CHILD ABUSE AND NEGLECT: SELF-REPORTED ASSESSMENT AMONG PRIMARY SCHOOL CHILDREN IN MOSHI RURAL AND URBAN DISTRICTS

By

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Public Health of Muhimbili University of Health and Allied Sciences

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance the dissertation entitled Child Abuse and Neglect: Self--Reported Assessment among Primary School Children in Moshi Rural and Urban Districts, in fulfillment of the requirements for the degree of Master of Public Health of Muhimbili University of Health and Allied Sciences.

Dr Method Kazaura

(Supervisor)

Date 3rd November, 2005

DEDICATION

I dedicate this dissertation to my mother Severina Kimweri,

My children Lucyfaith, Nyatanda, Nathan (Junior)

With love.

ACKNOWLEDGEMENT

I wish to thank all the academic staff of the School of Public Health and Social Sciences, Muhimbili University College of Health Sciences, Dar es salaam, Tanzania.

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I am deeply indebted to the primary school pupils in Moshi urban and rural districts who participated in this study and to the teachers for their cooperation and assistance during field work.

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ABSTRACT

Child abuse and neglect sometimes referred to child maltreatment, is recognized globally as serious public health problem. It can cause significant physical and psychological problem especially in adulthood. There are five sub-categories of child abuse- physical abuse; sexual abuse; emotional abuse; exploitation and neglect. Explorative and descriptive cross section study was conducted in Moshi rural and urban districts in primary schools, aimed at assessing the magnitude, knowledge, characteristics of the perpetrators of different categories of child abuse and neglect. A total of 606 primary schools children boys and girls participated in the study. Structured self-administered questionnaires were used. Data were analyzed by using SPSS computer software. Chi-square test and binary logistic regression were used to examine the association between child abuse and socio-demographic characteristics of parents/caregiver and school children. Among 606 participants, 273 (45%) were males and 333 (55%) were female with age range from10 to 15 years and mean age was 12.40 (SD±1.01). The overall prevalence of child abuse was 57.1%, and was almost equally between males 56% and female 58%. The commonly reported type of child abuse was physical abuse 33.5%. In almost all cases pupils reported being abused by relatives most close to them. None of the selected characteristics of parents was associated with child abuse. The prevalence of child abuse was significantly associated with the age of pupil. None of the factors was an independent predictor for child abuse. Given the extent of study findings, there is a need for health policymaker to plan for and designing possible effective intervention on prevention of child abuse.

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LIST OF ABBREVIATIONS

CI	Confidence interval
DEO	District Education Officer
NSPCC	National Society for the Prevention of Cruelty to Children
PI	Principal Investigator
RAS	Regional Administrative Secretary
RAs	Research assistants
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
USA	Unites States of America
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background Information

Although there are variations in terms of conceptual and operational definitions of child abuse and neglect, WHO defines child abuse and neglect as the physical and emotional mistreatment, sexual abuse, neglect and negligent treatment of children, as well as to their commercial or other exploitation (WHO, 2006). Child maltreatment is recognized globally as a serious public health, human rights, legal and social issue. With this definition, there are five sub-categories of child abuse and neglect - physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.

Psychological/emotional abuse involves belittling or shaming a child, inappropriate or extreme punishment. Emotional abuse may not leave scars you can see but the damage to a child is big. Neglect is when the responsible adult fails to provide adequately various needs including food, clothing and hygiene, medical care, affection protection and education. Child sexual abuse is any sexual act between an adult and a child including penetration.

Child abuse contributes to child mortality and morbidity and has long standing effects on mental health, drug and alcohol misuse, risky behavior and criminal behavior which persist into adulthood (Gilbert *at el.*, 2008).

The problem of children with a history of neglect or physical abuse is the risk of developing psychiatric problems like anxiety and depression. In addition sexually abused children are prone to contact sexually transmitted infection and physical injuries.

Globally child abuse has been recognized as a major public health issue in recent years. It is estimated that about 40 million children below 15 years suffer from abuse and neglect world wide, and 150 million girls and 73 million boys below 18 years experience forced sexual intercourse or other forms of sexual abuse every year (WHO, 2002).

Many prevalence studies on child abuse have been conducted in western countries. Most studies in these countries are on child sexual abuse, and this is due to interest of the researchers and the nature of the problem. There is a need for more studies on the prevalence of all forms of child abuse in different countries (Creighton, 2004). In high income countries about 4% to 16% of children are physically abused annually. 5% of boys and 10% of girls are sexually abused during their childhood (Gilbert *et al.,* 2008).

In sub-Saharan Africa there are few studies conducted on child sexual abuse which have been published. One review reported that approximately 5% of children have experienced penetrative sexual abuse during their childhood (Lalor, 2004).

Most research conducted in Tanzania and Kenya on child abuse is not published in the international literature. One study conducted in Tanzania on childhood sexual abuse

among university students in Tanzania reveal prevalence rate of 27.7% (McCrann, *et al.*, 2006).

Abuse against children has been in existence for a long time and it has become a very serious emerging social problem that needs attention and professional intervention. There is a need to conduct multidisciplinary studies and to establish country scientific databases on the incidence, prevalence and consequences of all forms of child abuse and neglect. This will help to find permanent and sustainable solutions to the problem.

1.2 Statement of the Problem

Child abuse is an ongoing problem for children worldwide. It has been consistently reported in Tanzania that children are sexually abused. There are different forms of child abuse such as sexual, physical, and psychological/emotion, and neglect. Children with a history of neglect or physical abuse are at high risk of developing psychiatric problems such as anxiety and depression. Psychological/emotional and sexually abused children eventually end up developing adult depressive symptoms. On the other hand, child sexual abuse may, further, cause sexually transmitted infection including HIV.

Most of the studies conducted in Tanzania on child abuse and neglect have not been published for greater audience (Lalor, 2004). For example, during the past decade there have been very shocking information on child abuse and neglect which were reported in the news papers in Tanzania (Rajani, 1998). Such information has been summarized by the Tanzania Legal and Human Right Centre. Therefore, there is a great need of

systematically gaining more information on the problem of child abuse and neglect. The alarming rise in the number of reported child abuse incidences warrants this study to determine the magnitude, knowledge, characteristics of perpetrators of child abuse. The use of school children is likely to under-state the magnitude of the problem, but this will act as baseline information and a curtain riser to the problem.

