

**PARENTS' ATTITUDES AND PERCEPTIONS OF
CHILD RIGHTS IN MAKADARA DIVISION,
NAIROBI //**

BY

2 MAINA, ASENATH W.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

**PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE AWARD OF MASTERS OF ARTS IN
COMMUNICATION STUDIES AT THE SCHOOL OF
JOURNALISM, UNIVERSITY OF NAIROBI**



NOVEMBER 2004

DECLARATION

This project is my original work and has not been presented for a degree in any other University.

Signature:.....*Maina*.....

Date:.....*9/2/05*.....

MAINA ASENATH

Candidate



This project has been submitted for Examination with my approval as University supervisor.

Signature:.....*Mr. Mubuu Kamau*.....

Date:.....*09/02/05*.....

MR. MUBUU KAMAU

LECTURER, SCHOOL OF JOURNALISM

UNIVERSITY OF NAIROBI

(SUPERVISOR)

DEDICATION

This work is dedicated to my husband Dickson Wathika and my two children
Linda and Leslie.

ACKNOWLEDGEMENTS

In the course of pursuing my graduate studies in Communication, I was assisted and encouraged by some individuals whom I would like to thank.

First, I wish to thank my family for their support and perseverance throughout the project duration. Very special thanks are extended to my husband, Dick, for his financial support.

I acknowledge the support I got at my work place, Nairobi school, from colleagues who went an extra mile to perform my duties whenever need arose. - thanks to Felistah, Evelyn, Cyprine and Martin.

I am grateful to student colleagues at the School of Journalism who always offered new insights. Their comments and guidance at every stage, encouraged me throughout the study.

This project would also not have been a success without the supervision and encouragement from my supervisor, Mr. Kamau Mubuu, at the School of Journalism. He sharpened my skills and ensured thoroughness in the preparation and production of this project. I wish to thank him for this contribution.

LIST OF ACRONYMS AND ABBREVIATIONS

- UNCRC - United Nations Convention of rights of the Child
- I.E.C - Information Education Communication
- SPSS - Statistical Package for Social Sciences
- NGO - Non Governmental Organization
- KBC - Kenya Broadcasting Corporation
- FGM - Female Genital Mutilation
- SAP - Structural Adjustment Programme
- ICCPR - International Convention on Civil and Political Rights.
- ANPPCAN - African Network for the Prevention and Protection against Child Abuse & Neglect
- CLAN - Children's Legal Action Network

List of Tables & Figures

Table 4.1	Age of respondents
Table 4.2	Ethnic group of respondents
Table 4.3	Gender category of respondents
Table 4.4	Level of education
Table 4.5	Marital status of respondents
Table 4.6	Family size
Table 4.7	Income of respondents
Table 4.8	Parents awareness on child rights.
Table 4.9	Comments on laws that protect children
Table 4.10	Comments on right to life
Table 4.11.	Comments on right to education
Table 4.12	Comments on right against discrimination
Table 4.13	Comments on right to health
Table 4.14	Comments on right to shelter
Table 4.15	Comments on right to be heard
Table 4.16	Parents recognition of children's views.
Table 4.17	Frequency of recognition.
Table 4.18	Situations when parents listen to their children
Table 4.19	Situations when parents do not recognize children's views
Table 4.20	Source of information on child rights
Table 4.21	Ir/relevance of the Children's Act.
Table 4.22	Frequency of seeking information on children rights
Table 4.23	Reasons why information is (not) sought.
Table 4.24	Significance of assigning chores
Table 4.25	Manifestations of child abuse
Table 4.26	Ways in which children are mistreated
Table 4.27	Factors that determine parents' treatment of their children
Table 4.28	Constraints to realization of children's rights.
Table 4.29	Enhancing child rights status in Kenya
Figure 1	Frequency with which information on child rights is
Figure 2	Percentage of parents who discipline their children
Figure 3	Frequency of disciplining children
Figure 4	Percentage of parents assigning chores to children

ABSTRACT

This study sought to investigate parents' perceptions and attitudes on child rights by assessing their knowledge and awareness on the same. The justification for the study is that children are vulnerable and dependent on their parents. Still, most efforts have concentrated on raising awareness with little focus on attitudes and perceptions.

The study was carried out at Mukuyu Nyayo location, Makadara Division of Nairobi. The area was selected as its population cuts across all social categories.

The key objectives of the study were to investigate the parents' attitudes towards child rights as embraced in CRC and the Children's Act 2001. The respondents' level of awareness/knowledge of child rights was assessed; so was the way parents treat their children. The study also sought to find out factors that influence the realization of child rights.

The survey method was employed in the study. The targeted study sample was 120 respondents. Out of these, 112 were reached, thus achieving a 93.3 percent response rate. The questionnaires were administered by the researcher assisted by two research assistants.

Major findings indicate that although parents exhibit favourable attitudes towards the fundamental rights of their children, they also feel that the law is too ambitious on guaranteeing the children right to be heard.

Among other major findings in this study is that the knowledge level of parents regarding children rights is low. Most of them have not heard, leave alone reading child rights legal instruments such as the Children's Acts 2001.

Data elicited reveals that financial pressure impacts negatively on realization of children rights, coupled with ignorance and certain traditional practices by the parents. The study positively shows that in as much as current attention of the public is predominantly occupied with problems of child resulting from poverty, little can be achieved in regard to popularizing the Children's Bill.

Based on the findings, the study recommends an well-coordinated Information, Education, Communication (I.E.C) strategy at all levels. Time should also be set aside to inform and educate all stakeholders on the laws relating to children rights in Kenya.

3

TABLE OF CONTENTS

PRELIMINARIES	PAGE
Declaration	i
Dedication	ii
Acknowledgements	iii
List of Acronyms & Abbreviation	iv
List of Tables	v
Abstract.....	vii

CHAPTER ONE: INTRODUCTION

1.1 Preamble.....	1
1.2 Background Information.....	6
1.3 Statement of the Problem.....	9
1.3.1 Research Questions.....	11
1.4.1 Overall Objectives.....	12
1.4.2 Specific Objectives.....	12
1.5 Scope of the Study.....	13
1.6 Justification of the study	13

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Overview	17
2.1 Historical Development of the Rights of the Child.....	17
2.1.1 The Geneva Declaration on Rights of the Child 1924.....	18
2.1.2 Universal Declaration of Human Rights 1948	19
2.1.3 Declaration of the Rights of the Child 1959.....	19
2.1.4 International Convention & Political Rights 1966.....	19
2.1.5 International Covenant on Economic, Social and Cultural Rights 1966.	20

2.1.6	United Nations Standard Minimum rules for the Administration of Juvenile Justice 1985.....	20
2.1.7	United Nations Convention on the Rights of the Child 1989.....	21
2.1.8	The African Charter on the Rights and Welfare of the Child 1990	26
2.2	The Children’s Act 2001	27
2.3	The Kenyan Experience.....	32
2.3.1	Socio-economic and cultural factors and Child Rights.	33
2.4	Parenting models & Parental Attitudes.....	39
2.4.1	Parenting Styles – A model.....	40
2.5.0	Theoretical framework.....	44
2.5.1	Situational Approach Theory	44
2.5.2	The Cognitive Dissonance Theory.....	47
2.6	Definition of key terms.....	51
2.7	Operational definitions	51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Research Site	54
3.2	Research Design	54
3.3.	Sample design and sampling procedure(s).....	55
3.4	Sampling method	56
3.5	Type of Data collected	56
3.6	Methods of Data collection.....	56
3.7	Instrument Validity	58
3.8	Data analysis and presentation.....	58

CHAPTER FOUR: DISCUSSION OF FINDINGS

4.1	Introduction	60
4.2	Research findings.....	61
4.2.1	Age distribution	62

4.2.2	Ethnic Group distribution.....	63
4.2.3	Gender Distribution.....	63
4.2.4	Distribution by level of Education	64
4.2.5	Distribution by Marital Status.....	64
4.2.6	Family size Distribution.....	65
4.2.7	Distribution by Income	65
4.3.0	Parents' Awareness on Child Rights.....	66
4.3.1	Parents' Recognition of Child Rights.	73
4.3.2	Parents' Knowledge levels of Child Rights.....	78
4.3.3	Parents' Treatment of the children.	85
4.3.4	Constraints to realization of Child Rights in Kenya	95

CHAPTER FIVE: Summary, Conclusions and Recommendations.

5.0	Summary of findings	99
5.1	Conclusions.....	100
5.2	Recommendations.....	101
5.2.1	Parents' attitude and perception on broadening of Child rights	101
5.2.2	Parents' awareness and knowledge on child rights.....	102
5.2.3	Recognition of children's opinion and vies by parents	102
5.2.4	Parents' treatment of their children	103
5.2.5	Social economic factors that influence the realization of child rights.....	104
5.3	Suggestions for further research.....	104
	BIBLIOGRAPHY	106
	Appendix	
	Appendix 1- Questionnaire	109

CHAPTER ONE: INTRODUCTION

1.1 Preamble

This study investigates how parents perceive children rights in the wake of renewed efforts to protect children as embraced by the United Nations Children Rights Convention (UNCRC). A right is a claim, which every human being is entitled to by virtue of being alive, and this right is protected by International and local laws.

Human rights are an understanding on how all people should be treated and an acceptance that every person has a responsibility to protect each individual on this earth.

Human rights have several characteristics:-

- They are universal;
- They are inter connected;
- Are indivisible; and
- Include both rights and responsibilities.

They therefore become a framework on which we set our actions and base our decisions. All human beings, irrespective of their age, sex, tribe and country of birth or social economic status are entitled to respect and enjoyment of human rights by virtue of the fact that they are born. That is, human rights inhere in the human beings.

The universal Declaration of Human Rights is the earliest and most comprehensive codification of human rights. The rights in the universal Declaration include among other things, the right to life.

The rights of the child as enshrined in the UNCRC, the African Charter on the Rights and Welfare of the Child (African Charter) and the Children's Act, Cap 586 of the Laws of Kenya are discussed under four broad categories, namely Survival Rights, Development Rights, Protection Rights and Participation Rights.

Since parents are the main custodians of children, they should be at the forefront of championing for the child rights. However, situation on the ground shows that it is under the hands of parents and guardians that children suffer. Article 14 of UNCRC elucidates on parental responsibilities. This refers to all duties, rights, powers, responsibility and authority which by law a parent of a child has in relation to the child. The duties of a parent are to maintain the child and protect him/her from neglect, discrimination and abuse. Maintenance refers to the provision of an adequate diet, shelter, clothing, medical care, education and guidance.

Many non-governmental organizations (NGOs) have made efforts towards improving the situation of children in Kenya. Despite this, unfavourable practices and low knowledge levels have hindered any meaningful improvement. The study therefore sought to find out parents' perceptions and attitudes towards child rights and factors that contribute to these attitudes, and suggest measures that may lead to more favourable practices.

Under article 19 of the Convention, children have the right to protection from **“all form of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parents or legal guardian.”**¹

Failure to provide such protection for children may infringe upon their right to the highest attainable standard of health. Accordingly, protection measures must include economic, social and cultural ones. The Human Rights Committee, a monitoring body established under the International Convention on Civil and Political Rights (ICCPR) notes that “every possible economic social and cultural measure should be taken to prevent children from being subjected to acts of violence and cruel and inhuman treatment.

¹ *United Convention on the Rights of the Child. Article 19*

At the launch of the coalition on child Rights and child protection in Kenya in 1996, the project organizers recognized the need for awareness creation on child rights. In trying to achieve this goal, the partners used mass media especially Kenya Broadcasting Corporation (KBC). However, evaluation revealed that the initiative had barely scratched the surface of the problem.

Although many nations have laws relating to children's welfare and rights, the reality is that too many nations do not live up to their own minimum standards in these areas. Children often suffer from poverty, abuse, neglect, preventable diseases and unequal access to education.

In her book, *A Practical guide to learn about UNCRC*, Susan Fountain asserts that knowledge alone will not ensure that parents develop a sense of personal involvement and commitment to action on child rights issues. Ideally, she argues, a 3 step learning process should take place.

- Exploring the topic of children rights, gathering, analyzing and synthesizing information on the issues.
- Responding to the information gathered. In this, Susan says that policy makers need to become familiar with a range of

perceptions and also become sensitized to the human dimension of rights issues, cultivating a sense of empathy and developing interest in becoming involved.

- Taking action in a concrete and practical way, usually in one's locality.

Apart from provision of knowledge on child rights, parents and the general public need to display positive attitudes towards child rights.

The National Action Plan on Education for All (2003 – 2015), in the SWOT Analysis, has identified socio-cultural beliefs with negative attitudes as a key stumbling block to realization of child rights. There is therefore need to make rights secure by strengthening commitment to rights based norms, values, behaviour, attitudes and practices. This calls for collection of data on attitudes and perceptions with a view to monitor rights, the goal being to make violations and unrealized rights visible. This study therefore looked at the present status of parents' attitudes and perceptions on child rights.

1.2 BACKGROUND

The concept of Children rights is of relatively recent origin. For a long time, children's rights, duties and welfare have hardly been accorded consideration. As a result, children have had to suffer silently under unsuitable social cultural, political and educational norms and practices.

Globally, children, because of their age are denied rights which as adults we consider to be basic human rights. Literature on situation of children reveals that millions of children are physically or sexually abused, economically exploited by the families, that are supposed to provide them with security and love². The neglect of the needs and rights of many of these children poses serious problems. The problems of malnutrition, abuse and exploitation of children in Africa have been aggravated by rapid socio-economic changes, inadequate/lack of enforcement regarding children rights. It is due to this scenario that during proceedings of *3rd Asian Conference on Abuse and Neglect of Children*, the organizers argued that it is time for adults of the world to begin attending to the needs and rights of children

² *State of the World's Children*

not as mere by-products but as an end and means of progress itself³.

