving strategies may become difficult for children to enjoy. Such caregivers transfer their frustration to children. Thus, when teachers become impatient and intolerant with children, the result is emotionally abusive behavior which if persistent, is likely to hamper optimal development. Children may respond to emotionally abusive behavior by withdrawal, lack of enthusiasm, becoming passive, and developing fear, anxiety and low self esteem. This implies low academic achievement as shown in figure 1.1.

Figure 1.1: Factors that influence child emotional abuse within school
1.8 Operational Definition of Terms

Operational terms were defined as follows:

**Emotional abuse:** refers to a form of abuse characterized by ignoring, verbal assaulting, terrorizing and isolating on a child or children.

**Ignoring:** this is failure to notice, acknowledge, and consider a child’s efforts or disregarding them.

**Isolating:** this is exclusion of children from others or confining children in a particular place or point.

**Pre-primary school:** a school where children learn before joining primary education.

**Private school:** these are schools established, owned or operated by private individuals, entrepreneurs and institutions.

**Public school:** these are schools established, owned or operated by communities and supported by the government.

**Teaching experience:** number of years a teacher has taught.

**Gender:** refers to a teacher being a female or male.

**Age:** refers to the number of years a teacher has from birth.

**Marital status:** this is the state of a teacher being married or single.

**Professional qualification:** the relevant highest level of training a teacher had undertaken.

**Terrorizing:** use of threats and force causing fear in children.

**Verbal assault:** this is the use of verbal statements or words or comments towards children that may make them have negative feelings about themselves.

**Child risky factors:** these are child characteristics that make children prone to emotional abuse.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter outlines various studies that relate to the objectives of the study. The literature is reviewed under the following sections: occurrence of emotional abuse, factors that contribute to child emotional abuse, emotional abuse in learning institutions and a summary of the literature reviewed.

2.2 Occurrence of Emotional Abuse

Emotional abuse is likely to be more prevalent than available statistics indicate. In a study on defining emotional abuse in Australia, (Alfandary, 1993) established that to most people the term abuse conjures up images of violence and cruelty. It infers a deliberate action, an intention to harm and to damage. It is an active label for the violations of one person’s rights by another. However, it is necessary to recognize that the term also describes what is not being done, what is being omitted, neglected and denied and most importantly, or whether it is done unintentionally, out of ignorance, indifference or distress.

Thus, child abuse is more than bruises or broken bones. While physical abuse is shocking due to the scars it leaves, not all child abuse is such obvious. Ignoring children’s needs, putting them in unsupervised, dangerous situations, or making a child feel worthless or stupid is also child emotional abuse. Regardless of the type of child abuse, the result is serious emotional harm. Child emotional abuse robs children of the joy of childhood,
their rights and may affect the children for life. Evidence available shows that child emotional abuse has no boundary because it affects children of all ages, socio-economic statuses, and ethnic and racial groups (Shakeshaft and Cohan, 1995).

According to Geffner (2007) emotional abuse can be thought of as the non-physical abuse of the self and spirit, which degrades worth and interferes with human development and productivity. Although individual acts can be abusive, emotional abuse usually describes an ongoing interaction. It is a repeated pattern of damaging interactions between teachers or parents and the child that becomes typical of the relationship (Glaser & Prior, 1997). Unfortunately, (Aluede, 2009) reveals that it is possible that some teachers in Nigerian secondary schools are not aware that emotional abuse is a form of child abuse. They are ignorant of its damaging consequences on the development of children. He adds that the teachers perceive emotional abuse as a means of molding and shaping children’s behavior because at times they lack alternatives in dealing with children who misbehave in schools.

The outcome of such ignorance may be disastrous because research has particularly singled out and considers emotional abuse the most devastating form of child abuse, worse than sexual or physical abuse (Rohner 1975; Shumba 2002 & 2004). This is because this form of child abuse is internal and does not leave any visible scars on the victim. Thus, emotional abuse is plagued with lack of attention in the daily discourse of child abuse. In this regard therefore, there is need to establish the status of child emotional abuse amongst pre-primary school teachers.
Prevalence studies in civilized countries indicate that registered cases of emotional abuse represent just the tip of an iceberg. This suggests that the children on the child protection register comprise only a small proportion of the total number of children actually experiencing the abuse (Evans, 2002). Apparently, emotional abuse is underreported and more cases need be reported as they occur. A study by Childhelp Line (1998) in Botswana for example indicates that teachers report only about seven percent of abuse cases that take place in schools. This implies that the prevalence of the vice is not known and therefore the need to address it may not be appreciated.

Persistent emotional abuse may have serious negative repercussions on child development. Wright (2009) in his study concluded that where a child experiences a warm, intimate and continuous relationship with her or his care-giver, that child would thrive. These experiences contribute greatly to the emotional wellbeing of the child. Conversely, an unresponsive caregiver, or one who responds inappropriately to a child's needs, would increase the likelihood of the child becoming anxious and insecure in its attachment (Wright, 2009). In this view teachers' relationship with their children has far reaching effects which either help them mature in healthy ways or interferes with the children's healthy mental development.

In addition, emotional abuse occurs in form of depriving pupils of what they should get or any action meted on a child by an adult or person in authority on a school child (Krugman and Krugman 1984; O'Hagan 1995; Shumba 2002). Depriving children what
they should have or deserve may make them feel unwanted and unloved; a situation which psychologically hurts them.

Consistently, Shumba (2009) established that teachers in Zimbabwean secondary schools through scolding, humiliating and calling students whose behavior does not appeal names in front of others. He reports that the teachers’ labeling of students as useless, stupid and dull causes the student to hate school and scolding pupils in front of the class causes low morale and low self-concept on pupils. On psychological maltreatment within school context (Krugman and Krugman, 1984 cited in Shumba, 2002) established that teachers use verbal put-downs, label students as stupid and dummy, scream at the students until they cry, threaten to try to control classes, allow some children to harass and belittle others, use homework as punishment and throw homework at children. Unknowingly these behaviors may affect children emotionally. However, since the study focused at a higher school grade level, it is important to establish the common incidences of CEA in local pre-primary schools.

In understanding of classroom emotional abuse instances abound in schools in Nigeria, (Aluede, & Ojugo, 2009) found out that teachers use such words or phrases like ‘idiots’, ‘never do well’, ‘I knew you’ll never perform better’ in addressing students. This use of words and phrases not only belittles the child but may ridicule and lead to lack of concentration and withdrawal of students to themselves and eventual dislike of school.

According to Umobong (2009) on child abuse and its implications for the educational sector in Nigeria, teachers unintentionally inflict emotional pain on students. For instance
in an attempt to punish students for misbehavior, teachers usually ask students to kneel or stand on one foot in front of the class. In one school visited, observations made reveal that a teacher usually asked students to demonstrate as if they were “riding a bicycle”. The mere fact that they are being punished in front of other students affects them emotionally.

Gelles (2009) in a similar study established that some teachers in Nigerian primary school settings use emotional abuse as a form of punishment. Confining students to dark rooms is used in many schools as a form of punishment. In one school, a child reported that those who did not pay fees were packed into the assembly hall and locked up until the school was over. In other situations threatening and terrorizing students were used as forms of punishment.

Hobona (2001) on a study of emotional abuse of children, reports that teachers also fail to provide love, warmth, support, care and guidance to children under their care. Particular instances indicated some children had stayed for the first three years in school and could not handle a pencil. On interview, it was found that the teacher completely abandoned the child because he was slow in learning. It took the intervention of a lesson teacher and parents extra coaching to train the child to write. This shows the negligence of the teacher to provide appropriate guidance needed by the child.

Regardless of the literature showing that emotional abuse is a reality, studies in Kenya on child abuse have been biased with much attention being placed on the physical and sexual abuse. Consequently, emotional abuse has been apparently ignored, in spite of the fact
that it produces the most destructive consequences of all forms of child abuse (McEachern, Aluede & Kenny, 2008).

ANPPCAN (2000) found out that the level of awareness and knowledge regarding child abuse in some selected communities in Kenya has increased tremendously compared to previous study of 1994. However, the participants did not include emotional abuse among the types they knew. This means that emotional abuse of children by teachers remains a topic infrequently discussed in the child abuse literature whereas in some classrooms it can be a daily occurrence.

