

**CHILD NEGLECT AND LITERACY IN SELECTED PRIMARY SCHOOLS IN  
KATABI TOWN COUNCIL, WAKISO DISTRICT**

**BY**

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## **DECLARATION**

I, Namugga Josephine Kalule, declare that this is my original work and has never been submitted for any award in any University

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**Signature**

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Date

**APPROVAL**

This is to acknowledge that Namugga Josephine Kalule research entitled “CHILD NEGLECT AND LITERACY IN SELECTED PRIMARY SCHOOLS KATABI TOWN COUNCIL, WAKISO DISTRICT has been conducted under my supervision

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**University Supervisor**

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**Date**

## **DEDICATION**

I dedicate this study to my family and friends who have been of great support in my education journey and Prof. Matthew Bukenya who has always been of great inspiration in my education

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In a special way, I would like to extend a word of thanks to a number of people who without their assistance this work would not have been completed

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## Table of Contents

|  |            |
|--|------------|
| <i>DECLARATION</i> .....                   | <i>i</i>   |
| <i>APPROVAL</i> .....                      | <i>ii</i>  |
| <i>DEDICATION</i> .....                    | <i>iii</i> |
| <i>Table of Contents</i> .....             | <i>v</i>   |
| <i>CHAPTER ONE</i> .....                   | <i>1</i>   |
| <i>INTRODUCTION</i> .....                  | <i>1</i>   |
| 1.0 Introduction.....                      | 1          |
| <b>1.1.0 Background</b> .....              | 1          |
| <b>1.1.2 Historical Perspective</b> .....  | 1          |
| <b>1.1.3 Theoretical Perspective</b> ..... | 3          |
| <b>1.1.4 Conceptual Perspective</b> .....  | 3          |
| <b>1.1.5 Contextual Perspective</b> .....  | 5          |
| 1.2 Statement for the problem.....         | 5          |
| 1.3 Purpose of the study.....              | 6          |
| 1.4 Specific Objectives of the study.....  | 6          |
| 1.5 Research Questions .....               | 6          |
| 1.6 Scope for this Study .....             | 7          |
| 1.7 Content Scope .....                    | 7          |
| <b>1.7.1 Geographical Scope</b> .....      | 7          |

|  |    |
|--|----|
| <b>1.7.2 Time Scope</b> .....  | 7  |
| 1.8 Significance of the Study .....  | 7  |
| <i>CHAPTER TWO</i> .....   | 9  |
| <i>LITERATURE REVIEW</i> .....   | 9  |
| 2.0 Introduction.....  | 9  |
| 2.1 Theoretical Review .....   | 9  |
| 2.2: Conceptual framework for child neglect and literacy .....               | 10 |
| 2.3 The effect of physical neglect on pupils’ literacy .....                 | 11 |
| 2.4 The impact of social neglect on pupils’ literacy .....                   | 13 |
| 2.5 The relationship between psychological neglect and pupils’ literacy..... | 15 |
| <b>CHAPTER THREE</b> .....   | 18 |
| <b>RESEARCH METHODOLOGY</b> .....  | 18 |
| <b>3.0 Introduction</b> .....  | 18 |
| <b>3.1 Research Design</b> .....   | 18 |
| <b>3.2 Study Population</b> .....  | 18 |
| <b>3.3 Study sample</b> .....  | 19 |
| <b>3.4 Sampling Techniques</b> .....   | 20 |
| <b>3.5 Data sources</b> .....  | 21 |
| <b>3.6.0 Data collection instruments</b> .....                               | 21 |
| <b>3.6.1 Questionnaire</b> .....   | 21 |

|  |           |
|--|-----------|
| <b>3.6.2 Interview .....</b>   | <b>22</b> |
| <b>3.7.0 Data Quality Control .....</b>  | <b>22</b> |
| <b>3.7.1 Validity.....</b>   | <b>22</b> |
| <b>3.7.2 Reliability.....</b>  | <b>24</b> |
| <b>3.8 Data Collection Procedure .....</b>   | <b>25</b> |
| <b>3.9 Data analysis.....</b>  | <b>26</b> |
| <b>3.9.1 Quantitative data analysis .....</b>  | <b>26</b> |
| <b>3.9.2 Qualitative data analysis .....</b>   | <b>26</b> |
| <b>3.10 Research ethical considerations .....</b>  | <b>26</b> |
| <b>CHAPTER FOUR.....</b>   | <b>28</b> |
| <b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....</b>   | <b>28</b> |
| <b>4.0 Introduction.....</b>   | <b>28</b> |
| <b>4.1 Response rate.....</b>  | <b>28</b> |
| <b>4.2 Demographic Characteristics of Respondents.....</b>   | <b>29</b> |
| <b>4.3.1 Objective One: The effect of physical neglect on pupils’ literacy .....</b>                   | <b>32</b> |
| <b>4.3.1 Objective Two: The impact of social neglect on pupils’ literacy .....</b>                     | <b>34</b> |
| <b>4.3.3 Objective Three: The relationship between psychological neglect and pupils’ literacy ....</b> | <b>37</b> |
| <b>CHAPTER FIVE .....</b>  | <b>42</b> |
| <b>DISCUSSION OF STUDY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>                             | <b>42</b> |
| <b>5.0 Introduction.....</b>   | <b>42</b> |



|  |    |
|--|----|
| <b>5.1 Discussions</b> .....   | 42 |
| <b>5.1.1 Objective One</b> .....   | 42 |
| <b>5.1.2 Objective Two</b> .....   | 44 |
| <b>5.1.3 Objective Three</b> .....   | 45 |
| <b>5.2.0 The relationship between psychological neglect and pupils’ literacy</b> ..... | 45 |
| <b>5.2.1 Objective One</b> .....   | 46 |
| <b>5.2.2 Objective Two</b> .....   | 46 |
| <b>5.2.3 Objective Three</b> .....   | 46 |
| <b>5.3 Recommendations</b> .....   | 47 |
| <b>5.3.1 Objective One</b> .....   | 47 |
| <b>5.3.2 Objective Two</b> .....   | 47 |
| <b>5.3.3 Objective Three</b> .....   | 47 |
| <b>5.4 Suggested Areas for Further Research</b> .....                                  | 48 |
| <b>REFERENCES</b> .....  | 49 |

## **ABBREVIATIONS**

|       |   |
|-------|---|
| ABC   | Attachment and Behavioral Catch-up                  |
| CNPTA | Child Neglect Prevention and Treatment              |
| CPS   | Child Protective Service                            |
| NSCDC | National Scientific Council on the Developing Child |
| PPP   | Positive Parenting Programme                        |
| PPTSD | Post-Traumatic Stress Disorder                      |
| WHO   | World Health Organization                           |

## LIST OF TABLES

|   |    |
|---|----|
| TABLE 3. 1 SHOWING THE SAMPLING FRAME .....                                     | 20 |
| TABLE 3. 2: RESULTS FROM THE CVI TEST .....                                     | 24 |
| TABLE 4. 1 SHOWING RESPONSE RATE-----   | 29 |
| TABLE 4. 2: SHOWING GENDER OF RESPONDENTS (N=116)-----                          | 30 |
| TABLE 4. 3 SHOWING AGE OF RESPONDENTS (N=116) -----                             | 30 |
| TABLE 4. 4 SHOWING EDUCATION LEVEL OF RESPONDENTS (N=116)-----                  | 31 |
| TABLE 4. 5 SHOWING THE EFFECT OF PHYSICAL NEGLECT ON PUPILS' LITERACY -----     | 32 |
| TABLE 4. 6 SHOWING THE IMPACT OF SOCIAL NEGLECT ON PUPILS' LITERACY -----       | 35 |
| TABLE 4. 7 RELATIONSHIP BETWEEN PSYCHOLOGICAL NEGLECT AND PUPILS' LITERACY----- | 38 |
| TABLE 4. 8 : CORRELATION FOR PSYCHOLOGICAL NEGLECT AND PUPILS' LITERACY-----    | 40 |