1.3 Rationale of the Study

The findings of the proposed study are expected to provide better understanding of the problem and may contribute to its solution. The study will use a sample of primary school pupils' boys and girls some of whom may have been abused in different forms during their childhood. The information obtained from this study will help to advocate for child rights and the prevention of child abuse and neglect especially when planning for and designing possible effective interventions.

Specifically, the findings will be able:

1. To provide valuable information for health policymakers, key stakeholders and donors involved in child abuse prevention programs so as they can plan effective and specific interventions.
2. To guide the development of professional social work programs to deal with the problem of child abuse.
3. To plan educational programs for children and parents concerning personal safety.

1.4 Research Questions

1. Do primary school children understand the different forms of child abuse?
2. Are children subjected to different forms of abuse without being aware?
3. What kinds of people are most likely to abuse children?

OBJECTIVES

1.5. Broad Objective

To assess the magnitude, knowledge, characteristics of the perpetrators of child abuse among urban and rural primary school children.

1.6 Specific Objectives

1. To determine the prevalence of child abuse by type of abuse among primary school children.
2. To describe characteristics of perpetrators of child abuse and neglect as reported by the victim among primary school children.
3. To assess the level of knowledge of different forms of child abuse among primary school children.
4. To find the association between child abuse among primary school children and socio-demographic characteristics of children and parents/guardians

CHAPTER TWO

LITERATURE REVIEW

2.1 Child abuse general information

A child is an individual who is below 18 years old or the age specified by the child protection law of the country in which the child resides. Child abuse is any act or failure to perform on the part of a parent or caretaker which results in serious physical or emotional harm, exploitation or death. There are five types or forms of child abuse: physical abuse, sexual abuse, emotional abuse, neglect and exploitation. It is rarely to have only one form of abuse in children, for example physical and sexual abuse never occurs in the absence of emotional abuse. Also sexually abused children frequently experience physical injuries. Emotional abuse is likely to occur alone (Newton, 2001). All forms of abuse involve an element of emotional abuse (Crawson, *et al.*, 2000).

The most sexual abusers are males. Physical and emotional abuses are inflicted with both men and women. Also it was written that most of the cases of neglect are made by women and mostly are single mothers (Newton, 2001).

Globally child abuse is recognized as a major public health issues in recent years. It is estimated that about 40 million children below 15 years old suffer from abuse and neglect (WHO, 2002).

It was indicated that the number of child abuse or neglect was increased from 860,577 in 1990 to 1,011,973 in 1996, the figure shows that the rate of child abuse and neglect is 14.7 per 1,000 children under 18 years old in 1996 (www.childtrendsdatabank.org).

The reported national rate of child abuse and neglect in USA was 39.1 per 1,000 children in the population in 1997. The victimization rate nationally was 13.9 per 1,000 children in the population. The report shows that the neglect is account big percentage which is more than half (54%). Other form of abuse is psychological/Emotional which account 6%. The children younger than 8 years old are suffered from neglect while children of 8 years old and above are the victims of physical and sexual abuse. It was estimated that 1,196 children deaths occurred during 1997 are attributed to child abuse and neglect, and the most death are younger children for 77% of the deaths. The most perpetrators of child abuse and neglect were parents and were 75%. The most perpetrators are younger, it is estimated that over 80% were below 40 years old and almost two thirds which is 62% were females. Three-quarters of sexual abuse cases were abused by males and over 70% of neglect the perpetrators were females (U.S. Department of health and human services, 1997).

The estimation cases of children deaths in USA in 2006 were 1,530 who's main contributing factor is injury resulting from abuse or neglect (Child welfare information gateway, 2008). Studies in the developed countries have shown that child abuse problems are common, but in developing countries few studies explored the magnitude of the problem. It has been shown that low level of education for the parents or guardian

were associated by the reports of physical and sexual abuse (Jirapramukpitak, *et al.*, 2005). One descriptive survey included 175 dentists were conducted in Nigeria. More than third which is 39.4% of the dentists claimed to have suspected child abuse in one or more of their young patients however; only 6.9% had actually reported (Bankoze, *et al.*, 2008).

2.2 Physical abuse

Physical abuse include beating, striking, kicking, burning, slapping, choking or shaking, scratching, pinching, biting, pulling hair, forcing children to stay in uncomfortable positions, among other such abuses. However, the distinction between discipline and abuse is often poorly defined. Worldwide about 57,000 children under 15 years old are dying due to physical abuse annually. 4% to 16% of children are physically abused annually in high income countries (Gilbert *et al.*, 2008). Across the Europe and central Asia 1300 children die every year after being beaten or mistreated by their parents, teachers or caretaker (Arie, 2005).

Historically, punishment has been seen as a method of discipline. Physical punishment is a punishment in which physical force is used intentional to cause some pain or discomfort. A study done in Republic of Croatia which included 2140 pupils reported that there is a severe physical punishment which cause bruises or other forms of injuries by 96 (4.5%) of pupils, (62, 2.9%) from rural and (34, 1.6%) from town families (Arbele, *et al.*, 2007).

A study conducted in Nigeria on child abuse revealed that 26% of the parents believe that physical punishment is the best way of managing children who misbehave. 85% of the parents acknowledged that they had beaten their children. In the same study 22% of the children have been seriously wounded through beatings by their parents. Beating by a teacher considered to be accepted by 89% of the children (Ebigbo, 2003).

Among 212 students 95.3% perceived that have been treated violently by their biological parents, this is the study done in Bangkok Thailand among grade six students on physical abuse. The study shows that 76.7% of the children were physically abused by beating with a cane or belt (Isaranurug, *et al*., 2002).

One study conducted in Hong Kong among students population revealed that the prevalence of corporal punishment was 4.9%, and the prevalence of the children being beaten by their parents without any apparent reason were 2%. Also the study shows that the prevalence of the children beaten by the family members to injury was 1.1% (Lau, *et al*., 1999).

According to Leung *et al* (2008), the prevalence of corporal punishment in Southern China in a school based survey was 23.3%, and the prevalence of severe physical abuse was 15.1%. The study also shows that 2.8% were very severely physically abused. Disobedience to parents, poor academic performance and quarrelling between parents were the most common reasons for abused.