Despite emotional abuse being infrequently mentioned in the child abuse literature in Kenya, the studies cited above reveal that child emotional abuse is a reality in educational settings. However, most of the studies were either carried out in primary or secondary school settings and not in pre-primary. However, from psychological point of view, cognitive development problems occur especially when the emotional abuse takes place from an early age. Delays in language and feeding problems for example have been linked with emotional abuse. These effects develop and become more serious as the child gets older and as the abuse continues (Shaffer, 2009). It is unfortunate that the situation in pre-primary school setting seems ignored yet emotional wellbeing at this level enhances optimal development of the child and translates to the same in later life of the child. It was therefore in this view that the study aimed at establishing the prevalence of child emotional abuse at pre-primary school level.
2.3 Factors that Influence Prevalence of Child Emotional Abuse

Although scant research has been conducted on the causes of child emotional abuse, experts speculate that it occurs for many of the same reasons that physical abuse does (Prevent Child Abuse America, 1999). A single factor alone often does not lead to abuse; instead, teachers are vulnerable to becoming involved in child emotional abuse when everyday stresses in their lives build up or if they are unable to manage such stresses (ibid). Such stressors include: fatigue, social isolation, immaturity, inexperience, lack of knowledge and marital problems. These stressors range from teachers personal characteristics, family relationships and the environment that surrounds the child. To enhance children’s well-being, it is important to focus on the safety and welfare of the child as well as addressing any factors that may be contributing to the emotional abuse (Glaser, 2011). Teachers form the most frequent social environment of children when not with their parents. In this regard, teachers stand a big chance to ruin or enhance children’s emotional development and therefore the need to focus on pre-primary teachers’ factors that influence CEA in Ekerenyo Zone, Nyamira County.

2.3.1 Professional Qualification

Training equips caregivers with adequate knowledge and understanding on child developmental needs and demands. Emotionally abusive caregivers are often described as poorly equipped with the knowledge to cope effectively with children's normal demands at different developmental stages (Oates, 1996). A study comparing emotionally abusive teachers in primary schools (Brazelton 1982, as cited in Oates 1996) indicated that
emotionally abusive teachers showed poorer coping skills, poorer child management strategies, and more difficulty in forming and maintaining relationships.

Consistently, National Research Council (1993) reports that negative attitudes and attributions about a child's behavior and inaccurate knowledge about child development may contribute to child emotional maltreatment. Black (2001) also found that teachers who physically abuse their children have both more negative and higher than normal expectations of their children, as well as less understanding of appropriate developmental norms.

A teacher's lack of knowledge about normal child development may result in unrealistic expectations. Unmet expectations can culminate in inappropriate punishment e.g. a caregiver shouting down an infant for wetting his pants. Some caregivers may become frustrated for failing to manage a child's behavior and may lash out at the child. Still others may have attitudes that devalue children or view them as liability.

In school, teachers take the role of the parents. They are expected to be professionally qualified to handle young children unlike many parents. However, research has not clearly come out to show if child emotional abuse could be linked to professional training a teacher has received.

2.3.2 Age of a Caregiver

The relationship between caregivers' age and maltreatment though not with a clear boundary, may influence CEA. National Research Council (1993) states that the age of a
child’s caregiver can be a risk factor for some forms of maltreatment; however, research findings are inconsistent. Physical abuse, in particular (Black, 2001) shows that mothers who were younger at the birth of their child exhibited higher rates of child abuse than did older mothers. Other contributing factors, such as lower economic status, lack of social support, and high stress levels may influence the link between teenage parenthood and child abuse (Buchholz & Korn-Bursztyn, 1993). The age of a caregiver is related to knowledge of child development, inappropriate expectations of the child and attitudes towards parenting. Age influences caregivers’ maturity and understanding of children’s daily demands. Young teachers may have diminished capacity for understanding or dealing with children and false ideas about children’s needs (ibid). In regard to this however, it is not known whether teachers’ age influences child emotional abuse.

2.3.3 Gender

Gender of teachers in school may influence their attitude towards child maltreatment. While assessing who is mostly likely to abuse children in the United States, 45 percent of the perpetrators were male and 53 percent were female. This survey that was conducted through hotline phone numbers also revealed that the perpetrators were someone the child knows better: parent, caregiver, relatives or family friends. In school, teachers are the closest caregivers of the children (Child abuse Statistics and Facts Report, 2006). Studies carried out in Zimbabwean schools by Shumba (2001) showed that 94.1 percent of teachers who were interviewed and were against outlawing of corporal punishment were males while 5.9 percent were females. This shows that gender of a caregiver is likely to
influence how they perceive physical maltreatment. However, it is not known if teacher gender can influence child emotional abuse in school.

2.3.4 Marital Status

Single parenthood is likely to increase stress on a parent. Emotional abuse has been associated with stressful life events, parenting stress, and emotional distress in various studies (Rosenberg & Reppucci, 1983). Glaser (2011) observes that in Australia, periods of high stress and tension such as financial problems lead to a parent taking out their anger and frustration on their child. Single parenthood and its related stress can make caregivers emotionally abusive and so it is thought to play a significant role in family functioning (Dong, 2004; Glaser, 2011).

Children living with single parents may be at higher risk of experiencing emotional abuse than children living with two biological parents (Sedlak & Broadhurst, 1996). Single parent families are substantially more likely to have low incomes which increases stress associated with the sole burden of family responsibilities. Further, single parents often have fewer supports resulting to their fatigue and consequently maltreating their children. It is however, not clear whether such treatment of children is extended to children in schools where such parents teach. It is therefore in this regard that this study will attempt to find out whether teachers’ marital status has influence on CEA.

2.3.5 Teaching Experience

Experience, helps caregivers gain more strategies with which to handle children while avoiding words and actions that ordinarily would amount to psychological maltreatment.
Benbenishty (2002) has drawn a relationship between psychological maltreatment and inadequate response of teachers to lack of alternative skills. From counseling experiences at Jordanhill College of Education, Mearn (cited in Nesbit & Philpott, 2002) observes that inexperienced teachers exhibit emotionally abusive behaviors due to fear, defensiveness and lack of confidence. It is also a reflection of teachers' feeling of inadequacy and the need to dominate in a situation perceived as threatening. The underlying motivation for psychological abuse (Evans 1999; Johnson & Ferrero 2000; Schwartz 2000 as cited in Aluede, 2009) report, is the desire of perpetrators to exert control over other individuals and destroy their sense of self-esteem. In regard to this therefore, there is need to establish if veteran and novice teachers differ in their use of emotionally abusive behavior.

Regardless of these revelations on factors that may influence CEA, (Shumba, 2002) confirms that in school setting some teachers may perceive emotional abuse as a means of molding and shaping children's behavior. Some may lack alternatives in dealing with children who misbehave in schools and yet others may emotionally abuse children unknowingly. Nevertheless, it is not elaborate whether teachers who use child emotional abuse in dealing with children may differ along the continuum of training, age, experience and even the gender of the perpetrator. Based on this reasoning, there is need to associate or disassociate various characteristics of teachers in relation to child emotional abuse (Dong, 2004).
2.4 Prevalence of Child Emotional Abuse amongst Types of Schools

Most people may never stop to think that sending young children to school can sometimes be a problem. Emotional abuse is a serious problem that is deeply rooted in cultural, economic and social practices and occurs in a variety of ways and places (NCANDS, 2006). One of these places is the school. Unfortunately, emotional abuse of students by teachers is a topic infrequently discussed in the child abuse literature. However, in some classrooms it can be a daily occurrence. This study will focus on the prevalence of CEA incidences in public and private pre-primary school classrooms.

Nesbit & Philpott (2002) report that emotional abuse in relation to socio-economic factors has been typically associated with dysfunctional family systems rather than a phenomenon that can occur and be observed in school settings. However, for some children, the school is the first place where they may experience emotional abuse. In children learning centres, teachers have taken parental substitutes who take care of school and classroom environments, and acting as socializing agents to children. This means therefore, just as emotional abuse occurs within families, so can it in interactions between school children and their teachers. However, in the literature CEA has received minimal attention from educators, researchers, and administrators (Briggs & Hawkins, 1997; Hyman & Snook, 1999; Krugman & Krugman, 1984), yet it is a critical aspect of child abuse in school that is often ignored (Hyman & Perone, 1998).

Nevertheless, there has been gradual attention focusing on emotional abuse in learning institutions. In this regard, the first researchers probably to examine the issue of
emotional abuse in school and classroom environment (Krugman & Krugman, 1984) reported that students who had been emotionally abused identified teacher behaviors that would be considered emotional abuse. The behaviors included excessive screaming at students to the extent that they cried, making degrading comments and labeling students as stupid and dumb, threatening students, and using some homework as punishment.

Sosteric (2012, March) reports that schools are not always safe places where many can trust that children are safe from emotional and any other forms of child abuse. This demonstrates that emotional abuse occurs amongst other forms of child abuse in schools. Sosteric (2012, September 24) retorts that schools are supposed to be safe havens for children, but in reality they may not. Reading a letter from a concerned worker in the Florida school system, he exposes school as filled with violence and abuse.

In a study conducted across Israeli junior and high schools found that almost a third of students reported being emotionally maltreated by a school staff member, with male students from low-income, low-education families being most at risk (Benbenishty, Zeira, Astor, & Khoury-Kassabri, 2002).

Futher, Hobona & Osei-Hwedie (2001) established that in Botswana, majority of teachers are able to define emotional abuse and reported that it "is rampant in schools" and that teachers are involved as perpetrators. In addition, findings of Shumba (2002) which were similar to those of (Krugman & Krugman, 1984) revealed that in Zimbabwean schools, emotionally abusive behavior includes shouting at children, calling them names, humiliating and labeling students. Shumba (2002) asserted that there is an underreporting
of such abuse because, in most cases, the abused may not perceive themselves as being abused and the abusers, in most instances, are not aware or do not believe that they are being abusive (Krugman & Krugman, 1984). In another study in Nigeria regarding psychological maltreatment of students: a form of child abuse and school violence, Aluede (2004) reported that victims indicated behaviors of their teachers that were emotionally abusive to children. However, studies are silent on whether the emotionally abusive behaviors of teachers may be more prevalent in public or private school.