## **LIST OF FIGURES**

|  |    |
|--|----|
| FIGURE 1. 1 CONCEPTUAL FRAMEWORK ..... | 10 |
|--|----|

## ABSTRACT

The purpose of this study was to determine how child neglect relates to pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. It aimed at achieving the following objectives: to find out the effect of physical neglect on pupils' literacy, examine the impact of social neglect on pupils' literacy and to establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study specifically adopted a cross-sectional survey design with a sample of 144 respondents selected using simple random and purposive sampling. Instruments of data collection were questionnaires and interviews. Data from the questionnaires was analyzed by use of the Statistical Package for the Social Sciences (SPSS), while qualitative data from interviews was sorted, organized and analyzed narratively. The study established a very weak linear positive, but significant relationship between psychological neglect and pupils' literacy ( $r = 0.132$ ,  $p = 0.013$ ). The findings suggest psychological neglect is likely to cause low literacy levels among the pupils. The likelihood of pupils' literacy is explained by the positive linear relationship ( $r = 0.013$ ). The study concluded that basic necessities have an impact on analyzing and reading and can affect reasoning and creating, that abandonment does not only have an effect on analyzing reading but also has a direct link with writing ability and that criticism affects ability to analyze and read greatly affects the child's education. The study recommended that government and parents should provide basic necessities to primary school pupils so as to enhance their analyzing and reading, reasoning and creating as well as ability to write. In addition, parents and the relevant authorities should address physical neglect to boost pupils' literacy; that community leaders and parents need to adopt appropriate measures that are aimed at minimizing abandonment since this has an effect not only on analyzing reading but also on writing ability among primary school going children. There is need for community sensitization to curb social neglect as this has an impact on pupils' literacy and that there is urgent need for local communities and parent to adopt viable mechanisms and interventions to curtail criticism and threats as forms of psychological neglect because these affect abilities to analyze, read, writing ability, reasoning and creativity which greatly not only affects pupils' literacy but also child's education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The primary focus of the study was to determine how child neglect relates to literacy in selected primary schools in Katabi Town Council, Wakiso District. This chapter presents the background to the study, the problem statement, the purpose, specific objectives of the study, research questions, and scope of the study and significance of the study.

#### **1.1.0 Background**

The issue of literacy among children has caused a lot of concern among many education stakeholders as many children are prone to psychological neglect (Alicia, 2014). A written report from United Nations Secretary – General’s (UNSG) World Report on Child neglect indicates that children keep on being put through high levels of neglect namely: physical, psychological and social neglect worldwide.

#### **1.1.2 Historical Perspective**

Several studies have revealed numerous aspects of child neglect that children go through worldwide. For example, research in 35 countries on child neglect in homes revealed that averagely, three out of four children within the ages of 2 and 14 were victims of neglect, more regularly psychological than physical.

Although children have encountered psychological neglect, physical mistreatment is practical knowledge by half. Reported global mean prevalence rates of Child Abandonment

(CN) for females are about 20% and 08% for boys. It is estimated that child violence has been endured by 150 million girls and 73 million boys within the age of 18.

In 2012, 78.3% of substantiated cases in the US contained neglect (including medical neglect), 18.3% included physical neglect, 9.3% included social neglect, and 8.5% included psychological neglect. Several infants have been victims of varied forms of neglect (Alicia, 2014).

Alicia (2014) also estimated that in 2012, about 1640 children died from neglect in the US, around three quarters of whom were < three years of age. Nearly, 70% were victims of neglect, 44% were and also other forms of neglect. About 80 percent linked to the offenders were parents working alone or with another adult along with the mother acting alone committed > 25 % of child neglect fatalities (Alicia, 2014).

In Eastern and Southern Africa, child neglect is common. By way of example, research on child neglect in Swaziland in 2007, child neglect in Tanzania by UNICEF just this past year and Zimbabwe's national baseline study on teenage life experiences (preliminary report) conducted in 2012 found high kinds of social neglect towards girls and boys ahead of the age of 18 and stated that other forms of physical neglect may also be prevalent. Tanzania Infant Neglect Survey of 2010, unearthed that the ages of 18, 3 in 10 females and 1 in 7 males had encountered social neglect. In comparison, three quarters of both women and males witnessed physical neglect due to the chronological age of 18 years by parents and sexual partners. Exactly, the same study indicated that 25% of the studied were exposed during childhood to psychological neglect by adults.

The truth in Uganda isn't any different because children have ostensibly continued to see multiple quantities of neglect, frequently acceptable and reinforced (Walakira, 2009). Raising Voices and Save the Children in 2005 indicated that 98 percent of children in five districts had connection with physical or psychological neglect (including those in schools and far from schools aged 18 years).

### **1.1.3 Theoretical Perspective**

The study was driven by Joyce Epstein's theory of Overlapping Spheres of Power (Epstein 1995). The theory postulates that there are certain ways in which the family, the institution and society can help in the learning and growth of a child. Therefore, a lot of activities in this context are done by teachers, families and society independently and such activities carried can impact on the learning and development of children.

Partnership with education, family and society will not literally yield good pupils. Partnership events should instead be structured to add, direct, energize and inspire pupils to adhere to their unique performance. The idea is the fact that pupils tend to be more inclined to do their utmost to examine, read, compose, measure, and learn other skills and abilities and continue at school once they feel cared for and motivated by the working environment and the contrary is true. The theory was applicable to the study in that it attempted to focus on issues related to child neglect and literacy whereby there is need to read, compose, measure, and learn other skills and abilities.

### **1.1.4 Conceptual Perspective**

Child neglect is the violence that occurs to those under 18 years. It encompasses all sorts of physical or psychological mistreating, neglect and other kinds of neglect causing real or



possible problems for health, survival, growth or self-respect with this kid in life. As a kind of child neglect, vulnerability to intimate partner neglect can be included (Felsher et al., 2010).

In the current study, child neglect was looked over in terms of physical, social and psychological neglect. Physical neglect means, any voluntary physical activity that induces or may cause a young child physical damage or disability. Psychological neglect is a behavior phenomenon that impairs the mental maturity or feeling of self-worth of a kid (World Health Organization, 2015).

Ignoring involves persistent failure to respond to the necessity for stimulation, nurturing, support and protection, or failure to consider the presence of the little one. Although rejection includes deliberate refusal to react to what exactly is needed linked to the kid, for example, refusing to state affection, verbal neglect for example persistent belittling, name calling or threatening.

Isolation means avoiding regular social interactions with regards to the infant and various children and adults. Social deficiency may be the continuing neglect which may result in significant deterioration in wellbeing and development, also to long-term social functioning, friendship and educational improvement difficulties. Neglect might also end in death in serious situations (Side Botham, 2007).

Literacy pertains to reading and writing to the feeling of the present inquiry. The desire or behavior to obtain knowledge from books is reading. The intricate computational method of interpreting symbols to infer meaning is reading. It is a kind of the development of

language. Reading is the act of looking at and obtaining meaning from an accumulation of written symbols. Writing is the act or practice of somebody writing recognizable letters or characters as well as the skill of developing them. Writing is an individual expression tool that really needs a language's representation. Literacy can be evaluated when it comes to purposes related to current research in terms of reading numeracy, writing capacity, conversation because of story reading, sketching a graph and postings related to data analysis and presentation.

### **1.1.5 Contextual Perspective**

In Wakiso District, Uganda, (Central Region), Katabi is located about 29 km south-west of Kampala Capital City. The literacy of pupils in Uganda has currently deteriorated, including those in the Katabi Town Council. Many variables have been cited as kinds of the difficulty above. For example, in terminal tests, scores test grade, scores in annual exams grades in national exams are irresistibly causing lots of worry going back year or two. Also, teachers themselves could actually not perform school duties punctually if you are unreliable in setting assessments, identifying the job of pupils and assessing pupils over the years. The question is compounded further by pervasive socio-economic neglect, psychological neglect and physical neglect.

### **1.2 Statement for the problem**

Pupils' literacy in primary schools in Wakiso District and specifically in Katabi Town council appears to be declining (Nsubuga, 2015). Much as several interventions have already been undertaken to boost the standard of teaching, creating an enabling learning environment and motivating teachers and pupils, the difficulty still persists (UNESCO,

2014). It is not clear whether the pupils themselves are catered for fairly well. There are cases when some pupils appear to be physically, psychologically and socially neglected (Okot, Simon Jennings, 2012). If this issue is not urgently addressed, then pupils' literacy could greatly be affected as well as the standard of education in general. It is against this background that the researcher was motivated to determine how child neglect relates to pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District

### **1.3 Purpose of the study**

The purpose of the study was to determine how child neglect relates to pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District

### **1.4 Specific Objectives of the study**

To find out the effect of physical neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District.

To examine the impact of social neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District.

To establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District.

### **1.5 Research Questions**

What is the effect of physical neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District?

What is the impact of social neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District?

What is the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District?

### **1.6 Scope for this Study**

The scope of the study covered content, geographical and time.

