

**EFFECTS OF VIOLENCE ON CHILDREN'S PARTICIPATION IN PRE-
PRIMARY SCHOOL EDUCATION IN NAIROBI CITY COUNTY, KENYA**

BY

CATHERINE W. GICHUBA

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**A RESEARCH THESIS SUBMITTED FOR THE AWARD OF THE DEGREE
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DECLARATION

I confirm that this thesis is my original work and has not been presented for a degree in any other university. This thesis has been complemented by referenced sources 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.

Signed _____ **Date** _____

Gichuba Catherine Wambui

E83/21207/2010

Department of Early Childhood Studies

We confirm that the work reported in this thesis has been carried out by the candidate under our supervision as University Supervisors.

Signed: _____ **Date:** _____

Dr. Juliet Mugo, Ph.D

Department of Early Childhood Studies,

School of Education,

Kenyatta University.

Signed: _____ **Date:** _____

Dr. Teresa Mwoma, Ph.D

Senior Lecturer,

Department of Early Childhood Studies

Kenyatta University.

DEDICATION

This thesis is dedicated to my husband James and our children Maxwell and Winnie for their continued spiritual and financial support throughout the period of my study.

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This thesis would not be complete without acknowledging the following: First and foremost, to the almighty God for giving me good health throughout the research period.

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ABBREVIATIONS AND ACRONYMS

ACPF	:African Child Policy Forum
ECDE	:Early Childhood Development and Education
EFA	:Education for All
GoK	:Government of Kenya
HIV/AIDS	:Human Immune Virus/ Acquired Immune Deficiency Syndrome
ILO	:International Labour Organization
IRC	:International Rescue Committee
KDHS	:Kenya Demographic Health Survey
MDGs	:Millennium Development Goals
MoE	:Ministry of Education
MoH	:Ministry of Health
NFCA	: National Family Caregivers Association
NGO	:Non-Governmental Organization
UNESCO	:United Nations Educational, Scientific and Cultural Organization
UNICEF	:United Nations International Children Education Fund
WHO	:World Health Organization

ABSTRACT

Violence against children is a common problem worldwide that may include physical, psychological and sexual forms of ill treatment. In Kenya, different Acts of law have been enacted by the government to provide direction and support in protecting children to improve their participation in Pre-Primary Education. However, despite the efforts put in place, violence against children is still on the increase and unfortunately researches done have concentrated more on women and girls, yet both genders are at risk. The study therefore sought to assess the effects of violence on children's participation in pre-primary education in Nairobi City County. The theory that underpinned the study was the culture of violence theory. It emphasizes on violence as a product of sub-cultures, structures and systems in the society. The study adopted a descriptive survey design. The target population was all pre-primary school children in Nairobi City County aged between 3-6 years. Multi-stage sampling technique was used whereby purposeful and simple random sampling procedures were used to identify the sample. Out of 207 public pre-schools, 21(10%) of them were sampled alongside 65 (10%) out of 657 pre-school teachers, 101 (10%) out of 1015 parents and 2(10%) of the Children Officers out of 17. Questionnaires were used to collect data from the study participants. Validity and reliability of the questionnaire was done during piloting. Content validity was specifically determined by ensuring that questionnaire items and content reviewed were in line with the objectives of the study. A criterion was adopted and modified where a four-point content validity index was used. Reliability of the instrument was tested through the use of split-half technique at 0.7 Spearman's rank order correlation coefficient. Data collected was coded and classified using SPSS computer package. Numerical data was analyzed using descriptive statistics involving frequencies, percentages, and means. Four hypotheses were tested using T-test for H_{O1} and Pearson's Correlation Coefficient at a significance level of 0.05 for the other hypotheses. The main study findings showed that cases of violence against children reported and shared were higher for girls as compared to boys. This showed that girls were more vulnerable, although there was a growing trend among boys which indicated that they were also at risk. The findings also showed that majority of the respondents tended to hold back while a few of them shared cases of violence against children as compared with reported cases. Conclusions made were that violence against children was in existence and occurred in different form and influenced by different factors within the society. Recommendations were made to different stakeholders to ensure and maintain child friendly environments both in school and at home. Further research needs to be done to assess the implementation of the intervention strategies used to address violence against children in Nairobi City County and a replication of the current study in other counties to find out if similar or different trends exist.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose, objectives, research hypotheses, significance of the study, and assumptions. The chapter also presents limitations, delimitations, theoretical and conceptual frameworks and operational definitions of terms.

1.2 Background to the Study

Violence against children is a common problem among all age groups which has been reported to be rampant worldwide and it affects their growth as well as development as UNICEF (2014); WHO(2006), revealed. Violence can be grouped into two forms: explicit and implicit. Explicit forms of violence include rape, defilement, corporal punishment and sexual harassment, while implicit involves psychological ill treatment, bullying, and intimidation. Majority of young children and adults in their life time may experience consequences of violence (Mirembe and Davies, 2001). Various studies (WHO, 2014; Levine, 2015; Lacheem, 2013; MicCoy, 2012 and WHO, 2006) reported violence against children nationally and internationally.

MicCoy (2012) conducted a study in Asia, which revealed that most of the children interviewed had experienced either physical or psychological violence. Respondents (17,035) were involved from 2,500 homes from both primary and secondary school levels. The study revealed that majority of respondents had experienced violence and

the common type was physical violence which was mostly reported. This form of violence included slapping, kicking, and pushing among others. The type of violence that followed was psychological form, which included insults, being shouted at, and name calling that affected victim's emotions negatively.

Societal costs emanating from violence are considerably accruing on the lives of the affected survivors (Long, 2011). These effects include a negative impact on school participation in relation to enrolment, attendance, retention rates, and performance. Violence also acts as a barrier to opportunities for children to attend school effectively, complete and enjoy quality education. Through active participation in schools, children are able to acquire skills, form relationships, develop mental and physical health, able to act creatively and develop self-identities (King, Law, Rosenbaum, Kertoy and Young, 2003). To empower and transform the minds and entire lives of young people, education is critical and a fundamental right, yet the number of cases of violence against children are on the increase and has a negative effects on the gains made in education (Das, 2012).

In the United States of America, Lisa, Robert, Margo, Hui-ju, Denise and Mihee (2012) conducted a study on understanding participation of young children. A similar study was also carried out by Jean and Geeta (1999) in rural India. The study looked at the analysis of school participation for 6-14 years old which revealed that majority of boys and more than half of girls were registered in schools. These studies did not

focus on pre-primary school participation. Therefore, there was need to assess the effects of violence on children's participation in Pre- Primary school education.

In Africa, the goal for primary schools enrolment was set to be raised from 40% to 100% by 1980, but the enrolment was at 56%. In 1990, a campaign on universal primary education to have education for all by the year 2000 was launched. By this time, the net enrolment in Africa was at 57% and the realization of the goal was not possible as the time was stipulated. This resulted to the reaffirmation of the target and date changed to 2015 (United Nations, 2005). Moreover, currently sixty million children are out of school today and most of them are from Sub Saharan-Africa which could be attributed to several factors (United Nations, 2005). In Africa, 60% of the victims are children aged 18 years and below who have experienced violence, which include physical, sexual and psychological forms (WHO, 2006). However, in most African countries with high population and mushrooming of low income informal settlements, increasing war, clashes and political instability leads to increased cases of violence against children which is imminent (James, 2010).

Leach, Fiscian, Kadzamira, Lemani and Machakanja(2013) carried out a study in Nigeria, which showed that physical, psychological, and sexual forms of violence are common in schools. However, the physical and psychological forms of violence were very high compared with sexual form of violence. In Uganda, a study by Naker (2005) revealed that majority of pupils across five districts experienced physical violence followed by psychological violence. It was also noted that most of the incidents

occurred in schools. Several programmes to support parents to develop parenting skills and educate them on their role in ensuring their children are safe, plays a vital role in protecting children (Abuya, Onsomu, Moore & Piper, 2012).

During the early years, different windows of opportunities are usually opened to ensure positive and strong foundation on health, mental and entire growth and development of all children. In these early years, provision of quality services is critical and also important to ensure availability and adequacy of basic needs and exposure to early learning activities. Sixteen percent (16%) of children in Africa do not participate in education(UNESCO, 2010). This may have been as a result of factors such as violence that inhibits children from active participation. Schools and other institutions have a critical role in protecting all children in the society. However, educational settings may expose many children to different types of violence, which may teach them violence. One hundred and six countries in the world officially stopped corporal punishment, but the ban has not been adequately reinforced (Kulean, 1999). Reasons to explain the phenomenon is not adequately researched on, hence the current study.

According to UNICEF (2009), in Kenya, there was a major decline in enrolment before the implementation of the free primary education policy. In 2002, the GER of boys increased by 4% from 2% which had tied with that of girls in 1998. Girl child participation remains a big issue due to some culture, set norms and practices among communities (Barasa, 2013). The objective to making enrolment in pre-primary

schools mandatory to all children may not be realized if factors leading to low enrolment and those that put young children at risk such as violence are not identified and strategies to address them put in place. Therefore, there was need to assess the effects of violence on children's participation in pre-primary school education.

Available statistics in Kenya also show that enrolment in pre-primary schools has remained low in the past decade. This implies that in the Kenyan context, majority of children enrolled in primary schools had not been enrolled in ECDE programmes (UNESCO, 2010). In recent years, the government and other development partners have done a lot in ensuring ECDE programmes are offering quality care services, have adequate facilities and teachers are well-trained (Ruto&Mwoma, 2013). However, despite the efforts put in place, participation of young children in ECDE programmes still remains low. This may be attributed to poverty, cultural practices, conflicts and disaster within the society. However factors that may contribute to young children being at risk such as violence against children have not been adequately investigated (WHO, 2014).

In Kenya, 20% of the population is 0-6 years of age and only 35% of them attend pre-primary schools. Moreover, 65% of children aged 3-6 years are currently not able to access ECDE services, hence low participation of the target group (Githinji, 2011). Considering the benefits of early childhood education and the high number of children unable to access the services, it was important to assess the effects of violence on children' participation in pre-primary school education.

Education of all children is critical and it is a strategy where the future nations can be developed and also be sustained (UNICEF, 2010). It empowers citizens to be able to socialize and organize their lives. Through international and regional declarations, governments all over the world ratify and domesticate international and regional policy frameworks. In Kenya, the government ratified and domesticated international and regional policy frameworks such as African charter and Millennium Development Goals. After the review of the achievements of goals, stakeholders felt that there was more that needed to be done in order to improve the situation and as a result sustainable development goals were adopted.

Among the goals all the governments were to ensure inclusive and equitable quality education and also promotion of lifelong opportunities for all. Stakeholders are thus expected to ensure that all girls and boys have access to quality early childhood development care and pre-primary education, so that they are ready for primary school education. All countries are working towards achievements of the sustainable development goals and especially goal number (4) four (UN, 2014).

The government of Kenya specifically enacted Children's Act, which is a legal document protecting children and advocating for their rights. It stipulates the expectations of the duty bearers in protecting young children (GoK, 2001). However, despite the enactment of the acts and efforts put in place by the governments in prevention, reduction and elimination of violence perpetuated against children, violence is still on the increase and also widespread as reported by two Violence

Recovery Centres located in Nairobi City County in recent years as per (Ongeti, Ongeng'o, Were, Gakara&Pulei, 2013). Researches done have concentrated more on women and girls, yet both gender are at risk, hence the study to assess the effects of violence on children's participation in pre-primary education.

In addition, most studies done have mainly focused on understanding children with disability and school participation, and determinant of school participation for 6- 14 year olds(Lisa, et,al 2012). Nairobi City County is a home of more than 4 million people, excluding children, with 40% of them living in informal settlements. It also has the highest number of reported cases of violence in the country, despite having the high concentration of community and faith based organizations. Moreover, according to Johnson (2014) two violence recovery centres in the county have reported that 45% of women between 15-49 years have experienced physical or sexual forms of violence. However the research does not cover 3-6 year old children and yet they are the most vulnerable group of persons. It is on this basis that the current study tries to establish evidence based on the effects of violence against children for sustainable intervention strategies. Therefore, there was need for the study to be carried out to assess the effects of violence on children's participation in pre- primary school education which has not been adequately done especially in Nairobi City County.

1.3 Statement of the Problem

Violence against children cuts across all cultures with devastating consequences on their health wellbeing as(UN, 2014: Ongeti, et al, 2013: Baker, 2012; Leach,

2006)reveals, with girls having been reported to be more at risk than boys. Locally, in Kenya, the government has placed a lot of effort to ensure protection of all children. Legal provisions have been enacted including the Domestic Violence Act (2015), Education Act(2013) and Sexual Offences Act (2006). These are important provisions in guiding and assisting in creation of awareness, reduction and prevention of violence against children in the society. However, despite the legislations in place and supportfrom the government and other organizations, reported cases of violence against children from both print and audio visual media as well as from the two Violence Recovery Centreslocated in Nairobi (Ongeti, et.al, 2013) showed that cases of violence have been on the increase in the recent years which illustrates a grim situation.

Moreover, most research studies done, focus on children agedbetween 13 – 24 years leaving out 3-6 years olds. In addition violence against children as a risk factor that may contribute to low school participation in pre-primaryeducation is lacking,which the current study sought to address. Ifviolence against children in Kenya will not be addressed, it has a significant potential to impede realization of vision 2030 goals (MoH, 2012). Therefore, the intention of the study was to assess the effects of violence on children’s participation in pre-primary education in Nairobi City County.

1.4 Purpose of the Study

The main intention of the study was to assess the effects of violence on children's participation in pre-primary schooleducation, which was judged from enrolment, attendance and retention rates in pre-schools.

1.5 Objectives of the Study

The following objectives guided the study:

- i) To establish the number of children who had reported or shared cases of violence bygender in public pre-primary schools in Nairobi City County.
- ii) To identify the forms of violence in public pre-primary schools in Nairobi City County
- iii) To identify the causes of violence in public pre-primary schools in Nairobi City County
- iv) To find out ECE caregivers' personal characteristics to whom violence among children was reported or shared in public pre-primary schools in Nairobi City County
- v) To establish the influence of violence on children's participation in pre-primary education in terms of enrolment in Nairobi City County.
- vi) To find outthe influence of violence on children's participation in pre-primary education in terms of attendance in Nairobi City County.
- vii) To determinethe influence of violence on children's participation in pre-primary education in terms of retention rates in Nairobi City County.

viii) To find out the intervention strategies used to address violence in public pre-primary schools in Nairobi City County.

1.6 General Hypotheses

The following general hypotheses were formulated:

HA₁: There is a difference between the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County.

HA₂: There is a relationship between violence and children's participation in pre-primary education in terms of enrolment in Nairobi City County.

HA₃: There is a relationship between violence and children's participation in pre-primary education in terms of attendance in Nairobi City County.

HA₄: There is a relationship between violence and children's participation in pre-primary education in terms of retention rates in Nairobi City County.

1.7 Assumptions of the Study

The researcher assumed that majority of the respondents would be available and willing to cooperate and also provide accurate information needed for the study. It was also assumed that they would be honest and reflective in their responses when filling in the questionnaires. It was further assumed that respondents were also aware of existence of violence against children and intervention strategies that were used to address violence.

1.8 Limitations of the Study

The study was based on self-reporting from the respondents. This was a limitation due to perceptions and beliefs that some respondents held towards violence against children. Due to the culture of violence in the communities some of the respondents treated the study with suspicion hence not willing to give information needed regarding violence against children. The study respondents were Pre-School Teachers, Parents and Children Officers. This helped in triangulation of the information from the different groups of respondents.

1.9 Delimitations of the Study

The study was delimited to public pre-schools in the Nairobi City County leaving out community and private pre-primary schools for the purpose of manageability. It focused on number of cases of violence as reported and shared, forms, causes, effects of violence on children's participation in pre-primary education and intervention strategies used to address violence. The study only focused on children aged between 3-6 years old.

1.10 Significance of the Study

For school managers, the study findings may be of benefit in providing information to create awareness among other stakeholders on effects of violence on children's participation in pre-primary schools to help them identify children who are assaulted and also provide care and support in the institutions. The findings of the study may be of benefit to the Ministry of Education, County government, policy-makers and

curriculum developers in designing relevant government policies and intervention measures to guide and provide a framework for teachers and other practitioners working with children. The study findings may be of use for future research in providing information useful in bridging the gap especially on children participation in relation to violence against children.

1.11 Theoretical Framework

The study was anchored on the Culture of Violence Theory by Wolfgang and Ferracuti (1967) who are the main proponents of this theory. The theory postulates that in any society the sub-cultures have been developed and put in place for people to learn and have an agreed way of living by the members. This is done through use of systems, different organizations, and structures that guide the society. Wolfgang and Ferracuti (1967) gave an explanation on observable expressions of forms of violence which is as a result of sub-cultures and value systems in the society. They further explain that individual personality traits of violence are acquired through interactions with sub-cultures within the society (Wolfgang & Ferracuti, 1967).

Violence is entrenched in operation systems in the society and as stipulated by set norms, values, practices and culture. It focuses on the meaning of gender that is being either male or female which may be given as a guide in the set norms and values within the society. In addition, there are gender identities where peer relationships may support systems that may encourage violence (Dobash & Dobash, 1980).

Culture of violence theory is relevant to the study since it emphasizes on sub-cultures, social arrangements, structures and systems developed in societies. Families, communities and societies have set norms, values, cultures, beliefs, practices and operating systems that are in place. Violence against children can be presented in different forms as a result of the influence of different factors within the society which may lead to violence. Depending on set norms, values, cultures, beliefs and practices in the society, violence may be raised or reduced which may influence the way children participate in pre-primary education either positively or negatively. As a result, children are able to learn about violence if they are frequently exposed to as they grow up. These systems and structures may support and also justify use of force. This may be regarded as normal in the culture within the society and despite the difference existing in gender identities in a patriarchal system, violence will still be orchestrated against them.

The study focused on factors that may have higher contribution of violence such as culture, beliefs, practices, set norms, and structures that are within the society where children may be frequently exposed to and may have elements of violence. Sadly, young children may learn and adapt to the society's expectation. Repeatedly, exposure to elements of violence may have devastating consequences on individual children's health and well-being (UN, 2014), which may also influence their participation in pre-primary schools education. A descriptive conceptual diagram that guides the understanding of violence on children's participation in pre-primary education is described in the next section.

1.12 Conceptual Diagram

The conceptual diagram shows the relationships between violence which is the independent variable and children’s participation in pre-primary education as the dependent variable.

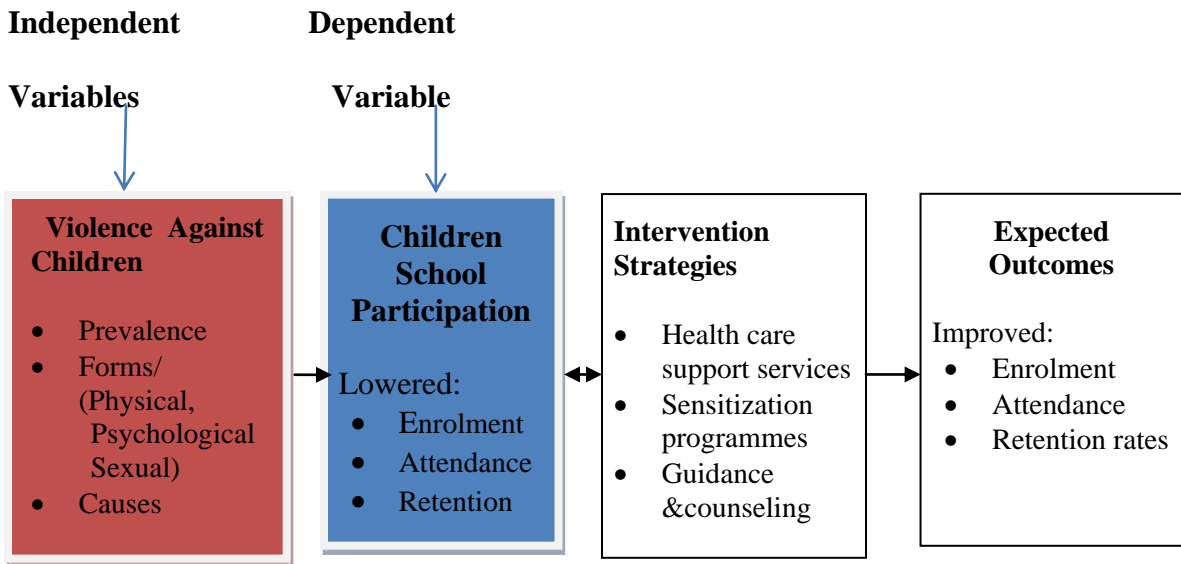


Figure 1.1: Conceptualization of the Effects of Violence on Children’s Participation in Pre-Primary Education



Figure 1.1 presents the independent variable which was violence against children. It was characterized by the number of cases of violence reported and shared, forms of violence that included physical, psychological, sexual forms of violence and factors that may influence violence. These factors may be attributed to culture, set norms,

beliefs, practices and values within the society, thus it can equally affect children's participation in pre-primary education negatively leading to lowered enrolment, attendance and retention rates. With intervention strategies such as healthcare support services, sensitization programmes and guidance and counseling put in place may lead to positive outcomes such as high enrolment, improved attendance and retention rates in pre-primary school education.

1.13 Operational Definitions of Terms

Attendance: Number of days a pre-school child was in school for one school term during the period of study.

ECE Caregivers: Persons involved with the welfare of preschool children, namely parents, teachers and children officers who were the respondents in the study.

Enrolment: Number of children registered in a pre-school within one year during the period of study.

Experienced cases of Violence: Cases of violence that children had undergone as given by children themselves, parents to pre-primary schoolteachers or children officers

Physical violence: Exposure of pre-primary school children to acts such as hitting, pushing and slapping that may harm them.

Pre-primary school child: A child aged between three and six years.