The legal status of children is passive and children are, in fact, considered the property of their parents. They are under constant surveillance of their parents who can legitimately inflict a range of punishments to discipline and control their behaviour.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

However, the evolution of the concept of childhood has occurred gradually over time. Today, the legal status of the child in most countries has undergone a radical transformation. The child has now become a valued social being imbued with legally protected rights. For instance, the **Children's Act 2001** is one of the greatest achievements in this millennium in terms of legislative reform in Kenya. For the first time there is an Act that attempts to comprehensively deal with children's issues unlike before where the rights of children were scattered in different and varied legislation.

This notwithstanding, the issue of child rights, neglect and abuse is still a reality in the lives of Kenyan children. The situation is

³ *Child Abuse and Neglect: Asian perspectives of 3rd Asian Conference on Abuse & Neglect 8-11*

aggravated by the effects of the economic crisis and increasing levels of poverty. The fast population growth, urban migration, deterioration of the family protective setting and the impact of AIDS on cultural beliefs of Kenyan society are also elements that contribute to the deterioration of the situation of children in the country. UNICEF estimates that over 4 million children are in especially difficult circumstances⁴.

2

1.3 STATEMENT OF THE PROBLEM

Despite the hope raised by current developments on the rights of children, Kenya is far from being a success story. In every rights advocacy, too often either young people do not exist or some aspect of their humanity is denied. The **Children's Act 2001** is a reform which can only bear fruits if there is behaviour change which requires changing attitudes. It is important to identify practices and attitudes which cause invisibility of children. Children are often made invisible through the use of clichés like women and children. In some cases, society does not recognize children as full individuals for cultural, social and historic reasons.

Support of the **convention on the rights of children** and the **children Act** therefore, must take stock of public feelings and must realize that this is entry into a socio-political "radio-active zone" especially in discussions of categories of rights that go beyond the familiar consensus supported areas of health, education and protection from war and violence.

Crispin Wilson asserts that it is important to re-examine our way of thinking and acting on issues that confront disadvantaged individual group⁵. Although the human rights movements have sought to ensure that those silenced have regained their voice, it has far too long neglected the rights of the many people made invisible or disappeared as a result of social, economic and cultural policies in developing a rights-based approach

An important question is how parents and the public, most of whom support and apply the traditional methods of upbringing and patriarchal treatment of children receive innovations such as the children's right to be heard and state intervention in family relations where violence against the child is reported. Is it likely that there will be resistance?

A number of efforts have been made to improve on the situation of the children. Nevertheless, before any of the issues affecting children can be explored thoroughly, it is without doubt that, a study on attitudes and knowledge of parents on child rights was imperative.

⁵ *Circle of Rights: Economic, Social & Cultural Rights Activism. A training resource*

The researcher deemed it fit to gain insights into how parents regard child rights. It was also necessary to establish the respondent's level of knowledge and their information seeking activities. This study should therefore give new directions for further studies on child rights. It has provided information on current attitudes and the major factors governing these attitudes.

Commendable efforts have been made to provide information and services on child rights in an attempt to protect children against abuse. The ANNPPC network and CLAN are such organizations whose main mandate is the improvement of children's life. Many workshops have been held all over Kenya and their main recommendation has always been awareness campaigns. However, no co-ordinated efforts have been made on evaluation of parents' attitude which may hold the key to solving children's problems in our country.

1.3.1 Research questions

Although awareness campaigns on children rights have been launched in Kenya, it is clear that some gaps do exist on communication regarding the subject. This research therefore set out to answer the following questions.

- What are the parents' perceptions of child rights especially on recognizing the child's right to be heard?
- Do parents have knowledge on child rights?
- How do parents treat children in their homes?
- What are the contributing factors to this treatment?
- What factors may hinder the realization of child rights in Kenya?

While attempting to provide answers to the questions above, suggestions have been put forward. The recommendations point to the need for well packaged information campaigns that aim at changing the behaviour of the population. If implemented, the recommendations should elevate the situation of children in our country.

1.4 Research objectives

1.4.1 Overall objective

The overall objective of this study was to examine the attitudes and perceptions of parents towards the rights of the children as articulated in the legal discourse and factors that underlay them.

1.4.2 Specific objectives

The specific objectives of the study were to:-

- Identify and examine attitude/perceptions of parents towards broadening of child rights.
- Assess the parents' awareness/knowledge levels in regard to child rights especially in regard to the Children's Act 2001.
- Establish parents' treatment of their children with a view to assess if it amounts to child rights abuse.
- Investigate the socio-economic and cultural factors that influence the realization of child rights in Kenya; and
- Based on the findings thereof, make recommendations on how parents can better realize child rights.

1.5 Scope of the Study

This study looked into parents' attitudes and perceptions on child rights. It sought to establish how parents view certain rights of children, knowledge of these rights and practices in Mukuyu Nyayo location.

1.6 Justification of The Study

Children form a large, long suffering and oppressed grouping in society, a silent and unrepresented minority, undeserving of civil rights. They share the forgotten and excluded status of minority group in history which Martin Luther King Jr. Called "nobodyness".

The plight of children whose rights have been abused has been the subject of many journalistic accounts. However, there have been few studies on policy and protection of their rights. Studies on child rights have concentrated on raising awareness levels. Consequently, little thought is given to knowledge, attitude practice surveys. Thus, although there has been an increase in child Rights and child abuse and neglect awareness campaigns through the media, the situation of children has remained stagnant. There is low, if any, appreciation of issues on child rights.

It was imperative to look at parents' attitudes and knowledge levels with the intention of making recommendations on the way forward in improving the child rights' status in Kenya.

There are many reasons why there should be a serious concern about Child Rights. Children are the potential incumbents of diverse roles, thus Child Rights constraints should be identified and eradicated to have a healthy labour force in Kenya.

Children from urban areas are strikingly associated with high rates of child abuse. According to a study carried out in seven districts in Kenya, (1997) by Child Welfare Society of Kenya,

child prostitution is widely practised in big towns like Nairobi, tourist spots like Mombasa, Kisumu and Malindi. Some children were as young as 11 years of age. There has been an increase in the number of children employed in the sex industry, some with the knowledge of their parents. Children are also victims of child labour. According to the same report, 78percent of children domestics are paid in kind with 10percent of these being around 10 years. The situation is worse in towns than in the rural areas. For instance, in one lower middle class area of Nairobi, 20percent of households employed children domestic workers compared to 12percent in rural areas. Worse still, house girls are sexually abused by their male employers. As such, this issue should rank first in the provision of rights services among children since such problems have little priority. The study sought and to a large extent gained insights to the contributing factors.

UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION

The need to study the attitudes towards Child Rights stems from the fact that children are innocent, vulnerable and dependent. Thus, children rights should be given priority in allocation of resources at national level as well as at family levels. (UNICEF 1972).

Since the approval of the International Convention on the rights of children, a lot has been done to publicize and disseminate its legal scope and symbolic value. However, day-to-day experience shows that there is a considerable gap between the legal dimension and reality on the ground.

Enormous efforts must therefore be made in relation to education and dialogue. There is need to change customs and perceptions/attitudes in order to ensure that legal instruments that deal with child rights issues are applied. These instruments must move from a purely legal dimension to a real one in which the child is seen as an individual with rights and responsibilities that is, emergence of a culture in which the child is seen as an individual.

2

This, therefore, calls for the provision of socio-cultural evaluation of the factors that determine attitudes towards welfare and also determine people's fundamental perceptions about children rights.

The study, therefore, sought to establish how parents perceive the dramatic entry of child rights campaigns. It was important that their behaviour and knowledge are understood. This project has

helped appreciate the status of child rights. Constraints identified should help policy makers, NGOs and other pertinent agencies in achieving a new dawn. All in all, this study has, to a large extent, succeeded in providing an insight into the problem of children rights.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introductory Overview

This chapter is aimed at reviewing literature on the impediments to children's cultural and social economic rights. The research problem as posed necessitated a review of the UNCRC and Kenya children's Act (2001) and factors that have a bearing on these rights. The few available studies done on children rights were also reviewed. Such a review provided insights into the research problem.

The study used two theories that have a bearing on attitudes, behaviour and perceptions: the situational approach theory and the cognitive dissonance theory. This is in line with Singletons' (1988) assertion that all empirical studies should be grounded in theory.

2.1 Historical Development of The Rights of The Child

There are various international instruments (documents) from which the rights of the child evolved over time. They include:-

1. The Geneva Declaration on the Rights of the Child 1924.
2. The Universal Declaration of Human Rights 1948.
3. The Declaration on the Rights of the Child 1959.
4. The International Covenant on Civil and Political Rights 1966 (the Political Covenant).
5. The International Covenant on Economic, Social and Cultural Rights 1966(the Social Covenant).
6. United Nations Standard Minimum Rules for the Administration of Juvenile Justice 1985 (Beijing Rules).
7. The United Nations Convention on the Rights of the Child 1989 (UNHCR).
8. The African Charter on the Rights and Welfare of the Child 1990 (African Charter).

An outline of how each of the above instruments contributed to the development of the rights of the child is given below.

1.1.1. The Geneva Declaration on the Rights of the Child 1924

The Geneva Declaration is a reflection of the standards and values, which all nations should aim to achieve in relation to the rights of

the child. It states that mankind owes the child the best means and necessities of his/her development.

2.1.2 *The Universal Declaration of Human Rights 1948*

This declaration was an improvement on the 1924 text as it adopted ten basic principles of child welfare protection. Among them was the entitlement to education and to special care and assistance. The issue of child rights was not recognized in this declaration.

2.1.3 *The Declaration of the Rights of the Child 1959*

The idea that children possess rights was first reflected in the Declaration on the Rights of the Child in 1959. It recognized that the child by virtue of his physical and mental immaturity, needs and special safeguards and care before and after birth. It provided the framework for further development and refinement of children's rights.

2.1.4 *The International Covenant Civil and Political Rights 1966 (the Political Covenant)*

This covenant guarantees the rights and freedoms of individuals – adults and children alike – in a state without distinction of any kind

for example race, sex and religion. These rights include the rights of life, liberty, peaceful assembly and expression, among others.

Special emphasis is laid on the child's right to protection by the family, society and the state and especially upon the dissolution of marriage. It also recognizes the need to have a child registered immediately after birth, to have a name and the right to have a nationality.

2.1.5 *International Covenant on Economic, Social and Cultural Rights 1966 (the Social Covenant)*

The Social Covenant urges governments to recognize that special measures should be taken on behalf of children to protect them from economic and social exploitation. Governments should ensure that employment of children in work that is harmful to their morals and health, dangerous to life or likely to hamper their development, is made punishable. Employment of children below the age limits set by law is also prohibited.

It also specifies that the rate of stillbirths and infant mortality ought to be reduced so as to ensure the healthy development of the child.

It further provides for the right to free primary education.

2.1.6 *United Nations Standard Minimum Rules for the Administration of Juvenile Justice 1985 (Beijing Rules)*

These Rules were the first international legal instrument to provide detailed guidelines for the protection of the rights and respect of a child offender. The United Nations adopted them in 1985 and their incorporation in the **UNCRC** and the African Charter makes them binding upon ratification by any country. The aim of the Rules is that every child accused or found guilty of having infringed penal law shall have the right to special treatment in a manner consistent with the child's respect for human rights and fundamental freedom of others, which takes into account the child's age and thus promotes the child's reintegration and assumption of a constructive role in society. The Rules also state that judicial proceedings and institutional placements shall be avoided wherever possible.

2.1.7 *The United Nations Convention on the Rights of the Child 1989 (UNCRC)*

At the international level, the need was felt to have a document dealing exclusively with the rights of the child. The process of developing a comprehensive document on the rights of the child commenced in 1979. It culminated in the adoption of the **UNCRC** by the General Assembly of the United Nations in 1989. Kenya ratified the **UNCRC** in 1990 which made it binding in this country. The **UNCRC** brought into existence new international

standards applicable to children. Its uniqueness lies in the fact that it is a complete document as shown below:

- i) **It is comprehensive.** It guarantees children their civil, political, economic, social and cultural rights.
- ii) **It is universal.** It applies to all children of the world irrespective of their situations, communities and traditions.
- iii) **It is unconditional.** It calls on all governments even those without resources, to take action to protect children's rights.
- iv) **It is holistic.** It asserts that all rights are essential and equal.

The convention on the rights of children puts children's rights on the world agenda. It is the most widely ratified treaty in the world. Adopted in November 1989 by the United Nations General Assembly, and opened for signature on 26th January, 1990, with 61 countries signing it on the same day. By the end of 1996, it had been ratified by 187 out of 193 governments; Kenya being one of them.

The **UNCRC** has given the global community an international instrument of high quality-protecting the dignity, equality and basic human rights of world's children. It seeks to establish an international minimum standard for children's survival and

protection all forms of exploitation and abuse. It has set up an agreed international standard by which nations are judged.⁶

The U.N. Convention defines 'child' as "Every human being under the age of 18 years, unless National Laws recognize the age of majority early".