### **1.7 Content Scope**

The study determined how child neglect relates to pupils' literacy the independent variable assessed by parameters such as physical neglect (basic needs and physical injury), social neglect (abandonment and hatred) and psychological neglect (criticism and threats) with the dependent variable being the literacy of pupils expressed by reading analysis, numerical analysis, problem solving, reasoning and development, writing capacity

#### **1.7.1 Geographical Scope**

The analysis was conducted in selected primary schools in Katabi Town Council, Wakiso District.

#### **1.7.2 Time Scope**

The study covered a period 2014-2019. This is the time when pupils' literacy was reportedly declining

### **1.8 Significance of the Study**

It is expected that this study may help to explain the theoretical concept of child neglect to the general public therefore leading to understanding the factors affecting pupils' literacy as well as contributing to the existing body of knowledge.

This study's results may be useful to guide school management to allocate resources to establish or strengthen guidance and counseling services to ensure quality counseling services to pupils. This in turn may influence policy formulation and implementation, by appealing to teachers, parents, Parents and Teachers Association (PTA) body, to recognize the need for child neglect prevention, diagnosis, early treatment and management among pupils to prevent diverse effects.

The finding of the study may create awareness among policy makers and guide them in coming up with appropriate policies that will help to improve literacy in primary schools and other educational institutions.

It is also hoped that the study might cause public concern about the plight of children facing various forms of neglect so that Government and non-governmental organizations, and individuals who provide psychosocial services extend their services to primary schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

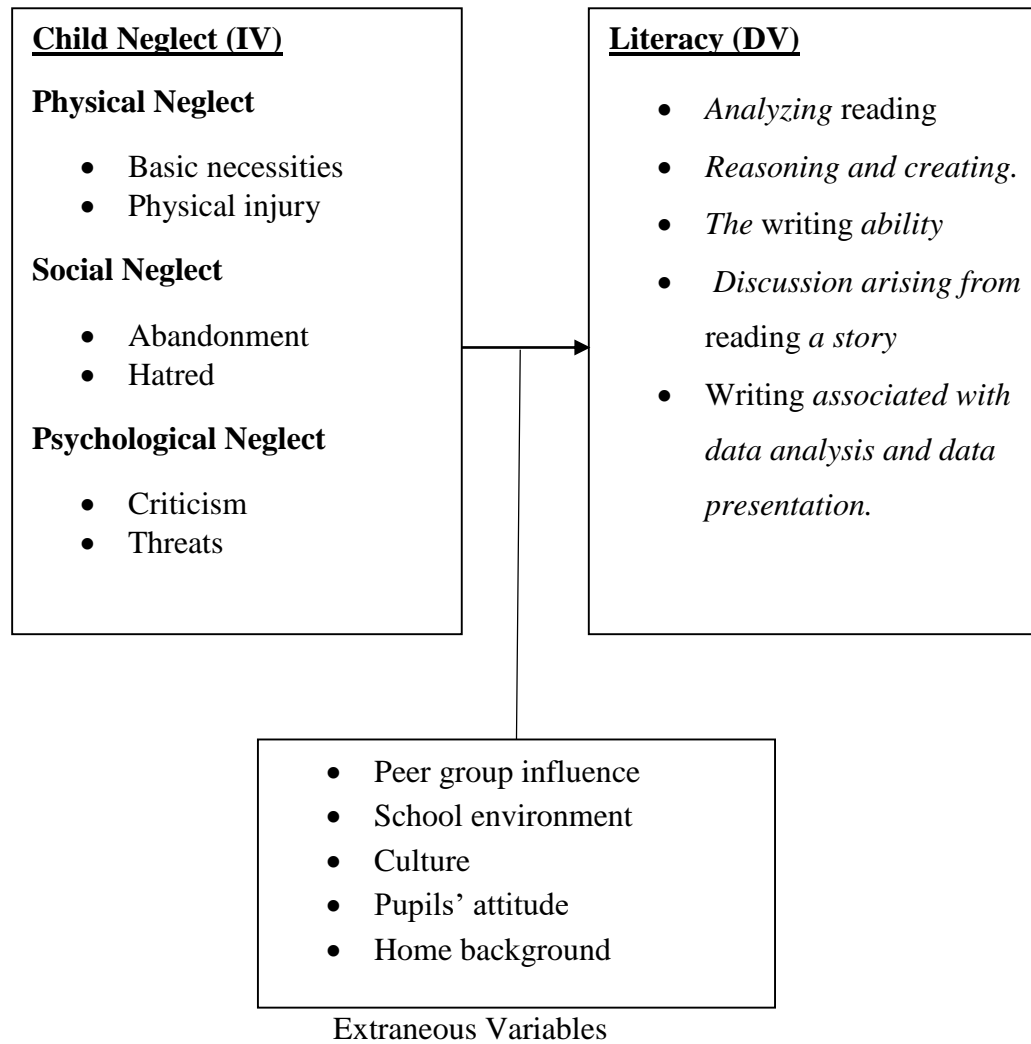
#### **2.0 Introduction**

This section presents review of literature. It is made up of theoretical review concerning the three objectives about the study revealing the prevailing research gaps and contributions by previous scholars in the current research.

#### **2.1 Theoretical Review**

Literature was reviewed basing on the theory of the Overlapping Spheres of Influence by Joyce Epstein (1995). The theory postulates that there are certain ways in which the family, the institution and society can help in the learning and growth of a child. Therefore, a lot of activities in this context are done by teachers, families and society independently and such activities carried can impact on the learning and development of children. The central focus of the theory is that specific goals, such as pupils' academic success are of good interest to everyone, consequently they are best achieved through cooperation and support. This theory is pertinent to current study because it relates issues of child neglect to pupils' literacy in Primary schools, which is the primary focus of the current investigation.

Figure 1. 1 Conceptual framework



Source: Constructed by the Researcher

## 2.2: Conceptual framework for child neglect and literacy

In the conceptual framework above, the independent variable is child neglect as measured by parameters like, physical neglect (basic necessities and physical injury), social neglect (abandonment and hatred) and psychological neglect (criticism and threats); it is presumed that this could have an impact on the dependent variable being reflected by analyzing

reading, numerical analysis, problem solving, reasoning and creating, the writing ability, discussion because of reading an account, drawing a graph and writing attached to data analysis and data presentation. However, there some extraneous variable that could also have an impact on pupils' academic performance. These include along with others; peer group influence, school environment, culture, pupils' attitude and home background.

### **2.3 The effect of physical neglect on pupils' literacy**

Physical child neglect is not an unintended physical damage (starting from mild injuries to serious fractures) as a result of punching, pounding, kicking, chewing, shaking, tossing, slashing, swallowing, striking (with a fist, stick, rope or other object), burning, or elsewhere injuring by caregiver or any other person (WHO, 2015). Such damage, whether or otherwise not the caregiver supposed to neglect the kid, is named neglect. Physical neglect accounts in most of neglect incidents.

According to Walker (1997), it typically includes the parent or caregiver much less a good example, supplying the tiny one with essential necessities; insufficient food, clothes and improper housing. Failure to incorporate these necessities jeopardizes the psychological progress and growth of the tiny one's physical well-being (Conway, 1998). Medical neglect can seriously damage the rise of a child by causing inability to survive serious physical problems for malnutrition by means of wounds, fractures, burns or simply more or less almost any injury as a consequence of not enough supervision and poor self-esteem for lifelong which could lead to low literacy levels among primary school pupils.

Finkelhor (2008) reveals that physical neglect in infants relates to a variety of debilitating psychiatric and behavioral disorders that may continue into adulthood and generalize into



subsequent relationships, including literacy and relationships with parents. This could directly bring about brain damage, physical impairment, pain and weakness, or death in severe cases; it really is linked to psychiatric and behavioral disorders and developmental issues in kids.

Physical neglect of infants could have an infinitely more profound effect on brain functioning because the neglect they have suffered affects the mind of an infant. The outcome can include impaired memory dissociation and diminished social activity that can affect pupils' literacy. Being overlooked as a youngster can result in mistaken thoughts about proper relationships and actions, particularly if the neglect is certainly not discovered. This might drive certain victims to blot out neglect so that components of their childhood are not recalled. It may also signify or indicate post-traumatic stress where neglect is undoubtedly not reported or identified or where children tend not to obtain sufficient assistance and care after exposure, harm and detrimental consequences could be lifelong, and lead to dependence and neglect by others. Researchers are now actually starting to show what child protection agency staff have seen for pretty much two decades now.