Prevalence: Number of cases of violence as reported or shared by children or caregivers

Psychological Violence: Exposure of pre-primary school children to acts such as insults, threats and intimidation.

Reported cases of Violence: Telling or making of a mention of cases of violence by children, or caregivers' that a child was involved in Violence.

Retention: State whereby a child is able to remain in pre-school for a whole school term or beyond without dropping out.

School participation: Enrolment of children in a pre-primary school, daily attendance and their retention in pre-school for one term or beyond.

Sexual violence: Exposure of harmful acts towards pre-primary school children such as defilement, harassment and rape.

Shared cases of Violence: Giving of specific or intensive details of cases of Violence by children and amongst the ECE caregivers.

Violence against Children: Any form of ill treatment directed against a 3-6 year old child that may have caused harm such as physical, psychological or sexual.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviews the literature on violence against children that includes; prevalence, forms, and causes of violence, caregivers' personal characteristics, and participation of children in pre-primary education, effects of violence on children participation in pre-primary education, and intervention strategies used in addressing violence against children.

2.2 Violence Against Children

Violence against children refers to any act or ill treatment directed to a child that may cause harm. It is a worldwide social, economic, human rights and public health problem associated with long term significant negative social impact in the society (Black, Driebe, Howard, Fajman, Sawyer, Girardet, Sautter, Greenwald, Beck-Sague, Unger, Igietseme&Hammerschlag, 2009). The general effects of violence constitute a serious societal concern (Long, 2011). Violence against children includes all forms of violence which may be clustered into two different group's mainly explicit and implicit type of violence. Explicit type of violence includes sexual harassment, defilement, corporal punishment, and rape while implicit type of violence includes intimidation, bullying and psychological violence (Mirembe& Davis, 2001).

Violence is not a recent phenomenon; it developed throughout history and appeared in various manifestations according to different socio-cultural contexts. Violence was

looked at as a private behaviour due to the coding that society had culturally accepted (Sepulveda, Jara-Labarthe&Verdejo, 2014). Various forms of violence have emerged in the societies, as a result of domination of certain beliefs, and practices from different groups over others. The concept of violence developed in the western world and was not necessarily related to how people establish relationships between men and women in terms of their roles and social structures. A study done by Sepulveda et.al (2014) among the Aymara people in Chile revealed that relationships between men and women are based on the principle of complementary and equality when western society's priorities asymmetric relationships and concept of violence emerged.

The term has been widely used in public policies that try to address prevention, treatment and eradication of violence against women without considering historical, cultural and contextual specific details of the population. There are different conceptions and ways of understanding the phenomenon of violence. (Sepulveda et al, 2014).In addition, institutions such as schools and others that provide services to the public imposed and displayed western gender models extensively. The models became the channel of interaction between all gender and ages but women and children were the main victims of violence because of the unequal power relations as dictated by the society (Mirembe& Davis, 2001).

2.3Prevalence of Violence against Children

Violence against children is a major global issue with prevalence very high especially among women and children. In the United States, Canada, Israel and Australia, the

rate of violence is between 40% and 70% among women and girls, while in the United States of America alone, majority of girls aged between 12 and 16 have experienced violence (UN, 2014).

Estimates of 155 million children worldwide are engaged in paid or unpaid domestic work. Over six million of those children are child labourers who are aged between 5 and 14 years (ILO, 2013). In United States of America, a national survey was carried out of over 6,000 families. The survey reported that between 53% and 70% of males are violent (Lopez, Esbensen & Brick, 2010). It also revealed that those women who had experienced violence were more likely to abuse children in their life time.

In East Asia and the Pacific region UNICEF (2014), revealed that violence against children is widespread across the region with 17% and 35% prevalence for both boys and girls respectively. They further indicated that nearly three out of four children experiences violent discipline. Moreover, the prevalence of sexual violence ranges from 11% to 22% for girls and 3% to 17% for boys across the countries. In addition, sexual violence was more prevalent among girls than boys, while psychological violence prevalence ranged from 18% to 41%.

In most countries around the world, children spend more time in schools than in any other location, besides the family home. According to Devries (2016) whether or not children are able to attend school, are safe, or graduate from school with necessary learning skills they are affected by their experiences of violence. Children are often

exposed to violence even before they join school as the analysis of the survey from twenty eight countries, shows. Forty three percent (43%) of children aged between 2 and 14 years in African countries and 9% on transitional states had experienced physical violence in their childhood.

A study carried out by Plan (2009) in Philippines involving 2,442 students in 58 schools, revealed that most of the children reported having experienced violence. According to Levine (2015) estimates of child assaults vary in different countries, though they are consistently high and have adverse childhood experiences. The study found that 1 in 4 girls and 1 in 6 boys may have experienced abuse by adults and from other children. It also indicated that data on sexual assaults among children remain scarce.

A study done in India by Deb and Wash (2012) reported that 21.9% of the students had experienced physical, 20.9% psychological and 18.1% sexual violence. A discussion on Protection and Welfare of Children in Asia summarized the pervasiveness of violence among young children. The discussion revealed that in China, the prevalence was at 13% physical, 10% psychological, and 2% sexual violence. In Vietnam, it was 47.5% physical, 39.5% psychological and 19.7% sexual violence (MicCoy, 2012). From another study on a child disciplinary practices at home, with data collected from 35 countries, indicated that three in four children aged between 2 to 14 years had experienced some kind of violent discipline which were more psychological than physical (UNICEF, 2010).

In Africa, there is inadequate data on prevalence of violence against children, although it is a worldwide problem (UNICEF, 2010). Prevalence of the form of violence against children differs significantly in schools or at home (ACPF, (2014) where girls are typically at a higher risk of violence than boys. This concurs with UNICEF (2013), whose data indicates that up to 50% of violence worldwide is committed against girls under age of 16. Muirean, Mortanand Allan(2015)reported that violence lifetime prevalence rate in African region is 39.6%, with 71% of women in south of Ethiopia had reported having experienced either physical or sexual violence. A study carried out by African Child Policy Forum, (ACPF, 2013) revealed that in Togo 92%, Sierra Leon 86%, Egypt 73%, while in Ghana, 71% of pupils had experienced violence. The study reported that majority of pupils interviewed had experienced violence. It also revealed that more than a half of the children were punished by family members. In Malawi, it was reported that 50% of school girls experienced violence at school.

The Kenya Demographic Health Survey (2010) reported that 39% of women had experienced some form of violence when they were 15 years old. It also reported that psychological, physical and sexual violence rises with age. The survey also revealed that 29% of female respondents had experienced sexual violence and 43% had experienced some form of violence between 14 and 49 years. In another study conducted on assessment of violence response by International Rescue Committee (IRC) in 2014 focused on nine (9) counties. It revealed that women aged between 15 and 49 years, 45% of them had been exposed to sexual violence. Out of those married, 47% of them had been exposed to psychological violence. It also reported that 54%,

were from Nyanza which had the highest followed by Western 50%, Rift Valley 39.8%, Central 35.1% North Eastern 32.8%, Eastern 31.5%, and Nairobi 24.6% with the lowest (IRC, 2014). A study done by Keller, Mboya, Sinclair, Githua, Mulinge, Benghoz, Paila, Golden & Kappham, (2015) in Kenya showed that sexual violence accounted for 49% of the cases of violence.

Data on violence against children in Kenya is scanty at the national level and Health Survey is barely conducted after every five years (KDHS, 2010). The data is scattered and this is a challenge to having available data on violence against children which in most cases, is not disaggregated and analyzed by age and gender. The prevalence of violence against children is under reported and also under researched and majority of government institutions have inadequate information on violence against children (Levine, 2015). According to a youth survey by UNICEF on violence against children, revealed that violence was a serious problem, where 32% of girls and 18% of boys had experienced violence during their childhood (UNICEF, 2013).

Definitions of violence widely vary which make it difficult to compare prevalence estimates. Researchers, government officials and service providers work with their own categories and definitions. Moreover, most of the studies done that were available mainly focused on women and girls, leaving out boys and men who are equally vulnerable in the community. Despite the magnitude of the consequences resulting from violence that affects women, children and the elderly people, (WHO, 2014), there are critical gaps in data that undermines violence prevention efforts. In most

countries existing data lacks specifics such as sex and age of the victims which is needed to design and monitor prevention measures in place. In most instances data on violence against children, women and the elderly do not come to the attention of the authorities or service providers which needs to be documented for action to be taken. This study was carried out in order to provide data on boys and girls who had experienced violence which has not been addressed adequately in the literature reviewed. At the same time, the KDHS (2010) report lacked authenticity on disintegrated data on number of girls and boys who experienced violence although it focused mainly on women. More, specifically, there is no statistical data on prevalence of violence in relation to pre-primary school children, thus the need for the current study.

2.4 Forms of Violence against Children

Violence against children may be of different forms or types that vary across different cultures in the world. Violence may occur in diverse forms across socio-economic and cultural backgrounds. It manifests itself in different forms including physical, psychological and sexual violence in different levels and hierarchies within the society (Oduor, Swart & Anrot, 2012). Violence is predominantly sexual and a common problem for teenagers all over the world (McCann and Kerns, 2000).

Globally, studies on violence are carried out in large scales in the United States and in Europe mostly focusing on women and girls with a similar case in Sub-Saharan Africa. A study done in the United States by Lopez, et al. (2010) revealed that

bullying was more prevalent among the respondents from secondary school students. Another study by Bunwaree (1999) in Mauritius found that bullying in schools was very high among female teachers and it was most preferred than corporal punishment. According to Miske and Vanbelle-Daunity (1997), girls are most vulnerable to violence in schools, where teachers and other caregivers are more likely to take advantage over them. A study carried out by MicCoy (2012) in Asia revealed that majority of young children had been exposed to forms of violence in schools. Another study in India, by Deb and Wash (2012) reported that corporal punishment was widely used in schools. The most prevalent was psychological followed by physical and sexual violence being the least reported.

Elsewhere in Papua and Indonesia, a research conducted by Cahill, (2013), showed that the highly used form of discipline in schools was corporal punishment commonly administered through slapping, and hitting with objects. The study also revealed that girls were less likely to receive this form of discipline compared to boys, while majority of 14 years olds had experienced psychological or physical violence during their early years.

In Africa, a study carried out by Leach and Machakanja (2000) in Zimbabwe, Ghana, and Malawi revealed that violence in secondary school is a reality. Sexual aggression among boys was very high than in girls. Other studies on HIV and AIDS in Botswana and Malawi by Bennell, Hyde and Swainsnson (2002), and in Uganda by Mirembe and Davies (2001) reported on exposure of adolescent to sexual violence. Another study

done in Swaziland and Zimbabwe by Mitchell and Mothobi-Tapela (2005) revealed that school toilets were danger zones for young children since rape, defilement, harassment, and assaults usually took place in those zones. In South Africa, a study done by Burton (2005) revealed that more boys reported having experienced violence than girls. Other studies in Zimbabwe by Gordon (1995) and in Botswana and Ghana by Leach et al (2013) uncovered violence while investigating underachievement. These studies indicated that corporal punishment was highly used in schools even where it had been banned. In Tanzania, a study by Kuleana (1999) revealed that corporal punishment administered was considered as part of socialization.

Although, schools have a key responsibility to protect children from all forms of violence, children are still exposed to violence (ACPF, 2014) since corporal punishment is widely practiced in schools. Specifically in Ethiopia 30% of children, have been affected, 55% in Senegal, 71% in Ghana and 60% in Kenya. In addition a study by International Rescue Committee (IRC) in 2014 in Kenya, the most frequent form of violence reported by the respondents was physical, psychological and sexual violence. It also revealed that cases of violence were on the increase and not just in numbers but in other different varieties. KDHS (2010) reported that there was an increase in rape, defilement and incest cases. This indicated that children are vulnerable and at risk even with their family members. Abuya et al. (2012) conducted a study in Kenya on association between education and domestic violence among women who had been offered HIV testing. The study reported that physical violence

was common among women and children and had a negative effect to children participation in education.

According to Osero (2012) in a study on health effects of violence revealed that 67% of the victims had experienced psychological violence, 35% physical and 18% sexual violence. According to Mirembe and Davis(2001) their study showed that young age increased the risk of physical and sexual violence. According to UNICEF, (2014) violence is typically experienced by children in secret and more often than not goes unreported. As a result there is inadequate information on nature and extent of influence of various forms of violence. Yet such efforts are hindered by weak evidence base and lack of hard data on violence and its magnitude. Further, in Asia Garcia- Moreno, Jansen, Ellsberg, Heise and Watts, (2006) previewed studies, present a scenario indicating the predominance of physical and sexual forms of violence in schools, therefore lacking adequate literature and statistical data on forms of violence against children. Locally, however, there were hardly relevant studies conducted on forms of violence. The only study identified was by Ongeru, et.al (2013) on patterns of violence in Nairobi County which concluded that the only major form of violence was sexual. Therefore, there was need to identify the forms of violence among young children to be able to understand and identify intervention measures and programmes to support children who are at risk.

2.5 Causes of Violence against Children

There are different factors that exist which influence violence against children. These factors depend on the form of violence experienced in an environment, which may be dictated by set norms, gender inequality, culture, beliefs, poverty and attitudes that exist in the society. Research carried out globally suggests that violence has a higher magnitude in areas of war-torn, conflict and in vulnerable environments. It manifests itself in various practices in communities and institutions (Itegi&Njuguna, 2013).

The underlying causes are rooted on issues of power relations between femininity and masculinity. There is a range of risk factors that may cause violence in different circumstances and especially in relation to poverty, slum dwelling, low quality sanitation facilities and wide spread use of alcohol (Itegi&Njuguna, 2013). Majority of children have a higher risk of being exposed to violence especially when operating systems, networks and structures are weak (Greene, Robles, Stout &Suvalaakso, 2012).

A study done by Fulu (2013), in Asia reported that experiences of violence by young children was mostly associated with gender inequality, attitudes, beliefs, stereotypes in the society, set norms and cultural practices which portray women and girls as lesser human beings. According to ItegiandNjuguna (2013), factors that influence violence are associated with attitudes and stereotypes that societies have towards cultural practices and patriarchal ideologies. As a result they subject women to discrimination and especially in decision-making processes. A study in India by

Ahmed, Khan, Mozunder and Varma (2015) indicated that there was a stronger association between violence and lower socio-economic status and low level of education.

In South Africa, the key factors that affect enrolment include high levels of violence, school structures and inadequate facilities (Action Aid International, 2004). According to Lacheem (2013) children who witness violence have high chance of bullying others in schools. Other factors that may increase chances of children vulnerability to violence include absence of parents, history of violence within the family, terminal illness such as HIV/AIDS infection, and prostitution by a family member (Lacheem, 2013). According to ACPF (2013), violence was attributed to sub-cultures, norms, attitudes, beliefs, operations and value system in the society that accepts violence as the norm.

A study carried out by Kesho (2014) in Kenya revealed that the underlying causes of violence include poverty, drugs and substance abuse, family structures, weak law enforcement mechanisms, culture and inadequate child protection structures. Further, there is a wide range of legal and policy framework in Kenya that supports child protection. However the systems are weak (WHO, 2014) and as a result there is poor implementation of the law and difficulties in translating the commitment of the government to actual protection of children from violence.

In Kenya, Njenga (1999) cited space as a cause of violence among crowded people as a result of poverty. In addition, the way through which parents bring up their children may also expose them to violence. Therefore, identification of causes of violence against children would help to effectively address the barriers with intentions of improving children participation in pre- primary education in relation to enrolment, attendance, and retention rates. It is also important to strengthen data collection and research focusing on violence against children to improve understanding of the phenomenon and to advance national implementation efforts to better protection of all children.

2.6 ECE Caregivers' Characteristics and their Perception Violence against

Children

In this study, characteristics of caregivers and their perceptions of violence on children's participation in pre-primary education was sought in order to extract from them relevant information with regard to the study.

2.6.1 ECE Caregivers' Characteristics

Young children may report or share information about their experiences to their caregivers. According to Sigel (1985), caregivers' characteristics include age, being knowledgeable, and experienced. Caregivers should be knowledgeable about child development and expected milestones of growth. For children aged fifteen years and below the caregivers must be twenty one years older, mature enough to handle common emergencies (Junn, 1997). Caregivers' characteristics vary tremendously in

different situations and also countries. Survey research findings from different countries have been used to create a profile of a caregiver. This caregiver has been described as a person aged above twenty one years and a high school graduate (Junn, 1997).

The work of a caregiver is invaluable to the society. A well trained caregiver helps children to learn and grow at their own rate, become self-disciplined and be self-motivated. Children always thrive when in a stable predictable loving environment. It is important to have caregivers who hold the required qualifications. Too young caregivers would have difficulties in handling children and may not be able to meet the expectations or address the needs of children. This can adversely affect the growth and development of young children depending on the quality of care giving services provided (GoK/MoE, 1999).

A mature, well-educated and experienced caregiver who is sensitive and responsive to children needs is ideal to provide nurturance to their clients. He or she will be able to identify the children undergoing difficulties and be able to provide care and support to those whose rights have been violated (Sigel, 1985). According to a study done by Neil, Ingersoil-Dayton and Starmeral (1997) revealed that most of the caregivers are females, although the number of male caregivers is rising as a result of the changing life styles but more is still needed to be done to encourage their contribution on how best violence against children could be addressed. The study also revealed that there were differences that existed in the way men and women fulfill care giving roles. In

addition, the findings also showed that female caregivers tend to report higher levels of stress than their male counter- parts. On the other hand female caregivers are more concerned with children compared to male counter-parts.

Academic qualification of a caregiver is also an important component to consider. GoK/MoE(1999) reveals that for caregivers to offer quality services they should possess certain qualifications and characteristics. These characteristics include; being patient, friendly, reliable, trustworthy, well behaved, kind, understanding, confident, have will power, humble, disciplined, loving, morally sound, playful, active, sensitive, responsive, responsible and empowered. However, studies done on caregivers were in adequate despite the importance the characteristic holds and they mostly focused on gender. During the study period, efforts were made to establish the characteristics of the caregivers to be able to know which gender most of the cases were reported to, the more educated or young/ oldest which would tie with their maturity or gender status.

2.6.2 Caregivers' Perception of effects of Violence on Children's

School Participation

Perceptions are the ways individuals think about something or the impression one has on something. They are social expectations that are not determined by biological characteristics of the individuals. Perception about gender relations in the community are shaped over a period of time over several generations (Henny & Austin, 2010). Different things happen in the community which forms the sources of the perceptions. Sources of violence are commonly linked to the sharing of tasks and responsibilities

leading to inequality and as a result one gender looks like it is more powerful than the other. This has resulted into losing values in the community. This loss of values is perceived as lack of respect from women to their husbands (Henny& Austin, 2010).

Promotion of gender equality, women rights and empowerment, have been the main focus in developing countries to be able to tackle violence against women and improve their health as well as their economic role in development of the society. However the existing norms, beliefs and values in the community are not easy to change without involving both gender (Henny& Austin, 2010). The role of men and women in a given community are based on perception shaped in the context of the community. On the other hand the biological differences between sexes are determined by nature, while their differences are constructed in social relations. Social construction reflects how a man or woman sees self as a male or female in relation to others and how they perceive self. In some societies especially those that practices patriarchal systems men are seen as dominant gender while women are expected to be submissive. As a result set norms and values are embodied in men and women daily lives which are considered as the correct and just within the society. Men are considered to have power over a woman that is expressed in sexual relations as well as in perception about male sexuality (Barker & Ricardo, 2008).

Studies done on perception of violence have focused on prevalence, form and causes in different countries. A study done in Nepal revealed that women were perceived to have higher risks of violence than men. It was perceived to be prevalent at the work

place and especially in public places (GON, 2012). Perception on power differences and role men play is determined by social expectations of the male role as the head of the house. These expectations confirm masculinity perception that men dominate and control women. A study carried out in Spain by Niner (2011) on youth perception on violence revealed that victims of violence at the individual level are so self-centred and makes one be isolated in a way that they lose their social ties, while on others they reflect on hostility. With the changing gender roles, both men and women have more rights and freedom to perform different chores in the society far from what the traditional system required of them (Niner, 2011). These changes introduce a shift from the traditional systems of extended families to the new culture of nuclear family setup and have an implication on changing gender roles for men, with some becoming more actively involved in their children's lives, while others withdraw leaving young boys with few or no significant models to look upon (Mwoma, 2010). As a result mothers have the responsibility of inculcating values in their children alone leaving a gap for fathers who are absent or unavailable.

In Uganda, a study conducted by Paul, John, Alex, BertsandJohanne (2013) on perceived form of violence, revealed that physical form of violence often involved physical assaults such as beating, kicking, biting, and punching a person, which was also combined with other forms of violence. It was also noted that rape, defilement, harassment, and incest were common and affected children negatively in their growth and development. The study also revealed that there were social and psychological

drivers of violence which included poverty, alcohol and drugs abuse, weak legal and justice system and cultural norms and values (Paul, et al, 2013).

In yet another study involving a survey in Uganda by Action for Development (2009), it was suggested that communities' attitudes and perceptions towards sexual form of violence are sometimes ambivalent, hence victims are not supported. The communities look at sexual violence issues as non-important and have no preventive measures in place. This explains the low level of reporting and prosecution for cases of violence. Children exposed to violence have an adverse effect on their growth and development. According to WHO (2007) violent arguments between parents are associated with children failure to thrive, lower caloric intake, higher risk of wasting and poor growth in infancy and leads into childhood. This affects their active participation in play or school due to health implications. In addition, a child who witnesses or experiences violence becomes withdrawn, anxious and depressed. They may also become aggressive and display control over younger siblings.

On perceived causes of violence the study revealed that increase in unemployment, patriarchal system, norms, consumption of alcohol, changing lifestyles and pattern of modernization in the society. However the studies reviewed did not reflect the perception of violence in relation to children's participation in pre-primary school education. Therefore there was need to establish caregivers' perception of violence on children's participation in pre-primary school education in relation to enrolment, attendance and retention rates.