2.3 Sexual abuse

Sexual abuse involves a level of physical abuse (Cawson, *et al.*, 2000). Any sexual act between an adult and a child, including intercourse, incest, rape, oral sex, and sodomy is a sexual abuse. It also includes fondling and exposure to adult sexuality and violations of privacy. Globally it is estimated that 150 million girls and 73 million boys below 18 years of age experience forced sexual intercourse every year (WHO, 2002). Worldwide, over 40% of girls age 15 or younger are sexually abused (Delano, 1998). Fourteen percent of African American adolescents said that their boyfriend forced them into having intercourse (Wingood, *et al.*, 2006).

The study on sexual abuse among Thai adolescent revealed the prevalence of 4.9% in males and 6.5% in female. The rate of sexual abuse among female university students in Singapore were 4.5% (Jirapramukpitak, *et al.*, 2005).

In sub-Saharan Africa few studies conducted on child sexual abuse have been published, and many studies reported that approximately 5% of children have penetrative sexual abuse during their childhood (Lalor, 2004). The incidence of penetrative sex in the studies done in sub-Saharan Africa ranged from 70% to 97%. Reported perpetrators include adult males known by the child and 30% to 60% are family members (Pitche, 2005).

Child abuse occurs in both rural and urban areas. One study conducted in rural population of South Africa shows that 51% of children of 6 months to 15 years of age

have been sexually abused by a neighbor, a friend or a stranger. Another study done in a city of Zimbabwe found half of reported rape cases are girls less than 15 years of age and have been abused by male relatives, school teachers and neighbors. A study conducted in a district of Uganda school girls sexually abused were 31% and 15% boys, and many abused by teachers. 49% of sexual active primary school girls in Uganda said that they had been forced to have sexual intercourse (Delano, 1998). A 2007 national prevalence survey in Swaziland found that approximately 1 in 3 females experienced some form of sexual abuse as a child (Reza, *et al.,* 2009). One study conducted in Tanzania on childhood sexual abuse among university students reveal 27.7% prevalence rate (McCrann, *et al*., 2006). Another study of women conducted in northern Tanzania found that 10.9% described their first intercourse as being forced, and 15.3% described their first intercourse as unwanted (Williams, *et al.,* 2008).

The survey report among adolescents in rural Malawi shows that 55% of girls had forced to have a sex (Delano, 1998). Furthermore, 85% of child sexual abuse were done by people who the child knows and usually trust like an immediate family member, a relative, a neighbor, or a family friend (Oesterreich, 1994). It was reported that in Kenya 71.5% of sexual child abuse the perpetrators were people known to the victim. Also there was high incest among the children of 1 to 5 years old. Many children were abused by people they had trusted (Saidi, *et al*., 2008).

In 1997 the Tanzania legal human rights center analyzed the report on child sexual abuse. The reports revealed that the most abusers are male adults who are close to the children (Rajani, 1998).

2.4 Neglect

Neglect happens when the responsible adult fails to adequately provide for various needs, including physical, for example, failure to provide adequate food, clothing, or hygiene; emotional, for example, failure to provide nurturing or affection or educational, for example, failure to enroll a child in school. Neglect means that a parent fails to provide for the development of the child in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions. Nevertheless, when neglect is a result of poverty, the situation is not considered as child abuse because parents have no capability and means to feed their children. However, women, especially single mothers are considered the most agents of this type of child abuse (Newton, 2001).

Among maltreated children, the number of child neglect increased from 49% in 1990 to 63% in 2005 as opposed to child abused (www.childtrendsdatabank.org).

The estimated cases of child death due to child abuse and neglect from USA in 2006 were 1,530 and 41% of these were associated with neglect (Child welfare information gateway, 2003).

2.5 Emotional abuse

Abusing children emotionally includes constant criticism, threats, or rejection, as well as withholding love, support, or guidance. It can also mean that children are forced to hold responsibilities inappropriate to their age. One survey conducted in Northern Bangkok which comprised 202 young people found that one third of the sample had experienced emotional abuse during childhood (Jirapramukpitak, *et al.*, 2005).

A study conducted in Republic of Croatia shows that 17.5% of school children of grade one and 24.6% of grade four feel being insufficiently loved or unloved. The large percentages of these children were living with stepparent or parents were divorced. Roughly 80% of school children had been punished verbally or nonverbally for disobedience. Pupils who lived with both parents more often reported that they felt that their parents loved them very much than those who lived with a single parent, either divorced or widowed, or with a stepparent. 49 (3.7%) first-grade pupils and 35 (4.4%) fourth-grade pupils were reported having been punished during childhood, and the most punishment was to stay in a dark room and threatened by physical punishment or abandonment (Aberle, *et al.*, 2007).

Biological parents abused their children emotionally by 95% in Bangkok among grade six students. The most common abused were talking rude language. (Isaranurug, *et al.*, 2002).

CHAPTER THREE

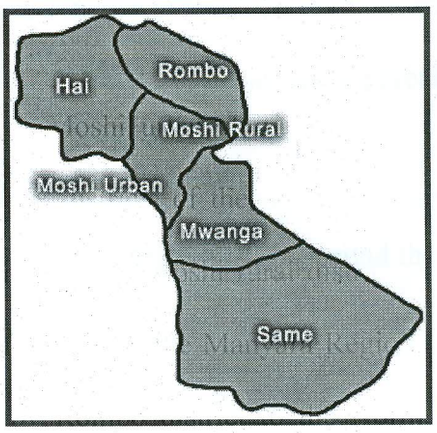
METHODOLOGY

3.1 Design of the study

The study design was both explorative and descriptive cross sectional. The study carried out from June to August 2009. However, when looking for the association between child abuse in relation to socio-demographic characteristics of children and parents/guardians, we cannot rule out the analytical component.

3.2 Study area

The study was conducted in Moshi urban and rural districts of Kilimanjaro region. Moshi urban is one of the six districts of the Kilimanjaro region of Tanzania. In the North, the district is bordered by the Moshi rural district, to the East by the Mwanga district and to the South and West by the Manyara Region. On the other hand, Moshi Rural District is bordered by Rombo district to the North, Hai district to the West, Manyara Region to the East and South.



3.3 Target and study populations

The target population for the study was primary school children of standard V, VI, and VII boys and girls in selected primary schools in Moshi rural and urban. These classes were selected because the pupils are more likely to remember their abuse because of their age than lower classes which comprises younger ages.