It is the immediate influence with these medications utilized on those actions of adults. Several kinds of regulated and prohibited drugs have various pharmacological effects through the body, as it is vulnerable to be discussed in this article. These effects can cause behavioral distortions that deeply impair the ability because of this child to perform academically. Effective parenting involves concentrate on the dependent young child's emotional and physical needs and flexibility in answering those needs. Substances that replace your brain and impact the mood have an essential impact on the cognitive and

affective processing regarding the child in manners that significantly impair the capability for responsive and reliable child nurturing.

Latest data show that while mothers will be the most offenders of child physical neglect, the perpetrator of lethal child physical neglect is a genetically unconnected mature man once you feel the family mother's paramour (Daly & Wilson, 1994).

Finally, the initial connection with physical neglect of a parent whose tests are finding to be associated with neglect of alcohol and drugs in puberty and adulthood individually results in mal-adaptive parenting. Scientific studies are gradually demonstrating the long-term impact on adult functioning of deprivation in childhood that begin with the effects of having it regarding the capacity from the individual to produce permanent relational attachments to others (Chu & Dill, 1990).

Among the signature sequelae of physical numbing and interference with cognitive problem solving roles, each of these have a bearing with child neglect. Childhood resilience study, for instance, implies that a child who grows up in a two-biological parent family, whereby a parent is an illiterate but the other is sober and well-functioning, has a larger prospect of normal growth to attain adequate literacy levels (Werner, 1989). This indicates that raising children is a complex activity, especially if it truly is to be carried out in an easier way that improves children's physical outcomes.

#### **2.4 The impact of social neglect on pupils' literacy**

Social neglect is expressed in chronic forms that lead to significant medical health insurance and growth impairments and long-term issues with social functioning, interactions and

success in schooling. This neglect may seriously lead to death. This is occasioned by the fact that social neglect often entails infant abandonment, poor care, dismissal of a youngster leading to removal from your home, and inability to correctly guarantee the welfare when it comes to a child (Sidebotham, 2007). Abandonment is currently known as a kind of neglect in large amount nations. More often than not, an infant is regarded to be lost when the name for this parent or if perhaps possibly the kid is unclear, left out in situations where the child suffers significant harm and sometimes even the parent has refused to sustain reference to the tiny one or have adequate take care of a specified period of the time.

Educational neglect requires the refusal of a parent or caregiver to teach a kid of compulsory school age in school or have sufficient home schooling or special educational instruction necessary to let the child or youth to be a part of persistent truancy. Educational neglect will lead to child struggling to master basic life skills. Educational neglect can pose a considerable danger to the psychological total well-being, physical well-being or normal psychological growth of the little one, especially in case child is clearly specific academic necessities that aren't addressed.

According to Prinz et al (2009) social deprivation pertains to a hypothesis of deviance proneness that reflects on children's deficits in behavioral self-regulation and socialization. Therefore, the chain of consequences due to, and coping with these deficits have an effect on the literacy of pupils (Brewerton, 2007).

Sudden behavioral changes, in particular clinginess, would be the outcome of social neglect, a concern about being alone or sleep disturbances and nightmares (Goodyear, 2012). New school problems, like difficult learning, reduced concentration and low grades, can also

mean a child is actually upset by something. Furthermore, eating disorders, paranoia, risk-taking actions such as; running away, self-harming, substance and alcohol dependence, social isolation and depression.

Social neglect leads to behavioral pattern that impairs the sense of self-worth of a child. Along with denying love, encouragement, or advice, this might involve persistent criticism, threats, or dismissal. There is a connection between family social alienation and child abandonment (Polansky, Ammons &Gaudin, 1985; Salzinger, Kaplan &Arteyeff, 1983; Wahler, 1980). Isolated mothers who lack relationships along with other adults which are socially gratifying and encouraging may seek nurturing from their children. The immediate results of loneliness, anxiety, and an inability to trust, where their children are the social consequences of child neglect which could affect the child's literacy.

## **2.5 The relationship between psychological neglect and pupils' literacy**

Psychologically, children often experience low self-esteem, fear, sadness, and hopelessness if their demands are not fulfilled (Gilbert, 2009). Such issues might limit long-term relationships and for that reason can also result into the emergence of anti-social personality characteristics and aggression which could have a negative impact on a child's literacy.

Trauma attributable to child neglect interactions may have severe impacts when one goes through the mind, raising the options of psychiatric disorders (Streek-Fischer & Van der kolk, 2000). An in-depth association between neglect and post-traumatic stress disorder is obviously established through comprehensive studies (Gilbert et al, 2009; Streek-Fischer & Van der kolk, 2000). Persistent psychological disorders may arise from experience of complex and chronic trauma. Complex stress affects the developing brain and may interfere

because of the ability of a baby to integrate visual, social and cognitive knowledge that could contribute to low literacy levels.

Depression and anxiety could have high-risk habits and long-term chronic medical issues (Harrison, Fulkerson & Beebe, 1997). The psychological outcomes of child neglect significantly end up being the main cause in reduction of child literacy (Ferguson & Lynskey, 1997).

The effects of psychological child neglect may be referred to as self-blame or self-harm. Children who are abandoned might be exploited by their neglect to genuinely believe that their fault is neglect. The feelings of shame and guilt that will come from such neglect can lessen the possibilities of the child's concentration in class (Perkins & Jones, 2004).

The psychosocial functioning of a young child is critical when it comes to continuous interaction of factors of the child and the larger social environment (Azuma & Chasnoff, 1993; Zuckerman & Frank, 1992). The long-term effects of this are actually thought to depend a great deal on the family and social contexts where the child is raised and this adversely impacts the child's literacy.

Psychological neglect also leads to difficulties, including family relationships and maintaining positive interpersonal relationships (Straus & Gelles, 1986). In addition, the poverty that frequently characterizes households, where services are employed overwhelmingly to sustain the independency of parents is correlated with individual neglect which relates with literacy concerns (Trickett, Aber, Carlson, & Cicchetti, 1991). (Zahnd, Klein, & Needell, 1995).

There is certainly a link between scarcity and mental disorder, especially depression in females, as well as association between scarcity, literacy, and family neglect (Weiss, Griffin, & Mirin, 1992). Loss in commitment to care-giving activities, depression in mothers may be linked to infant neglect and child abandonment because of the irritability and violence which often affects child literacy (Field, Healy, Goldstein, & Guthertz, 1990; Gordon, Burge, Hammen, Adrian, Jaenicke, & Hiroto, 1989).

#### Summary of Literature Review and Identified Research Gaps

The literature reviewed is relevant and quite informative with respect to the current study objectives. Furthermore, the review exposed the dearth of studies that explore pupils' literacy as engendered by the context influenced by child neglect. More importantly, a few of the studies reviewed attempted to explore the direct connection between child neglect and the pupils' literacy as characterized by analyzing reading, numerical analysis, problem solving, reasoning and creating, the writing ability, discussion because of reading an account, drawing a graph and writing attached to data analysis and data presentation. The research gaps so highlighted render the current study original and ground breaking.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter describes and justifies the techniques of collecting and analyzing data. The analysis nature, study population, sample size, sampling methods, test instruments, data quality control, research protocol, data interpretation, ethical consideration of research and methodological study limitations are presented.

#### **3.1 Research Design**

The researcher employed a cross-sectional survey design. Cross sectional survey design refers to a situation where a researcher studies the attitudes and behaviour or opinion of several groups of people at a point in time (Creswell, 2011). Cross-sectional designs are applied where a cross-section of the respondents is involved in the developmental study at single point in time. It involves a variety of respondents scattered over a wide geographical area, varying in age groups, tribe, nationality or religion. The study is conducted over a specified and limited period. It is a study of one sample selected from a pre-determined population (Amin, 2005).

#### **3.2 Study Population**

The study population is the group of interest to the researcher (Amin, 2005). Five primary schools were purposively selected from Katabi Town Council. The target population was 230 comprising 60 teachers and 40 parents. The pupils selected were affected directly and indirectly by child neglect. The researcher targeted teachers and parents of their capacity to assess the pupils' behavior socially, physically and psychologically.