The convention stipulates the following general principles:-

- i) That state shall ensure that each child enjoys full rights without discrimination or distinctions of any kind.
- ii) That the child's best interests shall be a primary consideration in all actions concerning children whether undertaken by public or private social institutions courts administrative authorities or legislature bodies.
- iii) Every child has an inherent **right to life** and States shall ensure to the maximum extent possible **child survival and development**.
- iv) That children have the **right to be heard**.

The convention also stipulates the following substantive provision.

- i) Civil rights and freedoms.
- ii) Family environment and parental guidance.

⁶ *State of World Children. 1992*

- iii) Basic health and welfare of children.
- iv) Education, leisure and recreation.
- v) Special protection measures, for example
 - In situations of armed conflict
 - In situations where children are in conflict with the law.
 - In situations of exploitation.
 - In situations of children belonging to a minority or indigenous group.

Article 19 of the convention states that parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation including sexual abuse while in the care of their parents, legal guardians or any other child in care of the child. The feature of special interest in the article is the emphasis placed on the prevention of intra-familial abuse and neglect.

The child should be regarded as an important actor in the protection system. The child must not be treated as an object but should be given a role as a subject. **Article 3** of the convention states that:

“In all actions concerning children, whether undertaken by public or private social welfare institutions, the best interest of the child shall be the primary consideration.”

The convention gives meaning to the best interest standard by requiring that any child who is capable of forming his/her own views shall have the right to express those views freely in all matters affecting them, the views of the child being given due weight in accordance with age and maturity of the child.⁷

The convention also recognizes parental responsibilities. The state shall respect the responsibilities, rights and duties of parents or legal guardians to appropriate direction in the exercise by the child or his/her rights (Article 14, paragraph 2)

It is significant that all the sister states in East Africa have signed and ratified the convention. The question that therefore, generates a lot of interest is how Kenya has domesticated it in order to operationalise it in this country.

Indeed, Kenya ratified the convention in 1990 thus translating it into a reality for all children. By this process the country is trying to bring

⁷ *United Nations Convention on the Rights of the Child, A guide to the “Travent Preparatory”*

about conditions in which children can fully enjoy their fundamental rights.

The International Convention on the Rights of Children has been commended by many states. However, the task is evolving universal definitions of the many principles and concepts contained in the convention such as the best interests of the child. Scholars have argued that the way the concepts are interpreted and applied will be influenced to a large extent by the social, political and economic conditions of individual states. A case in point is the African Charter on the rights and welfare of the child 1990 by O.A.U. which is a regional Initiative but that lacks agreed standards by which compliance can be measured.

?

2.1.8 The African Charter on the Rights and Welfare of the Child 1990 (African Charter)

The African Charter was born out of the need to specifically apply the provisions of the UNCRC to children in Africa given their different socio-economic, cultural and developmental circumstances.

The Organization of African Unity (OAU), now African Union (AU), adopted it in 1990. The UNCRC and the African Charter are identical documents in as far as articulating the rights of the child

are concerned. However the following provisions enrich the African Charter.

Participation rights of children are to be enjoyed in conjunction with their parents, relatives, communities and NGOs.

It urges states to intensify efforts to protect children living under discriminatory practices (racial, ethnic, religious) and to eliminate cultural practices that are not in the best interests of the child.

It emphasizes on the provision of special treatment to expectant mothers and to mothers of infants and young children who have contravened the law. For instance, by prescribing other forms of punishment rather than imprisonment.

It introduces the idea that apart from possessing rights, children also have duties and obligations to their families, communities and the state in addition to possessing rights such as the duty to assist parents, superiors and elders in case of need.

2.2 The Children's Act, 2001

Before the enactment of the Children Act the laws that continued to apply in juvenile justice were outdated. Many remained unamended, notwithstanding the fact that these were copies of the English legislation transplanted almost verbatim during colonial times. It followed therefore that the viewpoint which was

supported by a cross section of stakeholders was that it was untenable to maintain and enforce laws which were obviously not responsive to the prevailing social situations and were based on irrelevant English Statutes not suitable to our country.

The moves that were made resulted in a comprehensive and consolidated children and young persons' legislation as was the case in some other African countries.

The Children's Act (2001) is

"an Act of Parliament to make provision for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children; to make provision for the administration of children's institutions; to give effect to the principles of the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child and for connected purposes".

The Children's Act consists of 14 Parts, 200 Sections and 9 Schedules. Part I includes the Preliminary. Part II is on the Safeguards for the Rights and Welfare of the Child. This section explains the responsibilities of Government and families in making sure that the rights of all children are protected. It also states that the best interest of the child must be protected at all

times and all actions and decisions made that may affect any child must be in the best interest of the child.

Amongst the many rights provided for, is the right for every female child to be protected from early marriage, female circumcision and any cultural practice that affects the child in any way.

The duties of a child are also stipulated in this part. A child also has duties in the family and the community where they live.

These duties include:

- Behave in a way that makes the family and community live in unity and harmony;
- Respect parents, other members of the family members of the community and those people who are older than the child.
- Preserve and strengthen positive cultural practices.

In this regard it is noteworthy that the elaboration of the Rights of the child in the Act is important as it concretely set out what rights mean, substantially.

A major step forward is Section 3 which provides the definition of "child" as

"any human being under the age of eighteen years."

This definition provides a uniform age which takes in consideration the development of mental and physical characteristics that define maturity and distinguish the children from adults.

Part III, which is elaborated in seven sections, deals with parental responsibility. This section lays down the duties, rights and powers and responsibilities of parents when dealing with their children. These are to ensure that the child is protected and taken care of without hindrance.

The duties of a parent are to maintain the child and protect him or her from neglect, discrimination and abuse. Maintenance refers to the provision of an adequate diet, shelter, clothing, medical care, education and guidance.

Parents also have rights when dealing with their children, among them the right to give guidance in religious, moral and cultural values.

Part IV deals with the administration of Children's Services. It provides for the setting up of the National Council for Children's

Services whose functions are stated in Section 32 of the Act. This is to exercise general supervision and control over the planning, financing and co-ordination of child rights and welfare activities and to advise the Government on all aspects thereof.

Part XI is on the important subject matter of foster care, placement and Adoption.

Part VI and XIII deal with Children's Courts and child offenders, respectively. It will be observed that the sections in these parts deal with juvenile justice and are not only in line with the U.N. Convention on the Rights of the Child, but also, they set up new systems for dealing with children who come in conflict with the law. They, in fact, depict major changes to the systems that existed before.

The other major step forward include:

- Ensuring that the child's parents or guardians are involved in the ongoing judicial process (section 23 - 29).
- Making the court proceedings informal and child friendly (section 73 - 78 and 188).
- Ensuring the child's right to legal representation (section 77).

- Protecting the child's right to privacy during court proceedings (section 75).
- Stating that detention on remand pending trial should only be used if there is a serious danger to the child.
- Providing sentencing options pointing out that detention is the option of the last resort (section 191).
- Prohibiting the use of corporal punishment, limiting the absolute duration of sentence and mandating that children are never held in adult detention facilities.

Part XIV deals with Miscellaneous and General Provisions.

It is, therefore, very clear that the administration of juvenile in Kenya as stipulated in the Children Act is in line with the provisions of the UN Convention on the rights of the Child.

2

2.3.0 The Kenyan Experience

One subject that has in recent years evoked considerable passion and controversy in Kenya concerns children Rights. Popular opinion, articulated by many members of parliament has for long held that children rights is an abbevan European inspired burden.

According to Undugu Society, an organization that rehabilitates street children, there are 300,000 street children in Kenya who survive mainly by pick-pocketing. Thousands have not gone to school although they have attained the age.

Still, according to a government report released in April 2002, 1.9 million children are victims of child labour, while according to UNICEF's report (2001) Kenya is ranked 6th in the world as far as child abuse is concerned. Even more worrying is the revelation (2002) by the Kenya's Director of education, that close to 4 million children drop out of school nationally due to child labour, thus denying them the right to education. Child labourers are both family and non-family.

In her report, *Methods of Studying Child Labourers* Dr. Kiarie Kayongo U.O.N. says that studying child labour is extremely hard because of defensive employers, threats by adults and the perception of child labour as essential to family's survival.

2.3.1 Social - Economic and Cultural Factors & Child Rights

The economic deterioration at the national level in the 1970's and 1980's with the concomitant structural adjustment programmes has brought suffering to the poor and especially to their

children's welfare. As pointed out by Cornia (1987) the implementation of Structural Adjustment Programme has led to cutback of government expenditure on health and other related services as well as the introduction of cost-sharing. Cornia (1987) notes that there is growing evidence that the welfare of the poor and vulnerable groups of society has been sacrificed in the process of adjustment.

Overall, urbanization in Kenya remains high, at an annual growth rate of 7.8 percent according to World Bank (1994). Nairobi has the largest share of annual growth and especially among the low socio-economic status families.

Economic factors play a major role in the decisions of parents, whether this is to do with sending a child to school, child's marriage or giving custody to the father. Even where education is offered for free, some families may fail to pay for school uniforms and other invisible costs like travelling. The introduction of free primary education programme in January 2003 was welcome news to millions of children in Kenya as it provided an opportunity to many children to enrol in primary school, many of whom had stayed away due to financial constraints. Despite the

free education introduced by the NARC government, school enrolment figures suggest that over 2 million children aged between 6-14 years are not in school.

An estimated 1.3 million have gone back to school. In spite of this, transition from primary to secondary level still remains a challenge. Out of 587,961 candidates who sat for Kenya Certificate of Primary Education end of 2003, only 275,205 proceeded to secondary school. 54 percent did not get opportunities to further their education.

The decisions that parents make regarding the welfare of the child depends on a range of factors as well as the parents own perception of what is best for the child. Rarely, is a child consulted on such matters.

With scarce resources, choices need to be made between girl education or boy. In most cases, it's the boy who benefits. This shows a strong cultural and economic connection on one hand, and the discrimination of a girl child on the other hand in violation to right of the child not to be discriminated against, as stipulated in the Children's Act Part II.

Poverty is a causative factor of child labour. Children are forced to work in different ways to ensure their own survival and that of their families. They are engaged in the economic undertakings of the family however detrimental to their school work. Studies on child labour indicate that children between 9 – 18 years are working in tea and coffee plantations especially females.

It is a well-known fact that socio-economic factors determine the well being of a population. Butter (1976) in a study on social class and health observed that the well being of any population varies with social class. Low income persons have less access to any facilities and whatever access they have, too, the quality is lower.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Cultural factors, too, constitute some of the factors that impede children rights status in Kenya. The government of Kenya and UNICEF (1990) note that some aspects of traditional beliefs, consciousness and practices among the people of Kenya make control of certain child abuses difficult. For example, among the Maasai, early marriages are hailed while among the Kisii and Meru communities, female genital mutilations is acceptable.

The mass media has played a major role in bringing FGM into public domain and there is widespread awareness of the harmful

physical and psychological effects of the procedure. Female Genital Mutilation raises four central issues.

- The need for increased awareness of human rights.
- Its violation of the rights of children to develop physically in a health way with protection from all forms of cruelty and torture.
- Its grave, permanent danger to health.

To abolish FGM, it should be placed in the context of efforts to address social and economic injustice to children worldwide.

As earlier noted, rapid urban growth in Kenya is associated with urban poverty, for the rural poor migrate to urban areas in search of greener pastures.

3

According to World Bank (1992) statistics, one in every urban dwellers in Kenya lives in poverty. Butter (1976) observes that poverty does not only mean low incomes, but also despair and hopelessness found in slums, where large numbers of unemployed are found. Moreover, World Council Churches (1990), in the same line of argument, notes that poverty is the inability to satisfy basic human needs like food, housing, health, education, employment and social participation. According to a

new UNICEF study, the urban population in Kenya has tripled leading to large slum settlements. Estimates show that 1000 million children live and work on the streets of the developing world. Many of these are simply trying to escape the poverty dragnet back at home.

In their study, *local perceptions of children's needs and Rights in North Holl Zone, Ethiopia*, the researchers found that poverty and ignorance negatively affect the fulfillment of children's needs and rights. Intertwined with ignorance are norms, values, beliefs and practices that affect the family in general and children in particular.

Riria - Ouko (1990:12) notes that formal education has direct bearing on any quantum of changes in society particularly on widespread change in attitudes and behaviour/values. She adds that the most important factor in improving survival and well-being of children is to educate the mothers as the major protagonists in all aspects of child survival.

Education is believed to be associated with improved child care such as more personal and intensive attention by the mother and a greater share of family resources spent on the child mother

(1982:8). In fact, little can be done to improve the standards of child welfare in the home unless parents are well educated on child rights and that their attitudes towards the same are right.

2.4.0 Parenting models and parental attitudes

In every society, socialization of children takes place in face-to-face context of nurturing, caring and watching over. Day to day care of children is in the hands of mainly the adults. What goes on in the home is largely unobserved and unmonitored by the rest of society. This places great responsibility and burden of self-control upon parents and leaves children vulnerable to the psychological and social limitations of their immediate families.

Two broad patterns of socialization can be identified (Bronfenbrenner 1958; Kohn 1959⁸). Reward and punishment play part in all learning but one rather than the other may be stressed.

- **Repressive socialization.** It is oriented towards obedience. Repressive socialization emphasizes punishing wrong behaviour. Communication is one way and in most cases downward, taking the form of command parents' wishes take centre stage.

⁸ *Sociology – A text with Adapted reading*
Leonard Broom 6th Edition : Harper & Row Publishers, New York

- **Participatory socialization.** It emphasizes rewards and thus reinforces good behaviour. It is child centred. It gives children freedom to try things out for themselves and explore the world. Although supervision is required, it is general. Communication involves dialogue and during this, children are required to make known their needs and desires. The adult assumes responsibility of discerning the child's needs rather than vice versa.