3.4 Sampling and sample size

Sample size was calculated based on the following formula (Wayne, 1987)

$$n = \frac{N z^2 p (1-p)}{d^2 (N-1) + z^2 p (1-p)}$$

whereby:

n= estimated minimum sample size required

N= total school child population (Urban 12,600 and in rural 60,480)

z = z value (corresponding to the 95% confidence level) equals to 1.96

p= expected proportion of child abuse in the population. A study conducted in Tanzania among university students on childhood sexual abuse revealed a prevalence of 27.7% (McCrann, *et al.*, 2006).

d = absolute precision. That is, the margin of error around the prevalence (p). set at 5%.

Moshi urban: $n= \frac{12,600\times1.96^2\times27.7(1-27.7)}{5^2(12,600-1) +1.96^2\times27.7(1-27.7)}$

n=300

Moshi rural: $n= \frac{60,480\times1.96^2\times27.7(1-27.7)}{5^2(60,480-1) +1.96^2\times27.7(1-27.7)}$

n=306

The minimum sample size required from urban district was 300. Adding an estimated 10% for non-response and non-participation, the minimum sample size in Moshi Urban District was at least 330 school children. On the other hand, the minimum sample size required from the rural district was 306. Similarly, adding an estimated 10% from non-response and non-participation, the minimum sample in Moshi Rural District was rounded to 340; making the total sample size of 670 pupils.

3.5 Sampling technique

The study area was stratified by rural and urban according to nature of the district. In both districts, simple random sampling technique was done based on sampling frame of primary schools.

Lists of primary schools from rural and urban were obtained. Nine primary schools from Moshi rural district and eight primary schools from Moshi Municipal were

randomly selected using lottery method. Since on average there were 40 students per stream, in Moshi Rural and Urban Districts at least 9 and 8 streams were chosen respectively. One stream per school was randomly selected from each school by using a list of classes and their streams. 9 and 8 streams were randomly selected using lottery method. Therefore, it was implies a two-stage sampling strategy. The first stage involved randomly selecting 9 and 8 primary schools from Moshi Rural and Urban respectively.

The second stage was done by randomly selected one stream from the available streams in standard V through VII in each of the selected Primary schools. The study was carried out during the first week of the school term and hence attendance was low. All pupils in the selected stream who were present at the time of the study were therefore selected as study participants.

3.6 Data collection techniques and tools

Data were collected by the researcher and research assistants. Structured and self-administered questionnaires were used to obtain information on child abuse. The questionnaires developed in English and then translated into Kiswahili, a language familiar to almost everybody in Tanzania. The questionnaire was pre tested to the different primary schools which were included in the study in Moshi rural and urban, and all necessary corrections were made accordingly before data collection commenced. The questionnaire consisted of three main parts. The background information of pupils (for example, age, gender, religion, and education background); reported background

information of parents/care-takers and self-reported experience of child abuse and neglect.

A list of all primary schools was obtained from the District Education officer (DEO) and a random selection of nine primary schools from Moshi rural district and eight primary schools from Moshi Municipal were done. Appointments for data collection were made in each school. In each school, pupils who were selected as study participants were gathered in one class. A brief introduction on the purpose of the study was given. The pupils were told by the researcher that the study was for research purpose only and participation was voluntary.

The pupils agreed and each was given a consent form to sign. Those who participated filled in questionnaire in the classroom and it was inspected for completeness by the researcher or research assistants. The participants were then given envelops to put their filled questionnaire. Monitoring of data quality was done through checking of the forms and ensuring that the questions were well understood and filled by the participants.

3.7 Variables

Main variables involved in this study were pupils and parents or care-takers' background information and reported history of child abuse and neglect.

3.8 Data analysis

Data was entered into Epi-Info computer software, which was then transferred to SPSS (Statistical Package for Social Sciences) software for cleaning and analysis.

The main outcome variables were child abuse and neglect (categorized by types and collapsed for all types). Frequency of different types of child abuse was reported, while descriptive details like mean, standard deviations (SD) were also obtained for continuous variables.

During the analysis, different tables and graphs were produced which contain proportions of children experiencing abuse by background variables. Comparisons (for example by sex, residence, whether rural or urban) was performed using the standard χ^2 test. Estimates and 95% confidence intervals (CI) were also calculated using the SPSS software. Bivariate logistic regression was performed the same software whereby variables associated with child abuse at $p < 0.2$ in bivariate analysis were included in the initial model. Those variables that remained associated child abuse at a $p < 0.05$ significance level or were considered important confounders were retained in the model. Adjusted odds ratios (AOR) and 95% CI were calculated and presented in the final model.

3.9 Ethical consideration

Ethical approval was obtained from the Research and Publication Committee of Muhimbili University and Health Allied Sciences. A letter of introduction to the Kilimanjaro Regional Administrative Secretary (RAS) was written by School of Public

Health and Social Sciences of Muhimbili University College of Health and Allied Sciences. RAS was requested to give the consent and support during the study period. RAS wrote a letter to Regional Education Officer (REO) who also wrote a letter of introduction to the Moshi Municipal Education Officer and Moshi Rural Education Officer (DEO). The Moshi Municipal Education Officer and DEO wrote an introduction letter to all head teachers of selected primary schools to allow the researcher to conduct the study in their schools and to give cooperation.

Although it was required to ask informed consent of parents when interviewing minors (children below 18 years), such consent was requested from the Head-teachers of respective schools as the guardians of these pupils. Once permission and consent have been given, expected respondents (selected pupils) were informed about the objectives of the study. Each participant was also informed that their participation is purely voluntary and they are free to decline or withdraw at any time in the course of the study but they are encouraged to participate. It was stated that the information provided by pupils is for research purposes only.

The school children were informed that if they will have any question(s) and need help they have to see the school head teacher who will solve the problem in collaboration with any available social welfare committee by taking appropriate measures.

Written informed consent was requested and obtained from the individual participants after an explanation of the objective of the study, assurance of anonymity and confidentiality of their responses, freedom to participate, and benefit of the study.

