

**EXPLORATION OF THE INVOLVEMENT OF SELECTED SECONDARY
SCHOOLS IN CHILD PROTECTION AGAINST VIOLENCE, EXPLOITATION
AND SEXUAL ABUSE IN LUSAKA, ZAMBIA**

By

Luckson Chembe Likumbo

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfillment of the requirements for the award of the Master of Science in Peace Leadership and Conflict Resolution

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DECLARATION

I, Luckson Chembe Likumbo, do hereby declare that the work presented in this study is my own investigation. It is my understanding that no part of this work in this dissertation has been submitted either wholly or in part for any other Degree at this or any other University. I further declare that the information used herein that is not my own I have endeavoured to acknowledge.

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APPROVAL

This dissertation by Luckson Chembe Likumbo has been approved as a partial fulfilment of the requirements for the award of Master of Peace, Leadership and Conflict Resolution degree by the University of Zambia and Zimbabwe Open University.

Examiner 1: Signature: Date:

Examiner 2: Signature: Date:

Examiner 3: Signature: Date:

Supervisor: Signature: Date:

DEDICATION

This work is dedicated to my family, my friends and all the children of my country. To my wonderful wife Jacqueline Mubiana Likumbo for the endless encouragement, support and sacrifice she rendered to me during the period of acquiring this Master's Degree. To my son, L.K. Walubuto who was born during the time I was undertaking this research and motivated me to work very hard. To my brothers: Kunda Likumbo, Mwansa, Katuta, Gibson and Patrick for their love. To my sisters: Bertha Likumbo Chileshe and Shillah Mulwe. To my loving mother who has always been there to encourage me and pray for me, every step of the way. To my friends; Shoma Mweetwa, Alex Mugala and David Ntalasha for their unwavering support especially during the time I was carrying out this research. Lastly, I dedicate this work to all the children of my country Zambia. I just want all the children, regardless of their station in life to be safe in every place where they are found, especially in schools.

ABSTRACT

No child should have to worry about his or her safety and welfare. Unfortunately, research shows that millions of children around the world are at risk for violence, abuse, and exploitation. There are several threats to the safety of children, most of which are interconnected (UNICEF, 2021). Therefore, this study focused on the practices of secondary schools in ensuring the protection of their children in Lusaka district of Lusaka province of Zambia. The aim of this study was to explore the involvement of secondary schools in protecting children from violence, exploitation and sexual abuse.

The study was guided by the following objectives: i). Describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district. ii). Explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools. iii). Explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district.

This study employed a qualitative methodology guided by a case study design in the light of learned helplessness theory. Additionally, the study adopted systematic and purposive sampling techniques to enrol four secondary schools and to enlist thirty-six (36) participants respectively. The participants were distributed as follows: thirty-two pupils; one Headteacher; two Deputy Headteachers and one Head of Department. The data of this research were collected using focus group discussions with pupils and interview schedules on school administrators. The qualitative data were analysed thematically by comparing and categorising participants' responses.

The findings of the study revealed that violence, exploitation and sexual abuse are very much prevalent in secondary schools. However, it is difficult to ascertain the prevalence because of underreporting of these cases by the pupils. Cases of sexual abuse were found to be more prevalent among the girls and cases of physical abuse were more pronounced among the boys. The study also revealed that teachers are usually the perpetrators of these cases.

The study made six recommendations, three of which are outlined below: i). the government through the Ministry of General Education should strengthen the child protection policies in schools, ii). the government through the Ministry of Higher Education should introduce a course in guidance and counselling, iii). School administrators should get more involved in the activities of the guidance and counselling department.

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LIST OF ACRONYMS

CSA.....	Child Sexual Abuse
WHO.....	World Health Organisation
UN	United Nations
CRC	Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
VACS	Violence Against Children Surveys

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter is composed of ten key sub-headings that will underpin the study namely background to the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, theoretical frame work, limitations and the definition of terms. Lastly, a summary of this chapter will be drawn based on what will be inscribed in the chapter.

1.2 Background

Child neglect, violence, exploitation and sexual abuse is one of the prevalent problems that the children of our society suffer today, with about 2,400 children being victimized on a daily basis (Whitaker, Reich & Reid, et al., 2004). Violence against children is a problem affecting over one billion children and youth annually worldwide. Violence and exploitation of children undermines the victims' social, economic and human rights, with significant negative health and social consequences that can affect them throughout their lifespans. Violence against children includes all forms of sexual, physical, emotional or psychological abuse, as well as other forms of injury, maltreatment, exploitation, neglect, or negligent treatment. Children experience physical and emotional abuse from both their families and the other people around them; neighbours, friends, or even strangers.