Despite the emerging literature on the knowledge and existence of emotional abuse in schools, these studies have not pointed out clearly if any of the forms of emotional abuse could be skewed towards public or private schools. Unlike public, private schools are often business oriented. One way of attracting their potential customer is by being friendly to the children they handle in order to make their business thrive alongside contributing to educational development. As a result, the schools encourage teachers handle the children more prudently than public schools. This therefore calls for the need to delineate the prevalence of CEA in public and private schools. Thus, recognizing the need to increase the level of awareness regarding CEA, the intent of this study is to attempt to establish if prevalence of CEA differs according to type of school.

2.5 Summary of Literature Review
The forgoing discussion reviews emotional abuse in three main parts: occurrence of emotional abuse, factors that influence the prevalence of emotional abuse and prevalence of emotional abuse. Despite the studies carried out on child emotional abuse revealing
that CEA is a reality, the abuse has received minimal attention thus its frequency in pre-
primary schools is unknown. In the wider context, several factors may influence
emotional abuse on children. However, it is unclear whether teachers’ personal
characteristics such as professional qualification, age, gender, marital status or teaching
experience can influence child emotional abuse in pre-primary schools. Regardless of the
progress made in unearthing emotional incidences abuse in schools, the study sought to
establish whether CEA is more common in private or public pre-primary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter summarizes the research design that was used, the targeted population, sample and sampling procedures used, research instrument used in data collection, data collecting procedures and data analysis applied in the current study on CEA in pre-primary schools in Ekerenyo zone.

3.2 Research Design
The study used descriptive research design. In the current study on CEA in pre-primary schools, descriptive design was appropriate since it allowed for the use of observation to gather information on a classroom situation as a social phenomenon. Pre-primary school children and their teachers formed an appropriate social environment in school and the way they interact with each other could best be described after an observation. Descriptive research designs are usually beneficial especially when a researcher wants to get information on the current status of a situation. It helps researchers to describe what is in existence in relation to variables found in a given situation. Kasomo (2010) supports descriptive design since it is geared towards establishing the current status and nature of a phenomenon within a social system e.g. a school. In the current study the researcher investigated and established the incidents of child emotional abuse which occur in pre-primary schools. The Office of Human Research Protections (ORHP) also
recommends a descriptive study design because it provides information about behavior of a particular group without manipulating any variables.

3.3 Study Variables

Independent variables in this study comprised of teacher characteristics that are likely to influence CEA in pre-primary schools and school type.

3.3.1 Independent Variables

The independent variables included:

(i) Teacher Characteristics

The characteristics of teachers were looked into in relation to the following;

(a) Gender

This indicated whether a teacher was a female or male.

(b) Age

Age was grouped as 20-25, 26-30... 46-50.

(c) Marital status

This was used to determine if a teacher was married or single. Single was determined as unmarried, separated or divorced.

(d) Professional qualification

Was measured by indicating the relevant highest level of training a teacher had undertaken: Masters in Education, Bachelor of Education, Diploma in ECE, Certificate in ECE or Untrained.
(e) Teaching experience

The teaching experience was measured by indicating the number of years a teacher had taught. It was then grouped into ranges 0-5, 6-10... 21-25

(ii) Type of school

Type of school was considered in relation to ownership. Schools established, owned or operated by private individuals, entrepreneurs and institutions were called private schools while those established, owned or operated by the government were called public schools.

3.3.2 Dependent Variable

The dependent variables of this study were child emotional abuse. The indicators of child emotional abuse were measured in terms of the following:

(a) Ignoring

A teacher would be said to have ignored if he/she was not interested in some children’s work, failed to pay attention to accusations of children who were bullied by others, failed to respond to children’s good behavior and failed to praise or reward children’s good class responses.

(b) Verbal assault

A teacher was considered to have verbally assaulted children if he/she called them names, shouted at them, shamed them in front of others or made fun of them before others. It was also considered verbal abuse if a teacher mocked
children class. Mocking involved saying words that portrayed a child in an unpleasant manner.

(c) Terrorizing

The teacher was said to terrorize if he/she threatened to hit/beat children who made mistakes, forced children to remain silent in class, threatened to kick children who misbehaved out of class and swore at children.

(d) Isolating

A teacher was said to isolate if he did not permit free movement of children in class, overly restricted children from going out or did not give all children equal chances to participate and appreciated some children and left others.

3.4 Location of the Study

The study locale was Ekerenyo zone in Nyamira North District of Nyamira County. There are ten ECDE training colleges in the County and quite a good number of private schools in Nyamira North District within which Ekerenyo Zone is located (MoEST, 2013). This simply means that more and more teachers are receiving better training to handle young children prudently. Until recently, only public pre-primary schools existed. The mushrooming of private schools might shift the way they look at the children as potential customers of their business.

Unlike in the past when almost all pre-primary teachers were female, a few of the pre-primary schools in this area now have male and female teachers (MoEST, 2013). The
venture of male teachers into the ECE is likely to influence the perception of the child hence attitude which is fundamental in influencing child emotional abuse.

In Nyamira County (Kenya National Bureau of Statistics, 2013) survey indicates that most children aged 2-14 years are subjected to at least one form of violent discipline method by their caretakers or other household members. Other problems facing children in this area include high rate of school dropout, low levels of education, rampant cases of child negligence, FGM and child labour especially in tea industry. These are signs of other overt problems experienced by children. One of them is child emotional abuse. The zone shares neighborhood with Bureti District of Kericho County. Some parents leave their children to go and pick tea in neighboring tea plantations to earn their daily bread sometimes neglecting their children. This could precipitate to children’s behavior that might make them vulnerable to emotional abuse in school. Considering these factors, it is possible that children in this zone are likely to be more vulnerable to CEA than can be imagined.

3.5 Target Population

The zone consists of thirty five schools. Fourteen are private and twenty one public. Every school has three pre-primary classes. The target population included all pre-primary school teachers in the zone.
3.6 Sampling Techniques and Sample Size

This section presents the techniques used in sampling and estimating the sample size.

3.6.1 Sampling Techniques

Ekerenyo zone was selected purposively while stratified random sampling was used to select participating schools and teachers. It is particularly this zone in Nyamira county that young children complain to their parents that their teachers are bad, beat them, some say they don’t want to go to school for unknown reasons and that some teachers tell children that their handwriting is messy (Ombori, 2013). These necessitated purposive sampling. Schools were grouped into private and public from which the sample was selected. The names of all the private schools on pieces of paper, folded, put into a tin and shuffled and then five schools (30 percent) were obtained randomly. The same was done with public schools and seven schools (30 percent) were obtained. This made twelve schools altogether. The twelve pre-unit teachers of the sampled pre-primary schools automatically became participants for observation. According to Kothari (2010) a sample of 10-30 percent is considered appropriate for descriptive studies with large population. However, in case of homogenous population and need for intensive study a small sample becomes appropriate.

3.6.2 Sample Size

In this study, 30 percent of both public and private schools were sampled. This formed an optimal representation of the population on which in-depth observations were made.
Twelve teachers from the twelve sampled schools became automatic subjects for observation in the study.

Table 3.1: Sampling frame

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of schools</th>
<th>Percentage sample</th>
<th>Number of sampled schools</th>
<th>Number of teachers observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>21</td>
<td>30</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Private</td>
<td>14</td>
<td>30</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total number of schools</td>
<td>35</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

3.7 Research Study Instruments

Data was collected using a questionnaire and an observation checklist.

3.7.1 Questionnaire

A questionnaire was used in the collection of data on teachers' demographics. The questionnaire included teachers' gender, marital status, age, academic qualification, professional qualification and teaching experience.

3.7.2 Observation Checklist

Incidences of emotional abuse in pre-primary schools were recorded using an observation checklist. The observation checklist consisted of items based on the four forms of emotional abuse children were prone to as indicated in appendix II. Each form consisted of four behaviors that entail emotional abuse. The forms included verbal assaulting, terrorizing, ignoring and isolating. The observation items were used to
collect data on the occurrence of specific emotionally abusive behavior of teachers towards children. A behavior was termed emotionally abusive if a teacher exhibited it more than once and if it made a child or children stop participating in class activities, keep quiet or cry.

3.8 Pilot Study

Pilot study was carried out in one private and one public school. The schools were not included in the main study. The pilot study was used to establish reliability of the pre-primary school observation schedule. Pilot testing ascertained that the tool was correctly formed since it generated anticipated data that was analyzable. Pearson correlation coefficient was used to test the reliability.

3.8.1 Validity

Content validity was established by analyzing items one at a time against the objectives. Expert judgment involving peers and professionals was used and critically inspected the instrument. The peers and professionals recommended that the content was relevant.