2.4.1 Parenting Styles - A Model

The four-fold parenting style model (Maccory and Martin 1983) is reviewed for this study. There are certain pattern of parental extrinsics in the way parents bring up their children. Usually, behaviour patterns are a mirror of their attitudes towards the child and the style, that they employed. Generally, parents show the following characteristics

1) *Authoritative Parenting Style*

- They attempt to shape, control and evaluate the behaviour and attitude of their children in accordance with absolute set of standards.
- Value obedience, respect for authority, work, tradition and perseverance of order.

- Discourage verbal give-take between parent and child.

Such children may be submissive.

2) *Authoritarian parenting style*

These parents expect mature behaviour from a child and set clear standards.

- They follow firm enforcement of rules and standards using commands and sanctions when necessary.
- Encourage child's independence and individuality.
- Allow open communication between parent and child. In this, the parent listens to the child's point of view while in return expressing their own view.

3) *Indulgent Parenting style*

They involve themselves in their children's lives and allow their children extensive freedom to the extent that they do not control them even when a child shows negative behaviour. Although they accept, respond and love their children, they exercise little control over the children's behaviour.

4) *Neglectful parenting style*

- They fail to monitor children's activities.
- Minimise the cost in time and effort of interacting with child.

Participation by children in decision making is one of the rights embodied in the UNCRC. For the African child and the Kenyan child in particular, the right of participation in decision-making focuses on the customary practices of his family since it is within the family that customary law is practised. Children have no political power. They do not vote and their opinions carry little weight to both the government and their parents on whom they are totally dependent to act in their best interests and protect them. In their quarterly magazine 2004, ANPPCAN argue that what is presented to be traditional or cultural in relation to children rights may be mere reconstruction or destruction by the adult in order to either enhance or reject children rights. The article continues to argue that it is in this context that children are seen not heard. In most cases, children are not consulted in decision making with a consequence that their interests are defined by reference to the views of adult members of their families of their family.

Cultural values of respect towards the parent/adults also lead to denial of children rights. Respect, which can translate itself into a culture of silence on the part of the children, underpins the cultural distance between parents and children. Young people are refused a voice and their legitimate protest is muted and denied by the

hypocrisy of adult attitudes and myths. For example, adult treatment of children is based upon respect and a concern to protect 'the best interest of the child'.

Failure to agree with what they decide can be interpreted as disobedience which may attract disciplinary measures from a parent. The gap between the children and parents widens and decisions from parents are not kindly taken.

A legal officer in ANPPACAN lamented that even if parents are willing to discuss with children on issues that affect them, in the end, they make decisions that agree with their economic circumstances.

African culture has been historically mobilized to disempower children. Many a times, it becomes the weapon normally mobilized by elders to defend their privileges and power over the children. Tradition may therefore be used to throw off the rights of participatory rights of children.

Societal attitudes to child labour affect the realization of child rights. Its acceptance as a social norm and custom by a nation is a stumbling block for the eradication of child labour. Parental attitude is that it is the duty of the child to earn and support the family. Yet as adults,

we are reluctant to acknowledge the severity which this picture of childhood presents. Our perceptions of childhood are somehow clouded by a more socially acceptable, if idealized, view of adult and child relationships.

2.5.0 THEORETICAL FRAMEWORK

2.5.1 Situational Approach Theory

Advanced by Thomas and Znanuki (1974) it explains that human behaviour is situationally defined. It further postulates that there is nothing to define an act is anticipated, but when new influences appear to disrupt the existing habits, when new stimuli demand attention, when the habitual is altered, or when a group is unprepared for an existence, then the phenomenon assumes the aspect of crisis. In this theory, crisis is seen as the most significant of human experiences, affecting the definition of individual groups, their behaviour and finally influencing the content of culture and personality as well as direction for change. Thus, the appearance of new aspects on child rights hitherto unexperienced by a given community is likely to present itself as a crisis as the people have to find new ways of dealing with the situation.

Definition of a human situation partly depends on socio economic and cultural factors which singly or collectively determine the consequent behaviour. Moreover, it is composed of factors which exist only to the actors namely; how they perceive the situation, what it means to them and their definition of the situation. According to this theory, the definition of child rights depends on the psychological, socio-economic and cultural factors. Parents with low economic status are unlikely to prioritize children's rights when they are still struggling for survival.

The Situational Analysis Theory sees human behaviour as adjustable and human beings as always attempting to come to terms with or to adjust to situations which they find themselves in. The theory further holds that adjustment is not entirely a mechanistic process in which the causes and effect can be isolated by simply knowing the objective condition and then observing the objective behaviour. Thus, in a situation where parents find themselves confronted with child rights problems, the action they take do not stem logically from legal aspects of child rights (objective facts) but rather from what they perceive. Behaviour

therefore is seen as situationally determined. E.g a new situation/problem calls for a redefinition of the situation.

Explaining the process of redefinition of a Situation, Steward (1973) introduces the concept of re-interpretation. This is a process of cultural change which can be change in attitude and behaviour. According to the proponents of this theory redefinition of a situation depends on:

- i) Cultural factors which either independently or collectively influence subsequent behaviour psychological factor.
- ii) Socio- economic factors

In addition to the above, physical environment, the social norms, values and attitudes and the people one interacts with contribute to redefinition of a situation. Further, the individuals' perception of the situation, its definition and meaning have a bearing on the next approach to the situation.

Within this framework, parents attitude towards children rights and the treatment of their children can be seen to be situationally determined.

The way people perceive children rights is a major factor that influences the welfare of children. Thus, this study not only focused on the various

factors influencing the child rights behaviours, but on how the population of the study perceives the rights situation of the children.

2.5.2 The Cognitive Dissonance Theory

Many factors affect audience responses to messages. New combs ABX model of social psychology hypothesized that persons develop attitudes towards defects consistent with individuals who are perceived by them to be attractive. The model is based on a concept of balance or consistency between one's belief and attitude system with others who are important to the individual. Once the balance of this state is upset, all parties respond to the resulting dissonance by using communication to restore the balance. There is the sifting of messages and attitudes and responses to the communications. This scenario led to the study of cognitive dissonance in relation to consumption of communication messages.

Expounded by Festinger (1957), the cognitive dissonance theory, proposes that people have a basic desire for consistency among their cognition's. Cognitive dissonance is aroused in an individual when two or more relevant cognition's simultaneously held by an individual contradict each other. Cognition's

contradict each other when logic, personal experience, established knowledge or other people imply that these are incompatible. The individual is therefore unable to justify the holding of two or more dissonant cognitions at the same time; thus producing psychological discomfort-discord, that motivates the arrangements of one's psychological world to restore consistency.

In the case of this study, there is dissonance in regard to parents perceptions on their responsibility to their children and their children's rights. Consistency is restored by refusal to accept the rights.

People also avoid arousal of discomfort through avoidance of information that contradicts existing attitudes and norms. This leads to selective attention - One of the pillars of cognitive dissonance theory. Information supportive of existing attitudes, behaviours and choices can reduce dissonance or maintain the desired state and will therefore be actively sought. Selective attention leads to people attending to only parts of messages that they are exposed to. Receivers confronted with contradictory information may 'time out' by not paying attention or by not eliminating sources of noise in the communication process. On

the contrary, receivers confronted with on-going supportive information may "time in" to it by paying greater attention to it or eliminating the sources of noises persuasive messages will reach only those already in agreement with their conclusions.

Most parents attend to information on children rights that directly deals with child survival. For example, health, education and security. Other rights like the right for female children to be protected from early marriages, female circumcision and any cultural practice may be ignored, depending on the cultural background.

Selective perception process in which material that does not fit the predisposition's of a receiver are likely to be made to fit into the individual's personal needs and interest. People perceive objects to serve immediate needs, to reinforce a mood, a mental state or cultural value. Selective perception refers to the kind of mental activity involved in recognizing knowing and understanding events and objects in our immediate environment. Decoding depends on how the messages are perceived.

Selective Retention i.e. owning the message is the third tenet of the cognitive dissonance theory. It means internalizing the

message and may, therefore, assist in reinforcing existing attitudes and behaviour. Supportive material helps in maintaining cognitive consistency, while contradictory material produces cognitive inconsistency. This must be reduced by seeking supporting materials.

The concept of how needs influence behaviour can also be explained by the cognitive dissonance theory. When an individual feels dissonant, s/he will ordinarily be motivated to change her/his knowledge, attitude and actions. In the case of innovative behaviour, Rogers and Shoemaker (1971) suggested that the following occur:

- i) The individual becomes aware of a felt need/problem and seeks information about some means such as innovation to meet this need. Hence, a receiver's knowledge of a need for a new idea can motivate information seeking activity about the idea. This occurs at the **knowledge stage** in the innovation decision process. Parents do not perceive child rights issues as important. They therefore do not engage in information seeking behaviour.
- ii) The individual becomes aware of a new idea which he regards favourably and is motivated to adopt by the dissonance between

what he believes and what he is doing. This behaviour occurs at the **decision stage** in the innovation – decision process.

- iii) After adopting the innovation, the individual may secure further information which persuades him that he shouldn't have adopted. This dissonance may be reduced by discontinuing the innovation or if he originally decided to reject the innovation, the individual may become receptive to pro-innovation messages, causing a state of dissonance which can be reduced by adoption. These types of behaviour (discontinuance or later adoption occur during the **confirmation function** in the innovation – decision process.

According to Rogers and Shoemaker (1971) individuals frequently try to avoid becoming dissonant in their decision to adopt or reject an innovation mainly by seeking information which they expect will support or confirm a decision already made i.e. selective exposure. Parents are therefore likely to reject information on children's right to be heard as it is in dissonance with their socialization.

The theory of cognitive dissonance is of paramount importance as it explains why people hold the beliefs and attitudes that they do; and also resistance to new ideas/information. Assuming that the

theory is true, then parents attitudes and perceptions on children rights are determined by parents financial status, past experience on parenting, social environment and cultural background. This, to a large extent, study has established that this is so.

2.6 Definition of Key Terms

1. Child – any human being below the age of 18 years.
2. Attitude – Learnt predispositions which lead individuals to respond in a consistently favourable or unfavourable with respect to a given situation.
3. Child abuse – Any parental act that constitutes misuse or exploitation of the rights of the parents to control and discipline children under their care.

2.7 Operationalization of Key variables

1. Social economic status – family size, level of education attained and income levels.
2. Cultural factors – any traditional practices.
3. Knowledge – measured in terms of whether respondents have heard about child rights.
4. Education – highest level attained. Three categories were considered: primary, secondary and post secondary.
5. Age – number of years lived since birth to the time of interview.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 The Research Site and description

The study was conducted in Makadara Division, in Nairobi. Administratively, Makadara is one of the 8 divisions in Nairobi Province. It covers an area of 20.1 square kilometers with a population of 197,434 people, 108,773 of whom are male while 88,661 are female (1999 Population Census)⁹. The division has 58,032 households. In turn, Makadara division has five (5) locations.

Specifically, the research was carried out in Mukuru Nyayo location, that has a population of 36,232 people (CBS, 1999). Of these, 18,936 are male while 17,296 are female. The location has a total of 10,224 households and is on an area of 2.3 km². Mukuru Nyayo location is divided into two sub-locations: Hazina and Nairobi South. This area was chosen as the researcher felt that it represents a cross-section of social groups.

3.2 Research Design

This was an exploratory study, aimed at gaining familiarity and new insights into parents' attitude towards child rights discourse in

Kenya. Although a number of studies have been carried out on child rights, few if any, have looked into attitudes and perceptions of parents in this regard, particularly in Kenya. The study started with the assumption that parents' attitudes towards children rights are unfavourable, particularly those that go beyond the familiar consensus supported areas of life, survival, health and education. The researcher also assumed that parents' level of awareness and knowledge of child rights was wanting.

3.3 Sample design and sampling procedures

The study targeted parents, both male and female. In this regard, only those who have children were considered for the study. This was important as the study attempted to look at parental attitudes and perceptions on child rights, thus those without children would not add value to the study.

Since not every parent in the location could be interviewed, a representative sample of the population was selected. A total of 112 respondents were reached for the study. Of these 43 were male and 69 were female. The researcher was able to get respondents from all key categories, based on gender, level of education, income and age.

Majority of those interviewed, were Kikuyus (35.1 percent) while 15.5 percent were Luos. Other ethnic groups constituted the remaining 49.4 percent.

Table 3.3.1: Ethnic group of the respondents

	Frequency	Percentage
KIKUYU	34	35.1
LUO	15	15.5
LUHYA	14	14.4
KISII	10	10.3
KALENJIN	6	6.2
KAMBA	6	6.2
MERU	4	4.1
KURIA	2	2.1
MARAKWET	1	1.0
MAASAI	1	1.0
NGORONGORO	1	1.0
TAITA	1	1.0
SOMALI	1	1.0
Total	97	100.0

3.4 Sampling Method

The researcher employed a purposive non-random sampling design.

This was necessitated by both time and financial constraints. The

research assistants and the research sought the respondents from the myriad of places – from their houses, market and business locations.

3.5 Type of Data Collected

Data used in the research is both primary and secondary. The primary data was collected from the field while the secondary data was obtained from relevant literature. Further, data used is both quantitative and qualitative data. Quantitative data is displayed in frequencies, percentages, pie charts and bar graphs.

Qualitative data is expressed in both statements and percentages. This data arose from the parents attitudes and views on child rights.