2.7 Participation of Children in Pre-school Education

Education is important to all human beings, and is a basic human right as stipulated in article 28 of the Children Right Commission (UNCRC, 1989). It emphasizes that all countries must recognize the right of children to education. It also stipulates that every child should be directed and guided to ensure individual development and fulfillment of their potentials. This can only be fulfilled through school participation which is important to the future of the child. This enables one to achieve his/her goals, stimulate their brains and promote social experiences (World Bank, 2007).

For young children to acquire knowledge and skills, they need a skilled and knowledgeable caregiver to care of them professionally. Munyeki (2007) clearly indicates that pre-primary school teachers need to undergo training so that they can cope with the demands of young children. She argues that training of teachers will ensure provision of quality and relevant education. She also points out that to accomplish their goals, they must be properly trained.

Pre-primary school education is very crucial in providing children with a firm foundation for growth and development. This may be possible if all children participate through enrolling and ensuring attendance is consistent at all time for the expected period of time. This enables children to acquire knowledge, skills and concepts that help to lay a strong foundation for future learning (Ruto&Mwoma, 2013).

Significant attention is currently focused on ensuring that children are enrolled in pre-primary schools. However, regular attendance is critical since a child has higher readiness scores than those with chronic absenteeism which is significantly related to lower outcomes for students. Wilson, (2004) in his study reported that most of the world countries had attained 70% of the net enrolment ratio which showed enrolment, and attendance of pupils was higher. Most countries in Africa have primary education enrolment that is below 80%. This is a cause of concern since a significant per cent of population remains out of school (UNESCO, 2010). Most of the children out of school live in countries such as Asia and in Sub-Saharan Africa. This accounts for majority of children not attending pre-schools and the reason not adequately investigated. It could be a glaring reality to pre-school education in these countries. This prompted the researcher to carry out a study of this magnitude.

Article 53 of the Constitution of Kenya (GoK, 2010) stipulates that children have a right to education. In addition, Kenya vision 2030, social pillar recognizes access to education among others as key components of focus (Allavida Kenya, 2012) to ensure that all children have the necessary knowledge and skills to be able to drive the next agenda of the country. If children are exposed to violence or had experienced any form of violence, they may not have the energy and motivation to participate in the school. Therefore, the study intended to assess the effects of violence on children participation in pre-primary schools.

In a study conducted in Nairobi by APHRC (2004), reported that a major problem of primary schools was frequent absenteeism even though the free primary education was in force. In another study by CCPK & ANPPCAN (2002) it was observed that children in Nairobi were facing problems such as of drug abuse, poverty, family breakdown, among others. All those problems and many others may have caused frequent absenteeism among the pupils and if not addressed may worsen the status of children in terms of school participation. Gakuru (1992) in his study explored the relationship between socio-economic status and pre-school education. He found that socio- economic status of family's influences children participation. In another study by Mugo (2009), noted that Kenyans believe that in African setup, childcare was a domain of women and as a result their men counter-parts do not participate actively as women hence influences the level of children participation in pre-primary school education negatively.

According to World Bank (2007), dropout rates were very high among children from low socio-economic background. Ncabira (2005) noted that the greatest dropout rates among girls are attributed to parental negative attitude towards education. The study further highlighted that low socio-economic levels, environment and community involved where the school is situated lead to low participation in schools. However, the above studies did not focus on pre-school education and possible effects of violence on children participation in pre-primary education which the current study intended to address.

2.8 Effects of Violence on Children's Participation in Pre-Primary Education

Globally, all types of violence against children are linked to mental health, a problem which is widely ignored and least understood (Ahmed et al, 2015). A large percentage of self-harm, suicide attempts among others is attributed to both boys and girls having experienced violence at any stage of their life. Violence against children erodes the strong foundation that children require for leading a healthy and productivity life. A study by CDC (2013) shows that exposure to violence during childhood anywhere in the world may increase vulnerability of children to a broader range of health, social and economic consequences for survivors including mental health condition, increased likelihood of high risk behavior such as delinquency, being violent and low levels of schooling (CDC, 2013). Research by WHO (2007) also suggested that victims of childhood violence may have higher chances of becoming perpetrators of violence later in life.

Further, the effect of violence have negative impact on school participation, learning levels, retention rates and completion rates, having many ill effects and raises a barrier to gender equality in education. Knerr (2011) conducted a study in Australia and revealed that there was a high correlation between violence and children's social behaviour. Other consequences include high-risk sexual behaviour which may result in sexually transmitted infections including Hepatitis and HIV and AIDS. Any forms of violence not only have devastating effects on individual children growth and development, their families but also the community and the entire society (WHO, 2007).

Studies done in developing countries revealed that children who experience any forms of violence may have higher chances of using violence in their relationships later in life compared to those who had not experienced. This was also confirmed by a study done by Mel, Peris, and Gomez, (2013) in Sri Lanka, which revealed that men who experienced violence during their early childhood years had more chances of using violence in their adult life than others. Chen, and Astor (2011) in a study done in Taiwan, concurred with the above sentiments and reports.

In Africa, a study by Mirembe and Davis (2001), reported that most of the children drop out of school after they are sexually molested due to trauma that victims of violence were exposed to. A study in Botswana by Leach et al. (2013) revealed that violence contributed highly to irregular attendance and underachievement of students which ultimately led to high drop-out rates. In Ethiopia, rape and bullying were reported as a key factor leading to poor enrolment, poor attendance and high dropout rates in primary schools (Brock & Cammish, 1997). Several studies in Africa have similarly revealed that most of school-going children especially girls drop out of school because a certain teacher had sexually molested them (Mirembe & Davis, 2001).

In Kenya, emerging evidence suggests that violence affects children severely especially those who come from areas that are marginalized. Its effects may not only result into pupil's irregular attendance, truancy and high dropout rates, it can also lead to being aggressive; have poor academic achievement and being timid (WHO, 2007). A

recent study by Oduoret.al (2012) in Kenya found that between 20% and 66% of victims of violence never informed anybody of what happened to them and between 55% and 80% never sought for services to be assisted. This was attributed to the stigma that violence leaves individual person with scars throughouttheir life. Moreover exposure to violence has also been associated with variety of behavioral health risk and can also have negative consequence for cognitive development including language deficits and reduced cognitive functioning (WHO, 2007).

Majority of children who are brought up in an environment with violence may have irreversible consequences which can be more serious. The physical, emotional and psychological scars of violence often rob children their chances to fulfill their potentials (Ongote, et al, 2013). This may lead to retardation of growth and development which finally affects the society negatively since their contribution to its development will not be achieved (WHO, 2006). This has direct or indirect effects on young children since mothers are the most significant to young children in provision of care and support services. Mothers who have experienced violence may be withdrawn, depressed, emotional, and irritable. As a result, they may be unable to take care and provide their children with basic needs. Moreover, women who have experienced violence may also use child rearing strategies which are more punitive towards their children (Deb et al., 2012).

Violence may progressively erode potentials of human capital, as majority of individuals continue succumbing to its consequences. The problem is compounded by

culture of suffering in silence where victims experience guilt or shame. Violence against children has devastating effects on children's school participation resulting to negative impact on enrolment, attendance and retention rates (Leach, 2006). It also affects government mitigation measures to address violence due to high expenditures on victims and survivors of violence. Fewer studies however exist on consequences of violence against children health and well-being; studies exploring violence against children on education and its outcome are also largely missing (UNICEF, 2014). This may result to failure in achieving the sustainable development goals (Pereznieto, Harper, Clench and Coarasa, 2010). Violence against children in Kenya is therefore a great concern that needs to be urgently dealt with if the vision 2030 and sustainable development goals are to be realized (MoH, 2012). Therefore there was need to conduct the current study to be able to establish the effects of violence on children's participation in pre-primary education for sustainable intervention strategies.

2.9 Intervention Strategies Used to address Violence against Children

Mitigation of any problem of a great magnitude such as violence is not easy. However, the strategies that could be instituted to curb violence against children can be through policies, legal provisions and specific programmes that are responsive to the needs of the community. Education ministries worldwide have laws and policies that have been enacted to address school discipline and teachers conduct. Empowerment programmes that try to address issues of violence have also increased worldwide. Several practices have been put in place to address violence in schools such as establishment of guidance and counseling units. These practices include training of educators,

intervention measures to improve safety in schools as well as the community and creating awareness to caregivers among other approaches (Plan, 2009).

Globally, only one hundred and six countries have banned corporal punishment in schools. Moreover, there is existence of difficulty and challenging processes to prosecute the perpetrators (UNESCO, 2010). Furthermore, investments in child protection in terms of personnel, availability of resources and intervention measures are also inadequate, while strategies and systems used are short-term. However, it is critical to have investments in protecting children by coming up with new or improving on the existing programme and policies and have a quick implementation response aimed at eliminating violence in the communities. This may help reduce government's expenditures on human capital and improve on the economic growth of a country (Yan, 2009).

According to Heise (2011) awareness campaigns aim at increasing knowledge and also challenge attitudes of members of the community about violence. The main activities include use of media which aims to alter social norms, beliefs, stereotypes and values which is done through discussions and social interactions among the community members. Other interventions take the form of edutainment where social messages are integrated. The campaigns are used as a strategy at different levels of the communities, to try to change perceptions about attitudes and active positive social norms and discourage harmful ones (Paluck, 2010). The campaign strategy combines activities that include building of life skills, leadership and collective

organizing skills of members with a purpose of empowering them. This helps to change gender stereotype and norms at a community level, which would be in form of a workshop and trainings aimed at shifting attitudes (Paluck, 2010). There are many intervention programs(Heise, 2011) that have been put in place in the recent years in the society but rigorous evaluation on their effectiveness is scarce. However, there are still many gaps and limitations in studies done. In addition some intervention areas have received more attention than others, such as school based interventions where guidance and counseling, life skills education are in place and especially enshrined in the curriculum.

In Kenya, violence exists in all types of backgrounds but most especially in the urban informal settlements. However, very little care and support service are provided particularly among the disadvantaged populations (MoH, 2012). Kenya enacted the Sexual Offences Act (2006) and Domestic Violence Act (2015), which have been a major achievement in helping to combat violence (GoK, 2006: GoK, 2015). However, despite the enactment of the Acts, enforcements of policies and strategies to address and support the fight against violence are lacking. Hence, cases of violence are still rising (Barasa, 2013).

Available interventions have been focusing on aftercare for victims with little funding for prevention of violence, while girls empowerment programmes developed to combat violence have been shown to be effective in addressing the plight of girls and women (Keller et al, 2015). Majority of these programmes work on their own and

mostly address one or two forms of violence. In addition, these programmes have not been scaled up to other areas and their impact level has not been evaluated (Leach et al. 2013).

Furthermore, the nature of the problem of violence has not been adequately investigated and has little collective intelligence on data for best practices in place on prevention and responses to support victims or survivors of violence. Most of the studies done mainly focused on specific age especially from 13 to 24 years leaving 3 to 6 years old school going children. Therefore, there was need to conduct the study to find out intervention strategies used to address risks associated with violence for 3 to 6 years old children which is a serious barrier to school participation and especially in pre-primary schools.

2.10 Summary of the Literature Review

This chapter reviewed literature with regard to the problem identified which was to assess the effects of violence on children participation in pre-primary schools education. It revealed that cases of violence had been on increase and not only in numbers but also in different forms. It was also revealed that there are certain factors that influenced children's participation in pre-school education resulting into very low participation in relation to enrolment, attendance and retention rates, but violence has not been identified as one of the possible factors despite its seriousness.

Further, available studies revealed that caregivers characteristics were not adequately covered and those available focused mostly on gender leaving out other characteristics that are also important. Moreover, violence against children has not been adequately investigated on its contribution that it might have on children's participation in pre-primary school education. Most studies done had concentrated more on women and girls leaving out men and most importantly boys and yet both are at risk. In addition the age focus was mainly 13 to 24 years of age. The current study focused on 3 to 6 years old children.

In accordance with the reviewed gaps and the problem under study, the researcher intended to assess the effects of violence on children's participation in pre-primary school education. This would provide a better understanding of the co-occurrence between physical, psychological and sexual forms of violence where prime service providers can offer comprehensive service care for children affected by violence.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter outlines the methodology of the study which includes research design, location, target population, sampling technique, sample size, research instruments, pilot study, data collection, data analysis procedure, statistical hypotheses, logistical and ethical considerations. These are discussed in the following sub-sections.

3.2 Research Design

The research design adopted for the study was a descriptive survey design. According to Gay (2003) descriptive survey is a process of collecting data in order to answer questions concerning the current status of a subject. Abagi (1995) posits that a descriptive survey design attempts to describe the nature of what is in a social system. It is a method that involves collecting information from members of a target group that involves gathering in-depth information which mostly depends on use of a questionnaire. The questionnaire allows the researcher to collect both quantitative and qualitative data. The design was suitable for the study since it does not require manipulation of the variables. This enables one to describe and document aspects of a situation in consideration. It also helps to determine any relationship that exists between specific variables of the study.

The design was useful in collecting information about peoples' attitudes, opinions or any variety of social issues (Orodho, 2004). It also helped in evaluating the

trustworthiness of inferences gathered (Creswell, 2012; Gail, 2013). This means that data collected was based on number of cases of violence, forms, causes and caregivers' characteristics and perceptions which could not be manipulated. Therefore descriptive design was found to be convenient for the study. The collected data was analyzed and a descriptive analysis used for presentation of the findings. The design was appropriate for the study because it helped to demonstrate the association between violence and children's participation in pre-primary education.

3.2.1 Variables of the Study

The study involved two major variables; namely independent and dependent variables

i) Independent Variable

Violence against children was the independent variable as manifested through any form of ill treatment that may have caused harm to 3-6 year old children characterized by the number of cases of violence, forms and causes.

Prevalence of Violence

This was determined by recording the number of children who experienced or were reported by pre-school teachers, parents and children officers to have been victims of violence as required in questions 5 to 8 in the questionnaire for pre-school teachers, parents and children officers.

Forms of Violence against children:

This was determined by recording the types of violence for example physical, psychological, sexual or any other as given by pre-school teachers, parents and children officers as required in questions 9 and 10 in the questionnaire for pre-school teachers, parents and children officers.

Causes of Violence against children:

This was determined by recording the factors why violence occurred such as socio/cultural, political or legal that were reported or shared with pre-school teachers, parents and children officers as required in question 11 in the questionnaire for pre-school teachers, parents and children officers.

ii) Dependent Variables

These were effects of Violence on children's participation in pre-primary school education as characterized through:Enrolment, attendance and retention rates. They were determined through a 4-point likert scale administered to parents' teachers and children officers who were expected to respond to statements that required them to indicate their responses by choosing the answer that best described their belief as to what extent violence influenced children's participation in pre-primary school education. The choices included: Strongly Agree (S/A), Agree (A), Disagree (D), or Strongly Disagree (S/D): These helped to find out the effects of violence on children participation in pre-primary school education as perceived by parents, teachers and children officers.

3.3 Location of the Study

The study was conducted in public pre-primary schools in Nairobi City County which was identified as the appropriate site for the study and was purposefully selected. Nairobi City County is a metropolitan city, hosting different communities with different cultures. It is also home to a highly heterogeneous population with large disparities in their socio-economic status and most importantly, it hosts two violence recovery centres that provide care and support to victims and survivors of violence. The two centres have been receiving increased number of cases of violence in the recent years. This resulted into the researcher purposefully sampling the Nairobi City County as the site for the study (Map as attached in appendix I).

3.4 Target Population

The study targeted all children from 207 public pre-primary schools in Nairobi City County. There were a total of 12,160 pre-primary school children aged three to six years (3-6 yrs). Children at this age may lack the ability to understand violence and caregivers were in a better position to provide relevant information required for the study on violence against children since they are responsible and take care of young children. This led to focusing on caregivers as the respondents. The study respondents included 657 pre-school teachers, 1015 parents and 17 Children Officers (who deal with issues of children in the Sub-Counties). The respondents helped to provide data on violence against children. Children officers provided information that would counter what pre-school teachers and parents would provide since teachers and parents may be perpetrators against the children. Public pre-schools were targeted due

to high number of children enrolled who represented low, middle and upper class socio-economic status. This provided a representation of pre-primary schoolchildren in Nairobi City County.

3.5 Sampling Technique and Sample Size Determination

In this section, sampling technique and procedures used in the study are discussed.

3.5.1 Sampling Technique

Multi-stage sampling technique was used, where purposeful and simple random sampling procedures were used. Multi-stage sampling refers to sampling plans where sampling was carried out in stages using smaller and smaller sampling units at each stage (Abagi, 1995). This helped to ensure that there was an equal opportunity for all caregivers to be in the sample. As a result there was a more representative sample for the study. This was done in three stages.

Stage 1: In the first stage, purposeful sampling procedure was used to sample the site where study was to be carried out. Nairobi City County was selected because there are two Violence Recovery Centres located in the County which had reported increased cases of violence in the recent past years.

Stage 2: In the second stage, simple random sampling procedure was used to sample 10% of public pre-primary schools in Nairobi City County.

Stage 3: In the third stage, simple random sampling procedure was also used to sample 10% of pre-primary school teachers, parents of pre-primary school children from the sampled public pre-primary schools and children officers who participated in the study.

3.5.2 Sample Size

Below is a sampling frame showing how the sample size of the study was arrived at as in Table 3.1.

Table 3.1: Sampling Frame

S/N	Category	Target (100%)	Sample Size (10%)
1	Public Pre-schools	207	21
2	Pre-school Teachers	657	65
3	Parents	1015	101
4	Children Officers	17	2

Source: Author (2017)

The researcher sampled 10% of the respondents namely parents, teachers and children officers who were the caregivers from 21 public pre-primary schools sampled. According to Mugenda and Mugenda (2004) a sample of at least 10% in a study is acceptable. Gay (2003) further explains that in a descriptive study in social sciences a sample of at least 10% of accessible population is considered adequate to provide the information for the purpose of the research.

The current study was a descriptive study using a survey method which involved respondents to ascertain the effects of violence on children's participation in pre-primary school education. Ten percent (10%) of all public pre-primary schools in the county, parents, preschool teachers, and children officers was thus deemed adequate. Proportional allocation method was used where each group contributed to the sample size. This ensured all groups had a representation in the sample proportional to the size of the group. The researcher thus sampled 21(10%) public pre-schools out of 207. 65 (10%) out of 657 pre-school teachers, 101 (10%) out of 1015 parents and 2 (10%) out of 17 Children Officers. Consequently the total sample size obtained was 168.

3.6 Research Instruments

A questionnaire for pre-school teachers, parents and children officers was used to collect information that was required for the study. The use of the questionnaire to different groups of respondents assisted in triangulation of responses given from the three groups. The questionnaire covered same overlapping themes to ensure data obtained were clarified and accurate.

3.6.1 Questionnaire for Pre-School Teachers, Parents and Children Officers

Self-administered questionnaires were distributed to pre-school teachers, parents and children officers. It comprised both open and closed-ended questions. The questionnaire was appropriate because it helped to collect data on perceptions of caregivers, upheld confidentiality, saved time, and produced quick results. It was also able to cover all aspects of the study themes and respondents were able to complete it

at their convenient time. This helped to offer a great assurance of anonymity of the respondents.

The questionnaire had two sections: 1) demographic information and 2) study themes. Section one was on demographic information of the caregivers which had 4 items, from question 1-4. The study required the respondents to state their gender, age, education level and experience. This was to help in finding out the characteristics of the caregivers. Section two was on study themes which had 13 items from question 5-17. The study themes were on: prevalence, forms, causes, caregiver's personal characteristics, effects of violence on children's participation in pre-primary education and intervention strategies used to address violence.

Each group of respondents was asked to give responses as required from the items. Some items required the respondents to indicate Yes or No which were coded as Yes= 2, while No= 1. For the caregivers perception on effects of violence on children participation in pre-school education, respondents were asked to respond to nine items by selecting one of the given alternatives as Strongly Agree(S/A), Agree(A), Disagree(D), or Strongly Disagree(S/D). The responses were in a 4-point likert scale and were coded as S/A=1, A=2, D=3, S/D=4.

3.6.2 Pilot Study

Pilot study was conducted in six (6) public pre-primary schools before the main data collection. The main aim was to pre-test and try out the appropriateness of the

instrument. The six public pre-schools were not among the 21 public pre-primary schools in the main study. This was to ensure that the instruments were able to collect the needed data before conducting the main study. A self-administered questionnaire was distributed to 12 Pre-School Teachers, 12 Parents and 1 Children Officer to be filled in the first phase. The filled in questionnaires were collected in the second phase. This was done in one week.

3.6.3 Validity of the Study Instrument

Content validity was used to determine to what extent the measurement used were representing the content through efforts like expert opinions (Gay, 2003). Content validity was further utilized through cross checking whether the constructs covered all variables and objectives of the study. This helped to increase trustworthiness of the instrument. A list of concepts to be measured was derived from the literature reviewed to check for accuracy of the content and if it was in line with study objectives.

Supervisors who are knowledgeable in the area of early childhood were continuously consulted. This helped to assess the content of the instrument items using a four point content validity index developed by Waltz and Bausell (1983). The index included relevance, clarity, simplicity and ambiguity of the constructs. Their recommendations were incorporated in the final questionnaire where any item that was found not in line with the index was either modified or discarded.

3.6.4 Reliability of the Instrument

To enhance the reliability of the instrument, the researcher conducted a pilot study where, split-half technique was used. The questionnaires were administered to 12 pre-school teachers, 12 parents and one children officer from Makadara Sub-County in Nairobi City County. The researcher visited the pre-primary schools three times during the testing. During the first visit, it was only familiarization of the environment, getting to know the respondents which enabled to create rapport with them in preparation for the pilot study.