With the growing number of incidents of child abuse and neglect, it becomes even more important to determine ways to reduce its occurrence, if not to completely eradicate it. Besides direct physical injury resulting from violence, there is growing evidence that the health impacts of violence also include disabilities, depression, reproductive and physical health problems. Violence also increases the risk of engaging in behaviours that have a negative impact on health, such as smoking, high-risk sexual behaviour, and alcohol and drug misuse. Perpetrators of violence against children can be both adults and other children, including but not limited to parents, guardians, family members, friends, acquaintances, and other adults in the community. Violence occurs across different contexts and in many settings such as the home, schools, within care and justice systems, the workplace and public spaces in the community (Donovan & Jessor, 1985).

In 1989, the United Nations adopted and opened for ratification and accession the Convention on the Rights of the Child (CRC), which Zambia signed on 30 September 1990. The CRC states that all children have the right to be protected against all forms of violence, exploitation and abuse “irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status”. Over the last decade, children's rights to protection have gained increased recognition on international, regional and national agendas. Despite this increased attention, data on the prevalence of violence against children worldwide are still limited. Additionally, as seen with violence against women, violence against children is subject to under-reporting in official statistics, police reports and hospital data. In 2006, the United Nations issued the World Report on Violence against Children, which revealed the grim reality of violence experienced regularly by children worldwide.

In sub-Saharan Africa, scientific research on the prevalence and incidence of child violence, abuse, neglect and exploitation is still in its nascent stages. However, the search for quality data on the scale and nature of such maltreatment for the purpose of informing appropriate state planning and budgeting is gaining momentum. Although evidence concerning the magnitude of various forms of child exploitation, such as child prostitution and child labour in the region, is still difficult to capture, a few development organizations and universities are making progress. These organizations have conducted small-scale surveys on violence against children in an attempt to extrapolate findings. The disclosure rate following violence is very low, partly due to a culture of silence and shame. Furthermore, social norms surrounding violence generally support the beliefs that violence perpetrated against children in the home is a private affair, physical violence is an acceptable way to discipline and educate children, and children are expected to submit to the will of their parents, teachers, religious leaders and other elders or authority figures. As a result, law enforcement officials and others mandated to protect children rarely intervene or enforce laws that exist (Fontes & Plummer, 2010).

In addition, it is believed that children are reluctant to report incidents of violence that are committed against them, sometimes for fear of retribution, out of shame or guilt, or due to the belief that they merited such treatment or were, in some way, responsible. Findings from country-specific studies, documentation of various cases of violence, abuse and exploitation across the region, as well as the discussions which were held during the lead-up and follow-

up to the United Nations Study, have all underscored the gravity of the problem, with some attempting to demonstrate its scale (Bradley & Wood, 1996).

Drawing from 190 countries, the United Nations Children's Fund (UNICEF's) 2014 publication, *Hidden in Plain Sight: A statistical analysis of Violence against Children*, showed that in 2012 alone, 95,000 children and young people under the age of 20 were killed. Further, almost one billion children between the ages of two and fourteen experienced physical punishment by their caregivers on a regular basis. An estimated 120 million girls under the age of 20 have been subjected to forced sexual intercourse or other forced sexual acts at some point in their lives. Unfortunately, it was not possible to make a reliable global estimate of sexual violence against boys due to a lack of comparable data in most countries, although it is known from other research studies that boys are also at risk of sexual violence. The Violence Against Children Surveys (VACS) conducted in Zimbabwe and Kenya found that child sexual abuse prevalence among boys was 9 per cent and 18 per cent, respectively.

In view of the foregoing, globally, school based education programs to prevent child sexual abuse (CSA) have increased over the last forty years, in concurrence with increasing public and professional awareness of child sexual abuse. Congruent with public health approaches to prevention, efforts to eliminate child sexual abuse have motivated the emergence of prevention initiatives designed to be provided to children as part of their school curriculum (Walsh et al. 2013). In New South Wales (NSW), the Department of Education and Training (DET) has had a commitment in their curriculum to providing sexual abuse prevention education since 1999. A Centre for Programme Evaluation (CPE) curriculum and supporting materials are available online via the Department's website. Assessment of child sexual prevention education currently occurs at teachers' discretion (Walsh et al. 2013) and it is not understood how educators are utilising the provided materials and how they are perceived as there are, to date, no available evaluations of Australian school based CPE programs (Quadara et al. 2015).

Global Fund for Children (2014) states that the best way to protect children is to empower them to protect themselves. This empowerment entails that children acquire specific skills and information in relation to child protection, so that they are able to protect themselves in situations of risk. Thus, providing proper information and teaching the children on how to protect themselves from different kinds or forms of abuse will be the main key to lessen, if not to eradicate them. The question right now is that who will be the one who will do the job

in educating the child to know on how to protect themselves from abuses. This question is a universal problem because people sometimes lack initiative to do the task. There is no country that is excused from the problem of child abuse or molestation. Every day in the news, a lot of children are being abused or kept in hostage by their friends, relatives and sometimes even their parents in private and public places. Child Protection is a growing area of work within the development and emergency contexts. Abuse, neglect, exploitation and violence represent a global phenomenon affecting girls and boys in all settings (family, work situations, communities, education system, institutions), of all ages (0-18) and from any social background.