3.8.2 Reliability

In-depth observations were done in two pre-unit classes in two pre-primary schools. After a week, similar observations were made in the same schools and teachers. The results obtained from the observations were correlated using Pearson correlation coefficient where the observation schedule was found to be reliable since it yielded the data anticipated.
3.9 Data Collection Procedures

Stage I: The researcher visited the schools in order to introduce himself to the heads of institutions and the subjects so as to get used to each other. During the visits he made arrangements with the school authorities on the visits to the schools. Two visits were made to each pre-primary class to interact with the subjects which helped the researcher be familiar and so participants got used to him before he started making observations on the third visit.

Stage II: On arrival at each school after familiarization, the researcher reported to the office of the headteacher before embarking on data collection. On each visit, teacher’s behavior was observed in a classroom situation. The indicators of dependent variables were noted through observations which were conducted twice on every participant. The observations were conducted in twelve days. In the first round of observations, two participants were observed each day until all participants were observed. Each observation lasted thirty minutes. Tallying was made on specific emotionally abusive behaviors on the observation schedule as they occurred. The number of tallies indicated the number of times that emotionally abusive behavior occurred. Higher number of tallies meant that form of CEA is more prevalent.

Stage III: After completing an observation, immediately administered a questionnaire to the same teacher. This consisted of items on teacher demographics that were assumed to influence prevalence of CEA.
CHAPTER FOUR
FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter opens with a demographic description of the participants involved in the study. It presents study findings, interpretation and discussions. The study sought to explore child emotional abuse by teachers in pre-primary schools in Ekerenyo zone, Nyamira County, Kenya. The study findings are presented here-in according to the research questions stated. Data is presented using frequency tables and pie charts. The study explored CEA under the following questions:

(i) Which are the prevalent incidences of child emotional abuse in pre-primary school?

(ii) Which are the teacher factors that influence the prevalence of child emotional abuse?

(iii) In which type of pre-primary schools is child emotional abuse more common?

4.2 Demographic characteristics of pre-primary school teachers who participated in the study

Teachers’ demographic characteristics collected included consisted gender, marital status, age, level of qualification, teaching experience and category of schools in which they taught. A total of 12 pre-primary school teachers were observed twice in normal class interaction with their learners. The distribution of demographic characteristics of the teachers who participated in the study is presented in table 4.1;
Table 4.1: Frequency distribution of respondents by their characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teacher demographics</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Teacher demographics</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Not married</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School type</th>
<th>Teacher demographics</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Teacher demographics</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in ECE</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Certificate in ECE</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age bracket in years</th>
<th>Teacher demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25</td>
<td>0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>5</td>
</tr>
<tr>
<td>31 - 35</td>
<td>1</td>
</tr>
<tr>
<td>36 - 40</td>
<td>3</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
</tr>
<tr>
<td>46 - 50</td>
<td>2</td>
</tr>
<tr>
<td>Over 50</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Teacher demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>7</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
</tr>
<tr>
<td>11 - 15</td>
<td>3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>0</td>
</tr>
<tr>
<td>21 - 25</td>
<td>1</td>
</tr>
</tbody>
</table>

As illustrated in table 4.1, there were more female than male respondents. In other words male teachers constituted only a quarter of the respondents.

Out of the 12 teachers interviewed, 11 were married and only one was not married. There were no cases of divorced or separated teachers. Regarding the type of school in which the pre-primary teachers taught, the responses showed that 7 of them taught in public pre-primary schools while 5 were in private schools.
On professional qualifications, the study collected data show that all teachers who responded to the questionnaire were trained. Among them, 9 had a diploma in early childhood education while the remaining three were ECE certificate holders. None had acquired a degree or masters in education. Equally there was none who was untrained.

The data on teachers’ ages indicated that most of them were in their young adulthood stage since 9 out of the twelve fell within 26 – 40 age range. The highest number was however between 26 and 30 years. The remaining 3 were in their early middle age, with their ages falling between 40-50 age bracket. There was neither a teacher who was aged above 50 or below 25 years.

Most teachers were also found to have a relatively low teaching experience. The bulk of them (7) had taught in pre-primary school a period not exceeding 5 years. Three teachers had taught for a length between 11 and 15 years, and only 1 had an experience of 21-25 years. From the responses, none had an experience of 16-20. In addition, no teacher indicated to have taught for more than twenty five years.

4.3 The prevalence of child emotional abuse in pre-primary schools

To answer the first research question:

Which are the most prevalent incidences of child emotional abuse in pre-primary schools in Ekerenyo zone?

the participants were observed in an interval of a week in a classroom situation. Incidences related to child emotional abuse were noted as a teacher interacted with
children. Each observation lasted thirty minutes. Tallies of incidences of CEA were made as soon as they were noted. The tool had sixteen items which were grouped into four sections. The sections included ignoring, verbal assault, terrorizing and isolating children. The results from each section are discussed in the following sections.

4.3.1 Ignoring children

A total of 118 incidences related to ignoring were noted. To note incidences of ignoring children amongst the teachers, the following indicators were used; lacking interest in some children’s work while checking and marking their activities, ignoring complaints of children bullied by others, cases of not responding to children’s good behavior and failure to reward or praise child/children who responded obviously well in class activities. The incidences of ignoring were observed and the frequency of each indicator of ignoring converted into percentage of the total. The results were as shown in figure 4.1

![Pie chart showing prevalence of incidences of child emotional abuse in terms of ignoring]

Figure 4.1: Prevalence of incidences of child emotional abuse in terms of ignoring
The results of the analysis indicate that out of the total incidences of ignoring children, majority (34%) comprised of pre-primary teachers not being interested in some children’s work and slightly above a quarter (27%) failure to praise or reward children’s good class responses. Almost a quarter (24%) incidences indicated failure to pay attention to complaints from children who complained of being bullied by others and least (15%) of the ignoring incidences involved failure to respond to children’s good responses by their teachers.

These findings revealed that ignoring of children in school is a reality that cannot be ignored. Closely related to this study is that of Hobona (2001) which established that teachers fail to provide love, warmth, support, care and guidance to children under their care. The findings are also in line with those of Krugman and Krugman (1984), O’Hagan (1995) and Shumba (2002) who established that ignoring children made them feel unwanted, unloved and unworthy; a situation which hurts them psychologically. In many cases emotional abuse occurs when a child’s need to be loved, feel wanted, safe and worthy are ignored by a teachers as established by (Rohner 1975; Rohner and Rohner 1980). Summarizing related findings, Briggs and Hawkins (1996) highlighted as emotionally abusive the failure of teachers to handle allegations or suspicions of child maltreatment, along with the experience of bullying by peers. However, this study revealed further what the above studies did not in addition to showing that CEA in form of ignoring is real. It revealed that of the four incidences observed, teachers’ not being interested in some children’s work was the most frequent part of ignoring children. This means that teachers do very little to give children under his care essential requisites to
child emotional development like love and regard, making the children feel unworthy and unwanted.

**4.3.2 Verbal assault**

The second part of the observation schedule consisted of incidences from which the prevalence of child emotional abuse in regard to verbal assaulting were determined. Verbal assault indicators used to establish prevalence of child emotional abuse were those that included teachers calling children names like stupid, useless and dull, shouting down children, making fun of children before others and mocking children in class. The frequencies were converted into percentage for comparison. Observed incidences were distributed as recorded in figure 4.2

![Figure 4.2: Prevalence of child emotional abuse in terms of verbal assault](image-url)
Calling children names comprised of labeling children using names like stupid, useless or any name that would displease the child. It also consisted of teasing the child. Shouting down children comprised of incidences of using a lot of energy to speak to the child or using unnecessarily high voice when ordering a child. Mocking children involved saying words that portrayed a child in an unpleasant manner e.g. “you can’t talk”, or “you never learn”. On the other hand making fun of children comprised saying of statements to children which they didn’t enjoy e.g. look at a child’s tattered cloth and comment “was it eaten by a rat?”

The incidences involving verbal assault observed were 88. From the analysis, 45% of all the incidences of abusing children verbally constituted of shouting down children. Calling children names like stupid, useless and dull constituted 34%, while making fun of them and mocking them in class comprised 14% and 7% respectively. The frequency at which shouting down children occurred among the teachers was nearly a half of the verbal assault cases observed. The second most frequent cases of verbal assault which involved calling children names such as stupid and useless. Incidences involving making fun of children before others and mocking children in class were few.

The study findings are similar to those of Shumba (2009) in which he established that teachers in Zimbabwean secondary schools emotionally abused children through scolding, humiliating and calling those whose behavior did not appeal names in front of others. Shumba further claimed that calling children names in front of others was likely to cause them hate school besides making them develop low morale and low self
concept. In addition to these findings, Benbenishty (2002) found out that some teachers mocked children’s appearance and disabilities in front of others especially among junior and senior high school students by teachers in Israel. Linking to the studies cited above, this study singles out calling children names as the second most frequent aspect of verbal assault on children just after mocking children. Hence it may be correct to conclude that incidents of verbal assault of young children by their teachers are high across the world.