During the second visit, the researcher distributed the self-administered questionnaire to the respondents. During the last visit collection of the filled in questionnaires was done. After the data process of piloting phase was complete, the researcher divided the test items from the questionnaires into two equal halves where odd and even numbers were used. After splitting, scoring was done and computed their total scores. The results obtained from the two halves were correlated using Spearman Correlation Coefficient (ρ). Specifically, the Spearman correlation Coefficient (ρ) between responses for the two halves of the questionnaire was $r = 0.707$, significant at 0.016 level ($r = 0.707$, $p > 0.01$). Jackson, (2009) stated that if correlation is higher than 0.70, it indicates that the test was strong while .30 to .69 indicates the test is moderate and less than .29, it indicates that reliability is weak. In this study the correlation coefficient for both halves of the questionnaire was at 0.707 and therefore deemed to be reliable.

3.7 Data Collection Procedure

Data was collected from pre-school teachers, parents and children officers using questionnaires within a span of four weeks. The questions comprised of both closed-ended and open-ended. Specifically, data was collected in two phases.

Phase 1:The researcher visited the sampled public pre-primary schools for familiarization and creating rapport. Consent was sought from the head teachers of the schools to be able to access pre-school teachers, parents and also from the respondents. Explanation of study objectives was done and the list of all parents of children in pre-schools was given by the head teachers and simple random sampling was done. Arrangements were also made on how to meet with the parents sampled and explanation of the reasons of their presence given. Children officers were visited in their offices after booking an appointment in their respective Sub-Counties for the same. Self-administered questionnaires were distributed to the respondents.

Phase 2: During this phase self-administered questionnaires that were distributed to pre-school teachers, parents and children officers were collected. The researcher carried out the analysis of each and every questionnaire. Data collection process took four weeks.

3.8 Data Analysis and Presentation

After the data collection process was complete, editing, coding and classifying of raw data was done guided by the study objectives. Collected numerical data were

specifically analyzed using descriptive statistics in terms of frequencies, percentages, and means with the help of Statistical Package for Social Sciences (SPSS). As for qualitative data, the information was categorized according to study themes as guided by the study objectives and presented in narrative form. The data were then presented using pie charts, bar graphs, frequency tables, mean scores and percentile illustrations.

To determine whether or not there were statistical differences in relationships between the number of children who experienced violence according to gender (male or female) T-test was used. The test helped to compare two variables in H_{O1} to be able to either reject or accept the hypotheses. Other hypotheses were tested using Pearson's correlation coefficient at a 0.05 significance level (95% level of confidence). This helped in determining if there were any relationships between the independent variable (violence against children) and dependent variables (children's participation in pre-primary education). The test helped to give a measure of strength of the association between the two variables in order to make judgments and drew conclusions.

According to Kothari (2006) Pearson correlation coefficient method can be used to measure whether or not there is a relationship between any two variables which are related. This means that one variable is independent and the other dependent. This was to help determine if there was any significant influence between violence and children's participation in pre-primary school education. The following statistical hypotheses were tested.

HO₁: There is no difference between the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County.

HO₂: There is no relationship between violence and children's participation in pre-primary education in terms of enrolment in Nairobi City County.

HO₃: There is no relationship between violence and children's participation in pre-primary education in terms of attendance in Nairobi City County.

HO₄: There is no relationship between violence and children's participation in pre-primary education in terms of retention rates in Nairobi City County.

The specific analyses of each hypothesis are presented in details in chapter four.

3.9 Logistical and Ethical Considerations

To ensure research ethics were followed, an approval letter from Graduate School of Kenyatta University was sought by the researcher. The approval letter helped in seeking authority to conduct research from the National Council for Science Technology and Innovation (NACOSTI) where a copy of the complete research proposal was submitted to their offices before awarding the research permit as attached in appendix H.

After the process, a research permit was awarded to allow the researcher to conduct the study in Nairobi City County. This gave way to Nairobi City County Commissioner's office, then to the County Director of Education office, Sub-County Education Office and then proceeded to the public pre-schools head teachers to access

the pre-primary schools. The researcher sought the consent of all the respondents before embarking on data collection process. The respondents were also informed that all their responses were confidential and the information was only used for academic purposes.

The researcher reinforced values before and during the study. Some of the values reinforced were respecting all respondents in the study. Honesty was also reinforced and any information collected was treated with at most confidentiality where all questionnaires were returned in a sealed envelope. Other values that were reinforced were responsibility and professionalism throughout the study period.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the study in eight sections based on the set objectives. Data collected have been coded, organized and analyzed using both quantitative and qualitative methods. For quantitative data, inferential and descriptive statistics have been employed by specifically summarizing then using frequency tables, percentages, and graphical presentations indicating the relationship between violence and children's participation in pre-primary education in relation to enrolment, attendance and retention rates.

Qualitative analysis involved describing and explaining the information on violence vis-a-vis preschool children's school participation. T-test has been used to test H_{01} which sought to establish whether or not there was difference between the number of children who had experienced violence according to gender (male or female). To find out whether or not there were any relationships between violence and preschool children's school participation, H_{02} - H_{04} were tested using Pearson's correlation coefficient at a 0.05 significance level. Results and discussions from the participating parents, teachers and Children Officer's descriptive and inferential statistics are presented in section 4.2. The study was based on the following objectives:

- i) To establish the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County.

- ii) To identify the forms of violence in public pre-primary schools in Nairobi City County.
- iii) To identify the causes of violence in public pre-primary schools in Nairobi City County.
- iv) To find out ECE caregivers' personal characteristics to whom violence among children was reported or shared in public pre-primary schools in Nairobi City County.
- v) To establish the influence of violence on children's participation in pre-primary education in terms of enrolment in Nairobi City County.
- vi) To find out the influence of violence on children's participation in pre-primary education in terms of attendance in Nairobi City County.
- vii) To determine the influence of violence on children's participation in pre-primary education in terms of retention rates in Nairobi City County.
- viii) To find out the intervention strategies used to address violence in public pre-primary schools in Nairobi City County.

4.2 Presentation of Results and Discussion

The findings are presented in sub sections beginning with general and demographic information of parents, teachers and Children Officers followed by descriptive, inferential results and discussions for each objective and / or statistical hypothesis respectively, one after the other.

4.2.1 General Information

This section presents questionnaire return rates. One hundred and sixty eight questionnaires were distributed to respondents in 21 public pre-primary schools and two children officers as presented in table 4.1

Table 4.1: Return Rates of Questionnaires Distributed

Category	Actual No. distributed (100%)	Actual No. returned (%)	No. not returned (%)
Pre-school teachers	65 (100%)	62 (95%)	3 (5%)
Parents	101 (100%)	95 (94%)	6 (6%)
Children Officers	2 (100%)	2(100%)	0 (0%)
Total	168 (100%)	159(95%)	9(5%)

Table 4.1 shows that out of 65(100%) preschool teachers, 62(95%) of them returned their questionnaires. The table also shows that out of 101(100%) questionnaires distributed to parents, 95(94%) of them were returned, two 2(100%) children officers returned their questionnaires. While 9(5%) of the questionnaires distributed were not returned. This indicates that majority 159(95%) of the sampled respondents participated in the study hence the data collecting process was successful. The next task was to establish the number of children who had reported or shared cases of violence by gender.

4.3 Prevalence of Violence against Children

This section presents findings of the first objective which stated:

“To establish the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County”.

To achieve this objective, a questionnaire with items on reported cases, actual number of child victims by gender and shared cases of violence among children, were asked to parents, teachers and children officers. In total there were four items for parents and teachers. For children officers they were five items. Parents were asked whether their children had reported experiencing violence for the last one year. They were expected to indicate Yes coded as “1” or No, coded as “2”. For the same item teachers were asked to indicate whether their learners or pupils reported experiencing violence for the last one year. They were to indicate “Yes” or “No”. Children Officers were also asked whether parents had reported cases of violence for the last one year.

Parents were specifically to indicate the actual number of children who had reported being victims of violence to them according to their gender i.e. either male or female. This was coded as males “1” and females as “2”. Teachers were also asked to indicate the actual number of learners reported as being victims according to gender. Children officers were similarly asked to indicate cases of child victims reported to them by gender.

In the third item parents were asked to indicate whether the affected children freely shared with them cases of violence directed to them. They were to indicate “Yes” or “No”. Teachers were also asked to indicate whether parents had shared with them cases of violence against children. They were expected also to indicate “Yes” or “No”. Children Officers were also asked to indicate the number of parents who reported cases of violence by gender.

The fourth item for the parents required them to indicate gender of the children who shared with them cases of violence. For the teachers they were asked to indicate number of parents by gender who shared cases of violence. On the other hand children officers were asked to indicate whether teachers shared with them cases of violence against children. They were similarly to indicate “Yes” or “No”. On the next item they were also asked to indicate the number of teachers that had shared with them cases of violence against preschool children by gender.

For data analysis percentages and the actual numbers were used. The presentation therefore was meant to give a clear picture of cases of violence against children and if they were in existence. The following sub-sections present the findings.

4.3.1 Reported Cases of Violence against Children According to Caregivers

Study respondents were asked to indicate whether or not there were any cases of violence against children that were reported to them. Results are presented in figure

4.1

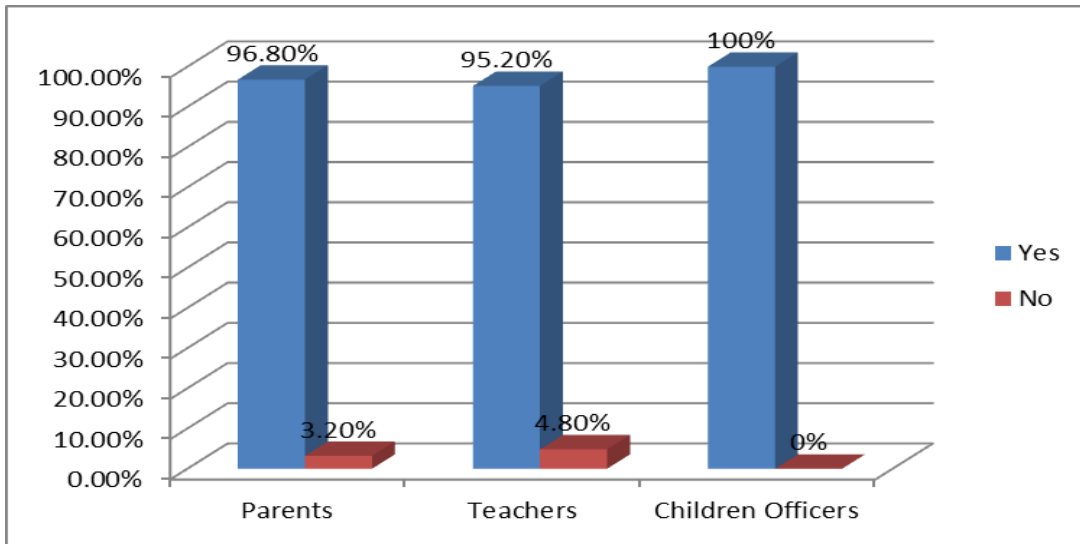


Figure 4.1: Response of Caregivers on Reported Cases of Violence

Figure 4.1 shows that 92(96.8%) of parents indicated Yes, meaning that their children had experienced violence, while 3(3.2%) of them stated No, meaning that none of their children had reported experiencing violence. Further the figure indicates that 59(95.2%) of the pre-school teachers stated Yes meaning that their pupils had reported cases of violence; while 3(4.8%) had indicated No meaning that there were no cases of violence reported to pre-school teachers. In addition 2(100%) of the Children Officers indicated yes that meant there were cases of violence among children that had been reported. This implies that the number of caregivers who had cases of violence reported to them was very high compared with those who had not reported any cases, which could be as a result of children having a friendly relationship with their caregivers in early age.

4.3.2: Number of Reported Cases of Violence by Gender

The study respondents were asked to indicate the actual number of cases of violence as reported by gender. The findings are presented as in table 4.2 and 4.3

Table 4.2: Distribution of Number of Reported Cases for Boy Victims of Violence

Number of boys victims	Parents (N= 95)	Percent	Teachers N=62	Percent	Children officers N=2	Percent
00	3	3.1	3	4.8	0	0
1.00	45	47.3	22	35.6	0	0
2.00	23	24.2	16	25.8	0	0
3.00	15	15.8	11	17.7	1	50.0
4.00	5	5.3	4	6.5	0	0
5.00	3	3.2	3	4.8	1	50.0
6.00	1	1.1	1	1.6	0	0
7.00	0	0	1	1.6	0	0
8.00	0	0	1	1.6	0	0
9.00	0	0	1	1.6	0	0
Total	95	100.0	62	100.0	2	100.0

Table 4.2 indicates that majority of the parents, 45(47.3%) reported one boy being a victim of violence. Twenty three (24.2%) of the parents had two boys who had reported cases of violence. However, 3(3.1%) had not reported any case. Out of this population, the parents had an average of four of boys having reported being victims of violence. There were a maximum number of boys having reported being victims of violence. A total of 177 boys were reported being victims of violence according to parents. Further the table indicate that majority 22(35.6%) of the teachers had reported

one boy having been a victim of violence. Sixteen 16(25.8%) of the teachers had three boys who had reported cases of violence while 3(4.8%) had no reported cases. A total of 145 boys were reported being victims. In addition children officers had a total of 8(42.1%) for boys having reported cases of violence. This indicates that the number of boy child victims reported by parents was higher than those reported by teachers. The implication is that boy child is vulnerable to violence and was freer with their parents compared with their teachers, which could be that teachers were also perpetrators.

Table 4.3: Distribution of Number of Reported Cases of Girl Victims of Violence

Number of Girls victims	Parents (N= 95)	Percent	Teachers N=62	Percent	Children officers N=2	Percent
00	3	3.1	3	4.8	0	0
1.00	35	36.8	13	21.0	0	0
2.00	19	20.0	10	16.1	0	0
3.00	13	13.7	6	9.7	0	0
4.00	12	12.6	11	17.7	0	0
5.00	9	9.6	8	12.9	1	50.0
6.00	4	4.2	7	11.3	1	50.0
7.00	0	0	1	1.6	0	0
8.00	0	0	1	1.6	0	0
9.00	0	0	2	3.2	0	0
Total	95	100.0	62	100.0	2	100.0

Table 4.3 indicates that majority of the parents, 35(36.8%) had one girl child victim of violence. Nineteen (20.0%) of the parents had two girls who had reported cases of violence. It also shows that 3(3.1%) had no reported cases. There was an average of

four girls who reported being victims of violence. A total of 229 girls were reported being victims of violence totaling to 406 cases that had been reported according to parents. The table further indicate that majority of the teachers, 11 (17.7%) had one female child having reported violence. Ten (16.1%) of the teachers had two female children having been victims of violence. Three (4.8%) had not reported any cases. A total of 210 girls were reported being victims. In addition children officers reported 11 (57.9%) cases for girls. This implied that girls were more at risk than boys, although there was a growing trend of number of boys indicating that they were also at risk, which would have been as a result of different factors that may place the girl child more vulnerable than the boy child in the society.

4.3.4: Shared Cases of Violence against Children according to Caregivers

Respondents of the study were required to indicate Yes or No, if there were cases of violence that were shared. Results are presented in figure 4.2

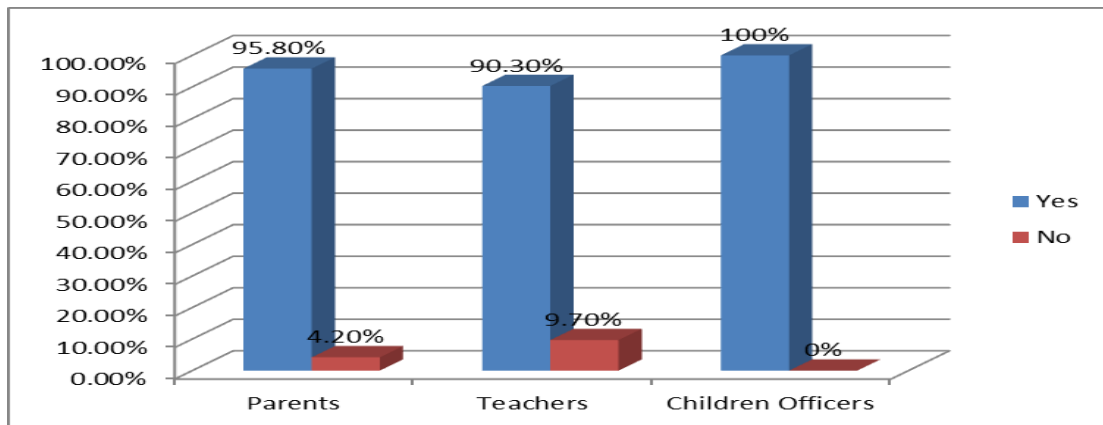


Figure 4.2: Responses of Caregivers on Shared Cases of Violence

Figure 4.2 indicates that majority 91(95.8%) of the parents stated yes, which indicated that children shared with them cases of violence, while 4(4.2%) of the parents stated no indicating that their children did not share any cases. The figure further indicate that 56(90.3%) of teachers, shared cases of violence. Only 6(9.7%) of the teachers had not shared any case. This indicates that majority of the teachers shared cases of violence. In addition the figure show that Children Officers indicated that they had shared cases of violence with teachers, where 2(100%) of the respondents indicated Yes. The results implies that majority of parents had shared with their children compared with those who had not shared, which would have been as a result of the relationship established by parents with their children early in life.

ii) Shared Cases of Violence against Children according to Caregivers by Gender

Caregivers were asked to indicate by gender the number of children who had shared cases of violence. The results are as shown in Table 4.4

Table 4.4: Distribution of Number of Children who Shared Cases of Violence

Number of Boys victims	Parents (N= 95)	Percent	Number of Girls victims	Parents N=95	Percent
00	4	4.2	.00	4	4.2
1.00	70	73.6	1.00	56	58.9
2.00	15	15.8	2.00	13	13.7
3.00	5	5.3	3.00	16	16.8
4.00	1	1.1	4.00	5	5.3
5.00	0	0	5.00	1	1.1
Total	95	100.0		62	100.0

Table 4.4 indicates that majority 70(73.6%) of parents, had shared with children, at least one case of violence. While 4(4.2%) had not shared any case. Others had shared two or more cases. A total of 119 boys were reported to have shared cases with their parents. In addition the table indicates that majority 56(58.9%) of parents, had shared with at least one girl child cases of violence. Others had shared two or more cases with the children. A total of 155 girls had shared cases of violence. The overall total of boys and girls that had shared cases of violence with parents was 274 children. This implies that majority of the respondents shared cases of violence, which could have been facilitated by the way parents used to take care of their children and being concerned of their welfare.

4.3.4: Number of Male and Female Caregivers Who Shared Cases of Violence

Teachers were asked to indicate the number of male and female parents who had shared cases of violence. Results are as shown in table 4.5

Table 4.5: Distribution of Number of Male and Female Parents Who Shared Cases of Violence

Males N=29	Teachers (N= 62)	Percent	Females N=66	Teachers N=62	Percent
.00	34	54.8	.00	6	9.7
1.00	27	43.5	1.00	52	83.9
2.00	1	1.61	2.00	2	3.2
3.00	0	0.0	3.00	2	3.2
-	-	-	4.00	0	0
-	-	-	5.00	0	0
Total 29	62	100.0	66	62	100.0

Table 4.5 indicates that majority 34(54.8%) of teachers, had not shared any case of violence with a male parent and that twenty seven (43.5%) of the teachers shared with at least one male parent on cases of violence. It also shows that one teacher had shared with two male parents. A total of 29(100%) male parents shared with teachers and 28(45.16%) of the teachers shared cases of violence against children. Further the table indicates that majority 52(83.9%) of teachers, had shared with at least one female parent. On the other had 6(9.7%) of the teachers had not shared any case while others had shared two or more cases with a maximum of three. A total of 62 female parents had shared cases of violence. The findings thus indicate that majority of the female parents shared cases of violence with teachers. This implies that parents had trust with teachers, which could have been as a result of the need of every parent wanting to have the best for their children.

ii) Teachers who Shared Cases of Violence with Children Officers by Gender

The study went further to find out how many of the teachers had shared cases of violence, as a result to which Children Officers were required to indicate the actual number according to gender. Figure 4.3 presents the results.

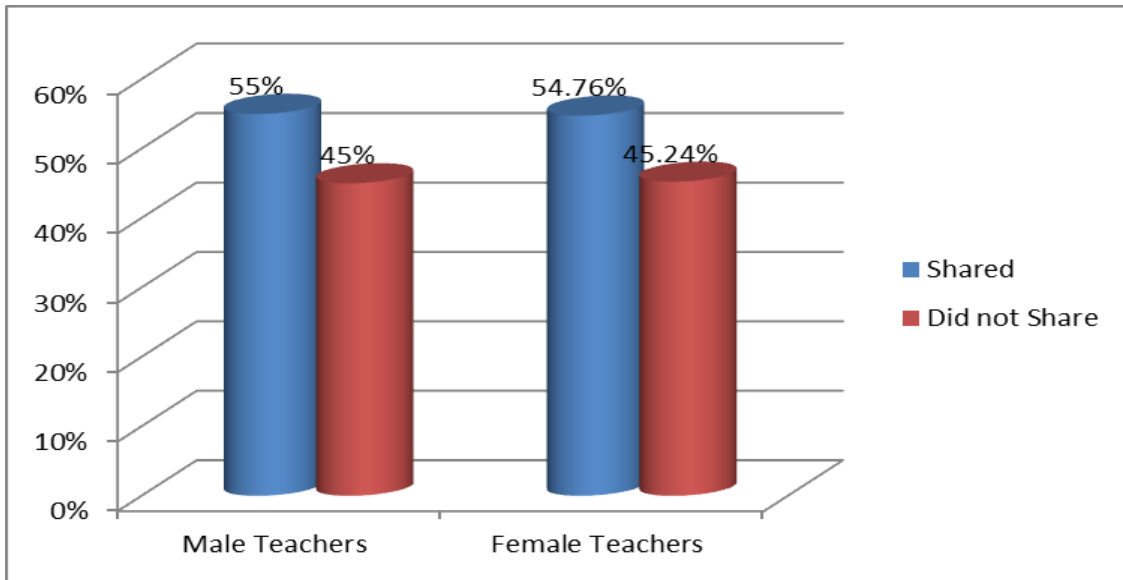


Figure 4.3: Number of Teachers who Shared Cases of Violence by Gender according to Children Officers

Figure 4.3 shows, that 11(55%) out of 20 male teachers, shared cases of violence while 9(45%) had not shared any cases. In addition the figure shows that out of 42 female teachers, 23(54.762%) had shared cases of violence, while 19(45.238%) had not shared any cases. The findings imply that there could be underlying factors that may be hindering the tendency of sharing among the male teachers as compared with females.