CHAPTER FOUR

RESULTS

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4.1 Socio-demographic characteristics

A total of 606 (90.4% of the estimated sample size) school children from 9 primary schools in Moshi Rural district and 8 primary schools in Moshi Municipal were interviewed. The socio-demographic characteristics of these pupils are shown in table 1. Among the 606 pupils interviewed, 273 (45%) were males. Their mean age was 12.40 (SD ±1.01) ranging between 10 to 15 years. The majority, 410 (67.7%), were aged between 12-13 years. Many respondents, 223 (36.8%) and 235 (38.8%), were in upper primary schools (standard VI and VII respectively). Most of the pupils 385 (63.5%) were Christian and the rest 221 (36.5%) were non-Christians (Muslim and no religion). Since sampling was based on location of school, there was an equal number of pupils living in Moshi rural and urban, 303 (50%) and 303 (50) respectively. Most of pupils, 315 (52.0%), were living with their both parents, 114 (18.8%) lived with single parents and 94 (15.5%) with step-parents. Pupils living with caretaker such as aunt, grandparents were only 83 (13.7%).

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Table 1: Socio-demographic characteristics of pupils

Characteristics	Number (%)
Sex	
Male	273 (45.0)
Female	333 (55.0)
Age group (years)	
10-11	124 (20.5)
12-13	410 (67.7)
14-15	72 (11.9)
School grade	
Std V	148 (24.4)
Std VI	223 (36.8)
Std VII	235 (38.8)
Religion	
Christian	385 (63.5)
Non Christian	221 (36.5)
Residence	
Rural	303 (50.0)
Urban	303 (50.0)
Living with	
Both parent	315 (52.0)
Single parents	114 (18.8)
Step parents	94 (15.5)
Others	83 (13.7)

4.2 Magnitude and types of child abuse

Figure 1 shows the prevalence of child abuse by type of abuse and sex of the pupils. The study shows that the number of females is high in all types of abuse than males except in neglect. The overall prevalence of child abuse was 346 (57.1 %), and was almost equally between males, 153 (56%), and between females 193 (58%). The commonly reported type of child abuse was physical abuse, 203 (33.5%), followed by neglect 150 (24.8%), emotional/psychological, 102 (16.8%) and sexual, 66 (10.9%) abuse. There were approximately equal numbers of males and females reporting physical abuse 90 (33%) against 113 (33.9%) and neglect 70 (25.6%) against 80 (24.0%)). Although not significant, females reported more sexual abuse than their male counterparts 41 (12.3%) against 25 (9.2%). Among 203 (33.5%) of physical abuse, most of the pupils 168 (27.7%) reported having been hit, beaten with a belt, stick, or other object, followed by slapped with hand on face or head 140 (23.1%), pinched or twisted the ear 110 (18.2%), being pushed or kicked 76 (12.5%), and 55 (9.1%) reported having been hit by throwing an object at them.

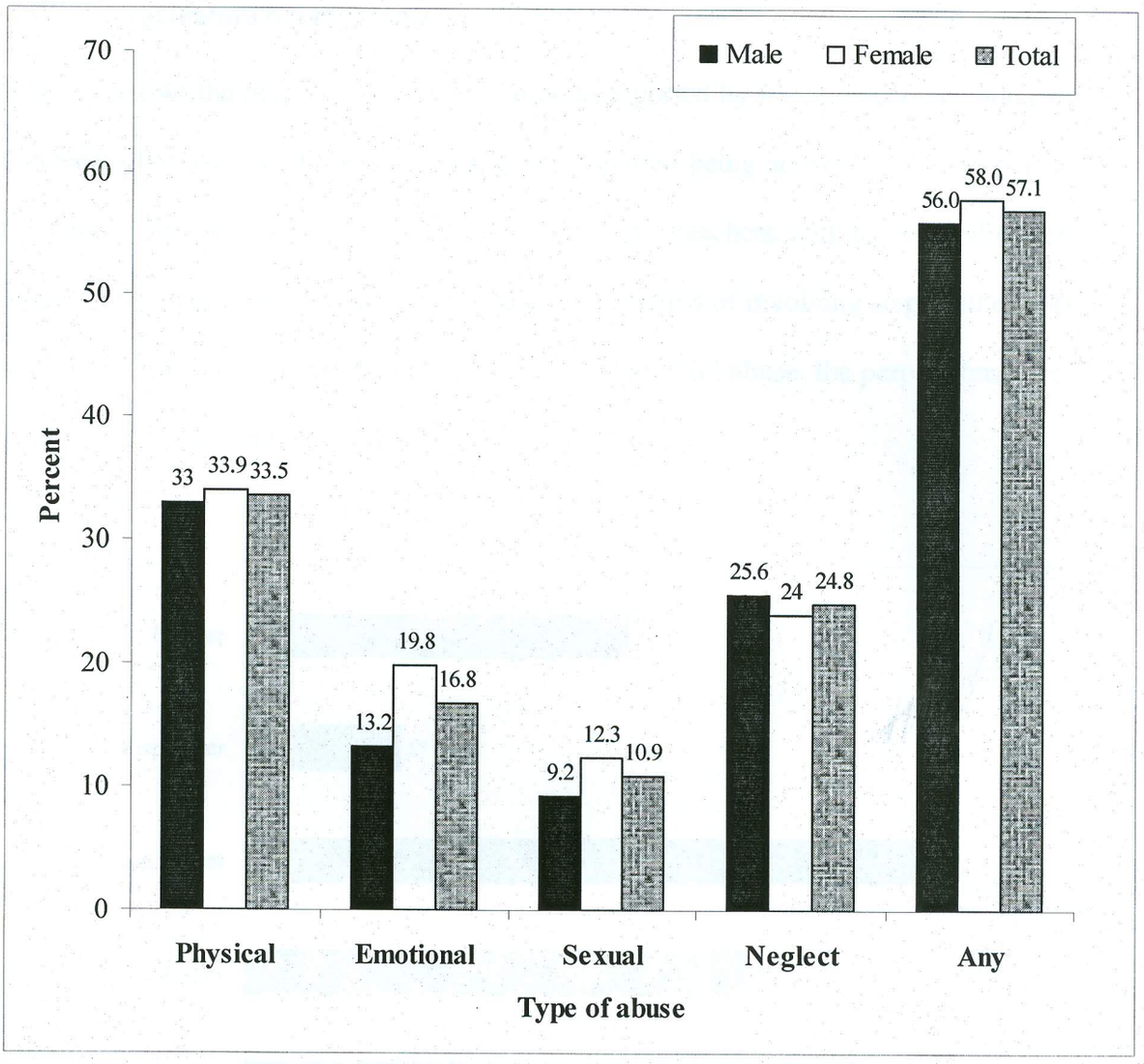


Figure 1. Prevalence of child abuse by type of abuse and sex of the pupil

4.3 Perpetrators of child abuse

Figure 2 shows the perpetrators of child abuse as reported by the pupils and cumulative incidents of abuse. In almost all cases, pupils reported being abused by relatives close to them. They include mother, father, step-parents, teachers and relatives (brother, sister, uncle, grandparent). Pupils reported more incidents of involving step-mother (74) and mother (67). It was reported that, 55 incidents of child abuse, the perpetrators were fathers, teacher 42 and step-father, 17.