3.6 Methods of Data Collection

- **Questionnaire**

The questionnaire was the major tool for data collection. The questionnaires were administered by the researcher and her assistants. Consideration was put into the varying degrees of literacy amongst the respondents. It was also possible to discern the parents' views on children rights, through verbal and non-verbal communication.

The questionnaire consisted of both open-ended and closed questions. The open -ended questions have mainly given rise to the

qualitative data while the closed questions have led to quantitative data. On collapsing the qualitative data, the researcher was able to get qualitative and quantitative data.

- **Informal Interviews**

The researcher conducted informal interviews on 5 key informants'-magistrates who have worked in the children's courts. This gave insights as to parents' treatment of their children and some of the obstacles to full enjoyment of child rights. The informal interviews were also conducted on the respondents but in a more relaxed manner. However, the interviews still echoed the issues raised in the questionnaires.

- **Direct Observations**

This was carried out alongside the interview sessions. It involved watching the respondents and capturing their non-verbal behaviour. The researcher hoped that by so doing, some factors relating to child rights were not overlooked.

Other observations were on shelter and the general lifestyle of the respondents.

3.7 Instrument Validity

A pre-test was carried out on the questionnaire. The researcher purposively selected 18 respondents whom she felt were representative of the larger sample population. Although the group was of the opinion that there were too many open-ended questions, the researcher felt that changing this would compromise the key objective of the study. However, some questions were paraphrased for easier comprehension. The questionnaire that went out thus took into consideration the views of the pre-test group. The Pre-test was an eye-opener especially in regard to the administration of the questionnaire and the researcher can perhaps claim that it was a valid instrument of data collection.

3.8 Data Analysis and presentation

The ultimate goal of data analysis is to summarise the study findings in a way which generates answers to research questions. This study gathered both qualitative and quantitative data.

Quantitative data was analysed using the statistical package for social sciences (SPSS). This programme yielded descriptive statistics used in presentation and analysis of data. Such included frequencies and percentages.

Qualitative data gathered was detailed. This necessitated its classification into themes and sub themes on the basis of their central focus for purposes of presentation and analysis.

Qualitative data was also analysed by inferences. This involved identification of explicit cultural concepts and interpretation of issues related to children rights.

This study was undertaken over a period of 6 months, June - November 2004. During this period, the proposal was developed, data collected, analysed and report compiled.

2

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.1 Introduction

Presented in this chapter are the key findings of the study. The findings are done, based on the research objectives. The first object sought to identify and determine parental attitudes on child rights, particularly on the broadening of these rights. To answer this question, data was collected on parents' views on certain aspects of child rights. Information was also collected on parents' awareness on laws that protect children and their views on these laws. The findings on the different views and opinions are presented so are the factors that determine them.

The second objective was to assess the parents' level of awareness and knowledge on the fundamental rights of the child. Information was therefore obtained on awareness levels. Specifically, knowledge on child rights was assessed and the source of this information: Scientific findings on knowledge of the Children's Acts 2001 and its relevance in the Kenya today are presented. Frequency with which parents seek information on child rights was assessed and findings presented on accessibility and constraints towards the same.

The third objective was to investigate how parents treat their children with a view to assess if it amounts to child abuse. To achieve this objective, information was sought on whether parents discipline their children and under what circumstances. Information is presented on how often this is done, and reasons for the discipline. The researcher also collected data on assigning of chores in the family and the purpose of these chores. Also sought was information on what amounts to child abuse and whether the respondents know of any family that mistreats their children.

The fourth objective hoped to seek information on factors that influence the realization of child rights in Kenya – social, cultural and economic. Empirical findings are discussed.

Based on the research findings, which are discussed along the research objectives, a summary, conclusions and appropriate recommendations are presented. Also presented are suggestions for further research.

4.0 RESEARCH FINDINGS

The research investigated parents' attitudes and perceptions on child rights. This was done through questions on their views on child rights,

awareness on the same and what practices they uphold with regard to treatment of their children. The research also set out to establish the parents' knowledge levels on child rights and the source of this information.

The parents' awareness on child rights was first investigated. Their opinions and views on the same were particularly of keen interest to the researcher.

4.1.0 BIO DATA

4.1.1 Age Of The Respondents

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Most of the respondents for this study were aged between 30 and 39 years (43.4 percent). 28.3 percent of the respondents were aged 21 through 29 years while 22.6 percent of the respondents were in the age category of 40 to 49 years. Only 5.7 percent were aged above 50 years.

Table 4.1: Age of the Respondents

	Frequency	Percentage
21 thru 29	30	28.3
30 thru 39	46	43.4
40 thru 49	24	22.6
50+	6	5.7
Total	106	100.00

Table 4.3: Gender category of respondents

	Frequency	Percentage
Male	43	38.4
Female	69	61.6
Total	112	100.0

4.1.2 Educational level of the respondents

50 percent of the respondents had secondary education qualification while 37.3 percent had Diploma/University education. 12.7 percent of the interviewees had primary level of education as shown on table 4 below.

Table 4.4: Level of Education

	Frequency	Percent
Secondary	55	50.0
Diploma/University	41	37.3
Primary	14	12.7
Total	110	100.0

4.1.3 Marital status of the respondents

Of the 112 respondents interviewed 72.3 percent were married while 22.3 percent were single parents since the study targeted parents

with children. 5.4 percent were neither married nor single. Most likely they are widowed or widowers.

Table 4.5: Marital Status of Respondents

	Frequency	Percent
Married	81	72.3
Single	25	22.3
Others	6	5.4
Total	112	100.0

4.1.4 Family Size

30.1 of the respondents had 2 children and below, while 57.3 had 4 children and below and 12.6 percent had 5 children and above. See table 6 below.

Table 4.6: Family Size

No. of Children	Frequency	Percentage
	No. 103	
2 and below	31	30.1
4 and below	59	57.3
5 and above	13	12.6
Total	103	100.0

4.1.5 Income earned by the respondents

The salary scale of the respondents is as shown in table 7 below. It is evident from this table that the majority (27.5 percent) are earning

less than Kshs. 5,000. 26.6 percent of the respondents are earning more than Kshs. 5,000 but less than Kshs. 10,000 while 24.8 percent of the respondents are earning less than Kshs. 10,000 but less than Kshs. 20,000. Only 21.1percent of the respondents are earning above Kshs. 20,000.

Table 4.7: Income of Respondents

	Frequency	Percentage
Below 5,000	30	27.5
Below 10,000	29	26.6
Below 20,000	27	24.8
20,000 and above	23	21.1
Total	109	100.0

2

4.2.1 PARENTS' PERCEPTION ON CHILD RIGHTS

This study established that most parents are aware of the laws that protect children. Indeed, 82.6 percent felt they are aware of these laws while a mere 17.4 percent of the respondents said they are not aware.

Table 4.8 shows the responses. However, asked to give some of these laws, respondents were not in a position to.

Table 4.8: Parents Perception on Child Rights

Responses	Frequency No. 109	Percentage
Yes	90	82.6
No	19	17.4
Total	109	100.0

Asked to give their views on these laws, majority of the respondents (51.4 percent) were of the opinion that they protect children against violence and that they regulate the way children are to be handled. Some respondents, 18.4 percent, were of the opinion that they should only apply to those people who rape children because it is a crime, yet another 22 percent said that these laws are foreign while 8.3 percent have never thought about them. It would appear therefore that security of children is paramount as far as the parents are concerned. Table 4.9 gives a summary of the responses.

Table 4.9: Comments on Laws that Protect Children

Respondents comments on laws protecting children	Frequency N = 109	Percentage
---	------------------------------	-------------------

1	Important as they protect children against violence	56	51.4
2	They are fake/foreign	24	22.0
3	Should apply to rapists only	20	18.3
4	Never thought about them	9	8.3
	Total	109	100

Table 4.10 below shows the parents' comments on the right to life. Majority of the parents as revealed 42.7 percent feel that children's life should be guaranteed by the parents and the government while 31.5 percent said that abortion should be severely punished as it denies children the right to life. Another 25.8 percent were of the opinion that recognition of right to life ensures that there is a future generation. Right to life therefore elicits positive perceptions from the parents thus they are likely to be responsive to information on it. Table 4.10 gives a summary.

Table 4.10. Comments on Rights to life

	Comments of right to life	Frequency N = 89	Percentage
1	Children have a right to life and it is the parents' and government's responsibility to ensure this.	38	42.7
2	Abortion should be heavily punished as it denies children the right to life.	28	31.5
3	Children are the future generation, thus life important.	23	25.8
	Total	89	100

Asked to comment on the right to education, 74.5 percent of the parents felt that children have a right to education. 14.7 percent were of the view that the government has the responsibility of ensuring that children go to school, while 10.8 percent feel that some parents are too poor to afford education for their children. (See table 4.11) No doubt, parents show positive perceptions towards child's right to education, and the only impediment is finances. Majority of the low economic status respondents feel that though children should be taken to school, they can only happen if they can't afford, and in most cases they can't. Realization of this right, then, will only come about if the economic situation of the population is guaranteed.

Table 4.11 : Comments on Right to Education

	Comments on children's right to education	Frequency N = 102	Percentage
1	Children's right to education is not debatable.	76	74.5
2	It is the government's responsibility	15	14.7
3	Some parents are too poor	11	10.8
	Total	102	100

On right against discrimination 66 percent of the parents felt that girls are discriminated against especially when it comes to education. 24

percent said that children with Aids are discriminated against while a mere 11.2 percent said that children enjoy this right and that it is important. Results presented in Table 4.12 below.

Table 4.12: Right against Discrimination

Category	Frequency N = 107	Percentage
1 Girls are still discriminated against especially in education.	71	66.4
2 Children with Aids are discriminated against.	24	22.4
3 Children enjoy this right.	12	11.2
Total	107	100

During the informal interviews, respondents were clear that children should be protected against discrimination but lamented that this has not been the case. On further probing, they gave traditions as one of the factors that has contributed to discrimination against girls while children with Aids are stigmatized due to parents' fear of infection especially of their children. These results create a bleak picture on the child's right against discrimination, which, needless to say, is a basic right. For example, a report in the Daily Nation 11th June 2004 revealed that there is discrimination at Nyumbani Children's home. Discrimination follows Aids orphans to school where they are refused admission in private schools in Karen, the report continued.

Table 4.13 below shows how parents responded when asked to comment on children's right to health.

Table 4.13: Comments on children's right to health

	Comments on children's right to health	Frequency N = 107	Percentage
1	Right to health should be guaranteed	35	32.7
2	Parents should ensure that children are taken to hospital when sick and immunized.	28	26.1
3	Government should reduce cost of medicine or take care of sick children.	25	23.4
4	Some parents are too poor to afford	19	17.8
	Total	107	100

Most parents perceive right to health as important and each child deserves it. This was the response by 32.7 percent of the parents. A further 26.1 percent said that parents should ensure that children are taken to hospital and are immunized appropriately. However, 23.4 percent respondents placed this responsibility on the government. They felt that the government should reduce costs and make treatment available to all. Still, 17.8 percent said that it is hard to guarantee this right as some parents are too poor to even feed the family. Hence it is perhaps safe to assert that the right to health is accepted by parents. Despite this, poverty may hinder its realization.

Asked to comment on children's right to shelter, 63 percent said that children must be protected from harsh environment while 24.1 percent felt that this right is important as lack of it leads to prostitution and increase in street children population. Another 12.9 percent were of the opinion that the government should help unable parents and street children. Table 4.14 shows the responses. Although majority of the parents display favourable attitude towards their children, a good number of respondents do not provide this basic right. Some of the houses visited during the interviews showed a population that is reeling in poverty. The research can therefore assert that poverty works against realization of children's right.

Table 4.14: Comments on right to shelter

	Comments on right to shelter	Frequency N = 108	Percentage %
1	Children should be given shelter and be protected from harsh environment.	68	63
2	Lack of shelter leads to prostitution and increase in number of street children.	26	24.1
3	Government should help poor parents and the street children get shelter.	14	12.9
	Total	108	100

Commenting on right to be heard, majority of the parents that is, 46.5 percent felt that it is not African to let child say what they want while

22.2 percent also felt that it is ambitious. A further 21.2 percent said that it is good to listen to the children but parents need to be objective. This, they said, depends on the parent. Only 9.1 percent of the respondents said that children should be heard.

But why this attitude or children's right to be heard? The researcher found out that parents feel that children should always be told what to do, that when they were young (parents), they listened to their parents. Communicators advocating the rights of children need to address this because parents are unlikely to be responsive to messages that are in dissonance with what they believe in. Table 4.15 below summarises these responses.

Table 4.15: Children's right to be heard

	Comments on child's right to be heard	Frequency N = 98	Percentage %
1	It is not African.	46	46.5
2	It is ambitious.	22	22.2
3	Listen but be objective depending on parent.	21	21.2
4	They have their views and need freedom.	09	09.1
	Total	98	99

In concluding this question, it is clear that the perceived parental responsibilities are fulfilling of basic needs such as food, education,

shelter and health. Still, these provisions may be hindered by poverty. The right to be heard does not rank very highly as far as the parents are concerned.

4.2.2 PARENTS RECOGNITION OF CHILDREN'S VIEWS

The study sought to find out whether parents recognize views made by their children with a view to discern their attitude on the same. Asked if they recognize their children's views, 50.9 percent said they do. See table 4.16 for the response.