The findings for this objective revealed that female respondents were the majority in reporting and sharing of cases of violence as compared with male counterparts. It also indicated that girls were more at risk than boys, although there was a growing trend among boy child who were also at risk. However the findings did not show whether or not there was any significance difference between the numbers of child victims who

had experienced violence by gender. This led to testing the first statistical hypothesis which is stated as follows:

HO₁: There is no difference between the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County.

To test the statistical hypothesis, data was obtained from the caregivers on cases of violence that were reported or shared. The actual number of boys and girls who had experienced violence was also collected. The data collected provided the number of males and females of children, parents and also teachers who had reported or shared cases of violence against children. T-test was used to determine whether children who reported or shared cases differed significantly by gender or not.

i) Number of children who reported cases of violence according to Parents and Teachers by gender

To test the hypothesis data was collected from parents and teachers on reported cases of violence. This included telling or making a mention by children that they had experienced violence. Data collected was subjected to the T-test. Results are as in table 4.6.

Table 4.6: Paired Samples Test on Reported cases by Parents and Teachers

Respondents		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Parents	Male – Female	-.68421	1.19630	.12274	-.92791	-.44051	-5.575	94	.000
Teachers	Male - female	-1.14516	1.43546	.18230	-1.5097	-.78062	-6.282	61	.000

Table 4.6 shows the comparison of reported cases from parents by girls, to that reported by boys, paired T – test results show that there was a significant difference in the numbers ($t = -5.575$, $P = 0.001$). Further the table shows that according to teachers, the comparison of numbers of reported cases by girls, to that reported by boys, paired T– test results also showed that there was a significant difference ($t = -6.282$, $P = 0.001$). This implies that there was a significant difference between the number of cases of violence reported by boys and girls to caregivers.

ii) Number of children who shared cases of violence according to Parents and Teachers by gender

To test the hypothesis data was collected from parents and teachers on shared cases of violence. This included giving of specific or intensive details of violence which was subjected to the T-test. Results are as in table 4.7

Table 4.7: Paired Samples Test on Shared Cases by Parents and Teachers

Respondents		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Parents	Male-Female	-.69474	.93483	.09591	-.88517	-.50430	-7.244	94	.000
Teachers	Male – Female	-.80645	.86534	.10990	-1.02621	-.58670	-7.338	61	.000

Table 4.7 shows the comparison of numbers of shared cases from parents by girls, to that shared by boys, paired T– test results showed that there was a significant difference in the numbers ($t = -7.244$, $P = 0.001$). The table also shows the comparison of the number of shared cases with female parents to the number of shared cases with male parents, paired T – test showed that there was a significant difference in the numbers ($t = -7.338$, $P = 0.001$). This implied that there was a significant difference between boys and girls who had shared cases of violence. The statistical hypothesis was therefore rejected and its alternative form that stated: ***“There is a difference between the number of children who had reported or shared cases of violence by gender in public pre-primary schools in Nairobi City County”*** was accepted.

4.3.7: Discussion of the Findings

The study findings showed that the number of reported and shared cases of violence for girls was higher than for boys. Of importance was that although the number of girls was higher than for boys, there was a growing trend among boys who were also

at risk. This indicates that even boys were vulnerable to violence. The findings qualify those by Plan (2009) who found out that most children had reported experiencing violence. Further, UNICEF (2010) found out that three in four children had experienced violence, while Lavine (2015) confirms the findings of the current study. ACPF (2013) revealed that more than a half of children had experienced violence. UNICEF (2014) confirms that violence against children in East Asia and the Pacific was also higher for girls than for boys ranging from 11% to 22% and 3% to 16% respectively. ACPF (2014) also revealed that girls were typically at a higher risk of violence than boys in their study conducted in different African countries, while UNICEF (2013) revealed that most of the cases of violence are committed against girls.

The findings were further supported by KDHS (2010) report, which indicated that 32% of females and 18% of males had experienced violence during their childhood. On the other hand it was also noted that reported cases of violence were more than those shared with the respondents. The implication is that majority tended to hold back while only a few freely shared cases of violence. This may have been attributed to the culture, set norms, values they hold and operating systems within the society. In conclusion the findings were also in agreement with a study carried out by Oduor et al (2012) in Kenya that indicated that 20% to 66% of violence victims did not share with anybody on what had happened to them, while others never sought any assistance at all. The findings further shows that sexual form of violence was least shared compared with other forms. This was in agreement with a study done by Action for development

(2009) in Uganda which revealed that sexual violence was considered as non-important leading to low level of sharing and reporting. The findings however, contradict a study done by Burton (2005) which revealed that there were more boys reported having experienced cases of violence than girls.

4.4: Forms of Violence against Children

This section presents and discusses the second objective on forms of violence against children. The objective to be achieved stated as follows:

“To identify forms of violence in public pre-primary schools in Nairobi City County”

To address this objective, studyrespondents were asked to indicate the forms of violence that were shared and also experienced as reported. They were to select from specific forms which included: physical form which comprised of hitting, pushing and slapping. For psychological form included insults, threats, intimidation, while sexual form of violence included rape, defilement and harassment.

The forms of violence against children were grouped as “A” coded as “1”, “B” coded as “2” while “C” coded as “3”. Study participants were also asked to indicate if there were other forms. Percentages and frequencies were used during the analysis. The higher the frequency the more the form of violence was rampant. The data collected was to provide information on different forms of violence against children that were in existence.

4.4.1: Forms of Violence Shared according to Caregivers

Caregivers were required to state the forms of violence shared by children. Results are presented in figure 4. 4

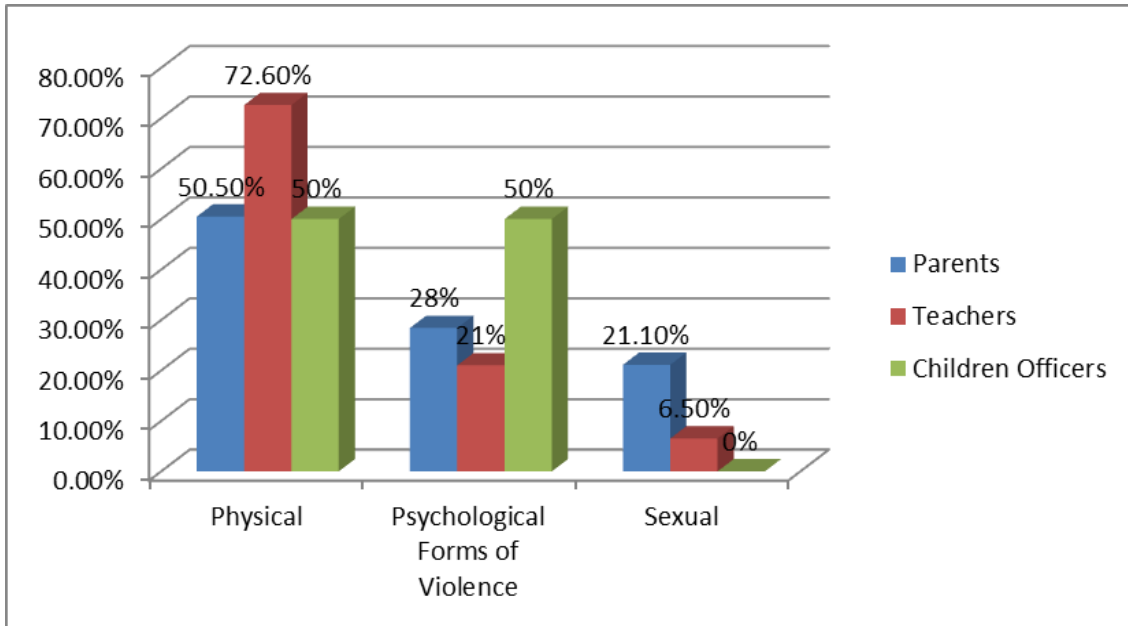


Figure 4.4: Forms of Violence Shared according to Caregivers

Figure 4.4, shows that majority of the parents 48(50.5%) stated the forms of violence children had shared was physical form, which was followed by 27(28.4%) of the parents who stated psychological form of violence, whereas 20(21.1%) of them indicated that children had shared sexual form of violence. The results showed that the highly shared form of violence was physical, followed by psychological and the least shared was sexual form. Further the figure shows that pre-school teachers noted that parents did not share all forms of violence against children. 4(6.5%) of the teachers shared sexual forms of violence with the parents, thirteen of the teachers (21.0%) shared psychological forms while, 45(72.6%) shared physical form. In

addition Children officers also noted that physical form was mostly shared and also psychological form of violence. However, the study findings revealed that children do not open up to share with their caregivers all experiences they have on violence. This implies that physical form of violence was rampant followed by psychological violence whereas sexual form was the least shared. This indicates that sharing was not frequently done for sexual form of violence. This may be as a result of underlying factors hindering sharing between children and their parents and also teachers and parents.

4.4.2: Other Forms of Violence Shared according to Caregivers

Parents, teachers and children officers were asked to indicate any other form of violence that was shared apart from the ones that they had indicated. The findings are presented and discussed in table 4.8

Table 4.8: Other Forms of Violence Shared according to Caregivers

Other forms of Violence	No of Parents	%	No of Teachers	%	No of children Officers	%
Corporal punishment	4	4.2	1	1.61	0	0
Bullying	2	2.1	3	4.84	0	0
Incest	2	2.1	8	12.90	1	50.0
Sodomy	2	2.1	6	2.1	1	50.0
Child labour	1	1.1	18	29.03	0	0
Total	95	100.0	62	100.0	2	100.0

Table 4.8 shows that there were other forms of violence noted by the parents where corporal punishment was noted by 4(4.2%) of the parents, bullying was indicated by 2(2.1%) of the parents, child labour; 1(1.1%) of the parents, incest by 2(2.1%) and sodomy by 1(1.1%). A total of 11(11.58%) of the parents were able to indicate any other form in the space that was provided. It was noted that majority 84(88.42%) of the parents left a blank space and they did not indicate any other form of violence against children, due to their beliefs and cultural practices within the society. Further, the table shows that there were other forms of violence noted by teachers that were also shared, they included; Corporal punishment that was noted by 1(1.61%) of the teachers, bullying was indicated by 3(4.84%) of the teachers, child labour; 18(29.03%) of the teachers, incest by 8(12.90%) and sodomy by 6(2.1%). A total of 36(58.06%) of the teachers were able to indicate any other form in the space that was provided. It was noted that a total of 26(41.94%) of the teachers left a blank space and they did not indicate any other form of violence. In addition other forms of violence noted by Children Officers that were shared included incest and sodomy. This indicates that apart from the physical, psychological and sexual form of violence there were other forms of violence that children were exposed to as they were brought up in the society.

4.4.3: Forms of Violence against children Experienced according to Caregivers

Caregivers were asked to indicate forms of violence that children had experienced.

The findings are presented in table 4.9;

Table 4.9: Forms of Violence against Children Experienced according to Caregivers

Forms of Violence experienced	No of Parents	%	No of Teachers	%	No of children Officers	%
Physical	46	48.4	36	58.1	1	50.0
Psychological	23	24.2	12	19.4	1	50.0
Sexual	26	27.4	14	22.6	0	-
Total	95	100.0	62	100.0	2	100.0

Table 4.9, the study established that 46(48.4%) of the parents indicated physical form of violence, twenty six (27.4%) of the parents indicated sexual form of violence, while 23(24.2%) of them indicated that their children had experienced psychological violence. The findings also show that physical form of violence was rampant as the majority of parents indicated that children had experienced it compared with other forms. Further the table shows that 36(58.1%) of the teachers stated physical violence, 14(22.6%) of them indicated sexual form of violence, while 12(19.4%) of the teachers indicated psychological violence. In addition 1(50%) of the children Officers stated physical violence, while 1(50%) indicated psychological violence. This implied that sexual form of violence was the least compared with the other forms according to caregivers.

4.4.4: Other Forms of violence Experienced According to Caregivers

Respondents of the study were asked to indicate other forms of violence children had experienced. The findings are presented in figure 4.5

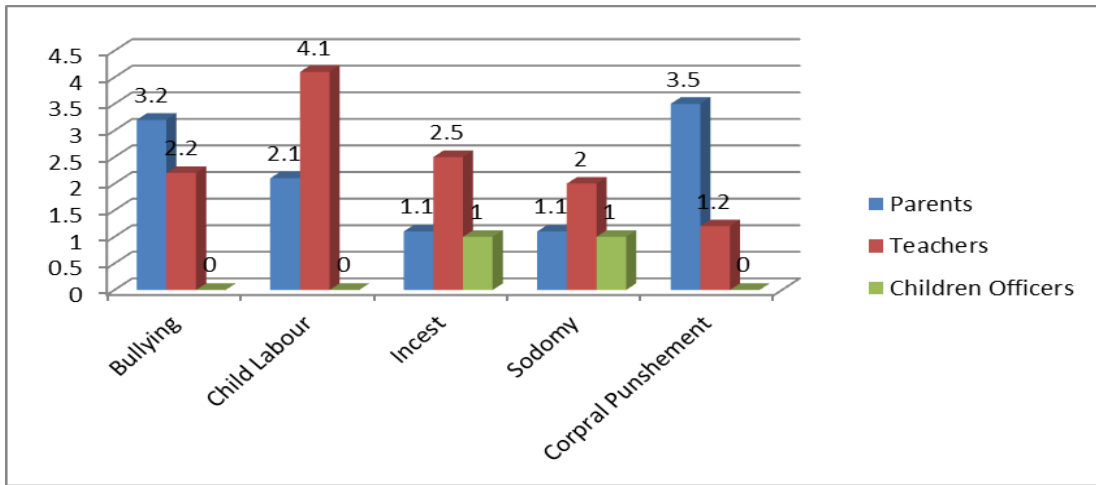


Figure 4.5: Other Forms of Violence Experienced According to Caregivers

Figure 4.5, shows that other forms of violence the parents stated were; Bullying which was noted by 3(3.2%) of the parents, child labour by 2(2.1%), incest by 1(1.1%) and sodomy by 1(1.1%) and corporal punishment by 3(3.5%). It was noted that bullying and corporal punishment was very high compared with the other forms of violence as indicated by the parents. On the other hand majority 85(89.5%) of the parents were not able to indicate any other form of violence as it was required. Further the figure shows that other forms of violence that teachers stated were; Bullying which was noted by 2(2.2%) of the teachers, child labour by 4(4.1%), incest by 2(2.5%) sodomy by 2(2.0%) and corporal punishment by 1(1.2%). It was noted that child labour and incest was the highest compared with other forms of violence as indicated by teachers. On the other hand majority 51(82.3%) of the teachers were not able to indicate any other form of violence as it was required. The findings from the teachers provided similar results from the parents' responses. According to 1(50%) Children Officers incest was rampant, while sodomy 1(50%) was also high compared with other forms

which indicates that apart from physical, psychological and sexual forms of violence there were other forms that children were exposed to. The implication is that children are vulnerable and may be exposed to violence at any time within the environment that they live in.

4.4.5: Discussion of the Findings

The findings indicate that there were different forms of violence against children with physical form of violence being the most rampant, followed by psychological and the least was sexual form. This was inconsistent with findings by IRC(2014) study which established that physical form of violence was most prevalent followed by psychological form. This was also in agreement with a study by Naker (2005) in Uganda which showed that majority of pupils had experienced physical violence followed by psychological violence. Abuya et.al (2012) in Kenya also confirms the current study findings. The findings were also in line with a study done by Leach et al, (2013) in Zimbabwe, that showed physical and psychological forms of violence were very high compared to sexual form of violence. The findings also showed that sexual forms of violence were more reported than shared. The findings by Odour (2012) also showed that 20% to 66% of victims of sexual form of violence never reported nor shared any experience of violence, while 55% to 80% did not seek health services due to trauma and stigma.

Similar observations were noted that there were other forms of violence against children which include bullying, corporal punishment, child labour, incest and

sodomy. The findings concur with those by Cahill (2013), Lopez et.al(2010) and Gordon (1995) which revealed that corporal punishment and bullying were on increase in schools. Bumwaree(1999) in Mauritius also found out that bullying in schools was very high compared with corporal punishment. The findings were also in harmony with ACPF (2014) findings that corporal punishment was widely used and practical in schools in four African countries. Deb et al (2012) also confirmed that corporal punishment was widely used in schools in India with psychological violence being most rampant followed by physical and then sexual form which differs with findings of the current study.

Further the current study shows that there were other forms of violence such as incest, sodomy and rape which was in line with KDHS (2010) report that similarly showed increase of this forms of violence. This implies that there were different types of violence against children. These findings are however, not in harmony with those of Ongetiet, al (2013) which revealed that sexual form of violence was more predominant compared with above forms of violence. The findings also do not concur with those by Osero (2012) which revealed that 67% of the victims had experienced psychological violence, 35% physical, and 18% sexual violence.

4.5: Causes of Violence against Children

This section presents and discusses the third objective on causes of violence against children according to the study participants. The objective to be achieved specifically stated:

“To identify the causes of violence in public pre-primary schools in Nairobi City County”

To fulfill this objective, the study participants were asked to indicate the causes of violence against children. The section had one item and the study participants were asked to indicate the specific causes which included: social causes that comprised of culture, values, operation systems and socialization process. Political causes consisted of under representation of women, limited participation, and marginalized groups. The legal causes consisted of child custody, poor enforcement and weak reporting. The causes were coded as “A” as “1”, “B” as “2” and “C” as “3”. Participants were also asked to indicate any other cause. Frequencies and percentages were used for analysis. The higher the frequency and percentage the more blame it had on causing violence. The presentation was to provide information on different causes of violence against children.

4.5.1: Causes of Violence against Children according to Caregivers

The study respondents were asked to indicate causes of violence against children. The findings are presented starting with results from the parents in table 4.10;

Table 4.10: Causes of Violence against Children according to Caregivers

Causes of Violence	No of Parents	%	No of Teachers	%	No of children Officers	%
Legal	21	22.1	9	14.5	0	0
Political	14	14.7	12	19.4		0
Social	60	63.2	14	66.1	2	100
Total	95	100.0	62	100.0	2	100.0

Table 4.10 shows that majority of the parents, 60(63.2%) indicated that social (culture, values, operation systems, socialization process) appeared to be the major causes of violence. 21(22.1%) of the parents cited Legal (child custody, poor enforcement, weak reporting channels) as the causes of violence, whereas 14(14.7%) noted political causes such as under representation of women, limited participation, and marginalized groups. Further the figure shows that the main cause of violence was social as indicated by 41(66.1%) of the teachers; 12(19.4%) of the teachers stated that causes were political while 9(14.5%) stated they were legal which was the least. In addition, children officers, 2(100%) indicated that social causes were the most influential factors that had a higher blame compared with other causes. This implies that social causes carried the biggest blame followed by legal and the least was political causes, which would be as a result of the set norms and cultural practices.

4.5.2: Other Causes of Violence against Children according to Caregivers

Respondents of the study were asked to indicate any other causes of violence against children. Results are presented in table 4.11.

Table 4.11: Others Causes of Violence against Children according to Caregivers

Causes	No of parents	%	No of Teachers	%	Children officers	%
Culture	2	2.1	1	1.1	0	0
Divorce	2	2.1	3	3.1	0	0
Drug/ alcohol	4	4.2	5	5.2	1	50.0
Poverty	1	1.1	1	1.1	0	0
Space	1	1.1	1	1.1	0	0
Values	1	1.1	2	2.1	0	0
Poor sanitation	0	0	3	3.1	0	0
Low social economic status	0	0	4	4.2	1	50.0

Table 4.11, shows that, other causes of violence noted by the parents included; Divorce (2.1%), drug and alcohol abuse (4.2%), poverty (1.1%), values (1.1%) and space (1.1%). Similar to parents responses, pre-school teachers also noted that other causes of violence included divorce 3(3.1%), drug and alcohol abuse 5(5.2%), poverty 1(1.1%), values 2(2.1%) and space 1(1.1%), poor sanitation 3(3.1%) while low social economic status 4(4.2%). It was also noted that majority of the Teachers did not indicate any other cause of violence and only a few of them filled in the space

provided. In addition children officer 1(50%) indicated that the main cause of violence against children was drugs and alcohol abuse, while 1(50%) indicated that low social economic status caused violence. This implies that socio-cultural causes had a higher contribution in causing violence against children, which may be due to operating systems within the society.

4.5.3: Discussion of the Findings

The findings on causes of violence showed that there were different factors that influenced violence in the society. Social factors were widely blamed followed by political and the least being legal. The study also reveals that there were other factors responsible for causing violence which includes poor sanitation, congestion or overcrowding, drugs, alcohol, substance abuse, poverty, low social economic status and divorce.

The findings of the current study were in agreement with those of Paul et al (2013) on poverty, alcohol drugs abuse, weak legal and justice systems, cultural norms and values. Itegi and Njuguna (2013) also show that apart from poverty, alcohol and drug abuse, slum dwelling, low quality sanitation also caused violence. Njenga (2006) also revealed that overcrowding also contributed to violence while Fulu (2013), reported that set norms and values were also causes of violence in the society. Kesho (2014) also revealed that the underlying causes of violence included; poverty, family structures, weak law enforcement mechanism, culture and inadequate child protection structures. The implication is that causes of violence cut across all countries in the

world and may vary depending on the socio-political and legal situations in those countries.