Currently in Nigeria, children are been abused every single day intentionally and unintentionally. The existence of child abuse in history (infanticide, abandonment, severe physical chastisement, child prostitution, child marriage, female genital mutilation, child witchcraft abuse, street trading and harsh labour) is indisputable in Nigeria. However, the extent of such abuse and the interpretation of it within the societies where it took place are issues of greater contentions (Corby, 2006).

As in all countries throughout the world, children living in Zambia experience situations of violence in their homes and within the communities where they live. Despite governments, citizens and children taking action to end this violence, the percentage of Zambia's young women who marry before the age of 18 suggest that current efforts to end these abuses and other types of violence are not enough. Zambia's laws forbid many types of violence against children, but legal gaps and/or a lack of clarity remain that limit the scope of perceived protection in specific cases. Governments must create laws that forbid all forms of violence against children. These laws help set community values; laws must ban violence against children in all its forms and punish actions that contradict those values.

Laws forbidding sexual abuse and exploitation do not fully protect children. In cases of sexual abuse and violence, the law limits the protection of children ages 16 and above because it permits children to consent to sexual activity (Penal Code Act, Section 138). According to international standards, consent under the age of 18 is irrelevant because a child may believe they are voluntarily engaging in sexual activity despite a person's intent to exploit. Likewise, laws forbidding the commercial sexual exploitation of children and child pornography also fall short because they exclude children ages 16 and above (Juveniles Act,

Section 47 and Penal Code Act, Section 140). The Child Code Bill, if passed, will protect all children (0-18) from sexual abuse and exploitation.

In a world where almost one billion children under 15 suffer regular physical punishment, and nearly a quarter of all girls between the ages of 15 and 19 report experiencing physical violence, violence against children affects every country and every community. While violence against children is often invisible, its impact on individual children and their societies is profound and far-reaching, undermining developmental gains made in other areas. Because violence against children is a universal problem, investing in protecting children from violence, exploitation and abuse must be a global priority. More must be done to raise awareness of violence and encourage people to speak out when they see or suspect violence against children and to strengthen social welfare systems and services that protect children from harm and provide support to those who are already victims of violence.”

The World Health Organization (WHO) has also taken steps to address violence against children, issuing regional reports on the prevention of child maltreatment. In the report issued for Europe in 2013, it proposed that all European countries develop national policies based on multi-disciplinary efforts, and that they define priorities for research. It also urged improvements in data collection for purposes of monitoring and evaluation, since such knowledge is of utmost importance in strengthening the ability of health systems to implement strategies for prevention and treatment. In addition, the WHO has produced a Toolkit for mapping the responses by legal, healthcare, and social services to child maltreatment.

In Zambia, child sexual abusers face a maximum sentence of life in prison, but the rise in cases suggests that the stiff punishment has not deterred offenders. Zambia Police according to Panapress Zambia (2020), revealed that 1,256 children were abused countrywide during the second quarter of 2020. Non-Governmental Organizations and civil-society groups are working to remove bail as an option for accused child sex offenders in an effort to curb this crime. Researchers have become increasingly concerned with the increasing cases of violence, exploitation and sexual abuse amongst children in schools. While there is increased knowledge today about the prevalence of abuse, sexual abuse, and neglect of children in different settings, more research is needed on prevention and intervention. Therefore, on the basis of the foregoing contextual background, this study attempts to explore the involvement of secondary schools in protecting children from violence, exploitation and sexual abuse.

1.3 Statement of the problem

Ideally, in every society children are not supposed to be subjected to violence, exploitation and sexual abuse. Nonetheless, Zambia has recently reported high incidences of violence, exploitation and sexual abuse against women and children (Makasa, 2020). It is becoming a common occurrence, an everyday thing. Barely a day passes in Zambia without the report of a case of violence against women and children, whether in a rural or an urban setting (Zulu, 2020). Zulu (2020) further expounds that in some areas, the number of reported cases averages 50 a day. It is widely believed, however, that many cases go unreported. And the numbers keep going up. Up to now, children protection from violence, exploitation and sexual abuse in secondary schools still remains uninvestigated. Generally, most studies carried out have focussed on gender based violence and sexual abuse amongst women. However, there has been little exploration done on children protection from violence, exploitation and sexual abuse in public secondary schools in Zambia. This has caused concern particularly in view of the point that there has been an increase in the number of children being exploited and violated. There is, therefore, a need to explore children protection from violence, exploitation and sexual abuse in public secondary schools, hence the need for this study.