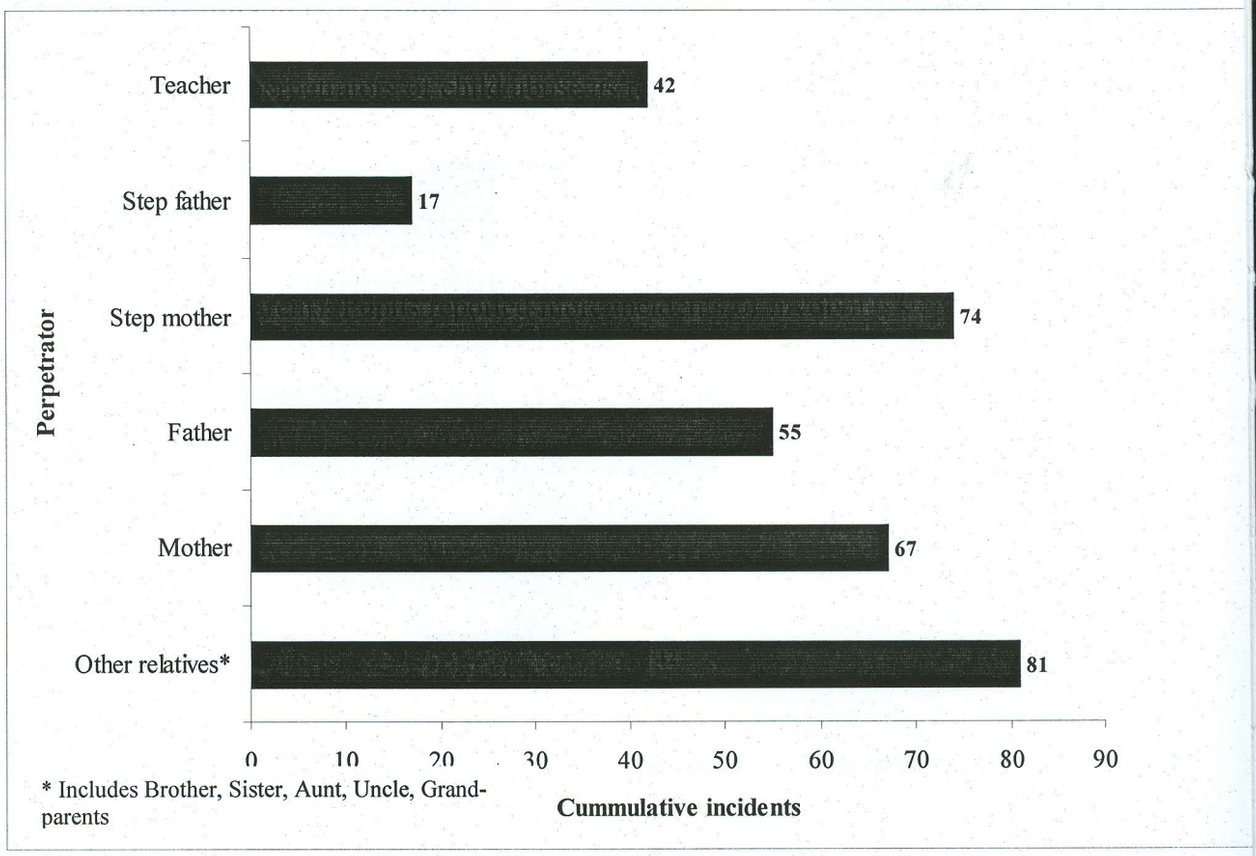


Figure 2: Reported perpetrators of child abuse and cumulative incidents of abuse

4.4 Pupils knowledge of different types of child abuse

Figure 3 presents percentage of school children's knowledge of different types of child abuse. The study found that the pupils had high knowledge of all four types of child abuse (more than 75%) i.e. physical, emotional, sexual and neglect. Majority of the pupils had the knowledge of sexual abuse 535 (88.3%) followed by emotional abuse 496 (81.8%), physical abuse 489 (80.7) and 458 (75.5%) of neglect.