4.6: Caregivers' Personal Characteristics

Section 4.6, presents and discusses caregivers' personal characteristics in terms of gender, age, education level, and work experience. This was to help one to understand, to whom cases of violence were mostly reported to or shared with, whether it was females or males, or which age range of the caregivers, and their experience. The fourth objective to be achieved was to:

“Find out ECE caregivers' personal characteristics to whom violence among children was reported or shared in public pre-primary schools in Nairobi City County”

To address this objective, study participants were asked to respond to four items in the questionnaire. The first item asked them to indicate their gender which was measured through indicating either male or female. Scoring of this item was done by coding male as “1”, and female as “2”. The second item asked the respondents to indicate their age range, which was measured by indicating their age range from 21-25 years, coded as “1”, 26-30 years, coded as “2”, 31-35 years coded as “3”, 36-40 years coded as “4”, 41-45 years code as “5”, and above 46 years coded as “6”.

In the third item, participants were asked to indicate their education level. This was categorized into Primary level coded as “1”, Secondary level, coded as “2” College level coded as “3”, while University level coded as “4”. The fourth item required the

study participants to indicate their experience in handling children. For the parents their experience was to be determined by the number of children that they had in their families. They were asked to indicate the range from 1-2 number of children coded as “1”, 3-4 number of children coded as “2”, 5-6 number of children coded as “4”, while above 7 number of children was coded as ‘5”.

Experience for the teachers and children officers was determined by the total number of years worked. The participants were asked to indicate the range in years from 1-5 years coded as “1”, 6-10 years coded as “2”, 11-15 years coded as “3”, 16-20 years coded as “4”, while above 21 years coded as ‘5”. This information was sought in order to understand the personal characteristics of the caregivers. The results are presented in the sub-sections;

4.6.1: Personal Characteristics of Caregivers’

The respondentstargeted were required to indicate personal characteristics as stipulated in the questionnaire. The findings are presented in table 4.12;

i) Gender of Caregivers

The first variable was gender distribution of the caregivers to the study as presented in Table 4.12;

Table 4.12: Distribution of ECE Caregivers by Gender

Gender	Parents	%	Teachers	%	Children officers	%
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Males	29	30.5	20	32.3	1	50.0
Females	66	69.5	42	67.7	1	50.0
Total	95	100	62	100	2	100

Table 4.12, indicates that male parents accounted for 29 (30.5%) of all parents while the females were 66(69.5%). As far as pre-school teachers were concerned, there were mainly female teachers, 42(67.7%) while males accounted for 20(32.3%), in addition, children officers were one male and a female. This implies that female caregivers were more than male caregivers. However, the few numbers of men gave a feel of both gender particularly in regard to collecting information on violence among pre-school children.

ii) Age of Caregivers

In regard to age of the participants, the findings are presented in table 4.13.

Table 4.13 :Distribution of Caregivers by Age

Age	Parents	%	Teachers	%	Children officers	%
21 – 25	3	3.2	0	0.0	0	0

26 – 30	17	17.9	1	1.6	0	0
31 – 35	21	22.1	3	4.8	0	0
36 – 40	14	14.7	27	43.5	1	50.0
41 – 45	21	22.1	19	30.6	0	0
46 +	19	20.0	12	19.4	1	50.0
Total	95	100	62	100	2	100

Table 4.13, established that, out of the 95 parents, the youngest parents were 21 – 25 years 3(3.2%). Given age intervals of five years, the parental ages mainly fell between 31 – 35 and 41 – 45 years. 21(22.1%) of the parents were 31 – 35 years, 21(22.1%) were 41 – 45 years, 17(17.9%) were 26 – 30 years, and 14(14.7%) were 36 – 40 years, while 19(20.0%) were above 46 years old.

In relation to teachers age, the pre-school teachers had varied ages with the youngest teachers 1(1.6%) being 26 – 30 years; 3(4.8%) were 31 – 35 years, 27(43.5%) were 36 – 40 years, 19(30.6%) were 41 – 45 years while 12(19.4%) were above 46 years of ages. As for the two children officers, one was in the age bracket 36 – 40 years old while the other one was above 46 years old. This implies that respondents were mature enough to deal with cases of violence or would be able to answer questions presented in an appropriate manner.

iii) Education Level of Caregivers

As pertains to the level of education of the participants, the findings are as presented in table 4.14.

Table 4.14: Distribution of Caregivers by Level of Education

Education Level	Parents	%	Teachers	%	Children Officers	%
Secondary	24	25.3	0	0.0	0	0
College	69	72.6	56	90.3	1	50.0
University	2	2.1	6	9.7	1	50.0
Total	95		62		2	100.0

Table 4.14, indicate that out of the 95 parent participants, 69(72.6%) had college levels of education,24(25.3%) had secondary education whereas 2(2.1%) of the parents had university education. As for the teacher participants, 56(90.3%) of them had college level of education, whereas 6(9.7%) of them had university education. On the other hand, the female children officer had college education while her male counterpart had university education.

Based on the findings, it can be concluded that very few participants reach the university level, whereas majority had reached college level. This implies that respondents had acquired basic education and pre-school teachers and children officers had relevant professional qualifications and thus in a position to understand what was being sought as appertains to the study.

iv) Experience of Caregivers

Experience of respondents in relation to issues related to violence against children was also considered as an important factor in this study. As relates to parents' experience, it was equated to the number of children they had in their families, since competence dealing with issues of children grows from practical involvement with their children. On the other hand, work experience of teachers and children officers was also measured by looking at the number of years they had attained in relation to their work as shown in Table 4.15.

Table 4.15: Distribution of Caregivers by Experience

(No of children)	Parents	%	Experience (No of yrs)	Teachers	%	children Officers	%
1 -2	27	28.4	1yr	1	1.6	0	0.0
3 - 4	55	57.9	6yrs	8	12.9	0	0.0
5-6	13	13.7	11yrs	15	24.2	1	50.0
7+	0	0.0	15yrs	20	32.3	0	0.0
-	-	-	21yrs	18	29.0	1	50.0
Total	95	100.0		62	100.0	2	100.0

As per the distribution table 4.15, above on the experience of the parent participants as judged from the number of children they had, it can be concluded that they had experience in handling their young children because they had between, 1 to 6 number of children with majority of them having more than 3 children in their families. In regard to the pre-school teachers, they were also experienced in their duties as majority 20(32.3%) had 15 years of teaching experience, eighteen (29.0%) had taught

for 21 years, fifteen (24.2%) had taught for 11 years whereas, 8(12.9%) had taught for 6 years. In addition, children officers had 11 and 21 years of work experience, which suggests that they were experienced and could be relied on for resourcefulness in regard to issues of violence among young children. This implied that caregivers had enough experience in handling young children hence able to provide adequate and relevant information regarding the study.

4.6.2: Gender of Parents with whom Children shared Cases of Violence

To establish the gender of parents whose children shared cases of violence, results are as shown in table 4.16;

Table 4.16: Gender of Parents whose Children Shared Cases of Violence

Gender	Children Sharing Cases		Total
	Yes	No	
Male	29 100.0%	0 0%	29 100.0%
Female	62 93.9%	4 6.1%	66 100.0%
Total	95.8%	4.2%	100.0%

Table 4.16 shows that, 29(100%) of the male parents stated that their children do share with them cases of violence whereas, 62(93.9%) of the female parents noted that their children share with them such cases. This indicates that sharing of cases of violence had no association with the gender of the parent and the cases shared. This implies that

children were able to share with their parents freely as a result of the high percentage of both male and female parents.

4.6.3: Gender of Teachers with whom Parents shared Cases of Violence

To establish gender of teachers with whom parents shared Information on violence, the results are as shown in table 4.17

Table 4.17: Gender of Teachers with whom parents shared Cases of Violence

			Shared cases.		Total
			Yes	No	
Gender	Male	N	18	2	20
		%	90.0%	10.0%	100.0%
	Female	N	38	4	42
		%	90.5%	9.5%	100.0%
Total	N		56	6	62
	%		90.3%	9.7%	100.0%

Table 4.17 shows that, 18(90%) of the male teachers stated that parents do share with them information on violence, while 2(10%) of the males had not shared any information of violence. On the other hand, 38(90.5%) of the female teachers noted that parents shared information on violence, whereas 4(9.5%) of the females had not shared any information. This implies that majority of the parents shared cases without considering the gender of the teachers, which would be as a result of good relationships between parents and teachers.

4.6.4: Education Level of Parents with whom Children Shared Cases of Violence

The findings in the table 4.18 show the education level of parents whose children shared cases of violence.

Table 4.18 : Education Levels of Parents whom Children Shared Cases of Violence

			Children Shared Cases		
			Yes	No	Total
Education level	Secondary	N	23	1	24
		%	95.8%	4.2%	100.0%
	College	N	66	3	69
		%	95.7%	4.3%	100.0%
	University	N	2	0	2
		%	100.0%	.0%	100.0%
Total		N	91	4	95
		%	95.8%	4.2%	100.0%

Tables 4.18 indicate that, 2(100%) of the parents who had university education shared with their children cases of violence, 66(95.7%) of those who had college education also shared cases. Twenty three (95.8%) of the parents who had secondary education noted that their children shared with them cases of violence. This implies that children were able to share cases of violence without considering the education level of their parents due to the possibility of trust that may have existed between children and their parents.

4.6.5: Age of Parents with whom Children Shared Cases of Violence

To establish the probable age of parents with whom children shared information on violence analysis was carried out. The findings are as shown in Table 4.19

Table 4.19: Age of Parents with whom Children Shared Cases of Violence

		N/%	Children shared with parents		
			Yes	No	Total
Age (Years)	21 – 25	N	3	0	3
		%	100.0%	.0%	100.0%
	26 – 30	N	16	1	17
		%	94.1%	5.9%	100.0%
	31 – 35	N	21	0	21
		%	100.0%	.0%	100.0%
	36 – 40	N	13	1	14
		%	92.9%	7.1%	100.0%
	41 – 45	N	19	2	21
		%	90.5%	9.5%	100.0%
	46 and above	N	19	0	19
		%	100.0%	.0%	100.0%
Total		N	91	4	95
		%	95.8%	4.2%	100.0%

Table 4.19, indicate that, 3(100%) of the parents in the ages of 21 – 25 years, those between the ages of 31 – 35 years 21(100%) and all those above 46 years 19(100%) shared with their children cases of violence. 26-30 years 16(94.1%) while in the same group 1(5.9%) had not shared any case of violence. For the group 36-40 years 13(92.9%) shared cases of violence, while 1(7.1%) of them had not shared any cases of violence. This indicates that majority of the parents shared cases of violence with

their children. This implies that the age of the parents was not a consideration when it came to sharing of cases with their children.

4.6.6: Age of Teachers with Whom Parents Shared Cases of Violence

To establish the age of teachers with whom parents shared any information on violence analysis was carried out. The findings are as shown in Table 4.20

Table 4.20: Age of Teachers with Whom Parents Shared Cases of Violence

			Shared cases.		
			Yes	No	Total
Age (years)	26-30	N	1	0	1
		%	100.0%	.0%	100.0%
	31-35	N	3	0	3
		%	100.0%	.0%	100.0%
	36-40	N	24	3	27
		%	88.9%	11.1%	100.0%
	41-45	N	18	1	19
		%	94.7%	5.3%	100.0%
	46+	N	10	2	12
		%	83.3%	16.7%	100.0%
Total		N	56	6	62
		%	90.3%	9.7%	100.0%

Table 4.20 indicate that, 1(100%) of the teachers in the ages of 26 – 30 years, and those between the ages of 31 – 35 years 3(100%) shared with parents cases of violence. 41-45 years 18(94.7%) of them shared with the parents while 1(5.3%) of the same group had not shared any case. 46 years and above 10(83.3%) had also shared with parents while 2(16.7%) of the teachers had not shared any case of violence with parents. This

indicates that majority 56(90.3%) of the teachers had shared with parents cases of violence, while 6(9.7%) of them had not shared any cases. This implies that there was high number of cases of violence that were shared by teachers with their parents.

4.6.7: Discussions of the Findings

The current study findings reveal that there were more females than male caregivers, aged above 21 years. This implies that they were mature enough to deal with cases of violence among young children. It was also noted that majority of them had college education indicating that they had relevant professional qualifications. Caregivers were also experienced in handling young children and they could be relied on. It was also noted that children were able to share information on violence with caregivers regardless of gender, age or education level.

These findings concur with a study done by NFCA (2010) in US, which revealed that there were more female than male caregivers. It is also in consistent with Neil (2007) who revealed that most of the caregivers were females. The current study also reveals that female caregivers are more concerned with children compared with male counterparts. These findings are further in agreement with Mugo (2009) who noted that Kenyans believe that in African setup childcare is the domain of women which could be the reason why there are more female teachers than males.

The findings also concur with Junn (2007) caregiver must be at least twenty one years old and above to able to cater for young children. The findings are also in line with Sigel(2008) who stated that a caregiver should be mature well educated and trained to

help children learn and grow at their own rate and exploit their talents. The findings are also in agreement with Munyeki (2007) who asserted that for teachers to accomplish their goals, they should be trained in their work. On years of service, Sigel (2008) concurs that caregivers must be experienced, sensitive, and responsive to children's' needs to be able to identify those with difficulties in order to offer them support.

4.7: Caregivers Perception of Violence on Children's Participation in Terms of Enrolment in Pre-Primary School Education

This section presents and discusses the perception of parents', teachers' and Children Officers' of violence on children's participation in pre-primary school education. Children's participation was examined in terms of enrolment of children in pre-primary schools in Nairobi City County. This was the fifth objective for the study. The objective to be achieved was.

“ To establish the influence of violence on children's participation in pre-primary education in terms of enrolment in Nairobi City County”.

To achieve this objective, the study respondents were specifically asked to rate statements that were grouped into one dimension of three different statements. The statement number one asked participants if physical violence affects school enrolment. Statement number two, asked if psychological violence affected school enrolment, while the third statement asked if sexual violence affected school enrolment. Each

statement was rated using a 4-point Likert scale ranging from 1: “strongly agree” to 4: “strongly disagree”. For data analysis percentage and means were used to summarize the study participants’ views on effects of violence. The findings for the perception of violence on enrolment are presented using tables 4.21.

4.7.1: Perception of Effects of Violence on Pre-primary school Enrolment

According to Caregivers

Findings on perception of effects of violence on pre-primary school enrolment according to caregivers is presented as shown in table 4.21

Table 4.21 : Caregivers Perception of Effects of Violence on Pre-primary school Enrolment

Respondent	Enrolment Rated items	Ratings				Mean rating
		S/A	A	D	S/D	
Parents	Physical violence	77	14	4	-	1.23

N=95		(81.1%)	(14.7%)	(4.2%)		
	Psychological violence	83	12	-	-	1.13
		(87.4%)	(12.6%)			
	Sexual violence	88	4	3	-	1.11
		(92.6%)	(4.2%)	(3.2%)		
Teachers	Physical violence	58	4	-	-	1.06
N=62		(93.5%)	(6.5%)			
	Psychological violence	60	2	-	-	1.03
		(96.8%)	(3.2%)			
	Sexual violence	57	5	-	-	1.08
		(91.9%)	(8.1%)			
Children	Physical violence	2	-	-	-	1.00
officers		(100%)	-			
N=2						
	Psychological violence	2	-	-	-	1.00
		(100%)	-			
	Sexual violence	2	-	-	-	1.00
		(100%)	-	-	-	

Scale: S/A-Strongly agree, A-agree, D-disagree, S/D-strongly disagree

Table 4.21, shows that the mean rating of responses of 88(92.6%) of parents who strongly agreed that sexual violence affects school enrolment was at 1.11. Eighty three (87.4%) of them also strongly agreed that psychological violence affected pre-primary school enrolment with a mean rating of 1.13 and 77(81.1%) of the parents noted that physical violence affected school enrolment with a mean rating of 1.23. This was also noted by strong agreement by 88(92.6%) of the parents stating that sexual violence affected school enrolment. The study findings further indicate that 60(96.8%) of Pre-school teachers strongly agreed that psychological violence affects school enrolment with a mean rating of 1.03. Fifty Eight 58(93.5%)of the teachers strongly agreed

physical violence affects school enrolment with a mean rating of 1.06, and 57(91.9%) of them strongly agreed sexual violence affects school enrolment with a mean rating of 1.08. In addition, children officers stated that physical, psychological and sexual forms of violence strongly affected the enrolment on pre-primary schools. It was noted that all forms of violence were strongly affecting school enrolment as agreed by the respondents. This implies that sexual and psychological violence affected school enrolment more than any other form of violence according to the caregiver's. However, the study results did not indicate whether or not there was a relationship between violence and children's enrolment in pre-primary schools. To find out whether there was any relationship between violence and children's enrolment in preschool, inferential statistics were further used to test the statistical hypothesis H_{02} which stated,

H₀₂: "There is no relationship between violence and children's participation in pre-primary education in terms of enrolment in Nairobi City County"

Pearson's correlation coefficient test was used to test the hypothesis at alpha level 0.05. The statistical hypothesis results are as shown on table 4.22.

Table 4.22: Correlation Matrix Table of the Caregivers' Perception on Effect of Violence on School Enrolment

		Children reported experiencing violence			
		r-value	Physical violence	Psychological violence	Sexual violence
Parents N=95	Children reported experiencing violence	1	.317(**)	-.049	.147
		Sig. (2-	.	.002	.639

		tailed)				
	Physical violence	r-value	.317(**)	1	.755(**)	.189
		Sig. (2-tailed)	.002	.	.000	.067
	Psychological violence	r-value	-.049	.755(**)	1	.027
		Sig. (2-tailed)	.639	.000	.	.797
	Sexual violence	r-value	.147	.189	.027	1
		Sig. (2-tailed)	.155	.067	.797	.
Teachers N=62	Pupils reported experiencing violence	r-value	1	.247	-.041	-.067
		Sig. (2-tailed)		.053	.751	.606
	Physical violence	r-value	.247	1	-.048	.163
		Sig. (2-tailed)	.053		.711	.205
	Psychological violence	r-value	-.041	-.048	1	.281*
		Sig. (2-tailed)	.751	.711		.027
	Sexual violence	r-value	-.067	.163	.281*	1
		Sig. (2-tailed)	.606	.205	.027	.

**** Correlation is significant at the 0.05 level (2-tailed).**

The findings in table 4.22 show that, there was a significant relationship in the effect of physical violence on school enrolment ($r = 0.317$, $P = 0.002$). Parents who had their children having reported experiencing violence agreed that this affected the children's school enrolment. Analysis carried out established that there was a significant correlation at the 0.05 level (2-tailed). The table also show that, there was a significant relationship in the effect of sexual violence on school enrolment ($r = 0.281$, $P = 0.027$). In addition teachers agreed that sexual violence affects school enrolment. Analysis carried out established that there was a significant correlation at the 0.05 level (2-tailed). From the analysis of the parents' views and teachers views carried out

it was established that there was a significant relationship in the effects of violence on school enrolment. As a result of the analysis, statistical hypothesis was therefore, rejected because the findings suggested that violence influences pre-school enrolment and the alternative hypothesis which stated that: *“There is a relationship between violence and children's participation in pre-primary education in terms of enrolment in Nairobi City County”*, was thus accepted.

4.8: Caregivers Perception of Violence on Children’s Participation in Terms of Attendance in Pre-Primary School Education

This section presents and discusses the perception of parents’, teachers’ and Children Officers’ of violence on children’s participation in pre-primary school education. Participation was examined on a dimension, in terms of attendance of children in public pre-primary schools in Nairobi City County. The sixth objective to be achieved was.

“To establish the influence of violence on children's participation in pre-primary education in terms of attendance in Nairobi City County”.

To achieve this objective, the study respondents were specifically asked to rate statements that were grouped into one dimension of three different statements. The dimension was on school attendance. In statement number one, respondents were asked if physical violence affected school attendance. The second statement asked if psychological violence affected school attendance, while the third statement asked if sexual violence affected school attendance. Each statement was rated using a 4-point

Likert scale ranging from 1: “strongly agree” to 4: “strongly disagree”. For data analysis percentage and means were used to summarize the study participants’ views on effects of violence.

4.8.1: Caregivers Perception of Violence on Children’s Participation in Terms of Attendance in Pre-Primary School Education

The findings on perception of violence by caregivers are presented in table 4.23.

Table 4.23: Caregivers Perception of Violence on Pre-primary school Attendance

Respondents	Attendance	Ratings				Mean rating
		S/A	A	D	S/D	
Parents N = 95	Physical violence	81 (85.3%)	14 (14.7%)	-	-	1.15
	Psychological violence	87 (91.6%)	7 (7.4%)	1 (1.1%)	-	1.09
	Sexual violence	86	3	6	-	1.16

		(90.5%)	(3.2%)	(6.3%)		
Teachers N = 62	Physical violence	55 (88.7%)	7 (11.3%)	-	-	1.11
	Psychological violence	57 (91.9%)	5 (8.1%)	-	-	1.08
	Sexual violence	59 (95.2%)	3 (4.8%)	-	-	1.05
Children officers N = 2	Physical violence affects school attendance	2 (100%)	-	-	-	1.00
	Psychological violence	2 (100%)	-	-	-	1.00
	Sexual violence	2 (100%)	-	-	-	1.00

Scale: S/A-Strongly agree, A-agree, D-disagree, S/D-strongly disagree

Table 4.23 indicates that, majority, 87(91.6%) of the parents strongly agreed that psychological violence affects pre-school attendance with a mean rating of 1.09, 86(90.5%) of the parents strongly agreed that physical violence affects pre-school attendance with a mean rating of 1.15, while 81(85.3%) of the parents strongly agreed that sexual violence affects pre-school attendance with a mean rating of 1.16. Further, the findings shows that, Pre-school teachers rating on the effects of violence on the school attendance revealed that effect was mainly felt in sexual violence (mean 1.05) where 59(95.2%) of preschool teachers strongly agreed followed by psychological violence where 57(91.9%) of them strongly agreed with a mean of 1.08, and physical violence 55(88.7% of the teachers strongly agreed with a mean of 1.11. In addition, children officers stated that physical, psychological and sexual forms of violence

strongly affected the attendance on pre-primary schools. This implies that sexual form of violence affected preschool attendance more than any other form of violence according to caregivers. From the results it was not possible to establish any relationship.