### 3.3 Study sample

A sample is a subclass of population this is really chosen to represent a population in a written report study (Amin, 2005). In accordance with Amin (2005) it truly is component of accessible group which was procedurally chosen to signify it. Right out of the total population of 230, an example of 144 was selected to participate in the study. The sample was calculated as below:

$$S= \frac{NP}{(P) (1-P)}$$

$$NP= \frac{1}{(B/C)^2 + P (1-P)}$$

S= Sample size

NP= Population size

P= Population proportion magnitude yielding probably the most possible sample size

B= Sampling error that could be 5% = 0.05

C= Level of confidence at 95%. The level of confidence used by most researchers is 1.960.

$$S= \frac{NP}{(P) (1-P)}$$

$$NP= \frac{1}{(B/C)^2 + P (1-P)}$$

$$S= \frac{230}{(0.5) (1-0.5)}$$

$$230= \frac{1}{(0.05/1.960)^2 + 0.5(1-0.5)}$$

$$S= 230 \times 0.25$$



$$229(0.00065077) + 0.25$$

$$S = 57.5$$

$$0.14902633 + 0.25$$

$$S = 57.5$$

$$0.39902633$$

$$S = 144$$

*Table 3. 1 Showing the sampling Frame*

| Category | Population | Calculation               | Sample | Sampling techniques    |
|----------|------------|---------------------------|--------|------------------------|
| Teachers | 60         | $60/230 \times 144 = 38$  | 38     | Purposive sampling     |
| Pupils   | 130        | $130/230 \times 144 = 81$ | 81     | Simple random sampling |
| Parents  | 40         | $40/230 \times 144 = 25$  | 25     | Purposive sampling     |
| Total    | 230        |                           | 144    |                        |

Source: Primary Data (2020)

### **3.4 Sampling Techniques**

The investigator used simple random methodology to research the impact of child deprivation with regards to the literacy of pupils in selected primary schools in Katabi, Wakiso. Simple random sampling, elucidated by Amin (2005) is where any member has an

equal probability to be recruited in the survey. A sampling frame was instituted and participants were randomly sampled afterwards. The objective of utilizing this technique is always to prevent bias and eliminate subjectivity. In selected primary schools, respondents were indiscriminately chosen from units. By providing their views through the impact of child deprivation from the literacy of pupils, each randomly chosen member was granted fair possibilities to take part in the study.

The investigator employed the manner of purposeful screening. Purposeful sampling allowed the researcher to choose teachers and parents to participate in the study.

The goal of employing this technique was to capture accurate information on the impact of child neglect on pupils' literacy from knowledgeable respondents.

### **3.5 Data sources**

The scholar collected data from different sources namely; primary data which consisted of the information obtained from respondents using interviews and questionnaires. Secondary data was obtained from published literature, and accredited social networking.

#### **3.6.0 Data collection instruments**

Both qualitative and quantifiable instruments of data collection were used as hereunder;

##### **3.6.1 Questionnaire**

The Questionnaire consisted of items (questions) that could be asked pertaining to your specific objectives. Choice of questionnaires was based on the fact that they give standard questions, uniform answers, easy to distribute, can be filled at ease, are time saving,

eliminate interview bias and create greater anonymity. The questionnaire consisted of scale questions to acquire respondents' opinions.

### **3.6.2 Interview**

The interview method is intended to be used to enable respondents who cannot read to understand or write to participate in the study. The researcher observed Amin (2005), where that good information could be obtained from respondents through interviewing because probing questions can be utilized. Guiding questions relating to the specific objectives was developed and the respondents reached for interviewing. These questions guided both the respondent as well as the researcher to keep focused on objectives.

### **3.7.0 Data Quality Control**

It is actually quite imperative that one measures the validity and reliability of collected data. This promotes accuracy and avoids recording false information. In this case, to be certain reliability and validity, data collection instruments are meant to be pre-tested.

### **3.7.1 Validity**

In terms of assuring validity, the information collection instruments were intended to be presented to a specialist to be critically examined. The used Content Validity Index (CVI) employed the following formula  $CVI = K/N$

In this example, CVI means Content Validity Item

K means number of relevant items

N total number of items

Physical neglect and pupils' literacy

$$\text{CVI} = \frac{4}{5} \times 100$$

$$= 80\%$$

$$= 0.8$$

Physical neglect on pupils' literacy

$$\text{CVI} = \frac{3}{5} \times 100$$

$$= 60\%$$

$$= 0.6$$

Psychological neglect and pupils' literacy

$$\text{CVI} = \frac{4}{5} \times 100$$

$$= 80\%$$

$$= 0.8$$

*Table 3. 2: Results from the CVI Test*

| SN | Variables                                  | No of items | No of valid items |
|----|--|-------------|-------------------|
| 01 | Physical neglect and pupils' literacy      | 5           | 4                 |
| 02 | Social neglect and pupils' literacy        | 5           | 3                 |
| 03 | Psychological neglect and pupils' literacy | 5           | 4                 |
|    | Total                                      | 15          | 11                |

Source: Field Data (2020)

From the table,

$$\begin{aligned} \text{CVI} &= \frac{0.8+0.6+0.8}{3} \\ &= 0.73 \end{aligned}$$

The CVI calculated was 0.73, which was greater than 0.70 hence content of the questionnaires was rendered valid (Amin, 2005).

### **3.7.2 Reliability**

Since reliability seeks for consistency, a test-retest method was used. The researcher considered items, presented them to the respondent quantity of ten, after sometime administered the same group with similar questions.

### **3.8 Data Collection Procedure**

The researcher obtained through the letter of introduction and permission from University of Kisubi Graduate's School and Research to see schools. Through the first visit to the institution an introductory letter seeking permission was handed to head teacher. Through the same meeting, the head teachers were given possibility to ask any questions in connection with study and offered the researcher the opportunity to learn about the student and school so that the researcher could plan for data collection. All the pupils with gambling behaviors were sorted through the school administration. The researcher then introduced the investigation to the pupils and sought consent from those that liked to participate (see appendix for consent). Consented pupils only took part in the research.

Collecting data needed place at schools during school hours, at that time that was agreed upon. All consented and assented pupils were supposed to be handed the data collection tools. Since English could be the medium of instruction in schools in Wakiso, the tool was intended to be administered in English and where need be direct translation would probably be produced by the researcher. The researcher was able to assist the participants to appear away from concepts that may be difficult without interpreting. The researcher checked through filled tools for incompleteness and requested the pupils to execute those activities which are not completed. All questionnaires and interview guides were kept by the researcher in a protected lock up.

### **3.9 Data analysis**

Information reported was analyzed qualitatively and quantitatively. The questionnaires presented the analyzed data quantitatively. The data that was acquired through interviewing were analyzed qualitatively as shown below.

#### **3.9.1 Quantitative data analysis**

By use of the SPSS data, through the questionnaires was sorted, summarized and statistically presented in charts, graphs and tables. This as a type of analysis presents data in an evident solution to read and get to know. The researcher also employed the Pearson Correlation Coefficient to establish the relationship between psychological neglect and pupils' literacy.

#### **3.9.2 Qualitative data analysis**

Qualitative data was analyzed using thematic analysis. Thematic analysis involved arranging narratives or transcribed information in themes in line with the study variables. Responses from open-ended items were categorized based on themes developed from the objectives of the study and other emerging themes from the data collected. Each data was then assigned to themes to which it belonged or was closely related. The different categories were then summarized, presented and compared with quantitative data

### **3.10 Research ethical considerations**

Ethics is how one conducts him or herself to others following acceptable group or organizational behaviour, Amin (2005). The researcher sought permission from the University before engaging in any form of information collection. She also built a good rapport with respondents and clearly explained the goal of the study to attenuate

respondents' reservations and concealment of data. The researcher guaranteed respondents' supreme confidentiality and anonymity. The researcher might also respect the wishes of a person who elect not to ever be engaged in into the research. Psychological support was handed to pupils that might elicit psychological distress. The researcher voted in the form of each and every participant for agreeing to be involved in the study.

#### Limitations associated with study

The research process had some limitations. First, some respondents seemed unable to understand some of the research concepts. To solve this problem, the researcher assisted the concerned participants and explained some of those concepts without necessarily interpreting them. Second, certain respondents were expecting some rewards in terms of material gain after participating in the research. To overcome this, the researcher took responsibility to clarify that research was a nonprofit venture. Finally, not all questionnaires that were distributed were returned. To solve this, the researcher endeavored to distribute more than the required number of questionnaires.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter discusses both quantitative and qualitative findings from the collected data. The findings are discussed in line with the order of research objectives. The response rate, context characteristics related to respondents, introduction, explanation and perception of study are discussed in this chapter. Responses crafted from questionnaires and interview guides were employed to offer you, evaluate and supply an explanation for results. Data collected from questionnaires are triangulated with interview answers. After that the end result were presented to spell it out of the context behind the answers.