4.3.3 Terrorizing
Indicators of terrorizing children were strict restriction from making movement in class, impartiality in praising children, failing to give children permission to go to the toilet and denying them opportunities to respond to questions. The analyzed data is presented in figure 4.3;

![Pie chart showing frequency of child emotional abuse through terrorizing]

**Figure 4.3: Frequency of child emotional abuse through terrorizing**
There were 127 observed incidences regarding child terrorizing. Most of the cases (39%) of terrorizing children involved teachers trying to make them be silent throughout the lesson. A reasonable number (29%) of the incidences involved threatening to hit or beat children who made mistakes while there were a few of both incidences of threatening to kick children out of class if they misbehaved and swearing at children.

A close study related to this one is that of Krugman and Krugman, (1984) cited in Shumba, (2002) which established that teachers used verbal put-downs; screaming at children until some cried, threatened children and allowed harassment of children in order to instill fear and control them. Briggs and Hawkins (1996) also cited Krugman (1984) and Hyman (1985) findings which described pinching, shaking and pulling children by the ears, using fear-inducing techniques to control children as emotionally abusive acts that consist terrorizing. Of course such behavior would easily be termed as physically abusive, they are also emotionally abusive. In line with the cited literature, this study found out that incidences of child emotional abuse related to terrorizing were prevalent in pre-primary schools. Of them all, forcing children to remain silent was the most frequent indicator. This means that teachers use such means which ensure children remain silent often to control them knowing that it does not leave any physical evidence that may be used against them. This finding is very relevant and speaks a lot especially in the wake of the ban of corporal punishment on children in school signifying a shift to other punitive measures.
4.3.4 Isolating children

The prevalence of child emotional abuse by isolating was established through recording the frequencies of incidents that constitute this type of abuse. Specifically the researcher focused on excessive restricting of children’s movement in class, failure to praise some children even when they did well, forbidding children from going out, and denying some children opportunities to respond. The results were presented in figure 4.4

![Pie chart showing percentages of different types of isolating child abuse]

- Strictly restricting movement of children in class
- Praising some children and leaving others
- Strictly restricting children from going out for calls during class-time
- Failure to give all children equal chances to respond

Figure 4.4: Frequency of child emotional abuse through isolating

In total, 185 incidences of isolating children were observed. Most of these cases (38%) involved teachers’ failure to give all children equal chances to respond in class. The cases that constituted teachers praising some children and leaving others and those strictly restricting movement of children in class were almost the same comprising 26% and 25% respectively. The least number of incidences (16%) constituted strictly restricting children from going out for calls during class-time.
The high number of incidences of isolating encountered during the study, actually portrays pre-primary teachers ignorance regarding child emotional abuse. The findings of the study concur with those of Krugman and Krugman (1984) and Hyman (1985) who found that teachers emotionally abused children by overly restricting access to toilets for very young children. To confirm this, Aluede (2009) in a study revealed that some teachers in Nigerian secondary schools were not aware that isolating children is a form of child emotional abuse. These studies are in line with this study’s finding in that it revealed teachers overly restricting children from going out to toilet among others. The study’s findings further agree with those of Gelles (2009) who established that some teachers in Nigerian confined children as a punishment or as a way of controlling them. Based on the research observations, the results showed that there were many incidences of isolating children in pre-primary schools hence isolating was very prevalent.

4.4 Teacher factors on child emotional abuse

The second intention of this study was to determine teacher factors that influence the prevalence of child emotional abuse in pre-primary schools. To do this, the study sought to answer the question;

*Which are the teacher factors that influence the prevalence of child emotional abuse?*

The factors presumed to influence child emotional abuse included teacher’s gender, professional qualification, teaching experience, marital status and age. An investigation
of the relationship between each of these factors and the prevalence of child emotional abuse yielded the results as presented in the following subsections;

4.4.1 Prevalence of child emotional abuse in relation to teacher’s gender

The intention here was to establish who between female and male teachers were involved more in incidences of child emotional abuse. To do this, the frequency of each indicator in every group was computed and averages worked within groups. The average incidences of child emotional abuse committed by female and male teachers in pre-primary are presented in table 4.2.

<table>
<thead>
<tr>
<th>Indicators of child emotional abuse</th>
<th>Frequency means in relation to teacher’s gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring children</td>
<td>Female</td>
</tr>
<tr>
<td>Lack of interest in some children’s work</td>
<td>4.2</td>
</tr>
<tr>
<td>Failure to pay attention to complaints of children who are bullied by others</td>
<td>1.6</td>
</tr>
<tr>
<td>Failure to respond to children’s good behavior</td>
<td>1.6</td>
</tr>
<tr>
<td>Failure to praise or reward children’s good class responses</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>11.6</td>
</tr>
<tr>
<td>Verbal assault</td>
<td>Female</td>
</tr>
<tr>
<td>Calling children names such as stupid useless or dull</td>
<td>2.6</td>
</tr>
<tr>
<td>Shouting down children</td>
<td>3.7</td>
</tr>
<tr>
<td>Making fun of children before others</td>
<td>1.4</td>
</tr>
<tr>
<td>Mocking children in class</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>8.4</td>
</tr>
<tr>
<td>Child terrorizing</td>
<td>Female</td>
</tr>
<tr>
<td>Threatening to hit/beat children who make mistakes</td>
<td>3.0</td>
</tr>
<tr>
<td>Forcing children to remain silent in class</td>
<td>5.7</td>
</tr>
<tr>
<td>Threatening to kick children who misbehave out of class</td>
<td>1.7</td>
</tr>
<tr>
<td>Swearing at children</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>11.7</td>
</tr>
<tr>
<td>Child isolating</td>
<td>Female</td>
</tr>
<tr>
<td>Strictly restricting movement of children in class</td>
<td>2.8</td>
</tr>
<tr>
<td>Praising some children and leaving others</td>
<td>4.2</td>
</tr>
<tr>
<td>Strictly restricting children from going out for calls during class time</td>
<td>3.2</td>
</tr>
<tr>
<td>Failure to give children equal chances to respond</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>15.4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>47.1</td>
</tr>
</tbody>
</table>
Comparing the totals of frequency (averages) in each group female teachers committed more (4.2) incidences of not being interested in some children’s work than their male counterparts. Regarding incidences of teachers verbally assaulting children, again female teachers were involved in more incidences than male teachers. Further, incidences of isolating children were more amongst female than male teachers. Only terrorizing children was more prevalent amongst men as far as gender and child emotional is concerned.

Findings in regard to gender influence on prevalence of CEA reveal that female pre-primary school teachers committed more acts of child emotional abuse than male teachers. A survey that was carried out through hotline phone numbers in US found out that the perpetrators of child emotional abuse in school were someone the child knew better: their teachers (Child abuse Statistics and Facts Report, 2006). In Zimbabwean schools Shumba (2001) showed that 94.1 percent of teachers who were interviewed and were against use any kind of maltreatment as a form of punishment were males while 5.9 percent were females. This shows that gender can influence how teachers perceive maltreatment.

This is even true in the current study which reveals that ignoring, verbal assault and isolating of children was higher amongst female pre-primary teachers. In some past research, women have been portrayed as perpetrators of child abuse more than men when it comes to psychological abuse. For instance, Sedlak (2010) found out that more women in America emotionally abuse children because themselves were abused when
they were young. In Africa, women are left with all junk's of responsibilities and duties in the home desperate to hold the family together pushing themselves to the limit at work until they explode under the strain (Borysenko, 2011). Perhaps this is a fine explanation why they easily vent their anger on children or even ignoring them. In such reasoning, the situation is now more worrying since there are more female teachers caring for children in pre-primary schools than men. In the current study, demographic information revealed that for every 3 male teachers there are 9 female teachers. This indeed is a signal of the extent to which children are vulnerable to emotional abuse from teachers.

4.4.2 The level of teachers' professional qualification and child emotional abuse
To establish the influence of teachers' level of professional qualification on child emotional abuse, the study focused on five levels of qualification. These comprised of masters' degree in early childhood education (M.Ed), Bachelor of education in early childhood education (B.Ed), diploma in early childhood education, certificate in early childhood education and the untrained. There results indicated that participants had either diploma or certificate in ECE. Incidences (frequencies) of each indicator were put together and averages calculated within groups to establish who between diploma and certificate holders emotionally abused children more. The results were as presented in table 4.3.
Looking at the totals of the analyzed data in table 4.3, it is clear that all the teachers were professionally qualified to provide care and instruction upon children. This outcome shows that incidences of child emotional abuse; verbal assault, terrorizing and isolating were more prevalent amongst teachers who had diploma in ECE while ignoring was more frequent amongst pre-primary teachers who had certificate in ECE.

coping skills, poorer child management skills accompanying difficulties in making and maintain relationships. In agreement with this view, Oates (1996) reported that emotionally abusive caregivers were described as poorly equipped with adequate the knowledge to effectively cope and provide adequate care upon children with various normal demand which occur at different developmental stages. Further, findings from the study of National Research Council (1993) indicated that negative attitudes and attributions about a child's behavior and inaccurate knowledge about child development contributed to child emotional maltreatment. The current study reveals that the level of professional training is not linked to prevalence of child emotional abuse amongst pre-primary school teachers. In a similar way the findings do not support those of (Oates, 1996) which indicated that professional training equips teachers with the knowledge to cope effectively with children's normal demands at different developmental stages. On the contrary, the current study show that even with higher professional training like diploma in ECE, it is not easy to link or delink pre-primary teachers with diploma of certificate in ECE from child emotional abuse. This means that some other factors outside personal characteristics are in play in contributing to child emotional abuse.