In order to determine whether there was any significant relationship or not hypothesis H_{03} was tested which stated: ***“ H_{03} : “There is no relationship between violence and children's participation in pre-primary education in terms of attendance in Nairobi City County”.***

Pearson's correlation coefficient test at alpha level 0.05 was used to examine any relationship. Results of the statistical hypothesis are as shown on table 4.24

Table 4.24: Correlation Matrix Table of the Caregivers Perception of Violence on School Attendance

Respondents			Children reported experiencing violence	Physical violence	Psychological violence	Sexual violence
Parents N = 95	Children reported experiencing violence	r-value	1	-.075	.132	-.056
		Sig. (2-tailed)	.	.470	.203	.590
	Physical violence	r-value	-.075	1	.243(*)	.221(*)
		Sig. (2-tailed)	.470	.	.018	.031
	Psychological violence	r-value	.132	.243(*)	1	.226(*)
		Sig. (2-tailed)	.203	.018	.	.027
Teachers N = 62	Pupils reported experiencing violence	r-value	1	.157	-.067	-.051
		Sig. (2-tailed)		.223	.606	.695
	Physical violence	r-value	.157	1	-.106	-.080
		Sig. (2-tailed)	.223		.414	.534
	Psychological violence	r-value	-.067	-.106	1	-.067
		Sig. (2-tailed)	.606	.414		.606
Sexual violence		r-value	-.051	-.080	-.067	1
		Sig. (2-tailed)	.695	.534	.606	

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.24 shows that there was a significant relationship in the effect of psychological violence on school attendance($r=0.243$, $P=0.018$). Parents whose children have experienced violence agreed that psychological violence affects school attendance ($P > 0.05$). Correlation analysis carried out thus established that there was a significant correlation at the 0.05 level (2-tailed). The study findings further shows that there was a significant relationship in the effect of sexual violence on school attendance($r=0.051$, $P=0.695$). Correlation analysis carried out thus established that there was a significant correlation at the 0.05 level (2-tailed).The results from the analysis carried out indicated that there was a significant relationship in the effects of violence on school attendance. It was therefore concluded that violence against children influences pre-primary attendance. The results imply that violence influences preschool attendance, this lead to the statistical hypothesis being rejected and accepting the alternative which stated;

“There is a relationship between violence and children's participation in pre-primary education in terms of attendance in Nairobi City County”.

4.9: Caregivers Perception of Violence on Children’s Participation in Terms of Retention Rates in Pre-Primary School Education

This section presents and discusses the perception of parents’, teachers’ and Children Officers’ of violence on children’s participation in pre-primary school education in terms of retention rates of children in public preschools in Nairobi City County. The seventh objective to be achieved was.

“ To establish the influence of violence on children's participation in pre-primary education in terms of retention rates in Nairobi City County”.

To achieve this objective, the study respondents were specifically asked to rate statements that were grouped into a dimension of three different statements. The dimension was on school retention rates which had three statements. In the first statement participants were asked if physical violence affected school retention rates. The second statement asked if psychological violence affected school retention rates, while the third statement asked if sexual violence affected school retention rates. Each statement was rated using a 4-point Likert scale ranging from 1: “strongly agree” to 4: “strongly disagree”. For data analysis percentage and means were used to summarize the study participants’ views on effects of violence.

4.9.1: Perception of Violence on Pre-primary School Retention Rates According to Caregivers

Parents, pre-school teachers and children officers were required to rate the effects of violence on the pre-school retention rates. The findings are as shown in table 4.25.

Table 4.25: Caregivers Perception of Violence on Pre-primary Schools Retention Rates

Respondents	Pre-school retention rates	Ratings				Mean rating
		S/A	A	D	S/D	
Parents N = 95	Physical violence	77 (81.1%)	14 (14.7%)	4 (4.2%)	-	1.23
	Psychological violence	83 (87.4%)	12 (12.6%)	-	-	1.13
	Sexual violence	88 (92.6%)	4 (4.2%)	3 (3.2%)	-	1.11
Teachers N = 62	Physical violence	60 (96.8%)	2 (3.2%)	-	-	1.03
	Psychological violence	59 (95.2%)	3 (4.8%)	-	-	1.05
	Sexual violence	60 (96.8%)	2 (3.2%)	-	-	1.03
Children officers N = 2	Physical violence	2 (100%)	-	-	-	1.00
	Psychological violence	2 (100%)	-	-	-	1.00
	Sexual violence	2 (100%)	-	-	-	1.00

Scale: S/A-Strongly agree, A-agree, D-disagree, S/D-strongly disagree

The findings in table 4.25 indicate that, pre-school retention rate is mainly affected by sexual violence with a mean rating of 1.11 as strongly agreed by 88(92.6%) of the parents. The retention rate is also affected by psychological violence where 83(87.4%) of the parents strongly agreed with a mean rating of 1.13, while physical violence with 77(81.1%) of the parents strongly agreed with a mean rating of 1.23.

The findings further indicated that, in the opinion of the pre-school teachers, they felt that, the main effect of violence among children was related to cases of sexual assault with 60(96.8%) of the teachers strongly agreeing that it affects pre-school retention rates with a mean rating of 1.03, while 2(3.2%) agreed and none of them disagreed. physical violence followed with 60(96.8%) and a mean of 1.03 while 2(3.2%) agreed. Almost a similar effect was caused by psychological violence where 59(95.2%) strongly agreed with a mean of 1.05 while 3(4.8%) agreed that it affects preschool retention rates. In addition, children officers stated that physical, psychological and sexual forms of violence strongly affected the retention rates on pre-primary schools. This implies that, the most form of violence that had very high effect on the retention rates was sexual and physical forms of violence as perceived by the caregivers. To find out if there was any relationship between violence and children's retention rates in preschool education the following fourth statistical hypothesis which stated:

H₀₄: "There is no relationship between violence and children's participation in pre-primary education in terms of retention rates in Nairobi City County" was rejected.

Specifically, the researcher employed Pearson's correlation coefficient test at alpha level 0.05 to determine the relationship. Results are presented in table 4.26

Table 4.26: Correlation Matrix Table of the Caregivers Perception of Violence on School Retention Rates

Respondents			Children reported experiencing violence	Physical violence	Psychological violence	Sexual violence
Parents N = 95	Children reported experiencing violence	r-value	1	-.082	-.069	-.048
		Sig. (2-tailed)	.	.431	.509	.645
	Physical violence	r-value	-.082	1	.137	.450(**)
		Sig. (2-tailed)	.431	.	.184	.000
	Psychological violence	r-value	-.069	.137	1	.059
		Sig. (2-tailed)	.509	.184	.	.571
	Sexual violence	r-value	-.048	.450(**)	.059	1
		Sig. (2-tailed)	.645	.000	.571	.
Teachers N = 62	Pupils reported experiencing violence	r-value	1	.384**	-.051	-.041
		Sig. (2-tailed)		.002	.695	.751
	Physical violence	r-value	.384**	1	-.041	-.033
		Sig. (2-tailed)	.002		.751	.797
	Psychological violence	r-value	-.051	-.041	1	-.041
		Sig. (2-tailed)	.695	.751		.751
	Sexual violence	r-value	-.041	-.033	-.041	1
		Sig. (2-tailed)	.751	.797	.751	

**** Correlation is significant at the 0.05 level (2-tailed).**

The study findings in table 4.26 show that there was a significant relationship in the effect of physical violence on school retention rates ($r=0.450$, $P=0.000$). Correlation analysis carried out further shows that there was a significant correlation at the 0.05 level (2-tailed). The study findings also shows that there was a significant relationship in the effect of physical violence on school retention rates ($r=0.384$, $P=0.002$). This implied that physical form of violence affected pre-primary schools retention rates more than any other form as perceived by the caregivers.

Correlation analysis carried out further shows that there was a significant correlation at the 0.05 level (2-tailed). This implies that physical form of violence affected retention rates compared with other forms according to teachers.

Parents and teachers perceptions analysis carried out, established that there was a significant relationship in the effects of violence on school retention rates. As a result of the analysis, it was therefore concluded that violence against children influence retention rates in pre-primary schools. This led to statistical hypothesis being rejected and the alternative hypothesis accepted which stated that: *“There is a relationship between violence and children's participation in pre-primary education in terms of retention rates in Nairobi City County”*

4.9.3: Discussions of the Findings

The current study findings showed that caregiver’s perception of violence against children was that it affected children’s participation in pre-primary education. This was in relation to enrolment, attendance and retention rates. The findings were also confirmed by Leach et al (2013) in a study carried out in Botswana which revealed that violence contributes to irregular attendance, under achievement of pupils and ultimately lead to dropouts lowering retention rates. Brock & Cammish (1997) in their study done in Ethiopia similarly showed that bullying and rape were key factors that were contributing to poor attendance and high dropout rates in schools. APHRC (2004); Ncabira (2005) revealed that violence contributed to low participation, poor enrolment, and attendance, frequent absenteeism, high dropout rates, and low retention

rates. The study findings similarly agrees with that of Mirembe and Davis (2001) which revealed that most children drop out of schools after they are sexually molested due to trauma.

The findings are also in harmony with Ongote, et.al (2013) who revealed that all forms of violence leaves scars to the individual person and often robs children their chances to fulfill their potentials. As a result young children become retarded in their development, hindering their participation in pre-primary school education. The implication is that there is need to combat violence to improve children participation in pre-school education in Nairobi County, thus exploiting their potential. This will further ensure the achievement of vision 2030 and the sustainable development goals.

4.10: Intervention Strategies Used to Address Violence against Children

This section presents and discusses the intervention strategies used to address violence as the eighth objective of the study which stated:

“To find out the intervention strategies used to address violence in public pre-primary schools in Nairobi City County”.

To achieve this objective the study participants were asked to indicate intervention strategies used to address violence against children. In this section there were three items. In the first item participants were asked to indicate strategies used in addressing violence against children. The specific strategies were health and care support,

sensitization programmes and guidance and counseling. They were coded as follows; “A” as “1”, “B” as “2” and “C” as “3”.

Participants were also asked to specify other strategies used in each item. For second item participants were asked to indicate strategies that were shared having been used in addressing violence against children. Third item required the participants to indicate strategies that had been experienced as reported having been used in addressing violence. The presentation was to provide information on different types of intervention strategies that were used in addressing violence against children. Frequencies and percentages were used. The findings are presented in table 4.27.

4.10.1: Intervention Strategies Used to Address Violence against Children

The study participants were expected to indicate the strategies used in addressing violence against children. Results are presented in table 4.27

Table 4.27: Intervention Strategies Used according to Caregivers

Intervention Strategies Used	No of Parents	%	No of Teachers	%	No of children Officers	%
Healthcare support	20	21.0	4	6.5	0	0
Sensitization programme	15	15.8	7	11.3	0	0
Guidance and counseling	60	64.2	51	82.2	2	100
Total	95	100.0	62	100.0	2	100.0

Table 4.27, indicates that majority of the parents, 60(64.2%) indicated that guidance and counseling strategy was preferred in addressing violence. 20(21.1%) of the parents indicated health care support services while 15(15.8%) stated sensitization programmes. Further the table, indicates that majority of the teachers 51(82.3%) indicated that guidance and counseling strategy was preferred in addressing violence. 7(11.3%) of the teachers indicated sensitization programmes, while 4(6.5%) stated health care support services. In addition, children officers 2(100%) indicated that guidance and counseling strategy was preferred in addressing violence against children. This implies that guidance and counseling was widely used in addressing violence compared with other strategies, which would have been due to emphasize given to guidance and counseling unit in schools.

4.10.2: Intervention Strategies Shared according to Caregivers

The study participants were asked to indicate the strategies that were shared. Results are presented in table 4.28.

Table 4.28: Intervention Strategies Shared according to Caregivers

Intervention Strategies Shared	No of Parents	%	No of Teachers	%	No of children Officers	%
Healthcare support	12	12.6	6	9.7	0	0.0
Sensitization programme	8	8.5	10	16.1	0	0.0
Guidance and counseling	75	78.9	46	74.2	2	100.0
Total	95	100.0	62	100.0	2	100.0

Table 4.28, indicated that majority 75(78.9%) of the parents had shared information of guidance and counseling in addressing violence, this was followed by 12(12.6%) of the parents who shared information on healthcare support services, while 8(8.4%) of the parents shared strategy of sensitization. Other strategies children shared with their parents in addressing violence were; life skills, media and through religion. Further the table indicates that 47(75.8%) of the teachers had indicated guidance and counseling as a strategy shared by parents in addressing violence. 10(16.1%) of the teachers had shared sensitization as a strategy, while 6(9.7%) had shared with the parents the strategy of healthcare support services. In addition children officers 2(100%) indicated that guidance and counseling strategy was mostly shared in addressing violence against children. This implies that sensitization programmes was the least strategy used in addressing violence against children as shared, which may be as result of ineffectiveness of activities planned for sensitization programmes as they are implemented in the society.

4.10.3: Intervention Strategies Reported according to Caregivers

The study participants were asked to indicate the strategies that were reported. Results are presented in table 4.29

Table 4.29: Intervention Strategies Reported according to Caregivers

Intervention Strategies Reported	No of Parents	%	No of Teachers	%	No of children Officers	%
Healthcare support	20	21.1	5	8.1	0	0.0
Sensitization programme	15	15.8	6	9.7	0	0.0
Guidance and counseling	60	63.1	51	82.3	2	100.0
Total	95	100.0	62	100.0	2	100.0

Table 4.29, indicate that 60(63.1%) of the parents had reports on guidance and counseling as a strategy in addressing violence, while 20(21.1%) of the parents had reported on health care as a strategy, and 15(15.8% of them had reported on sensitization programmes. Further the findings also shows that, majority of pre-school teachers 51(82.3%) stated that guidance and counseling strategy was mainly used to avert or alleviate violence against children while 6(9.7%) reported on sensitization programmes and 5(8.1%) on health care support services. This implies that health care services strategy and sensitization programmes were the least used according to teachers. In addition, children officers 2(100%) indicated that guidance and counseling strategy was mostly reported in addressing violence against children. This implies that guidance and counseling was widely used and popular as a strategy according to caregivers in the society.

4.10.4: Other intervention strategies used According to Caregivers

Parents, teachers and children officers were asked to indicate any other strategy used apart from the ones that they had indicated. The findings are presented and discussed in table 4.30;

Table 4.30: Other intervention strategies used According to Caregivers

Other Causes	No of parents	%	No of Teachers	%	No of Children officers	%
Capacity building	2	2.10	5	8.06	1	50.0
Community policing	3	3.16	1	1.61	0	0
‘NyumbaKumi initiative’	6	12.90	0	0	1	50.0
Life skills	4	4.21	10	16.12	1	50.0
Religion	12	12.63	8	12.90	0	0
Media	0	0	7	11.29	0	0

Table 4.30, shows that there were other strategies used that parents noted. These other strategies were capacity building where 2(2.10%), community policing 3(3.16%), NyumbaKumi Initiative 6(6.31%) life skills education 4(4.21%) and religion 12(12.63%), This implies that apart from the strategies reported or shared there were other strategies used in addressing violence. It was noted that more than two thirds of the parents 68(71.57%) left a blank space and they did not indicate any other strategies used to address violence against children, which would be due to inadequate provision of other intervention strategies to address violence in the society. Further the table

shows that there were other strategies used as noted by teachers. The strategies included capacity building 5(8.06%), community policing 1(1.61%), media 7(11.29%), life skills education 10(16.12%) and religion 8(12.90%). This implies that apart from the strategies reported or shared there were other strategies used in addressing violence where life skills education was reported by the majority of the teachers followed by religion and the least was community policing. It was noted that a half 31(50%) of the teachers left a blank space and they did not indicate any other strategies used to address violence against children. In addition, there were other strategies noted by children officers that included; Capacity building and life skills education.

4.10.5: Discussion of the Findings

The findings in the current study show that the most widely used intervention strategy was guidance and counseling as compared with health care support services and sensitization programmes. Other strategies revealed include life skills education, religion, 'nyumbakumi initiative', capacity building, community policing, and media. The findings were confirmed by Plan (2009) who pointed out that several interventions were available to address violence and especially in schools such as establishment of guidance and counseling units. Other strategies include training of caregivers, improving safety in schools as well as in the community and creating awareness to stakeholders to ensure a conducive environment for children. Keller et al (2015) also confirms that aftercare support services for victims were important to help child victims of violence to be able to cope with their day to day life.

Heise(2011)however, contradicts the findings and revealed that awareness campaigns were mostly used.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summary of the findings, and conclusions drawn from the study on effects of violence against children. The chapter also presents recommendations and suggestions for various stakeholders and for further research.

5.2: Summary of the Findings

The study findings established the number of children who had experienced violence in terms of boys and girls. It also revealed that there were different forms, and causes of violence against children. The findings also established the views of caregivers on effects of violence on children's participation in preschool education in relation to enrolment, attendance and retention rates. Demographic information of the caregivers was also established and intervention strategies used in addressing violence in Nairobi City County. The study used a descriptive survey method where questionnaires were used to collect data. Data collected was analyzed and presented through tables, graphs, pie charts, percentages, and means.

The study had a sample size of 168 respondents where 10% of each group of the respondents was sampled from 21 public pre-primary schools. During the study out of 101 parents only 95 of them returned their questionnaires, out of 65 preschool teachers, only 62 who returned, for children officers 2 of them participated. A total of

159 participants for the study gave their responses, while 9 of them did not return their questionnaires.

Eight objectives were set to guide the study. Objective one sought to establish the number of children who had experienced violence. The study confirmed that there were a high number of girls who had experienced violence than boys. Majority of the respondents showed that children had experienced violence. Moreover, majority of the parents had an average of four children and teachers had an average of five children having reported being victims of violence. The literature reviewed on surveys and studies done in other parts of the world indicated that there was a high prevalence of violence. On sharing between teachers and parents majority of teachers noted that parents shared with them cases of violence. Teachers who had experienced reported cases of violence were more than those who had not. Children officers also noted there were reported cases of violence. The results also indicated that there was no difference in both males and females respondents sharing of cases of violence. In relation to education level and age the results revealed that there was no association with the sharing of cases of violence. The findings did not show if there was any difference between the numbers of children who had experienced violence by gender. This led to a statistical test for hypothesis one using a T-test. The results indicated that was a significant difference between the numbers of children who had experienced violence by gender.

Objective two sought to identify the forms of violence; the study findings showed that there were varied forms of violence in Nairobi City County. These forms ranged from physical, psychological and sexual which were in existence in Nairobi City County. Further, the study findings showed that majority of the respondents noted that physical form was mostly experienced, followed by sexual and psychological forms. Other forms also experienced by children as identified by caregivers included bullying, corporal punishment, child labour, incest, and sodomy. The findings revealed that most of the children who had experienced sexual form of violence did not share their experiences. The findings also showed that children do not open up to share all the experiences they have on violence. Majority of the study participants shared physical forms followed by psychological form and the least being sexual form of violence. This implied that there were other factors that could have made sharing of cases of violence a challenge. This may be as a result of culture, set norms, beliefs and systems in the community.

According to objective three, which sought to identify the causes of violence, the study findings show that there were different causes of violence in Nairobi County ranging from social, political and legal causes. On the same note other causes noted by the respondents included divorce, drug and alcohol abuse, poverty, poor values, set norms, space and low social economic status. The research findings also showed that there are varied causes of violence in Nairobi City County. It also showed that majority of the study participants noted social causes were the major grounds why violence against children occurred, followed by legal then political causes.

Objective four was on finding out caregivers' characteristics, the findings showed that there were more females than males among the respondents, where the youngest was between 21 to 25 years and the oldest was above 46 years of age. It was also revealed that education level of majority of the respondents was college level with a few of them at the university level. This showed that teachers and children officers had professional training qualifications and majority of caregivers had basic education skills.

Experience of the respondents was also revealed where parents experience was based on the number of children each had in their families. Majority of the parents had more than three children and were thus deemed to have ample experience in childcare. For teachers and Children Officers the experience was based on the number of years that they had worked, where the majority had fifteen years and above. The study findings thus showed that majority of the respondents had adequate experience in handling young children, and as a result they would provide adequate and relevant information on violence among young children that was being sought.

Findings of objective five reveal that majority of the study participants strongly agreed that violence affected children's enrolment. This implies that violence against children affects enrolment negatively. However, results did not show any considerable relationship between violence and children's participation in preschool education in relation to enrolment. Therefore, Pearson's correlation coefficient at alpha level of 0.05 was used and established that there was a significant relationship between violence and

children's enrolment in pre-primary schools. Thus the statistical hypothesis was rejected.

Objective six sought to establish if there was any relationship between violence and children's participation with regard to pre- school attendance. From the study findings, majority of the study participants strongly agreed that violence affected children's attendance. This implies that violence against children affects attendance negatively. However, results did not indicate whether there was any significant relationship between violence and children's participation in relation to attendance. Therefore, Pearson's correlation coefficient at alpha level of 0.05 was administered. The test established that there was a significant relationship between violence and children's attendance thus statistical hypothesis was rejected.

Finding for objective seven show that majority of the study respondents strongly agreed that violence affected children's retention rates in preschools which imply that violence against children affects retention rates negatively. However, results did not show whether there was any relationship between violence and children's participation in relation to retention rates. Pearson's correlation coefficient at alpha level of 0.05 was thus utilized and established that there was a significant relationship in effects of violence on children's retention rates, which led to statistical hypothesis being rejected.