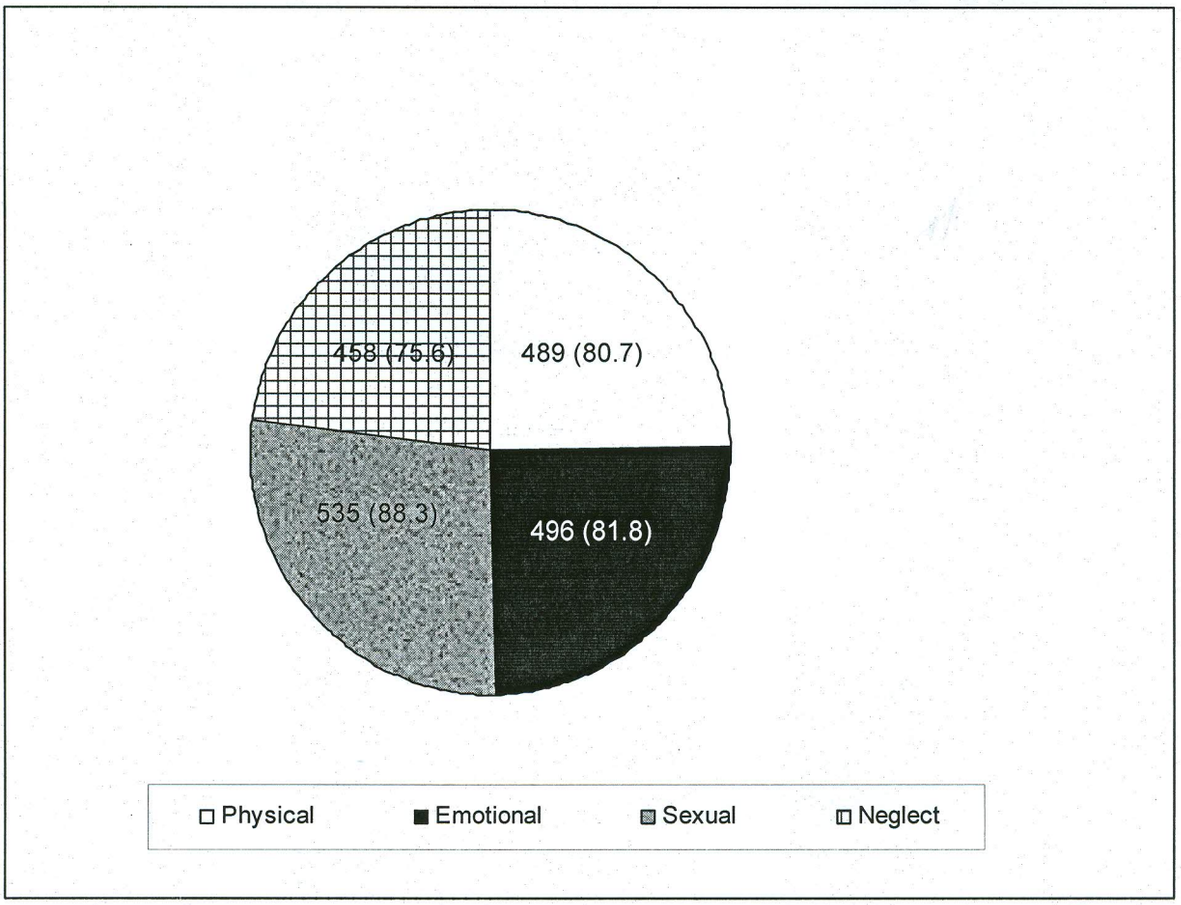


Figure 3: Percent of pupils' knowledge of different types of child abuse

4.5 Child abuse and socio-demographic characteristics

Child abuse and selected socio-demographic characteristics of parents/caretaker

Findings from the study show that none of the selected characteristics of parent or care-taker was associated with child abuse. Although pupils of caregiver younger than 50 years reported more of child abuse, 39 (70%) that those of older (50 and above years), 24 (55%), the difference was not statistically significant (χ^2 =2.4; p = 0.1). Furthermore, occupation of parent or caregiver was not associated with the prevalence of child abuse. Reported child abuse in relation to and other characteristics and parents' or caregiver are presented in Table 2.

Table 2: Association between child abuse and some socio- demographic characteristics of parents/caregiver

Characteristics	n	Number abused (%)	χ^2	df	p-value
Age of parents (yrs)			0.07	1	0.8
Less than 50	316	173 (54.7)			
50 and above	172	92 (53.5)			
Age of caregiver			2.4	1	0.1
Less than 50	56	39 (70.0)			
50 and above	44	24 (55.0)			
Occupation			8.5	4	0.08
Salaried	109	52 (47.7)			
Private	64	37 (57.8)			
Petty business	257	156 (60.7)			
Big business	75	44 (47.4)			
Unemployed/Other	60	29 (48.3)			
Number of children			0.002	1	0.97
1-4	322	181 (56.2)			
5+	207	116 (56.0)			
Marital status			2.25	3	0.5
Single	84	43 (51.2)			
Currently married	417	246 (59.0)			
Divorced	29	15 (51.7)			
Widowed	76	42 (55.3)			
Alcoholism			0.3	1	0.6
Yes	107	57 (53.3)			
No	463	260 (56.2)			
Parents Education			3.7	2	0.2
Never/some primary	47	29 (61.7)			
Complete primary	426	252 (59.2)			
Above primary	416	221 (53.1)			
Caregiver education			3.4	2	0.2
Never/some primary	17	6 (35.3)			
Complete primary	30	19 (63.3)			
Above primary	64	34 (53.1)			

Table 3: Association between child abuse and socio-demographic characteristics of pupils

Characteristic	n	Number abused (%)	χ^2	df	p-value
Sex			0.2	1	0.6
Male	273	153 (56.0)			
Female	333	193 (58.0)			
Age			9.4	2	0.01
10-11	124	85 (24.6)			
12-13	410	226 (65.3)			
14-15	72	35 (10.1)			
Religion			0.7	1	0.4
Christian	385	215 (55.8)			
Non Christian	221	131 (59.3)			
Residence			3.3	1	0.07
Rural	303	162 (53.5)			
Urban	303	184 (60.7)			
Caretaker			6.9	3	0.07
Both parents	315	170 (54.0)			
Single parents	114	65 (57.0)			
Step parents	94	65 (69.1)			
Others	83	46 (55.4)			

Child abuse and selected socio-demographic characteristics of pupils

Table 3 shows the association between reported child abuse and selected socio-demographic characteristics of pupils. More, 193 (58%), female pupils reported more of child abuse than male pupils did, 153 (56.0%). Nevertheless, the difference between sexes in reporting self child abuse was not statistically significant, (χ^2 0.2; p = 0.6). The prevalence of child abuse was significantly associated with the age of pupils (χ^2 =9.4; P 0.01). The prevalence of child abuse significantly decreased with increasing age of the pupil (χ^2trend = 8.8, p= 0.003). Furthermore, non-Christian pupils, 131 (59.3%),

reported more of child abused than Christian 215 (55.8%) and pupils living in urban 184 (60.7%) reported more of child abuse than those living in rural 162 (53.5%). However, the difference between these proportions was not statistically significant (χ^2 =0.7; p = 0 .4) and (χ^2 =3.3; p = 0.07). Other selected characteristics of pupils in relation to reported prevalence of child abuse are presented in table 3. Nevertheless, when all potential predictors when entered in the logistic model, none of the factors were came out to be independent predictor for child abuse (Table 4).