Table 4.16: Parents Recognition of Children's views

Recognizing children's views by parents	Frequency	Percentage
Yes	52	50.9
No	50	49.1
Total	102	100

For those who listen, 51 percent do so occasionally, 31.9 percent rarely while 17 percent do so frequently. This is consistent with the research findings where the researcher found out that parents do not acknowledge children's rights to be heard. Table 4.17 shows the responses.

Table 4.17: Frequency of the recognition

Frequency of recognition of children's views	Frequency	Percentage
	N = 52	
Frequently	8	17
Occasionally	27	51.1
Rarely	17	31.9
Total	52	100

In what kind of situations do parents recognize their children's views?

Data gathered on this question reveals assume that they are at liberty to decide "the best interest of the child." 34.3 percent said that they listen if the views are relevant, 22.9 percent when the children's demand basic needs and the parents can afford, 24.8 percent when the views are not harmful to them (children) and 18.1 percent when the parents feel that children are mature to make choices. (See table 4.18)

Table 4.18: Situations when parents listen to their children

Situations when parents listen to their children	Count	Percentage
	N = 105	
When making relevant views	36	34.5
When asking for basic needs and I can afford	24	22.9
When I feel they are mature to make correct choices	19	18.1
As long as the views are not harmful to them	26	24.7
Total	105	

Asked to give situations when they do not listen to their children's views, 43.6 percent said in situations when children do not need what they are asking for and finances are tight. 33.7 percent do not if the view hinge on wrong choices or desire to go out with wrong company, while 22.7 percent believe they should not if views go against family laws. See table 4.19

Table 4.19: Situation when parents do not recognize children views.

	Situations when parents do not listen to their children's views	Count N = 101	Percentage
1	When they do not need what they are asking for/finances are tight.	44	43.6
2	Views on wrong choices/company.	34	33.7
3	Views that go against family laws.	23	22.7
	Total	101	100

The research on views of children by parents would be incomplete without informal interviews. From this, the researcher gathered that parents perceive as their responsibility to bring up 'good' children and to them this is the guiding factor in determining which of their children's views to accept. This is in line with part 3 of the Children's Act 2001 which deals with parental responsibility. It gives the parents

“the right, when dealing with their children, to give guidance in religious, moral and cultural values.”¹⁰

The UNCRC also respects the rights and duties of parents in providing religious and moral guidance to their children. At the same time it recognizes that as children mature and are able to form their views, some may question certain traditions. The convention supports children’s right to examine their beliefs, but is also states that their right to express their beliefs implies respect for the rights and freedoms of others.¹¹

It would appear that this article goes against what parents perceive as ‘correct’ in regard to their children’s upbringing. Such information is bound to cause dissonance, thus leading to its rejection by majority of the parents. Parents need to know that the article only encourages adults to listen to the opinions of their children and involve them in decision-making - not to give children authority over adults. The researcher also sought to establish if age determines whether or not parents recognize their children’s views. Majority of the parents, 60.5 percent, felt that age actually determines whether or not they recognize their children’s views. 39.5 percent felt that it does not. Asked to

¹⁰ *Children ACT- 2001 and UNCRC. Popular version published by Kenya Alliance for the Advancement of Children (KAAR) NBI. 2002*

¹¹ *UNCRC Article 12: 1 & 2*

explain their position those who consider age a factor responded that decision-making depends on maturity level of the child and that children of different ages have different needs. Those who do not consider age a factor argued that children are children irrespective of age.

In promoting the right of children to express themselves, the UNCRC recognizes that such participation must occur in a manner that is appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age. Article 12: 1 of UNCRC reads;

State parties shall ensure that the child who is capable of forming his/her own views has the right to express those view freely in all matters affecting the child, the views of the child being given due weight in accordance with age and maturity of the child.¹²

Through informal interviews the researcher gathered that parents are unaware of these provisions and that their behaviour is determined by what they believe is right. There is need, therefore, to educate parents on children rights legal instruments, bearing in mind that the predispositions of individuals influence their behaviour towards

¹² *Ibid*

communication messages and the effects which such messages are likely to have.

4.2.3 PARENTS' AWARENESS/KNOWLEDGE LEVELS OF CHILD RIGHTS

Awareness/knowledge is often seen as non-purposive. Rogers asserts that an individual becomes aware of an innovation by accident, that he cannot actively seek it out¹³. People will only seek information when they feel there is a need to and if that information is in congruence with their existing values and attitudes. The study set out to assess the parents' knowledge on child rights. It also sought to find out the source of knowledge on child rights information and if parents purposively seek information on child rights from data gathered, 78.9 percent claimed awareness of child rights while 21 percent said they were not aware of these rights. In response to sources of this information, 55.9 percent said that they learnt through the media (radio, Television and newspapers). A further 21.6 percent learnt through interpersonal relationships (friends, family, colleagues), 9 percent said that experience has taught them about child rights while 13.5 percent have learnt through organizations that deal with child right issues.

¹³ Rogers E. *Communication of Innovations*.

Table 4.20: Source of information on child rights.

Source of information on child rights	Frequency N = 79	Percentage
Media	44	55.9
Personal experience	7	9.0
Organizations dealing with child rights issues	11	13.5
Interpersonal relationships	17	21.6
Total	79	100

An analysis of table 4.20 reveals that the media is the most popular source of information followed by interpersonal relationships. No doubt, child rights issues is an innovation. Rogers argues that all innovations carry some degree of subjective risk to the individual. He (the individual) is unsure of the idea's results and feels a need for reinforcement of his attitudes towards the new idea. He is likely to seek conviction that his thinking is on the right path from peers by means of interpersonal communication channels. These results also confirm Lasswell's model which indicates that the media performs four functions, one of which is surveillance which deal with information on our environment.

The study deemed it necessary to find out those parents who have read/heard about the children's Act 2001. The results are bleak, with

only 22.3 percent of the population saying they have read/heard it. An overwhelming 77.7 percent have not heard/read about the Act. Majority of the parents, 71.6 percent, also indicated that the Act is irrelevant while 28.4 percent felt it is relevant. This may explain why few people have bothered to read the Act and the results are consistent with the cognitive dissonance theory by Festinger that presumes that individuals will expose themselves to messages/ideas that are also consistent with their needs, beliefs and attitudes. This argument is also in line with Hassinger's assertion that even if an individual is exposed to a message, there is little, if any, effort unless the individual feels that the idea is relevant. A better understanding of the parents, perceptions could only be possible with explanations for their responses. The study therefore sought to find out why parents find the act relevant or irrelevant.

Table 4.21: Reasons for relevance/Irrelevance of the Act

	Reasons Relevance/irrelevance of the Act	Frequency N = 107	Percentage
1.	It protects children against child abuse	31	28.9
2.	It goes against our culture	21	19.7
3.	Kenya is not ready for it. America's experience should tell us that.	28	26.2
4.	We can take care of our children without an Act/Does not count.	27	25.2
	Total	107	100

For those who feel that the Act is relevant, protection of children against child abuse, was the purpose of the Children's Act. The percentage was 28.9percent. Another 19.7 percent feel that the Act goes against the African culture, while 26.2 percent are of the opinion that Kenya is not ready for it. Others, as revealed by 25.2 percent, feel that they do not need the Act as they can take care of their children.

No doubt, information on child rights is unlikely to be assimilated by majority of the parents because their attitudes are unfavourable. A basic tenet of social judgement theory is that a person's existing attitudes form anchors for classifying new information. New information that is similar to a person's anchor will be assimilated while new information that is sufficiently dissimilar from the person's own attitude will be contracted. This appears to be the case on issues of child rights.

Information seeking by parents

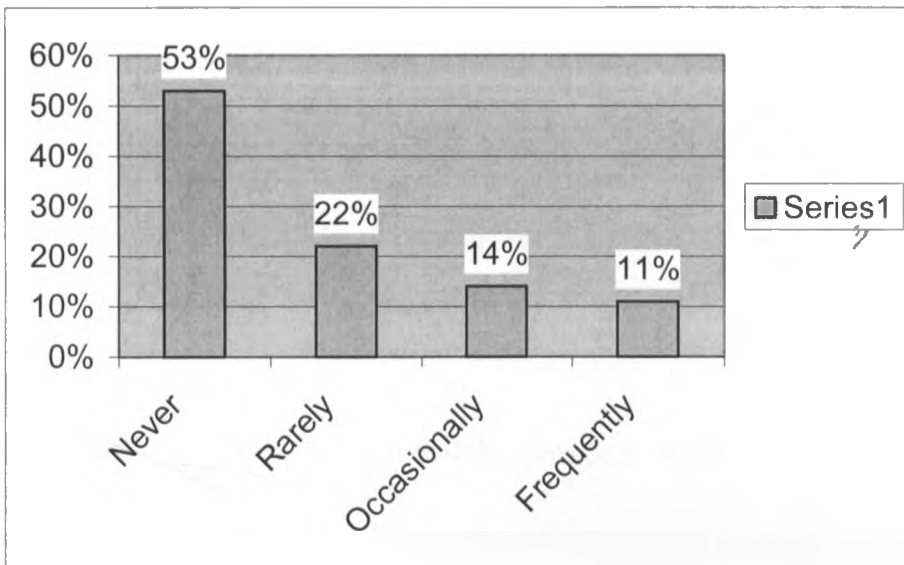
The researcher sought to establish if parents seek information on child rights as a way of assessing their level of awareness/knowledge. More so, it would help in discerning the parents' perceptions and attitudes. Rogers and Shoemaker (1971)¹⁴ argue that an individual's need for a

¹⁴ *Cognitive Dissonance Theory*

new idea can motivate information-seeking activity about the idea. This however, is only possible if he regards the idea favourably.

The researcher collapsed the responses on this question into Never, rarely, occasionally and frequently. According to the findings, 53 percent of the respondents confessed that they never seek information on child rights. A further 22 percent said that they rarely seek information while 14 percent do so occasionally. Only 11 percent of the respondents seek information frequently. See figure 1

Figure 1: Frequency in seeking information on child rights.



In his book, *Communication of Innovations*, Rogers argues that knowing is different from using. He continues to say that an individual may know about an idea but does not regard it as relevant to his situation or as potentially useful. Attitudes towards an innovation usually intervene

between the knowledge and decision functions. If an individual does not define the information as relevant to him, he does not seek sufficient knowledge to become adequately informed so that persuasion can take place.

Probably, parents hardly seek information on child rights because they consider it irrelevant, or have never felt the need to do so. These findings support Festinger's Cognitive Dissonance theory. According to Festinger's **Cognitive Dissonance Theory**, individuals tend to expose themselves to those ideas that are in accord with their needs, interests or existing attitudes. Hassinger (1995) argues that individuals will seldom expose themselves to messages to an innovation, unless they first feel a need for the innovation, and that even if such individuals are exposed to such innovation messages, there will be little effort of such exposure unless the individual perceives the innovation as relevant to his needs and as consistent with his existing attitudes and beliefs.

The study also set out to establish reasons why children rights' information is hardly sought. The respondents were asked to give their reasons. The table below gives a summary of the responses.

Table 4.22: Reasons why information is (not) sought.

Explanation	Frequency N = 108	Percentage
Not interested/what I know is enough/not a priority	39	48.1
Scarcity of time and resources	5	6.2
Do not know where to get information from/not aware of the rights	30	37.1
To be knowledgeable/I support child rights activities	7	8.6
Total	81	100

Most parents, (48.1 percent) do not seek information because they feel it is not a priority and that they are not interested. These findings support Festinger's theory who argues Selective exposure and selective perception act as particularly *tight shutters on the windows of our minds in the case of innovation messages*, because ideas are new. We can hardly have consistent and favourable attitudes and beliefs about ideas which we have not previously encountered. Scarcity of time was also given as a reason for not seeking information by 6.2 percent while a good percentage of 37.1 percent either do not know where to get the information or are not aware of child rights. This supports Hassinger's view point that need for an innovation must usually precede awareness/knowledge.

Many researchers conceptualise awareness/knowledge as occurring due to random or non-purposive activities by the individual. Rogers argues that an individual becomes aware of an innovation by accident, that s/he cannot actively seek out an innovation which he does not know exists. Hassinger (1959) criticizes this assumption of non-purposiveness of awareness/knowledge. He argues that knowledge-seeking must be initiated by the individual and is not a passive activity. A small percentage of 8.6 said that they seek information because they would like to be knowledgeable on child rights. This, probably, is the same group that seeks information on child rights. These results are rather discouraging. The picture painted is that there is a communication gap on issues on child rights that needs to be addressed.

2

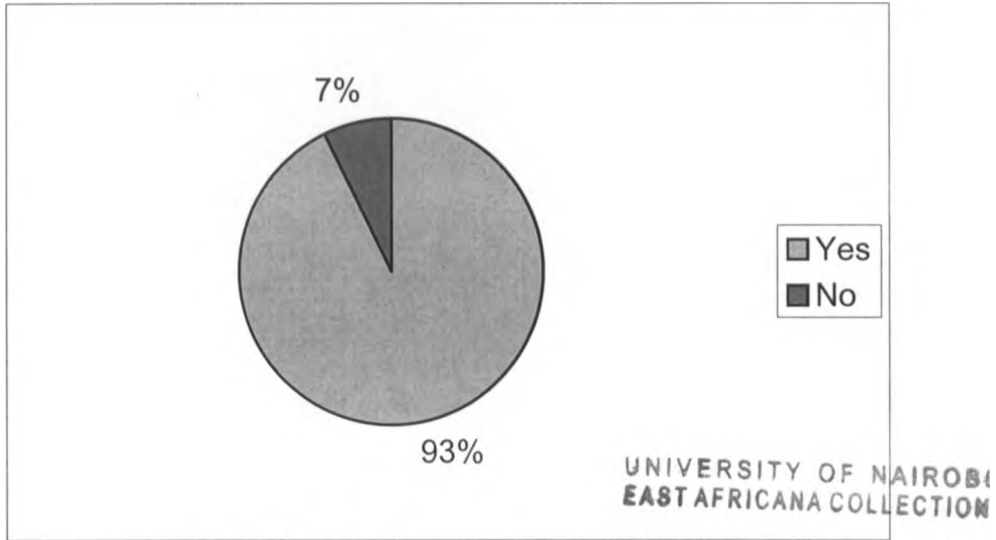
4.2.4 PARENTS' TREATMENT OF THEIR CHILDREN

The study sought to find out how parents treat their children. Specifically, information was sought on whether they discipline their children and assign duties to them.