4.4.3 Teaching experience and the prevalence of incidences of child emotional abuse
The study further sought to determine the prevalence of child emotional abuse in regard to teaching experience of the pre-primary school teachers. To determine the experience, pre-school teachers were asked to indicate the number of years they had taught in pre-primary school. Their experience was then grouped into ranges 0-5, 6-10... 21-25 years. The frequencies were then totalized and averages calculated within groups. The
parameter was meant to show the teaching experience bracket of teachers amongst whom child emotional abuse incidences are prevalent. The results were presented as illustrated in table 4.4:

Table 4.4: Teaching experience on child emotional abuse

<table>
<thead>
<tr>
<th>Indicators of child emotional abuse</th>
<th>Frequency means per the teachers’ experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring children</td>
<td></td>
</tr>
<tr>
<td>Not interested in some children’s work</td>
<td>3.6</td>
</tr>
<tr>
<td>Failure to pay attention to complaints of children who are bullied by others</td>
<td>1.6</td>
</tr>
<tr>
<td>Failure to respond to children’s good behavior</td>
<td>1.6</td>
</tr>
<tr>
<td>Failure to praise or reward children’s good class responses</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>10.8</td>
</tr>
<tr>
<td>Verbal assault</td>
<td></td>
</tr>
<tr>
<td>Calling children names such as stupid useless or dull</td>
<td>2.7</td>
</tr>
<tr>
<td>Shouting down children</td>
<td>4.0</td>
</tr>
<tr>
<td>Making fun of children before others</td>
<td>0.9</td>
</tr>
<tr>
<td>Mocking children in class</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>8.0</td>
</tr>
<tr>
<td>Child terrorizing</td>
<td></td>
</tr>
<tr>
<td>Threatening to hit/beat children who make mistakes</td>
<td>3.1</td>
</tr>
<tr>
<td>Forcing children to remain silent in class</td>
<td>4.9</td>
</tr>
<tr>
<td>Threatening to kick children who misbehave out of class</td>
<td>2.1</td>
</tr>
<tr>
<td>Swearing at children</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>11.7</td>
</tr>
<tr>
<td>Child isolating</td>
<td></td>
</tr>
<tr>
<td>Strictly restricting movement of children in class</td>
<td>2.6</td>
</tr>
<tr>
<td>Praising some children and leaving others</td>
<td>3.4</td>
</tr>
<tr>
<td>Strictly restricting children from going out for calls during class time</td>
<td>2.0</td>
</tr>
<tr>
<td>Failure to give children equal chances to respond</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>13.3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>43.8</td>
</tr>
</tbody>
</table>

The analyzed data indicate that incidences of child emotional abuse were highest amongst teachers who fell within the bracket of 6-10 years of teaching experience. Despite the analysis indicating that quite a good number of incidences occurred amongst teachers with the lowest teaching experience (1-5), the frequency increased as the teachers attained the subsequent (6-10) experience bracket. As such, the frequency of incidences of CEA committed by teachers increased as they transited from 1-5 to 6-10 years of teaching experience. Then as they gained further experience, the frequency fell with the lowest number of incidences occurring amongst teachers with highest (21-25) teaching experience.
These findings on teaching experience as a factor that can influence prevalence of CEA is seen to be consistent with that of Benbenishty (2002) who drew a relationship between psychological maltreatment and inadequate response of teachers to lack of alternative skills acquired through experience. Lengthy experience implies increased attitude towards children’s developmental demands and increased opportunity for more alternative skills. Similarly, the study findings are in line with those of Mearn (1999) cited in (Nesbit & Philpott, 2002) which revealed that teachers who had just entered the field exhibited emotionally abusive behaviors due to fear, defensiveness and lack of confidence. Shumba (2002) confirms that in school setting some teachers perceived emotional abuse as a means of molding and shaping children’s behavior. He established that some of the teachers lacked alternatives strategies in dealing with children who misbehave in schools while others did it unknowingly. Alternatives and strategies in handling children results from among others the experience with children. However, while it is consistent with that of Mearn that inexperienced teachers exhibit emotionally abusive behaviors due to fear, defensiveness and lack of confidence it is also true that when the teachers’ fear goes away and they gain confidence, incidences of child emotional abuse increases amongst them which then later with highest experience incidences of emotional abuse drop to its lowest. In this regard therefore, this result indeed reflects existence of a link between teaching experience and the number of child emotional abuse incidences committed by teachers. In summary, novice pre-primary school teachers commit more emotionally abusive incidences than veteran pre-primary school teachers.
4.4.4 Marital status in relation to child emotional abuse

Prevalence of child emotional abuse in relation to teachers’ marital status was investigated by looking at married and single teachers. The single teachers were investigated under those who were unmarried, divorced or separated. The frequencies of each indicator were totalized and the averages calculated for comparison within groups.

The results were as presented in Table 4.5:

<table>
<thead>
<tr>
<th>Table 4.5: Marital status on child emotional abuse</th>
<th>Frequency means according to teachers’ marital status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators of child emotional abuse</td>
<td>Married</td>
</tr>
<tr>
<td>Ignoring children</td>
<td></td>
</tr>
<tr>
<td>Lack of interest in some children’s work</td>
<td>3.7</td>
</tr>
<tr>
<td>Failure to pay attention to complaints of children who are bullied by others</td>
<td>1.7</td>
</tr>
<tr>
<td>Failure to respond to children’s good behavior</td>
<td>1.6</td>
</tr>
<tr>
<td>Failure to praise or reward children’s good class responses</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.0</strong></td>
</tr>
<tr>
<td>Verbal assault</td>
<td></td>
</tr>
<tr>
<td>Calling children names such as stupid useless or dull</td>
<td>2.5</td>
</tr>
<tr>
<td>Shouting down children</td>
<td>3.4</td>
</tr>
<tr>
<td>Making fun of children before others</td>
<td>0.9</td>
</tr>
<tr>
<td>Mocking children in class</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.3</strong></td>
</tr>
<tr>
<td>Child terrorizing</td>
<td></td>
</tr>
<tr>
<td>Threatening to hit/beat children who make mistakes</td>
<td>3.3</td>
</tr>
<tr>
<td>Forcing children to remain silent in class</td>
<td>4.4</td>
</tr>
<tr>
<td>Threatening to kick children who misbehave out of class</td>
<td>2.3</td>
</tr>
<tr>
<td>Swearing at children</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.2</strong></td>
</tr>
<tr>
<td>Child isolating</td>
<td></td>
</tr>
<tr>
<td>Strictly restricting movement of children in class</td>
<td>2.5</td>
</tr>
<tr>
<td>Praising some children and leaving others</td>
<td>4.1</td>
</tr>
<tr>
<td>Strictly restricting children from going out for calls during class time</td>
<td>2.8</td>
</tr>
<tr>
<td>Failure to give children equal chances to respond</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.6</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>44.1</strong></td>
</tr>
</tbody>
</table>

The results indicated that marital status played a role regarding the occurrence of incidences of child emotional abuse amongst pre-primary school teachers. On average, there were more incidences of child ignoring amongst married teachers than were with
the single teacher. The average number of incidences of verbally assaulting children was also more prevalent amongst married staff. The result further revealed that cases of terrorizing children were also higher among teachers who were married. Once again the trend is also consistent with child isolating cases where more incidences were committed amongst married teachers.

Glaser (2011) observed that in Australia, periods of high stress and tension such as financial problems lead to teachers and caregivers taking out their anger and frustration on the children they take care of. According to Rosenberg & Reppucci (1983), parenthood is associated with parental stress due to lack of social, emotional and financial support to meet family obligations. More studies reveal that child emotional abuse had been associated with stressful life events, parenting stress, and emotional distress within families. For instance the findings of Dong (2004) and Glaser (2011) agree with the above studies that parenthood and its related stress can make caregivers emotionally abusive and so it is thought to play a significant role. According to this study, it is true that most incidences of child emotional abuse were encountered amongst teachers who were in marriage. These findings seem to be in line with that of Rosenberg & Reppucci (1983) cited above which found out that marriage comes with responsibilities associated with parenthood thus likely to increase stress on a parent. What the findings in this study mean is that emotional abuse is even higher amongst married teachers possibly because of similar reasons like stress and financial problems as with single parenthood especially if the families experience problems. Child
emotional abuse may not be a wish of the perpetrators but as a result of difficulties and challenges they experience in their marriage being displaced on the child.