The eighth objective sought to find out the intervention strategies used to address violence. Majority of the respondents noted that guidance and counseling was the most commonly used strategy, followed by health care support and then sensitization programmes. In most cases however, sensitization programmes were not accessed by majority of the children. Other intervention strategies noted by the participants were community policing, NyumbaKumi Initiative, capacity building for stake holders, life skills education, media and religion education.

The research findings from Nairobi City County cannot be over emphasized. The study findings showed that violence has a negative effect on children's participation in terms of enrolment, attendance as well as school retention rates and it also affects their growth and development which may impede their capacity to exploit their full potentials.

5.3: Conclusions

The study concludes that in Nairobi City County violence against children exists. The findings further revealed that there were more girls who were victims of violence, although there was a growing trend among boys who were also at risk. The findings also revealed that there were more reported cases of violence than cases shared. It also showed that majority of the respondents held back information and they did not share cases of violence which could have been as a result of the cultural beliefs and set norms within the communities. Cases reported and shared to caregivers on violence

were done regardless of the age, gender, and experience or education level of caregivers.

Violence against children was also found to occur in different forms that include physical, psychological and sexual form of violence. The study thus concludes that physical and sexual forms and other forms of violence like corporal punishment, bullying, incest, sodomy and child labour were rampant. Further sexual form of violence was more reported than shared compared with other forms of violence. The study also concludes that there were several factors that influenced violence against children with the major one being social, followed by legal, and political based factors while others related to divorce, poverty, overcrowding, culture, set norms, drugs and alcohol abuse. Violence against children also has negative effects on children's participation in pre-primary school in relation to enrolment, attendance and retention rates.

Similarly, there were a variety of intervention strategies used in addressing violence. The most commonly used was guidance and counseling, followed by healthcare support services and the least was sensitization programme while other strategies noted include capacity building, life skills education, media, through religion, community policing, and "Nyumbakumi" initiative.

5.4: Recommendations

Several stakeholders need to be involved in order to encourage and enforce the existing policies. This would ensure improvement on children's participation in pre-school education. They include the Ministry of Education and County Government who are the policy makers, curriculum developers, pre-school managers and teachers.

5.4.1: The National and County Governments (Policy Makers)

The study findings showed that there was imbalance in gender parity among of ECE caregivers sampled. Therefore, there is need for County Government to encourage more male ECE caregivers to consider pursuing the career or issues related to violence in order for them to pull together with their female counterparts in addressing the problem at hand. This would enhance the representation of both genders in offering solutions related to violence.

The study findings revealed that there were a high number of girls who had experienced violence than boys indicating that they were at risk. The findings also indicated that violence against children was in different forms. Therefore, there is need for the County Government and National Government through the Ministry of Education to ensure effective and efficient implementation of existing policies such as Domestic Violence Act (2015), Sexual Offense Act (2006) while ensuring close supervision and monitoring to reduce violence which is rampant in schools. This can be achieved by ensuring availability of adequate officers who are trained and have the

right qualifications to oversee the implementation of all policies in the early childhood development and education.

The study findings revealed that there were different causes that influenced violence. Therefore there is need for the County Government to introduce free pre-primary education in the County to ensure all children access education without paying any fees. There is also need to emphasize on reduction of poverty through initiating sustainable income-generating programmes and activities to empower the community to be self-reliant and economically independent hence able to support their own families thereby helping to curb tendency to perpetrate violence against children. This would help to engage families in profitable endeavors to reduce poverty and also make them busy in carrying out activities; reduce drug and alcohol abuse which may cause violence against children. There is also need to address the informal settlements to ensure proper housing, adequate space and provision of quality basic services to combat violence.

Similarly, there is need to have clear process and mechanisms outlined to deal with perpetrators of violence and roll out awareness and sensitization programmes for all stakeholders. The County Government needs to strengthen structural linkages at different levels in the community and come up with a framework to enhance monitoring and evaluation of child protection services and programmes. This will enhance safety of all children and ensure child friendly environment at all times both at home and in schools.

The National and County Governments should provide and strengthen appropriate responses and primary prevention strategies to violence against children including individual based approach, community-based efforts, healthcare responses and legal policy reforms. There is also need to strengthen the enforcement of existing guidelines. This would be done by coming up with instruments or tools to supervise and monitor progress of enforcement to all services in relation to child protection interventions measures put in place in order to combat violence. This would ensure all perpetrators are taken to court and justice sought for those children assaulted. There is also need to develop other interventions measures, strategies, and create supportive legal and policy frameworks to strengthen care and support systems within the community.

5.4.2: Recommendations for the Curriculum Developers

The study findings indicated that the number of girl child victims was very high compared with the boy child. It also showed that violence against children was in different forms and influenced by different factors. The findings also indicated that violence had negative effects on children's participation in preschool education. Therefore, there is need to strengthen the value system, through developing programmes that would create awareness to all stakeholders on the vice. The study findings also indicated that the most commonly used intervention strategy was guidance and counseling in addressing of violence cases and the least was sensitization programmes. Therefore, there is need to come up with a written document or specialized manual for training stakeholders on how to identify and

handle children who have been assaulted and especially in early childhood development and education.

There is also need for strengthening coordination and networking among different actors who deal with children's issues at all levels in the community. This would help in creating awareness and to establish departments or units within the community and schools to address the vice.

5.4.3: Recommendations for Pre-school Managers and Preschool Teachers

Due to the high number of girls who were victims of violence in Nairobi City County, there is need for managers, pre-school teachers, parents and other key stakeholders to find other ways to ensure schools are conducive, safe and have friendly environment in rearing and supporting children. This can be done by ensuring that values, virtues are well inculcated as children are brought up. There is also need to establish departments or units in schools that helps to identify and handle violence issues raised. This would ensure that children who are assaulted are identified early enough and provision of care and support services done in good time.

The study findings showed that guidance and counseling intervention strategy was the most commonly used, followed by health care support services and then sensitization programmes which was the least. Therefore there is need to initiate programmes that would create awareness to all caregivers. This would help in ensuring that all stakeholders are aware and have adequate information on violence against children.

5.4.4: Recommendations for Further Research

The current study was conducted in Nairobi City County and can be replicated in other counties in order to find out if similar or different trends exist in other counties.

The study focused mainly on children's participation in pre-primary education in relation to enrolment, attendance and retention rates. However, further research could be done on effects of violence on academic performance of pre-primary school children.

The study concentrated on young children aged between 3 to 6 year old, but attention could be directed to other age groups of school going children.

Further research needs to be done to assess the implementation of the intervention strategies used to address violence against children.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

Date:

To:.....

Dear Sir/Madam

RE: RESPONDENT CONSENT REQUEST

I am Catherine Gichuba a student at Kenyatta University gathering information on Gender Based Violence and its implications on children's participation in preschools. I will use the information for this study purposes only and any information you give, will be treated with total confidentiality. Your commitment, support and cooperation in ensuring the study process is successful will be highly appreciated.

Thanking you in advance,

.....

Yours Sincerely,

Catherine Gichuba

APPENDIX B: QUESTIONNAIRE FOR PRE-SCHOOLTEACHERS

Introduction

The questionnaire will be administered to the preschool teachers. It will comprise of two parts. Part one will gather information on personal details while part two will

cover information on violence against children in terms of numbers of children victims, forms, causes, effects and intervention strategies.

Kindly if you agree to participate in the study tick (√) in the box provided below.

Agree. Don't agree

Please respond to each question by **filling or ticking (√) your honest opinion in the box.**

Part 1: Demographic Data

School.....

1. Gender: Male Female
2. Age in years: 21-25 26-30 31-35 36-40 41-45 above 46
3. Highest Education level: Primary Secondary College University
4. Work experience in years: 1-5 6-10 11-15 16-20 above 21

Part 11: Main Themes

Cases of violence against children

5. Have any of your learners reported experiencing violence for the last one year?

Yes No

6. If yes, how many of the learners by gender reported being victims of violence?

Indicate the number according to gender.

Male Female

7. Do parents of affected learners share with you any cases of violence?

Yes No

8. If yes, how many of the parents by gender shared with you any cases of their children being victims of violence? Indicate the number of parents according to gender.

Male Female

Forms of violence against Children

9. Tick the form of violence, which parents may have frequently shared with you

- A. Physical violence; Hitting, pushing, slapping.
- B. Psychological violence; Insults, threats, intimidation
- C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....

10. Tick the form of violence that children may have experienced as reported.

- A. Physical violence; Hitting, pushing, slapping.
- B. Psychological violence; Insults, threats, intimidation
- C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....
.....

Causes of Violence against Children

11. Tick the cause of violence according to you.

A. Social/cultural (culture, values, operation systems, socialization process)

B. Political (under representation of women, limited participation, marginalized groups)

C. Legal (child custody, poor enforcement, weak reporting channels)

Any other cause, please specify

.....
.....

Perception of Violence on Children's Participation in Pre-primary Education

Kindly tick appropriate rating using: Strongly Agree(S/A), Agree (A), Disagree (D), or Strongly Disagree(S/D).

12. Pre-Primary School Enrollment	S/A	A	D	S/ D
Physical violence affects school enrollment				
Psychological violence affects school enrollment				
Sexual violence affects school enrollment				
13. Pre-Primary School Attendance				
Physical violence affects preschool attendance				
Psychological violence affects preschool attendance				
Sexual violence affects preschool attendance				
14. Pre-Primary School Retention rates				
Physical violence affects preschool retention rates				
Psychological violence affects preschool retention rates				
Sexual violence affects preschool retention rates				

Intervention Strategies for addressing violence against children

15. Tick the strategy used in addressing violence against children.

- A. Health care support services
- B. Sensitization programmes
- C. Guidance and counseling

Any other strategy, please specify

16. Tick the Strategy used in addressing violence that parents may have shared with you.

- A. Health care support services

B. Sensitization programmes

C. Guidance and counseling

Any other strategy, please specify

17. Tick the Strategy used in addressing violence that children may have experienced as reported to you.

A. Health care support services

B. Sensitization programmes

C. Guidance and counseling

Any other strategy, please specify

.....

.....

Thank you for your participation

APPENDIX C: QUESTIONNAIRE FOR PARENTS

No.

Introduction

The questionnaire will be administered to the parents. It will comprise of two parts.

Part one will gather information on personal details while part two will cover

information on violence against children in terms of numbers of children victims, forms, causes, effects and intervention strategies.

Kindly if you agree to participate in the study tick (√) in the box provided below.

Agree. Don't agree

Please respond to each question by **filling or ticking (√) your honest opinion in the box.**

Part 1: Demographic Data

1. Gender: Male Female
2. Age: 21-25 26-30 31-35 36-40 41-45 above 46
3. Highest Education level: Primary Secondary College University
4. Number of children that you have: 1-2 3-4 5-6 over 7

Part 11: Main Themes

Cases of Violence against Children

5. Have any of your children reported experiencing violence for the last one year?

Yes No

6. If yes, how many of the children by gender have reported being victims of violence?

Indicate the number of children according to their gender.

Male Female

7. Do the affected children freely share with you on the violence directed against them? Yes No

8. If yes, how many of the children by gender freely share with you on the violence directed against them? Please indicate the number of children according to their gender.

Male Female

Forms of violence against Children

9. Tick the form of violence that your children may have shared with you.

A. Physical violence; Hitting, pushing, slapping.

B. Psychological violence; Insults, threats, intimidation

C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....

10. Tick the form of violence that your children may have experienced as reported to you.

- A. Physical violence; Hitting, pushing, slapping.
- B. Psychological violence; Insults, threats, intimidation
- C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....

Causes of violence against Children

11. Tick the cause of violence according to you.

- A. Social/cultural (culture, values, operation systems, socialization process)
- B. Political (under representation of women, limited participation, marginalized groups)
- C. Legal (child custody, poor enforcement, weak reporting channels)

Any other cause, please specify

.....

.....

Perception of Violence on Children's Participation in Pre-Primary Education

Kindly tick appropriate rating using: Strongly Agree(S/A), Agree (A), Disagree (D), or Strongly Disagree(S/D).

12. Pre-Primary School Enrollment	S/A	A	D	S/ D
Physical violence affects school enrollment				
Psychological violence affects school enrollment				
Sexual violence affects school enrollment				
13. Pre-Primary School Attendance				
Physical violence affects preschool attendance				
Psychological violence affects preschool attendance				
Sexual violence affects preschool attendance				
14. Pre-Primary School Retention rates				
Physical violence affects preschool retention rates				
Psychological violence affects preschool retention rates				
Sexual violence affects preschool retention rates				

Intervention Strategies for addressing violence

15. Tick the strategy used in addressing violence.

A. Health care support services

B. Sensitization programmes

C. Guidance and counseling

Any other strategy, please specify

16. Tick the Strategy used in addressing violence that children may have shared with you.

- A. Health care support services
- B. Sensitization programmes
- C. Guidance and counseling

Any other strategy, please specify

17. Tick the Strategy used in addressing violence that children may have experienced as reported to you.

- A. Health care support services
- B. Sensitization programmes
- C. Guidance and counseling

Any other strategy, please specify

Thank you for your participation

APPENDIX D: QUESTIONNAIRE FOR CHILDREN OFFICERS

No.

Introduction

The questionnaire comprised of two parts. Part one gathered information on general and demographic information while part two covered information on violence against children in terms of numbers of children victims, forms, causes, effects and intervention strategies.

Kindly if you agree to participate in the study tick (√) in the box provided below.

Agree. Don't agree

Please respond to each question by **filling or ticking (√) your honest opinion in the box.**

Part 1: Demographic Data

Sub County

- 1. Gender: Male Female
- 2. Age in years: 21-25 26-30 31-35 36-40 41-45 above 46
- 3. Highest Education level: Primary Secondary College University
- 4. Work experience in years: 1-5 6-10 11-15 16-20 above 21

Main Themes:

Cases of violence against Children

5. Have any parents reported to your office any cases of violence against preschool children in the last one year?

Yes No

6. If yes, how many cases of child victims by gender, were reported to your office by parents? Please give the number of child victims by gender.

Male Female

7. Of the parents who reported, how many were they according to gender? Please give the number of parents by gender

Male Female

8. Do teachers ever share with you any cases of violence against children?

Yes No

9. If yes, how many teachers ever shared with you any cases of violence against children? Please give the number of teachers by gender

Male Female

Forms of violence against Children

10. Tick the form of violence that preschool teachers or parents may have shared with you.

A. Physical violence; Hitting, pushing, slapping.

B. Psychological violence; Insults, threats, intimidation

C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....

11. Tick the form of violence that children may have experienced as reported to you.

A. Physical violence; Hitting, pushing, slapping.

B. Psychological violence; Insults, threats, intimidation

C. Sexual violence; rape, defilement, harassment

Any other form, please specify

.....

Causes of violence against Children

12. Tick the cause of violence according to you.

A. Social/cultural (culture, values, operation systems, socialization process)

B. Political (under representation of women, limited participation, marginalized groups)

C. Legal (child custody, poor enforcement, weak reporting channels)

Any other cause, please specify

.....

Perception of Violence on Children's Participation in Pre-Primary Education

Kindly tick appropriate rating using: Strongly Agree(S/A), Agree (A), Disagree (D), or Strongly Disagree(S/D).

13. Pre-Primary School Enrollment	S/A	A	D	S/ D
Physical violence affects school enrollment				
Psychological violence affects school enrollment				
Sexual violence affects school enrollment				
14. Pre-Primary School Attendance				
Physical violence affects preschool attendance				
Psychological violence affects preschool attendance				
Sexual violence affects preschool attendance				
15. Pre-Primary School Retention rates				
Physical violence affects preschool retention rates				
Psychological violence affects preschool retention rates				
Sexual violence affects preschool retention rates				

Intervention Strategies for addressing violence against children

16. Tick the strategy used in addressing violence.

- A. Health care support services
- B. Sensitization programmes
- C. Guidance and counseling

Any other strategy, please specify

.....

17. Tick the Strategy used in addressing violence that parents may have shared with you.

A. Health care support services

B. Sensitization programmes

C. Guidance and counseling

Any other strategy, please specify

.....

18. Tick the Strategy used in addressing violence that children may have experienced as reported to you.

A. Health care support services

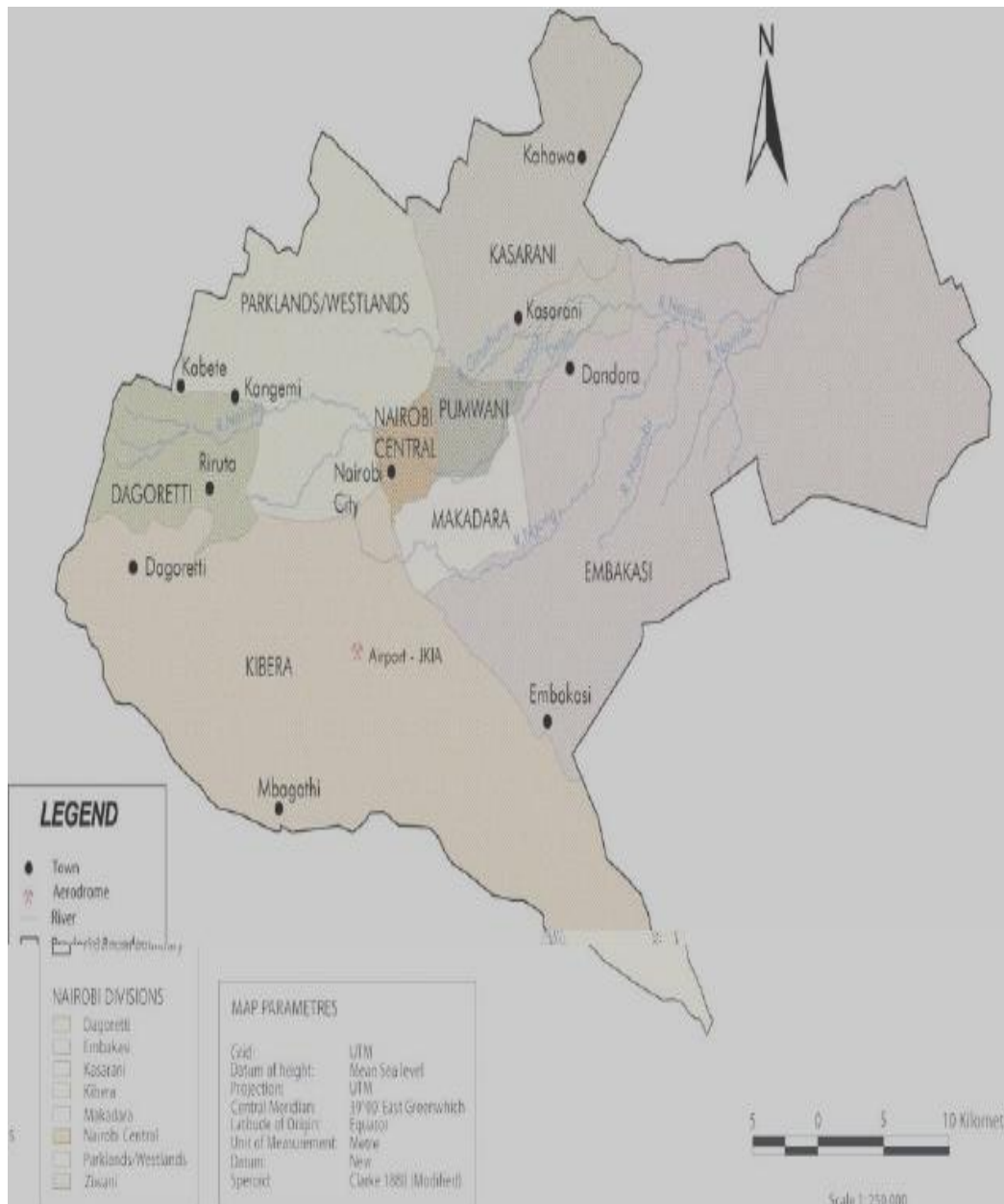
B. Sensitization programmes

C. Guidance and counseling

Any other strategy, please specify

.....

Thank you for your participation



APPENDIX F: APPROVAL LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduates@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext.4150

Internal Memo

FROM: Dean, Graduate School

DATE: 17th March, 2016

TO: Catherine W. Gichuba
C/o Early Childhood Studies Dept.

REF: E83/21207/2010

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 24th February, 2016.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

for *MWANIKI*
ANNDEL MWANIKI
FOR: DEAN, GRADUATE SCHOOL



c.c. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Juliet Muga
C/o Department of Early Childhood Studies
Kenyatta University
2. Dr. Teresa Mwoma
C/o Department of Early Childhood Studies
Kenyatta University

**APPENDIX G: RESEARCH AUTHORIZATION FROM GRADUATE
SCHOOL**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E83/21207/2010

DATE: 17th March, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30625-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION CATHERINE W. GICHUBA – REG. NO. E83/21207/2010

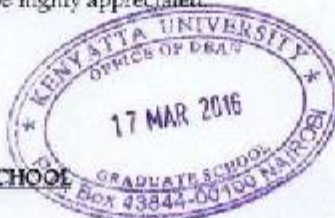
I write to introduce **Ms. Catherine W. Gichuba** who is a Postgraduate Student of this University. She is registered for Ph.D degree programme in the **Department of Early Childhood Studies**.

Ms. Gichuba intends to conduct research for a Ph.D Proposal entitled, **"Gender Based Violence: An Implication on Children's Participation in Pre-School Education in Nairobi City County, Kenya"**.

Any assistance given will be highly appreciated.

Yours faithfully,


PDC MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL



AM/rum

APPENDIX H: APPROVAL LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/17276/10333**

Date:

6th April, 2016

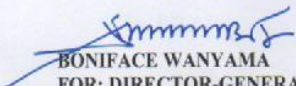
Catherine Wambui Gichuba
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Gender Based Violence: An implication on children's participation in preschool education in Nairobi City County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **2nd April, 2017.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341986

The County Director of Education
Nairobi County.