#### **4.1 Response rate**

This sub section presents the total amount of questionnaires distributed and interviews planned targeted number and the actual number of respondents that took part inside the analysis. Moreover, it presents the percentage response rate through the two data collection instruments.

*Table 4. 1 showing Response Rate*

| Research instrument | Sampled population<br>/Targeted number | Actually conducted | Percentage |
|---------------------|--|--------------------|------------|
| Questionnaires      | 119                                    | 98                 | 82%        |
| Interviews          | 25                                     | 18                 | 72%        |
| Total               | 144                                    | 116                | 80%        |

Source: Field Data (2020)

4.1 Table above shows that 119 questionnaires were distributed, 98 were filled and returned, thereby giving a percentage response rate of 82%. In addition, out of the 25 planned interviews, 18 were conducted giving a share response rate of 72%. The overall response rate was 80%. This outcome was beyond the recommended (67%) response rate. This indicates that the researcher surely could obtain enough data for a thorough report.

#### **4.2 Demographic Characteristics of Respondents**

Demographic attributes of respondents were also essential simply because they gave insights that may have already been missed by only considering aggregate data. Demographic variables considered in this research included gender, age bracket, education level and designation of respondents. A directory of demographic features sample is presented to the following tables.

**Table 4. 2: Showing Gender of Respondents (n=116)**

| Attribute | Category | (f) | % age |
|-----------|----------|-----|-------|
| Gender    | Male     | 67  | 58%   |
|           | Female   | 49  | 42%   |
| Total     |          | 116 | 100%  |

Source: Field Data (2020)

Results in Table 4.2 show that majority (58%, n=67) associated with respondents were males while 42% (n=49) were females. The aforementioned information was needed to make sure data was obtained from gender balanced respondents to cease bias, thus gender representation among respondents was considered fair enough.

**Table 4. 3 Showing Age of Respondents (n=116)**

| Attribute | Category     | Frequency | Percentage |
|-----------|--------------|-----------|------------|
| Age group | 10-20        | 98        | 85%        |
|           | 21-30        | 4         | 3%         |
|           | 31-40        | 8         | 7%         |
|           | 41 and above | 6         | 5%         |
| Total     |              | 116       | 100%       |

Source: Field Data (2020)

Results in Table 4.3 show that majority 85% (n=98) concerning the respondents were aged between 10-20 years. Those between 21 and three decades were 3%. The respondents aged 31-40 were 7%, while those above 41 years old were 5%. Therefore, the majority of the respondents aged 10-20 were pupils and those aged 41 and above was the minority implies that all respondents were mature and, in a position, to provide reliable data.

**Table 4. 4 Showing education level of Respondents (n=116)**

| Attribute               | Category    | Frequency | Percentage |
|-------------------------|-------------|-----------|------------|
| Highest education level | Primary     | 98        | 84%        |
|                         | Certificate | 6         | 5%         |
|                         | Diploma     | 9         | 8%         |
|                         | Degree      | 3         | 3%         |
| Total                   |             | 116       | 100%       |

Source: Field Data (2020)

In accordance with Table 4.4, 84 %(n=98) through the respondents were still pursuing primary standard of education, 8% held diplomas, 5% held certificates while 3% held degrees. The aforementioned statistics gave a reasonable assurance that the items in the research instruments were understood by the respondents who were able to give their opinions.

### 4.3.1 Objective One: The effect of physical neglect on pupils' literacy

Objective one of the study is to find out the effect of physical neglect on pupils' literacy in selected primary in Katabi, Wakiso. For the study, a few items in accordance with pupils' attitude were presented. Responses obtained are presented in Table 4.5 below.

*Table 4. 5 Showing the effect of physical neglect on pupils' literacy*

| Statement   | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|---|----------------|-------|----------|----------|-------------------|
| Basic necessities have an impact on analyzing and reading | 30%            | 55%   | 11%      | 3%       | 1%                |
| Basic necessities affect reasoning and creating           | 51%            | 39%   | 10%      | 0%       | 0%                |
| Physical neglect has an impact on the ability to write    | 61%            | 22%   | 15%      | 2%       | 0%                |
| Physical neglect has an impact on pupils' literacy        | 29%            | 47%   | 0        | 17%      | 7%                |

Source: Field Data (2020)

Results in Table 4.5 above shows that 85% of the respondents agreed that basic necessities have an impact on analyzing and reading. Only 4% disagreed while 11% were not sure. This implies that basic necessities have an impact on analyzing and reading. Basic necessities affect reasoning and creating. This was revealed by 90% of the respondents although 10% were not sure whether basic necessities affect reasoning and creating. 10 % of respondents

were not sure because they were doubtful whether basic necessities affect reasoning and creating. This means that basic necessities affect reasoning and creating.

During face-to-face interviews, the researcher further asked the head teachers whether child physical neglect affects literacy of pupils. One of the head teachers confirmed as quoted;

“.....Of course, child physical neglect increases children's risk for experiencing literacy problems. This is true especially among young children who after being physically neglected tend not to come to school. They do have a belief that their fellow pupil will ignore them as they think and have a wrong perception that they cannot continue with schooling. In fact, some of them who persist and come to school feel they are neglected which affects their concentration in class and thus may not perform well. Some children are physically, abandoned. Some of them even face humiliation and threatening.....”

(Participant 5thDecember, 2020)

The above revelations imply that the effects of child physical neglect on pupils' literacy are actually evident.

In relation to the above, 83% of the respondents revealed that, physical neglect has an impact on the ability to read and write. Only 2% of the respondents disagreed while 15% were not sure. This means that physical neglect has an impact on the ability to read and write. Relatedly, 76% of the respondents agreed that physical neglect has an impact on pupils' literacy pupils are forced to watch bad films that affected their concentration in class while 24% disagreed. This implies that neglect has an impact on pupils' literacy. During the study, while interviewing one teacher said;

“..... Generally speaking, physical exploitation could result into some form of physical injury to a child and under certain circumstances may cause harm to the child’s health, welfare, or safety. So, if this occurs, may reduce a child’s literacy.....” (Participant 6thDecember, 2020)

The above revelation implies that such pupils tend to isolate themselves and develop a negative attitude towards co-curricular activities but also give little attention to learning which affects their academic performance. In line with argument, this provides an authentic analysis that physical neglect leads pupils’ isolation and negative attitude towards their studies.

#### **4.3.1 Objective Two: The impact of social neglect on pupils’ literacy**

The second study objective was to examine the impact of social neglect on pupils’ literacy in selected primary schools in Katabi Town Council, Wakiso District. The data for objective two was analyzed both qualitatively and quantitatively. Qualitative techniques were used to analyze the data collected from the interview guide while quantitative techniques were used to analyze the data collected from questionnaires. During the study, a set of items in line with teacher qualification were presented to the respondents who were asked to present the rate at which they agreed or disagreed with the given items. Reponses obtained are presented in Table 4.6 below.

*Table 4. 6 Showing the impact of social neglect on pupils' literacy*

| Statement   | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|---|----------------|-------|----------|----------|-------------------|
| Abandonment has an effect on analyzing reading                        | 17%            | 62%   | 20%      | 1%       | 0%                |
| Reasoning is influenced by social neglect                             | 22%            | 42%   | 13%      | 13%      | 10%               |
| Abandonment has a direct link with writing ability                    | 48%            | 21%   | 19%      | 7%       | 4%                |
| Social neglect affects pupils' capacity to analysis data presentation | 0%             | 4%    | 9%       | 36%      | 51%               |
| Social neglect has an impact on pupils' creativity                    | 22%            | 56%   | 15%      | 3%       | 4%                |

Source: Field Data (2020)

According to results in Table 4.6, 79% of the respondents agreed that abandonment has an effect on analyzing reading, 20% were not sure and only 1% disagreed. This means that abandonment has an effect on analyzing reading. Reasoning and creating are influenced by social neglect as revealed by 64% of the respondents who agreed with the statement. However, 23% disagreed that reasoning and creating is influenced by social neglect, while 13% were not sure. This implies that reasoning is influenced by social neglect.