4.4.5 Teacher's age and child emotional abuse

The other intention of this study was to examine the age of pre-primary teachers as a factor that motivated the prevalence of child emotional abuse in pre-primary schools. Teachers indicated their age which was grouped in ranges of 26-30, 31-35 ... 46-50 years. For easy comparison, the frequencies of cases of child emotional abuse were put together and their means computed within their respective categories. The results are presented in table 4.6:

The results in table 4.6 there were incidences of child emotional abuse among teachers of all age categories observed. However, the cases of ignoring, verbal assault, terrorizing and child isolating were all highest amongst teachers whose age fell within 31-35 age bracket. On the other hand, incidences of child emotional abuse as far as ignoring, verbal assault, terrorizing and child ignoring was concerned were lowest amongst teachers whose age fell within 46-50 age bracket.
Table 4.6: Age and incidences of ignoring children

<table>
<thead>
<tr>
<th>Indicators of child emotional abuse</th>
<th>Frequency means according to teachers’ age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26-30</td>
</tr>
<tr>
<td>Lack of interest in some children’s work</td>
<td>4.4</td>
</tr>
<tr>
<td>Failure to pay attention to complains of children who are bullied by others</td>
<td>1.4</td>
</tr>
<tr>
<td>Failure to respond to children’s good behavior</td>
<td>1.2</td>
</tr>
<tr>
<td>Failure to praise or reward children’s good class responses</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10.0</strong></td>
</tr>
<tr>
<td><strong>Verbal assault</strong></td>
<td></td>
</tr>
<tr>
<td>Calling children names such as stupid useless or dull</td>
<td>2.2</td>
</tr>
<tr>
<td>Shouting down children</td>
<td>3.4</td>
</tr>
<tr>
<td>Making fun of children before others</td>
<td>1.8</td>
</tr>
<tr>
<td>Mocking children in class</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.6</strong></td>
</tr>
<tr>
<td><strong>Child terrorizing</strong></td>
<td></td>
</tr>
<tr>
<td>Threatening to hit/beat children who make mistakes</td>
<td>2.2</td>
</tr>
<tr>
<td>Forcing children to remain silent in class</td>
<td>5.0</td>
</tr>
<tr>
<td>Threatening to kick children who misbehave out of class</td>
<td>1.6</td>
</tr>
<tr>
<td>Swearing at children</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.8</strong></td>
</tr>
<tr>
<td><strong>Child isolating</strong></td>
<td></td>
</tr>
<tr>
<td>Strictly restricting movement of children in class</td>
<td>3.5</td>
</tr>
<tr>
<td>Praising some children and leaving others</td>
<td>4.4</td>
</tr>
<tr>
<td>Strictly restricting children from going out for calls during class time</td>
<td>3.0</td>
</tr>
<tr>
<td>Failure to give children equal chances to respond</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.5</strong></td>
</tr>
<tr>
<td>Grand Total</td>
<td>42.9</td>
</tr>
</tbody>
</table>

Close to this study is that of National Research Council (1993) which stated that the age of a child’s caregiver can be a risk factor for some forms of maltreatment; one of these is child emotional abuse. Black (2001) established that mothers who were very young when they gave birth to their child showed higher frequency of child emotional abuse upon their children than older mothers. According to Black, young teachers are similar to the young mothers whose attitude and perception lacks meaningful experience with children. Thus, the youngest teachers literally commit more emotionally related
incidences than older ones. On the contrary, Buchholz & Korn-Bursztyn (1993) postulated that some other factors may combine to play a role on child emotional abuse. Such factors include lower economic status, lack of social support, and high stress levels of the teacher. In addition, age as a single factor alone often does not lead to child emotional abuse but instead, teachers like other child caregivers are vulnerable to becoming involved in CEA when simple, everyday stresses in their lives build up or if they are unable to manage such stresses (ibid). The current research findings show that emotionally abusive behavior is more frequent amongst middle aged teachers and lowest among the oldest teachers. This suggests that the age of pre-primary school teachers influence emotionally abusive behavior upon children. Therefore, care must be taken to guide and properly induct them into the service of children in order to lower chances of children being emotionally abused.

4.5 Findings on the difference between prevalence of child emotional abuse in public and private pre-primary schools

To establish whether child emotional abuse was more prevalent in private or public pre-primary schools, it was necessary to answer the question:

*In which type of pre-primary schools is child emotional abuse more prevalent?*

Data in relation to this question was analyzed and their frequencies presented as averages amongst the respondents within each group in order to be able to make comparisons. The results were tabulated as indicated in table 4.7
Table 4.7: Type of school and child emotional abuse pre-primary school children

<table>
<thead>
<tr>
<th>Indicators of child emotional abuse</th>
<th>Prevalence of incidences of CEA according to school type by average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private</td>
</tr>
<tr>
<td>Ignoring</td>
<td></td>
</tr>
<tr>
<td>Lack of interest in some children’s work</td>
<td>17</td>
</tr>
<tr>
<td>Failure to pay attention to complains of children who are bullied by others</td>
<td>20</td>
</tr>
<tr>
<td>Failure to respond to children’s good behavior</td>
<td>6</td>
</tr>
<tr>
<td>Failure to praise or reward children’s good class responses</td>
<td>14</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>9.0</strong></td>
</tr>
<tr>
<td>Verbal assault</td>
<td></td>
</tr>
<tr>
<td>Calling children names such as stupid useless or dull</td>
<td>10</td>
</tr>
<tr>
<td>Shouting down children</td>
<td>17</td>
</tr>
<tr>
<td>Making fun of children before others</td>
<td>5</td>
</tr>
<tr>
<td>Mocking children in class</td>
<td>0</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>6.4</strong></td>
</tr>
<tr>
<td>Terrorizing</td>
<td></td>
</tr>
<tr>
<td>Threatening to hit/beat children who make mistakes</td>
<td>9</td>
</tr>
<tr>
<td>Forcing children to remain silent in class</td>
<td>21</td>
</tr>
<tr>
<td>Threatening to kick children who misbehave out of class</td>
<td>9</td>
</tr>
<tr>
<td>Swearing at children</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>8.2</strong></td>
</tr>
<tr>
<td>Isolating</td>
<td></td>
</tr>
<tr>
<td>Strictly restricting movement of children in class</td>
<td>14</td>
</tr>
<tr>
<td>Praising some children and leaving others</td>
<td>20</td>
</tr>
<tr>
<td>Strictly restricting children from going out for calls during class time</td>
<td>13</td>
</tr>
<tr>
<td>Failure to give children equal chances to respond</td>
<td>20</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>13.4</strong></td>
</tr>
</tbody>
</table>

From the analysis, all the four forms of child emotional abuse were more prevalent amongst staff in public pre-primary schools. The form of child emotional abuse that was most frequent in general was child isolating. Among the frequent incidences observed were failure to give children equal chances to respond in class (42), Forcing children to remain silent in class (33) and failure to praise or reward children’s good class responses (33).

With a close look at the findings, it is clear that child emotional abuse was more prevalent amongst teachers in public pre-primary schools. In line with these findings is that of Sosteric (2012) who argued that schools are not always safe places where many
can trust that children are safe from child emotional abuse. Krugman & Krugman (1984) reported that students who had been emotionally abused identified teacher behaviors that would be considered emotional abuse within school system. In another study, a third of students across Israeli junior and high schools reported being emotionally abused by a school staff member, with male students from low-income, low-education families being most at risk (Benbenishty, Zeira, Astor, & Khoury-Kassabri, 2002). According to the highlighted literature, child emotional abuse was prevalent among teachers in different schools. They are however ambiguous in stating the category of school in which emotional abuse is more prevalent. Thus, this study has established clearly that child emotional abuse is more prevalent in public pre-primary schools. This finding is significant because it is a warning to many stakeholders that though pre-primary schools cannot be assumed to be safe places for children, public pre-primary are worse.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings of the study, conclusions based on study objectives, policy recommendations and recommendations for further research. The major aim of the study was to explore child emotional abuse in pre-primary schools in Ekerenyo zone, Nyamira County.

5.2 Summary

The summary in this chapter are based on the findings presented in chapter four. These are based on the objectives of the study. The sections are under the following subtitles:

(i) Prevalence of child emotional abuse in pre-primary schools.

(ii) Teacher factors that influence the prevalence of child emotional abuse.

(iii) The prevalence of child emotional abuse between public and private pre-primary schools.

5.2.1 Prevalence of child emotional abuse in pre-primary schools

From the study, all the indicators implying child ignoring were observed. Majority of the incidences involved teachers’ not being interested in some children’s work. Thus teachers’ lack of interest in their learners work was the most frequent part of ignoring
children while the least common ignoring act was failure to respond to children’s good behavior.

The study also revealed that of the behaviors involving verbal assault on children, shouting down children in pre-primary school classes was the most prevalent, followed by calling children names such as stupid, useless and dull and then making fun of children before others with mocking children in class was least prevalent.

The study further established that of all acts regarding child terrorizing, most of the cases involved teachers trying to make children remain silent throughout the lesson. Hence terrorizing was prevalent in the pre-primary schools.

Child ignoring was also prevalent. Most of the cases in relation to child ignoring were indicated by teachers’ failure to give all children equal chances to respond in class. The lowest number of incidences observed on isolating children constituted teachers strictly restricting children from going out for calls during class-time.