Asked whether they have ever disciplined their children, 92.1 percent said they have while only 7.9 percent said they have never. From informal interviews, the researcher gathered that this percentage

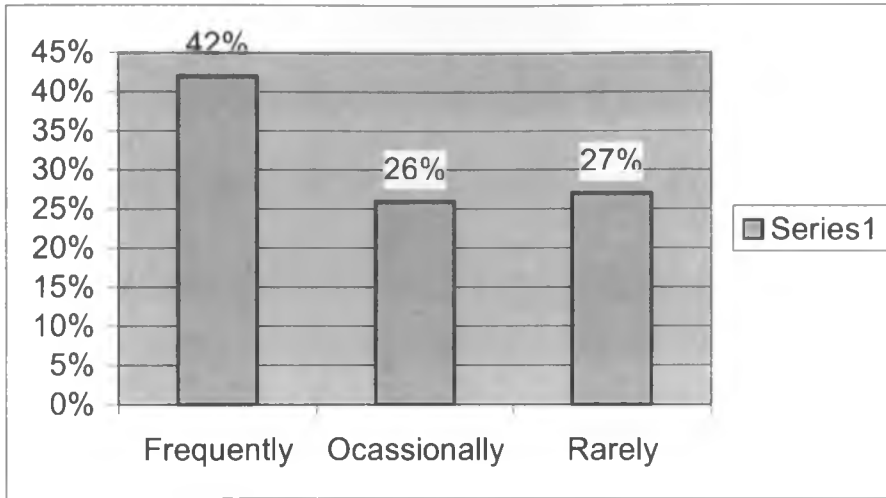
consists of mainly those parents whose children are below 2 years, thus too young to be disciplined.

Figure 2



Information was also sought on frequency of disciplining of the children. They were collapsed into Rarely, Occasionally and Frequently. 42 percent of the respondents discipline their children frequently, 26 percent occasionally while 27 percent do so rarely. Disciplining of children by parents therefore is a common practice. See bar graph for a summary of the respondents.

Figure 3: Frequency of Disciplining Children



But in what situations do parents discipline their children? An overwhelming 85 percent of the parents discipline their children when they (children) misbehave, while 19 percent do so because it is their right as parents. Parents, it appears, perceive that they shape their children's behaviour through corporal punishments and that punishment is highly relevant. The researcher engaged the respondents in informal discussions on why they perceive punishments as relevant. It was clear that children whose parents are lenient have landed in trouble. Some examples cited include early pregnancy, HIV/AIDS infection and dropping out of school. Those parents whose children have succeeded were given as role models. Comments like "I know a family that is strict with their children and are now happy" were common. Equally common were comments like "I would not want my children to be like"

On its part, the **UNCRC** protects children from physical violence, injury or abuse. It states

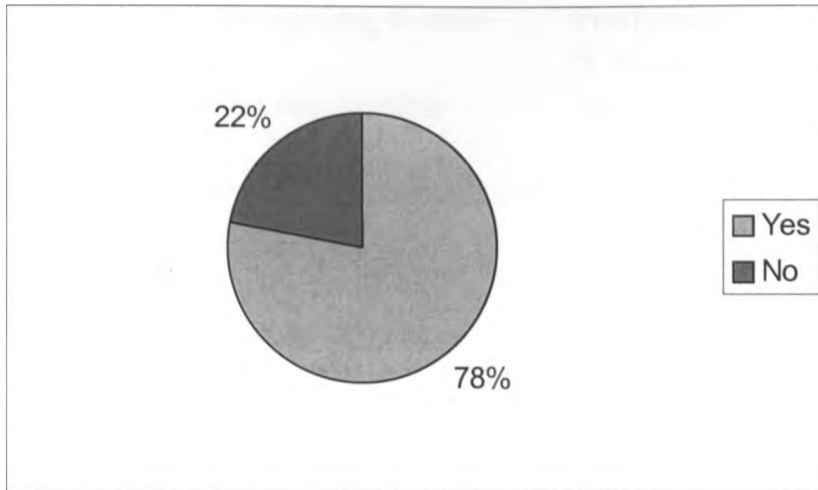
“State parties shall take all appropriate measures to protect the child from all forms of physical/mental violence, injury or abuse.”¹⁵

In their article *convention on the Rights of Children, - Questions parents Ask*, the authors say that there are ways to discipline children that are non-violent, are appropriate to the child’s level of development and take ‘the best interest of the child’ into consideration. Such forms of discipline are effective in helping children learn about family and social expectations of their behaviour. Most parents should take comfort in the knowledge that disciplining their children is positive.

On whether parents assign duties to their children, 77.7 percent said they do while 22.3 percent do not assign duties. However, further discussions revealed that those who do not assign have very young children. See pie chart below.

¹⁵ *United Nations Convention on Rights of the Children*

Figure 4: Assigning of Chores



A myriad of duties are assigned to children. However, it was encouraging for the researcher to learn that these chores are light and in no way amount to child abuse. Such include simple tasks like spreading beds, cleaning the house, cleaning and wiping tables after meals, opening gates, washing own school uniform. Those with children up-country also send them to fetch water from the river and graze the cows.

What, in the parents' opinion, is the significance of assigning these chores? According to findings, 44.7 percent of the parents would like to train their children to be responsible (in future), 24.4 percent do so in order to keep the children busy from negative influence while 28.8 percent feel that the children have a role to play in the family and must therefore help towards this. See table 4.23 for a summary of responses.

Table 4.23: Significance of assigning chores

	Explanation for assigning duties	Frequency N = 111	Percentage
1.	Trains a child to be responsible	53	44.7
2.	Keeps child busy hence away from negative influence.	26	24.4
3.	Children have a role to play in the family	32	28.9
	Total	111	100

It is safe to conclude that parents' treatment of their child is "in the best of the child"¹⁶

Information was also sought on what parents perceive as child abuse. The respondents were asked to give what they consider as mistreating a child. Overworking a child, refusal to provide for a child's basic rights when one can afford, excessive beating and rape were given as some forms of child abuse. Table 4.24 summarises the responses ranked from the highest to the lowest.

¹⁶ See Article 3 of UNCRC

Table 4.24: Manifestations of child abuse

Type of child abuse	Frequency N = 111	Percentage
1 Rape	34	30.4
2 Excessive beating	32	28.6
3 Overworking the child	25	22.3
4 Refusal to provide basic needs (when one can afford)	11	9.9
5 Early marriages	10	8.8
Total	111	100

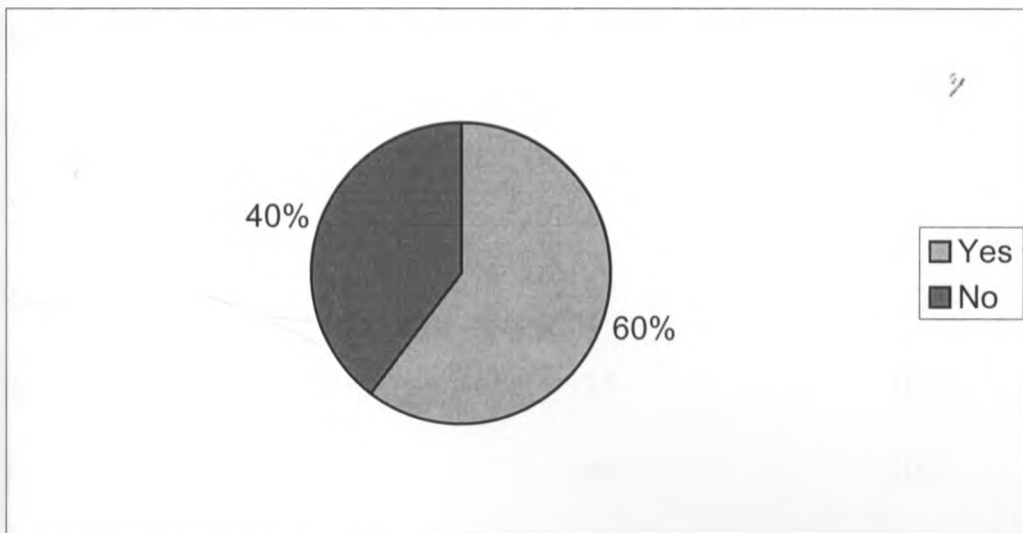
A closer analysis of the table reveals that most parents (30.4 percent) feel that rape is a serious form of child abuse. Others include overworking a child 22.3 percent and excessive beating 28.6 percent. Parents feel that failure to provide for a child only amounts to child abuse if the parent can afford. It is disheartening to learn that though early marriages is a serious and prevalent form of child abuse, few parents (a meagre 8.8 percent) mentioned it. There is need to investigate why this may be the case. Interestingly, none of the parents interviewed perceives her/himself as having mistreated any of his/her children. This is despite earlier results where most parents indicated that they frequently discipline their children. These findings confirm the Situational Analysis Theory. The theory defines human situation as composed of factors which exist only to actors, that is, how they perceive the situation, what it means to them and their definition of the

situation. The parents' behaviour is adjustable as they try to come to terms with the issue of child rights.

Through informal interviews parents justified their disciplining of children by arguing that disciplining is a corrective measure which benefits the child in the long run.

For more insightful information on child abuse, the study sought to find out if respondents knew of any family that mistreats their children. The results are worrying as 60.2 percent said that they while only 39.8 percent said they do not. The pie chart below shows the results.

Figure 5



Information gathered from the key informants largely confirms that child abuse is prevalent especially among the low social economic

status group. Step parents were mentioned as abusers of step children. At least four cases of violence against children is handled at the children's court weekly. This, the informants felt, is a very small number as majority of the cases go unreported.

A dull picture on the situation of children is created and corrective measures need be put in place to turn around the trend.

Respondents were asked to give ways in which the children are mistreated. A summary of the responses is given in table 4.17.

Table 4.25: ways in which children are mistreated

Forms of mistreatment	Frequency N = 66	Percentage
Denying them food	12	22.7
Beating carelessly	16	24.2
Giving excess chores	14	21.2
Denying education	2	3.0
Rape by fathers	6	9.2
Sending them to the street to beg	13	19.7
Total	66	100

Denying children food, excess beating and chores, are some of the ways in which children are abused. Although only a small percentage of 9.2 percent mentioned rape, the fact that it is by fathers is alarming.

Children are also sent to the streets to beg according to 19.7 percent of respondents. This, no doubt, exposes them to a lot of insecurity and travenes Article 32: 1 of the **UNCRC**. The convention protects children from economic exploitation and work that is hazardous to their health or interferes with their education or be harmful to the child's mental, spiritual, moral or social development.

Respondents were also asked to give factors that determine the way they treat their children. Table 4.26 gives the summary from the highest to the lowest.

Table 4.26: Factors determining parents treatment of their children

Factors in the treatment of children	Frequency	Percentage
	N = 105	
Finances (availability)	56	53.3
Environment (social)		13
Child's behaviour	12	11.4
Experience as a parent	12	11.4
Level of education	11	10.5
Total	105	

The financial status of the parents is a major determining factor in the way children are treated. This accounts for 53.3 percent of the respondents. Social environment is also crucial accounting for 13.3

percent. Child's behaviour and experience as a parent each took 11.4 percent while the least was level of education with 10.5 percent.

4.2.5 Constraints To Realization of Child Rights in Kenya

The researcher set out to establish what the respondents considered as constraints to realization of child rights in Kenya. Below are the constraints given arranged in order of greatest concern.

Table 4.27: Constraints to realization of children rights.

Constraint	Frequency N = 109	Percentage
Lack of finances	33	30.3
Traditions/Culture	24	22.9
Ignorance	21	19.3
Lack of enough campaigns/information	2	3.0
Lack of strict government roles against offenders	9	8.3
Parents are too busy/family break up	4	3.7
Total	109	

Lack of finances/poverty is the greatest nightmare in the realization of child rights. Most parents may not recognize their children's rights as a need as they have other problems to think about. Even if parents are willing to give shelter and provide basic needs for their children, availability of resources determines the extent to which this is achieved.

Lack of adequate communication campaigns was also cited. This is food for thought for child right educators. No doubt efforts have been made to raise awareness on child right issues. Is it possible that these do not reach the desired audience? And if the target audience is reached, is the communication effective? Efforts should be made to address this.

Traditions and culture rank second in terms of degree of concern. This is not surprising as the issue of child rights has often been misunderstood. Shirly Robinson (South Africa) argues that providing children with rights is not sufficient; states also need to pay attention to implementation of rights¹⁷. She calls for change in traditional attitudes which may block the understanding of child rights instruments such as the African Charter and **UNCRC** which are little known.

Lack of strict government rules against offenders is also a setback. As long as people can get away with child rights violations, little, if any, progress will be gained. Parents, too, must not neglect their responsibility of staying with their children.