The above statistics were supported by one of the teachers during face-to-face interviews as quoted below;

“..... Child social neglect negatively affects literacy among the socially neglected pupils because they feel socially isolated. The majority of the socially neglected children tend to miss school. The neglected pupils feel left alone which in turn affects their literacy levels .....” (Participant 7thDec ember, 2020)

Study findings further revealed that abandonment has a direct link with writing. This was noted by 69% of the respondents who agreed with the statement. However, 11% disagreed, implying that abandonment has a direct link with writing ability, 19% of the respondents were not sure. When respondents were asked whether social neglect affects pupils’ capacity to analysis data presentation, only 4% agreed while majority 87% disagreed with the statement while 9% were not sure. This shows that social neglect does not affect pupils’ capacity to analysis data presentation. The above findings were further confirmed by a head teacher during key informant interviews when he said;

“.....I know and understand there is child neglect. This is not only at school but also at home. At this school, we do encourage our pupils to make friends with whom they can socialize because when children are left abandoned this could negatively affect their literacy.....” (Participant 7thDecember, 2020)

Social neglect has an impact on pupils’ creativity. This was confirmed by majority 78% of the respondents although, 7% disagreed and 15% were not sure. This shows that social

neglect has an impact on pupils' creativity. Similarly, a reasonable majority of the respondents interviewed revealed that:

“..... Child neglect is common here. It has not only affected children's' behavior but also their literacy. Most of our children are socially neglected by their caregivers and this is still a big challenge.....” (Participant 7th December, 2020)

#### **4.3.3 Objective Three: The relationship between psychological neglect and pupils' literacy**

Objective three of the study was to establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. During the study, a set of items in line with teacher student ratio were presented to the respondents who were asked to present the rate at which they agreed or disagreed with the given items. The tools used to collect data on this objective and how it was analyzed; was both qualitatively and quantitatively and so, qualitative and quantitative techniques were used. Responses obtained are presented in Table 4.7 below.

*Table 4. 7 Relationship between psychological neglect and pupils’ literacy*

| Statement  | Strongly Agree | Agree | Not sure | Disagree | Strongly Disagree |
|--|----------------|-------|----------|----------|-------------------|
| Criticism affects ability to analyze and read                              | 40%            | 33%   | 12%      | 10%      | 5%                |
| Health has an effect on reasoning and creating                             | 34%            | 47%   | 5%       | 8%       | 6%                |
| Threats have an impact on writing ability                                  | 19%            | 58%   | 1%       | 12%      | 9%                |
| Criticism greatly affects child’s education                                | 59%            | 27%   | 11%      | 3%       | 0%                |
| There is a relationship between psychological neglect and pupils’ literacy | 51%            | 26%   | 1%       | 8%       | 14%               |

Source: Field Data (2020)

Results in Table 4.7 show that criticism affects ability to analyze and read. This was revealed by 73% of the respondents. Only 15% disagreed while 12% were not sure. These show that majority of the respondents held the opinion that criticism affects ability to analyze and read. When respondents were asked whether health has an effect on reasoning and creating, only 14% disagreed while majority 81% agreed, 5% were not sure. This implies that pupils’ health has an effect on reasoning and creating. The above findings were further confirmed by a teacher during face-to-face interviews when he said;

“In this school, we cannot avoid such circumstances in children and so we need to address the challenge of child neglect, since the victims tend to be psychological affected. Some children are neglected sometimes at home and school....” (Participant 7thDecember, 2020)

During the study, only 21% of the respondents disagreed that threats have an impact on writing ability. Majority 77% of the respondents agreed while 1% was not sure. This means that threats have an impact on writing ability. The above statistics were further supported by one of the teachers who had this to say;

“..... the issue of psychological should not be overlooked as this affects their ability to read and write. Even child discrimination and other forms of psychological neglect contribute to his or her absence from class which greatly affects his or her studies.....” (Participant 8thDecember, 2020)

From the above findings, it is evident that psychological neglect greatly contributes to low literacy levels among pupils, discrimination and other forms of psychological barriers being the major cause for this. 86% of the respondents reported that criticism greatly affects child’s education. Only 3% disagreed while 11% were not sure. This means that criticism greatly affects child’s education.

When respondents were asked whether there is a relationship between psychological neglect and pupils’ literacy, only 22% disagreed while majority 77% agreed and 1% was not sure. This shows that there is a relationship between psychological neglect and pupils’ literacy. This was further supported by a head teacher as quoted below;

“..... For any child to perform better, he or she must have a stable mind, free from emotions and anxiety and distress. This is so because an emotionally stable child can regularly attend classes, concentrate and consequently perform well.....” (Participant 8th December, 2020)

The revelations imply that for primary school pupil to perform well there is need for them not to be exposed to any form of anxiety and distress. A stable mind is vital for academic excellence. It should, therefore, be noted that emotionally neglected school children tend to change from positive to negative self-perception and from positive perception of school to negative perception.

*Table 4. 8 : Correlation for psychological neglect and pupils’ literacy*

| Correlations          |                     |                       |                  |
|-----------------------|---------------------|-----------------------|------------------|
|                       |                     | Psychological Neglect | Pupils’ Literacy |
| Psychological Neglect | Pearson Correlation | 1                     | 132              |
|                       | Sig. (2-Tailed)     |                       | .013             |
|                       | N                   | 116                   | 116              |
| Pupils’ Literacy      | Pearson Correlation | 132                   | 1                |
|                       | Sig. (2-Tailed)     | 013                   |                  |
|                       | N                   | 116                   | 116              |

Source: Field Data (2020)

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

Results in Table 4.8 show that there is a very weak linear positive, but significant relationship between psychological neglect and pupils' literacy ( $r = 0.132$ ,  $p = 0.013$ ). The findings suggest psychological neglect is likely to cause low literacy levels among the pupils. The likelihood of pupils' literacy is explained by the positive linear relationship ( $r = 0.013$ ).

**CHAPTER FIVE**  
**DISCUSSION OF STUDY FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.0 Introduction**

The study investigated the effect of child neglect on pupil's literacy in selected primary schools in Katabi Town Council, Wakiso District. This chapter presents the discussion of the results presented in chapter four. The discussion oscillates between the theoretical foundations of this study presented in chapter two and the empirical evidence presented in chapter four. The chapter also provides a general conclusion and recommendations.

**5.1 Discussions**

**5.1.1 Objective One**

Objective one of the study was to find out the effect of physical neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study found out that basic necessities have an impact on analyzing and reading. On the contrary, physical child neglect is obviously not an unintended physical damage (starting from mild injuries to serious fractures or death) as a result of punching, pounding, kicking, chewing, shaking, tossing, slashing, swallowing, striking (with a fist, stick, rope or other object), burning, or elsewhere injuring by caregiver or any other person (WHO, 2015).

From the study findings, it was evident that basic necessities affect reasoning. However, such damage, whether or otherwise not the caregiver supposed to harm the kid, is named neglect. According to Walker (1997), it typically includes the parent or caregiver much less

a good example, supplying the tiny one with essential necessities; insufficient food, clothes and improper housing.

Findings of the study also revealed that physical neglect has an impact on the ability to write. Therefore, failure to incorporate these necessities jeopardizes the psychological progress and growth of the tiny one's physical well-being (Conway, 1998). Medical neglect can seriously damage the rise of a child by causing inability to survive serious physical problems for malnutrition by means of wounds fractures burns or simply more or less almost any injury as a consequence of not enough supervision and poor self-esteem for lifelong which could lead to low literacy levels among primary school pupils.

Furthermore, study findings agree with Finkelhor (2008), who reveals that physical neglect in infants relates to a variety of debilitating psychiatric and behavioral disorders that may continue into adulthood and generalize into subsequent relationships, including literacy and relationships with parents. Even evidence from the available literature showed that physical neglect has an impact on pupils' literacy. Physical neglect of infants could have an infinitely more profound effect on brain functioning because the neglect they have suffered affects the mind of an infant. The outcome can include impaired memory dissociation and diminished social activity that can affect pupils' literacy. Being overlooked as a youngster can result in mistaken thoughts about proper relationships and actions, particularly if the neglect is certainly not discovered. This might drive certain victims to blot out neglect so that components of their childhood are not recalled. It may also signify or indicate post-traumatic stress where neglect is undoubtedly not reported or identified or where children tend not to obtain sufficient assistance and care after exposure, harm and detrimental



consequences could be lifelong, and lead to dependence and neglect by others. Researchers are now actually starting to show what child protection agency staff have seen for pretty much two decades now.

### **5.1.2 Objective Two**

Objective two of the study was to examine the impact of social neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study found out that abandonment has an effect on analyzing reading. On the contrary, social neglect is expressed in chronic forms that lead to significant medical health and growth impairments and long-term issues with social functioning, interactions and success in schooling. This neglect may possibly also lead to death. Social neglect often entails infant abandonment, poor care, dismissal of a youngster leading to removal from your home, and inability to correctly guarantee the welfare when it comes to child (Sidebotham, 2007).