5.2.2 Teacher factors that influence the prevalence of child emotional abuse in pre-primary schools

On average, the study revealed that female pre-primary school teachers were involved in most of the incidences of ignoring children, verbally assaulting children and isolating children more than their male counter-parts. Terrorizing was more frequent among male teachers.
The study revealed that most incidences of child emotional abuse; verbal assault, terrorizing and isolating were more prevalent amongst teachers who had diploma in ECE. Ignoring was more frequent amongst pre-primary teachers who had certificate in ECE.

With regard to teachers’ age, most child emotional abuse incidences were among teachers who fell within the bracket of 6-10 years of teaching experience. It also indicated that the frequency of CEA cases increased as the teachers attained the (6-10) experience bracket. This means that the frequency of incidences of CEA committed by teachers increased as they transited from 1-5 to 6-10 years of teaching experience. With further experience, the number of the incidences dropped to its lowest amongst the longest serving teachers.

Majority of cases on child emotional abuse also were found to occur amongst married staff. The study established that most cases of ignoring, verbal assault, terrorizing and isolating were more prevalent amongst married pre-primary school teachers.

The current research findings show that emotionally abusive behavior was more frequent amongst middle aged teachers and lowest among the oldest teachers. The cases of ignoring, verbal assault, terrorizing and child isolating were all highest amongst teachers whose age fell within 31-35 age bracket but lowest amongst teachers whose age fell within 46-50 age bracket.
5.2.3 Prevalence of child emotional abuse according to types of pre-primary schools

The study revealed that all the four forms of child emotional abuse occur in pre primary schools. It established that all the four forms of child emotional abuse were more prevalent amongst staff in public pre-primary schools. Of the incidences observed amongst the teachers in the public schools, the form of child emotional abuse that was most frequent in general was child isolating.

5.3 Conclusions

The following concluding remarks can be expressed from the empirical results presented in Chapter Four: child emotional abuse is very prevalent in pre-primary schools in Ekerenyo zone Nyamira County. This suggests that the schools if not checked, might not be a safe place for the young learners for whom ECD centres act as their usher to school world outside their homes.

Many of the teacher factors presumed to be linked to prevalence of child emotional abuse amongst pre-primary school teachers were found to lead to predictable relationships to the prevalence of the vice. Gender and teacher marital status were found to be linked to the occurrence and prevalence of many CEA incidences. Middle aged teachers are great perpetrators of child emotional abuse on children. Higher educational qualification is not a guarantee that a teacher cannot emotionally abuse children. Teaching experience with young children equips teachers with skills, knowledge, right attitude and understanding of children’s developmental demands thus very few incidences of CEA occur among teachers with long experience.
Majority of the incidences of child emotional abuse are more prevalent in public pre-primary schools. However, few of the incidences are prevalent in private schools. Generally, emotional abuse of children is a common problem within pre-primary school context.

5.4 Recommendations

The recommendations presented here are based on the findings from the present study and are meant to contribute to the improvement of discipline and child rights protection in Kenyan pre-primary schools. These recommendations are offered to teachers, teacher training institutions; educate the school management and DICECE officers.

5.4.1 Policy Recommendations

According to the study, emotional abuse was found to be very prevalent within the class context. In light of the serious consequences of child emotional abuse especially when carried out in the education system, it is therefore recommended that:

(i) Appropriate social and administrative interventions at the school level are essential to deal with the problem of school children emotional abuse by their teachers.

(ii) There should be routine professional enlightenment programmes like workshops and seminars by DICECE officers to combat teacher ignorance and create awareness on the acts of child emotional abuse in school.

(iii) All forms of child emotional abuse should be exposed to parents to draw their attention to some of the acts of teachers that bother their children.
5.4.2 Recommendations for further research

(i) This study limited itself only to a rural setting. The study can be replicated to include urban settings. This will help in establishing a complete picture for a wide region.

(ii) A school set up involves parents, learners and the teachers. The present study has only dealt with teachers' interaction with their children in a classroom situation in regard to child emotional abuse. Since the parents play an important role in assisting teachers to take care of the children, further research should focus on their feeling about the psychological treatment their children receive from teachers.

(iii) It is recommended that other factors that influence the prevalence of child emotional abuse should be investigated. Such factors are; child risky factors, teachers' financial status and class enrolment.

(iv) Further research should attempt to focus on teachers' perception of child emotional abuse.

(v) The current study was just limited to a small sample; further research should increase the population and the sample to validate the conclusions from the current study. Further studies at regional or county levels are required for better understanding of the different dimensions of this problem. Carrying out studies
having large samples could make use of inferential statistics to determine if the differences seen are statistically significant.
REFERENCES


asp/sid=H2GFSAGNAGIM9GGHM8U8CV.....

Glaser, D. & Prior, V. (1997). Is the term child protection applicable to emotional


Ibid.


APPENDIX I

PRE-PRIMARY SCHOOL TEACHERS' QUESTIONNAIRE

My name is Richard Arisa a master student at Kenyatta University in the department of Early Childhood Studies. I am carrying out this study seeking to explore the interaction between pre-primary school children and their teachers in classroom situation. To do this, a questionnaire has been designed to gather pre-school teacher demographics. In order to help gather the information, I request you to fill your details as honestly as you can. The information you give will be kept confidential and will only be used for this study.

Pre-Primary school teachers' characteristics

Please tick against the option that provides correct information about you.

1) Is this school you teach in private or public?

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
</table>

2) Please indicate your

(i) Gender:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

(ii) Academic qualifications:

<table>
<thead>
<tr>
<th>A Level</th>
<th>O Level</th>
<th>C.P.E</th>
</tr>
</thead>
</table>

(iii) Professional qualification:

<table>
<thead>
<tr>
<th>Master in Education</th>
<th>Bachelor of Education</th>
<th>Diploma in ECE</th>
<th>Certificate in ECE</th>
<th>Untrained</th>
</tr>
</thead>
</table>

(iv) Teaching experience:

How many years have you taught since you trained? [ ]

(v) Marital status:

<table>
<thead>
<tr>
<th>Married</th>
<th>Not married</th>
<th>Separated</th>
<th>Divorced</th>
</tr>
</thead>
</table>

(vi) Indicate your age in years

<table>
<thead>
<tr>
<th>20 -25</th>
<th>26 - 30</th>
<th>31 - 35</th>
<th>36 - 40</th>
<th>41 - 45</th>
<th>46 - 50</th>
<th>Over 50</th>
</tr>
</thead>
</table>
APPENDIX II

RESEARCHER'S OBSERVATION CHECKLIST

Researcher’s observation schedule on prevalence of child emotional abuse in pre-primary schools.

The following is an observation schedule regarding incidences of CEA in pre-primary schools. The researcher will observe and indicate the presence of emotionally abusive behavior by tallying its occurrence as soon as a teacher exhibits it in class.

<table>
<thead>
<tr>
<th>Behavior to look for</th>
<th>Tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>A  IGNORING</strong></td>
<td></td>
</tr>
<tr>
<td>1 Not interested in some children’s work</td>
<td></td>
</tr>
<tr>
<td>2 Failure to pay attention to complaints of children who are bullied by others</td>
<td></td>
</tr>
<tr>
<td>3 Failure to respond to children’s good behavior</td>
<td></td>
</tr>
<tr>
<td>4 Failure to praise or reward children’s good class responses</td>
<td></td>
</tr>
<tr>
<td><strong>B  VERBAL ASSAULTING</strong></td>
<td></td>
</tr>
<tr>
<td>1 Calling children names such as stupid, useless or dull</td>
<td></td>
</tr>
<tr>
<td>2 Shouting down at children</td>
<td></td>
</tr>
<tr>
<td>3 Making fun of children before others</td>
<td></td>
</tr>
<tr>
<td>4 Mocking children in class</td>
<td></td>
</tr>
<tr>
<td><strong>C  TERRORIZING</strong></td>
<td></td>
</tr>
<tr>
<td>1 Threatening to hit/beat children who make mistakes</td>
<td></td>
</tr>
<tr>
<td>2 Forcing children to remain silent in class</td>
<td></td>
</tr>
<tr>
<td>3 Threatening to kick children who misbehave out of class</td>
<td></td>
</tr>
<tr>
<td>4 Swearing at children</td>
<td></td>
</tr>
<tr>
<td><strong>D  ISOLATING</strong></td>
<td></td>
</tr>
<tr>
<td>1 Strictly restricting movement of children in class</td>
<td></td>
</tr>
<tr>
<td>2 Praising some children and leaving others</td>
<td></td>
</tr>
<tr>
<td>3 Strictly restricting children from going out for calls during classtime</td>
<td></td>
</tr>
<tr>
<td>4 Failure to give all children equal chances to respond</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. RICHARD NYAGWACHI ARISA
of KENYATTA UNIVERSITY, 0-40501
in Konge, has been permitted to conduct
research in Nyamira County

on the topic: CHILD EMOTIONAL ABUSE
IN PRE-PRIMARY SCHOOLS IN EKERENYO
ZONE, NYAMIRA COUNTY, KENYA

for the period ending:
22nd October, 2014

Signature

Secretary
National Commission for Science,
Technology & Innovation

Kenyatta University Library