Table 4: Logistic regression output for predictors for child abuse

Characteristic (n)	Number abused (%)	OR (95%CI)*
Age of caregiver		
Less than 50 yrs (316)	173(54.7)	0.3 (0.05-2.2)
50 and above yrs(172)	92 (53.3)	Reference
Occupation of caregiver		
Salaried (109)	52 (47.7)	Reference
Private (64)	37 (57.8)	1.3 (0.2-11.4)
Petty business (257)	156(60.7)	0.2 (0.01-3.4)
Big business (75)	44 (47.4)	0.8 (0.1-5)
Unemployed/Other (60)	29 (48.3)	NA
Parents' education		
None/some primary (19)	13 (68.4)	NA
Primary complete (234)	141 (60.3)	0.3 (0.02-3.4)
Above primary (274)	146 (53.3)	Reference
Caretaker's education		
None/some primary (17)	6(35.3)	5.2 (0.3-105.7)
Primary complete (30)	19 (6.3)	1.9 (0.2-22.2)
Above primary (64)	34 (53.1)	Reference
Child's age		
10-12 (282)	187 (66.3)	1.1 (0.2-6.1)
13-15 (324)	159 (49.1)	Reference
Residence		
Rural (303)	162 (53.5)	Reference
Urban (303)	184(60.7)	1.6 (0.1-20.5)
Living with		
Both parents (315)	170 (54.0)	0.2 (0.01-2.4)
Single parents (114)	65 (57.0)	NA
Step parents (94)	65 (69.1)	1.9 (0.2-20.8)
Others (83)	46 (55.4)	Reference

*Unadjusted odds ratio (95% confidence interval)
NA= cannot be estimated

CHAPTER FIVE

DISCUSSION

This cross-sectional study assessed the magnitude, knowledge and characteristics of the perpetrators of child abuse among urban and rural primary school children in Moshi districts. Four types of child abuse have been discussed in this study i.e. physical, emotional, sexual, and neglect.

Results from the study indicate that the prevalence of self-reported child abuse among primary school children from Moshi Rural and Urban district is 57.1% and more reported among females than males. Furthermore, the prevalence of self-reported physical abuse is higher than the other three types of abuse (emotional, neglect and sexual). The findings indicate that perpetrators are close relatives of the child. The only significant associated factor to child abuse was age of the pupil.

There are variations in the magnitude of physical abuse as reported from African continent and other industrialized countries. While in this study, physical abuse was the most reported type of abuse as compared to others, in the USA neglect accounts for about 54% (U.S Department of Health and Human Services). In industrialized countries, physical abuse account for between 4% and 16% (Gilbert *et al.,* 2008). High self-reported incidents of physical abuse among this population as it may be from other African populations may be due to the African culture that, parents/caregiver discipline their children by using physical punishment that might have been considered by the

studied pupils as physical abuse. However, some Asian countries like Thailand, physical abuse have been reported as high as 76.7% (Isaranurug, *et al.,* 2002).

In this study, female reported sexual abuse than males did. Such tendency has been reported worldwide report that girls are more sexually abused than boys, 150 million girls and 73 million boys below 18 years of age experience sexual intercourse every year (WHO, 2002). Another study also showed 40% of girls aged 15 or younger are sexual abused world wide (Delano, 1998). The study on sexual abuse among Thai adolescent revealed the prevalence of 4.9% in males and 6.5% in females (Jirapramukpitak, *et al.,* 2005). A study conducted in Uganda sexual abuse in school girl were 31% and boys 15% (Delano, 1998). A study among University students from Tanzania reported the prevalence of childhood sexual abuse among to be 27.7 %.(McCrann, *et al.,* 2006). High prevalence of reported child abuse among females as compared to males may be ascribed by the fact probably boys are more hesitant than girls to disclose their experience of sexual abuse because of gender label that males are of stronger personality. Another reason could be females are weaker that's why they are more sexually abused than males children.

The study showed more pupils reported being abused by close relatives. Women are more often the perpetrators of child abuse especially step-mother. The tendency of women abusing children has been reported before in other countries; for example in the USA it was said that 62% of the perpetrators were females and that the most (74%) perpetrators of child abuse were parents (U.S Department of Health and Human

Services). In Kenya, most (71.5%) of the child sexual abuse was perpetrated by people known to the victims (Said, *et al.,* 2008). Since it is certainly that in most cases, children stay with female parent/caretaker; thus are more likely to come into contact with children leading to some sort of abuse. Another study found that most of the cases of neglect are made by women and mostly are single mothers (Newton, 2001). It is not clear if hate is the reason of why step-parent abusing children. A qualitative study may address this phenomenon.

This study revealed that occupation of parent/caretaker and low level of education was not associated with the prevalence of child abuse. However in the study conducted in Northern Bangkok revealed that low level of education for parents/caregiver were associated by physical and sexual abuse (Jirapramukpitak, *et al.,* 2005). Lack of association in the current study may be due to the fact that education may confound occupation diluting the association.

Findings from this study indicate a significant relationship between pupil's age and self-reported child abuse; young pupils being more likely to be abused than older ones. It is not evident and there are no direct suggestive evidence reasons behind this relationship. However, the best explanation behind this finding may be as children get older they develop a sense of protecting themselves against unwanted behaviors from the-would-be perpetrators and also they become more responsive than the younger ones. Nevertheless, a more rigor study design may come up with a better explanation.

Limitation of the study

The information gathered on child abuse was based on self reports. Self administered questionnaire is not solely reliable and may often subject to recall bias. Such findings could have inflated the magnitude of the problem. This fact might have been also compounded by the personal comprehension of the definition of child abuse. By using the cross-sectional study design, it would have not been possible to examine the causal relationship between child abuse and cultural factors that may be important for subsequent development of interventions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

Child abuse is a problem in Moshi rural and urban districts with the overall prevalence of 57.1% and was nearly equally distributed among male and female pupils. This study found that among the responding school children, the prevalence of physical abuse, emotional abuse, sexual abuse and neglect were 33.5%, 16.8%, 10.9%, and 24.8% respectively. It was also shown that pupils were abused by relatives most close to them. Reported more incidents of child abuse involved step mother and mother. The school children had high knowledge of all four types of child abuse i.e. physical, emotional, sexual and neglect.

Furthermore the study assessed the association between child abuse and socio-demographic characteristics of parents/caregiver and school children. It was found that not any selected characteristics of parents/caregiver were associated with child abuse although younger parents were reported to be more likely to abuse children. It was also found that the prevalence of child abuse was significantly associated with age of pupils; it was decreasing with increasing age. However other characteristics of the pupil were not associated with child abuse.

6.2 Recommendations

There is a need for health policymakers, through health education, to plan for possible effective interventions on prevention of child abuse. This may be possible after a careful scrutiny of the factors and causes of child abuse in the area.

Further studies, sociological and anthropological – especially qualitative ones, are required to further understand cultural roles about the problem of child abuse and eventually come up with preventive measures.

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