In addition, study findings revealed that reasoning is influenced by social neglect. However, according to Prinz et al (2009) social deprivation pertains to a hypothesis of deviance proneness that reflects on children's deficits in behavioral self-regulation and socialization therefore the chain of consequences due to and coping with these deficits which have an effect on the literacy of pupils (Brewerton, 2007)

Study findings further revealed that abandonment has a direct link with writing ability. Nevertheless, sudden behavioral changes, in particular clinginess, would be the outcome of social neglect, a concern about being alone or sleep disturbances and nightmares (Goodyear, 2012). New school problems, like difficult learning, reduced concentration and low grades, can also mean a child is actually upset by something.

It was clear from the study findings that, social neglect does not affect pupils' capacity to analyze data. Therefore, social neglect determines behavioral pattern of a child. Along with denying love, encouragement, or advice, this might involve persistent criticism, threats, or dismissal. There is a connection between family social alienation and child abandonment (Polansky, Ammons & Gaudin, 1985).

### **5.1.3 Objective Three**

#### **5.2.0 The relationship between psychological neglect and pupils' literacy**

Objective three of the study was to establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study found out that criticism affects ability to analyze and read. Similarly, children who are neglected will not genuinely believe that anyone should be able to fulfill their demands (Gilbert, 2009). Such issues might limit long-term relationships and for that reason can also result into the emergence of anti-social personality characteristics and aggression which could have a negative impact on a child's literacy.

Findings of the study further revealed that health has an effect on reasoning. Complex stress affects the developing brain and ability of a pupil to integrate visual, social and cognitive knowledge, which could contribute to low literacy levels.

Children who are abandoned might be exploited by their neglect to genuinely believe that their fault is neglect. The feelings of shame and guilt that will come from such neglect can lessen the possibilities of the child's concentration in class (Perkins & Jones, 2004). The psychosocial functioning of a young child is critical when it comes to continuous interaction

of factors of the child and the larger social environment (Azuma & Chasnoff, 1993; Zuckerman & Frank, 1992).

Conclusions

### **5.2.1 Objective One**

Objective one of the study was to find out the effect of physical neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study concluded that basic necessities have an impact on analyzing and reading and can affect reasoning and creating. Similarly, physical neglect having an impact on the ability to write and pupils' literacy is quite paramount.

### **5.2.2 Objective Two**

Objective two of the study was to examine the impact of social neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study concluded that abandonment does not only have an effect on analyzing reading but also has a direct link with writing ability. Social neglect influences reasoning and creating and has an impact on pupils' literacy, much as it does not affect pupils' capacity to analysis data presentation

### **5.2.3 Objective Three**

Objective three of the study was to establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study concluded that criticism affects ability to analyze and read and this greatly affects child's education. Much as health has an effect on reasoning and creating, threats have an

impact on writing ability, there is a relationship between psychological neglect and pupils' literacy

### **5.3 Recommendations**

#### **5.3.1 Objective One**

Objective one of the study was to find out the effect of physical neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study recommended that there is need for the government as well as parents to provide basic necessities to primary school pupils so as to enhance their analyzing and reading, reasoning and creating as well as ability to write. In addition, parents and the relevant authorities should address the issue of physical neglect in order to boost pupils' literacy.

#### **5.3.2 Objective Two**

Objective two of the study was to examine the impact of social neglect on pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study recommended that community leaders and parents need to adopt appropriate measures that are aimed at minimizing abandonment since this has an effect not only on analyzing reading but also on writing ability among primary school going children. Furthermore, there is need for community sensitization to curb social neglect as this has an impact on pupils' literacy.

#### **5.3.3 Objective Three**

Objective three of the study was to establish the relationship between psychological neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. The study, therefore, recommended that there is urgent need for local communities and parent to adopt viable mechanisms and interventions to curtail criticism and threats as forms

of psychological neglect because these affect abilities to analyze, read, writing ability, reasoning and creativity which greatly not only affects pupils' literacy but also child's education.

#### **5.4 Suggested Areas for Further Research**

The study investigated the effect of child neglect on pupil's literacy in selected primary schools in Katabi Town Council, Wakiso District. It is, therefore, suggested that another study could be conducted to find out the effect of emotional child neglect on pupil's literacy; the impact of parental child neglect on pupil's literacy; and economic factors affecting pupil's education.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Namugga Josephine Kalule a student of University of Kisubi pursuing a Masters degree I Educational Leadership. I am carrying out a study on the child neglect and pupils' literacy in selected primary schools in Katabi Town Council, Wakiso District. This study is purely for academic purposes and the information given will be treated with utmost confidence. You are kindly requested to spare a few minutes to answer to this questionnaire and you may not need to write your name on this questionnaire. Your ideas and time are much appreciated and will greatly contribute to my academic Excellency.

#### SECTION A:

Background information

(Please tick where appropriate in the space provided)

##### 1. Marital status

Single  married  Divorced  widowed

##### 2. Gender

Male  Female

##### 3. Education level

Certificate  Diploma  Degree

4. Period spent in the school.

Less than a year  1-3 years  4-6 years  7 years and above

5. Age

20-29  30-39  40-49  50 and above

SECTION B: The effect of physical neglect on pupils' literacy

Please indicate your opinion,

Strongly Agree = 5 Agree = 4 Not Sure = 3 Disagree = 2 Strongly Disagree = 1

| No | Statement   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Basic necessities have an impact on analyzing and reading               |   |   |   |   |   |
| 2  | Basic necessities affects reasoning and creating                        |   |   |   |   |   |
| 3  | Physical neglect has an impact on the ability to write                  |   |   |   |   |   |
| 4  | Physical injury is connected to discussion arising from reading a story |   |   |   |   |   |
| 5  | Physical neglect has an impact on pupils' literacy                      |   |   |   |   |   |

SECTION C: Impact of social neglect and neglect on pupils' literacy

| No | Statement   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Abandonment has an effect on analyzing reading.                       |   |   |   |   |   |
| 2  | Reasoning and creating is influenced by social neglect                |   |   |   |   |   |
| 3  | Abandonment has a direct link with writing ability                    |   |   |   |   |   |
| 4  | Social neglect affects pupils' capacity to analysis data presentation |   |   |   |   |   |
| 5  | Social neglect has an impact on pupils' literacy                      |   |   |   |   |   |

SECTION D: Relationship between psychological neglect and pupils' literacy

| No | Statement  | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1  | Criticism affects ability to analyze and read                              |   |   |   |   |   |
| 2  | Health has an effect on reasoning and creating                             |   |   |   |   |   |
| 3  | Threats have an impact on writing ability                                  |   |   |   |   |   |
| 4  | Criticism greatly affects child's education                                |   |   |   |   |   |
| 5  | There is a relationship between psychological neglect and pupils' literacy |   |   |   |   |   |

APPENDIX II: INTERVIEW GUIDE

Date of interview.....

Time of interview.....

Participating institution.....

What is your view on primary school pupils on analyzing reading?

Do you feel that primary schools pupils can reason and are creative?

Do you think that primary school pupils have any writing ability?

Comment on the effect of physical neglect on pupils' literacy.

What according to you affects pupils' literacy levels?

Do feel that primary school pupils have enough discussion arising from reading a story?

According to you do primary school pupils have the capacity of data analysis and presentation?

What is your opinion on the impact of psychological neglect on pupils' reading and writing?

What are the most common forms of analyzing reading among primary school pupils?

Do you feel that primary school pupils are able to read and write?

Comment on the relationship between child neglect and pupils' literacy

THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION

### APPENDIX III

Table for Determining Sample Size from a Given Population

| N  | S  | N   | S   | N   | S   | N    | S   | N     | S   |
|----|----|-----|-----|-----|-----|------|-----|-------|-----|
| 10 | 10 | 100 | 80  | 280 | 162 | 800  | 260 | 2800  | 338 |
| 15 | 14 | 110 | 86  | 290 | 165 | 850  | 265 | 3000  | 341 |
| 20 | 19 | 120 | 92  | 300 | 169 | 900  | 269 | 3500  | 346 |
| 25 | 24 | 130 | 97  | 320 | 175 | 950  | 274 | 4000  | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500  | 355 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000  | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000  | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000  | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000  | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000  | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |



|    |    |     |     |     |     |      |     |        |     |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 75 | 63 | 230 | 144 | 550 | 225 | 1900 | 320 | 30000  | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000  | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000  | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000  | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

NOTE “N” is the population size

“S” is sample size

Krejcie, Robert V., Morgan, Daryle W. “Determining Sample size for Research Activities”,  
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