¹⁷ *Child Rights & Child Protection in Kenya*

Suggestions on what should be done to improve the status of children in Kenya

What then are the remedies to this bleak picture? Opinion was sought from parents on the solution to child rights problem. The table below provides a summary of responses.

Table 4.28: Enhancing child rights status in Kenya

Suggestions	Frequency N = 102	Percentage
Through vigorous campaigns	25	24.5
Punishing child abusers	28	27.5
Government to give money to poor parents	21	20.6
Educate children on their rights	3	2.9
Educate parents on child rights	25	24.5
Total	102	100

Information gathered point to the need for provision of more information on child rights. Rigorous campaigns are necessary according to 24.5 percent while 27.5 percent of the respondents feel that punishing child abusers severely could save the situation. This is important especially with the rampant cases of rape of young children. Only 2.9 percent of the respondents feel that children should be educated on their rights. Why this small number? Could be parents are happier when children are ignorant of their rights. A substantial

number of the parents said the parents need be educated on child rights issues while others, a 20.6 percent, place this responsibility on the government arguing that money should be given to poor parents.

Of the researcher's concern is that apart from lacking in knowledge on child's rights, parents do not recognize their attitudes and perceptions as hindrances to realization of child rights. Perhaps what is needed is behaviour change campaigns. Only then will our children begin to enjoy their rights.

2

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary of findings

In this chapter, an attempt is made to show how far the research objectives have been achieved, by first presenting the summary of major findings, and secondly by suggesting how conclusions derived from such findings can reflect on recommendations for policy and further research; the eventual goal being to achieve more positive attitudes on child rights.

This study sought to investigate parents' attitudes and perceptions on child rights in Kenya. Findings are summarized as per the respective objectives. It assessed the parents' attitude towards basic child rights and those that go beyond the consensus areas of health, shelter and education. Awareness/Knowledge levels on issues of child rights of parents were also evaluated, as well as the parents' treatment of their children. Also investigated are factors that influence the realization of child rights in Kenya.

According to the study it appears that although parents display favourable attitudes towards basic child rights, there is need to explore

more those that may be regarded as foreign. Parents' knowledge on child rights is minimal; there is need for increased awareness campaigns with the goal to reach the grass root population. It would appear that information of child rights is a preserve of the child rights educators. Also surveyed were factors that influence the realization of child in Kenya. The study found poverty, ignorance/lack of awareness and traditional beliefs as contributing to non-realization of the rights. It also established that socio-economic status is a patent predictor of parental attitudes with the high economic status exhibiting more favourable views towards child rights. Majority of respondents interviewed perceive poverty as a major threat to child rights' realization. Cultural values also play a central role in influencing parental perceptions of their children's right.

2

5.1 Conclusion

Based on the above findings, the study concludes that attitude towards fundamental rights of children is adequately favourable, at least from the general outlook. However, those rights that go beyond child survival elicit unfavourable attitude.

The study has identified socio-cultural and socio-economic factors that work against child rights approval. These include poverty, education level and some cultural practices. It is important therefore that these

factors be adequately and appropriately addressed when designing child rights advocacy programmes.

No doubt, efforts have been made to improve the status on children in Kenya. Nevertheless much more needs to be done as raising awareness is simply not enough. Co-ordinated efforts at both national and local levels should be established with the aim of promoting communication at all levels, and facilitate the exchange of experiences and information.

5.2 Recommendations

The following are the major recommendations emanating from this study, discussed by objectives.

5.2.1 *Parents attitudes and perception on the broadening of child rights.*

Although there is a consensus on the importance of fundamental child rights, perceptions on the unfamiliar rights for instance, **right of the child to be heard and not to be discriminated against** are rather unfavourable. An attempt should, therefore, be made to reach out grass-roots through workshops. An Information Education Communication (IEC) strategy is perhaps the solution. IEC materials especially audio visual should be produced. Above all, advocacy campaigns on child right issues should be intensified putting into

consideration the knowledge, attitude and practices of the target population.

The community need be sensitized to discard those cultural barriers that hinder child participation and adopt good cultural practices.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

5.2.2 Parents awareness and knowledge on child rights.

According to the study there are low levels of awareness/knowledge on child rights among the respondents. This calls for concise steps in sensitizing members of the general public on child rights. The media in particular needs to disseminate information and material on child rights. Social partners should cover the issue of children and provide information on the same. Training and raising awareness among all social groups is important. Information disseminated should be tailor made for special target audience taking into account the level of education, economic status and cultural practices.

5.2.3 Recognition of children's opinion and views by parents.

NGOs (Non Governmental Organizations) dealing with child right issues need to include children's perceptions in programmes. Dialogue at all levels must be established

especially parent-children in order to permit communication. The researcher also recommends a forum where all actors on child rights and child protection can share experiences with the aim of consolidating gains made so far. Documentation of best practices is also recommended. Perhaps a better way of involving both parents and children would be better co-ordinated call-in programmes or forums during which children, as well as parents have a chance to air their views on matters regarding the subject.

5.2.3 *Parents' treatment of their children*

The way parents treat their children is largely determined by traditional attitudes, prejudices and misconceptions. Public awareness and education campaigns are needed to encourage changes in these attitudes, which need to be tackled through widespread dissemination of accurate information in accessible formats. Information should not only challenge ill-founded and misleading views, but should seek to raise awareness of the unconscious ways in which behaviour of parents can amount to child abuse.

There should be monitoring, supervision and control of children's lives. Observatory forum should be established and include: _

- Parent-children within the family.
- Parent - institutions e.g. social, legal.

Networking – process in which individuals, group, institutions and organizations pool resources for the purpose of pursuing a common objective- may particularly be effective. The network should consist of family, neighbours, work colleagues, peer groups and members of a community.

5.2.3 *Social-economic factors that influence the realization of child rights.*

The government must put in place a policy whereby incapable parents receive benefits especially in the area of health.

5.3 **Suggestions for further research**

This study had identified a gap that further research should seek to address the gap between increased awareness campaign and low knowledge level of parents. It is proposed that further research to understand the cause should go a long way in assisting programme managers and policy makers to design and effect deliberate child rights advocacy campaigns.

It is hoped that the findings presented in this study will provide impetus for a more comprehensive study of the parents factor in child rights discourse in Kenya and elsewhere in the world.

Children's perception on their rights need also be understood.

This therefore calls for an investigation on the way they perceive their parents in relation to their rights.

Bibliography

Bandura, A. (1977) *Social learning Theory*, Angelwood Cliffs, N. J: Prentice-Hall.

Bob Franklin. *The Rights of Children*
Basil Blackwell Ltd. 1986.

Chris Jocknicck: CESR. The Human Rights Challenge to Global Poverty.
www.cers.org/text_percent_20_files/actors.pdf

Monitoring Children Rights

Eugene Verhellen
Martinus Nijhoff Publisher London 1996.

George Jameson: *Parental Responsibilities and Rights*.
Edinburg 1995.

James M. Henslin: *Down to Earth Sociology*
Introductory readings The Free Press New York
1993 7th Edition

James T. Tedeschi. *Socio Psychology*
Interdependence, Interaction and Influence

Joachim Teis: *Promoting Rights Based Approaches Experiences and Ideas*
from Asia and the Pacific.

Mbidyo, Joseph (1981) *Diffusion of Solar Technology in South California*,
U.S.A, PHD Dissertation. Stanford: Stanford University.

Mungenda, O.M and Mugenda, A.G (1999) *Research Methods: Quantitative and Qualitative approaches*. Nairobi ACTS Press.

Rachel Hodgkin and Peter Newell, *Implementation Handbook for the Convention on the Rights of the Child* (New York: UNICEF, 1998).

Rogers, E. M (1995) *Diffusion of Innovations, 4th Edition*. New York. Free Press.

Susan Fountain: *It's only Right - A practical guide to learn about UNCRC*
Education Devt. Sector
UNICEF 2002

Tan, Alexis (1986) *Mass Communication Theories and Research*. New York. Macmillan.

State University of New York. New York 1976

Out of the Shadows 2002.

Global report on The worst forms of child labour – The invisibility of children and Adolescents. The need to monitor our rhetoric and Attitudes.

Daily Nation

June 17th 2003

June 13th 2000

The Constitution of Kenya Review Commission. Memorandum by Children's Rights Stakeholders.

13-03-2002.

The Best Interests of the Child.

Reconciling Culture and Human Rights.

The International Journal of Human Rights.

Children's Rights: Equal Rights?

Diversity, Difference and the issue of Discrimination.

Save the Children.

International Save the Children Alliance.

Knowledge Attitude Beliefs Practices related to Aids.

K A B P Survey 1989

Mauritius

Local perceptions of Children's Needs and Rights in North Wollo Zone, Ethiopia

The case of Habre, Kobo and Gidan.

A N P P C A N – Ethiopia Chapter

In collaboration with

Save the Child – Denmark Danida

July 2001. Addis Ababa.

W.H.O and UNICEF *Action for Children*

Human Rights Watch June 2001, Vol. 13. No. 4A

G.O.K and UNICEF, Kenya. *The Socio cultural and Economic Reintegration Model for Children in Need of Special Protection and Implementation Guidelines unpublished paper, February 2001.*

Government of the Republic of Kenya. " *Children's Bill 2001*," Kenya Gazette, Supplement no. 18, March 16, 2001.

<http://www/mmn.edu/humanrts/instree/ratz/afcbr.htm>,

National Action Plan on Education for All. 2003-2015.

Ministry of Education, Science and Technology

Children's Environment Research Group

Web.gc.cuny.edu/checerg

OWOUR P.O Men's Knowledge, Attitude and Practice of family planning in Kenya M. A. 2000

Omariba Daniel. Socio-economic determinants of Child Survival in Upper Matasia sub-location, Kajiado District M. A 1993.

Esipisi E. A Socio-cultural factors constraining the adoption of modern family planning services in Lurambi Division, Kakamega. M. A 1998.

kaar@kaar.com

Child rights Defenders.

Appendix - Questionnaire

QUESTIONNAIRE

PARENTS ATTITUDES AND PERCEPTION ON CHILD RIGHTS

1. This questionnaire is meant to collect information on your views about child rights. Kindly assist by responding to all the questions as honestly as possible. The information you give will be treated confidentially. This research project is being taken in partial fulfillment for the award of a Masters of Arts Degree in communication Studies at the School of Journalism, University of Nairobi.

SECTION A

1. PERSONAL DATA

- ii) Age
- 21 - 29
 - 30 - 39
 - 40 - 49
 - 50+
- iii) Ethnic group.....
- iv) Gender M F
- v) Level of Education
- Primary
 - Secondary
 - Tertiary
- vi) Marital Status
- Married
 - Single
 - Others specify.....

2 a) How many children do you have?

2 and below

4 and below

5 and above

b) Specify their ages

.....
.....

c) Economic Data

Income

Below 5,000

Below 10,000

Below 20,000

20 and above

SECTION B

PARENTS' RECOGNITION OF CHILDREN'S RIGHTS

3. Are you aware that there are laws that seek to protect children?

Yes No

4. If yes, please give your views on these laws.

.....
.....
.....
.....

5. Please comment briefly on each of the following aspects of children rights.

Right to life.....

.....

Right to education.....

.....

Right to health.....

.....

Right to shelter.....

.....

Right to be heard.....

.....

Right against discrimination.....

.....

6. Do you recognize views made by your children?

Yes No

7. If yes, how often?

Rarely Occasionally frequently

8. In what kind of

situations?.....

.....

.....

9. In what situations would you not recognize your children's opinion?

.....

.....

.....

10. Explain your answer to (9) above.....

.....

.....

.....

11. Does age determine whether or not you recognize your children's opinion?

Yes No.

12. Explain your answer to (11) above.

.....
.....
.....

SECTION C

PARENTS AWARENESS ON CHILD RIGHTS.

13. Are you aware of child rights?

Yes No

14. If yes, how did you learn?

.....
.....
.....
.....

15. Have you ever read or heard about the Children' Act 2001

Yes No

16. Do you think the Children's Act is relevant in our society.

Yes No.

17. Explain your answer to (16) above.

.....
.....
.....

18. How often do you seek information on Child rights.

Rarely Occasionally Frequently Never

19. Explain your answer to (18) above

.....
.....

20. Why do you/don't you seek information on child rights.

.....
.....
.....

SECTION D

PARENTS' TREATMENT OF THEIR CHILDREN.

21. As a parent, have you ever had to discipline your children?

Yes No.

22. In what kind of situations?.....

.....
.....
.....

23. Approximately how often do you do it?

Rarely Occasionally Frequently Never

24. Do you assign your children duties in the house/ home?

Yes No

25. If your answer to (24) is yes, mention some of these duties.

.....
.....
.....
.....

26. What is the significance of assigning these duties as far as you are concerned.

.....
.....
.....
.....

27. What do you consider as mistreating a child?

.....

28. In your opinion, have you ever mistreated any of your children?

Yes No

29. Explain your answer to (28) above.

.....
.....
.....
.....

30. Do you know of any family/families that mistreat their children?

Yes No

31. In what ways?

.....
.....
.....
.....

32. What factors (economic, social or cultural) determine the way you treat your children?

.....
.....

SECTION E

IMPROVING THE STATUS OF CHILD RIGHTS

33. What factors in your opinion, hinder the realization of child rights in Kenya.

.....
.....
.....

34. Make suggestions on what should be done to improve the status of child rights in Kenya.

.....

.....

.....

Thank you very much

3