1.4 Purpose of the Study

The purpose of this study was to explore the involvement of secondary schools in the protection of children from violence, exploitation and sexual abuse in Lusaka district.

1.5 Specific Objectives

The objectives of the study were to:

- i. Describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district.
- ii. Explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools.
- iii. Explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district.

1.6 Research Questions

This study was guided by the following research questions:

- i. What is the prevalence of cases of violence, exploitation and sexual abuse among children in selected secondary schools in Lusaka district?
- ii. What measures are taken to protect children from violence, exploitation and sexual abuse in selected secondary schools in Lusaka district?
- iii. What are the gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district?

1.7 Significance of the study

Schools, Child welfare services agencies and non-governmental organisations could benefit from the results of this study by using the information to implement sound policies. It is also hoped that the information or data generated by this study will help reduce the rate of violence, exploitation and child sexual abuse. This study will also add to the existing body of literature regarding all levels of child protection.

1.8 Scope of study

The study was limited to the exploration of children protection from violence, exploitation and sexual abuse in selected secondary schools in Lusaka district.

1.9 Limitations

The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research. They are the constraints on generalizability, applications to practice, and/or utility of findings that are the result of the ways in which you initially chose to design the study or the method used to establish internal and external validity or the result of unanticipated challenges that emerged during the study (James, 2004). The researcher was limited by the unwillingness of some targeted respondents to participate in the research due to the outbreak of corona virus. Though the study was focused on Lusaka district encompassing only a few selected schools, the results can be generalized to all schools in Zambia.

1.10 Theoretical Framework

Gabriel, (2008) avows that theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the

theory that explains why the research problem under study exists. This study was supported and guided by the theory learned helplessness. The theory learned helplessness was conceptualized and developed by American psychologist Martin E.P. Seligman at the University of Pennsylvania in the late 1960s and '70s. Learned helplessness is a state that occurs after a person has experienced a stressful situation repeatedly. They come to believe that they are unable to control or change the situation, so they do not try even when opportunities for change become available. Learned helplessness occurs when an individual continuously faces a negative, uncontrollable situation and stops trying to change their circumstances, even when they have the ability to do so. Thus, understanding how children have been subjected to violence and abuse for a long time, learned helplessness theory is well applied to this research. The theory of learned helplessness also has been applied to many conditions and behaviours, including clinical depression, aging, domestic violence, poverty, discrimination, parenting, academic achievement, drug abuse, and alcoholism (Nolen, 2020).

1.11 Operational definitions

Child protection - Child protection is the safeguarding of children from violence, exploitation, abuse, and neglect.

Violence - behaviour involving physical force intended to hurt, damage, or kill someone or something. Violence against children includes all forms of violence against people under 18 years old, whether perpetrated by parents, teachers or other caregivers, peers, romantic partners, or strangers.

Exploitation - Exploitation is defined as the act of using resources or the act of treating people unfairly in order to benefit from their efforts or labour.

Child sexual abuse - Child sexual abuse, also called child molestation, is a form of child abuse in which an adult or older adolescent uses a child for sexual stimulation.

School administrator – A person who is in charge of a school and oversees administrative works of a school.

1.12 Summary

This chapter has presented the background to this study, outlined the identified problem that has prompted its undertaking, and highlighted the purpose of the intended study. In addition this chapter has also outlined the specific objectives guiding the study, as well as indicated the theory guiding the study. The significance attached to undertaking the study has also been

highlighted. This chapter has further outlined the scope of the study, operational definitions within the study and finally but not the least, the delimitation of the study. The next chapter will discuss literature pertaining to the main concepts of this study, and the gaps identified therein.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous chapter presented the background to the study, statement of the problem, its purpose, outlined the general and specific objectives and research questions that will underpin the study, the theoretical framework and the significance of the study. Chapter one further expounded the scope of the study, operational definitions and the delimitation of the study. This chapter will focus on literature review.

2.2 Prevalence of and problems associated with child sexual abuses

The prevalence of and problems associated with child sexual abuses have not been exhaustively researched in many parts of the world. This section therefore, is an exploration of the prevalence of and problems associated with child sexual abuses. The section considers literature from two levels with varying contexts. On one hand it considers studies that have been conducted in Developed countries and on the other hand it considers studies that have been conducted in Sub-Saharan Africa. This is for the purpose of comparing the prevalence of sexual abuses in developed countries and in Sub-Saharan Africa and to show the relevance of the current study.

2.3 Studies from Developed Countries

Child sexual abuse (CSA) represents a serious challenge to all societies, increasing the risk of a wide range of mental and physical problems (Maniglio, 2009). It also has high economic costs at the societal level, including costs of health and child welfare services and educational and justice systems as well as productivity losses (Sethi et al., 2013). For these reasons, efforts to prevent CSA and reduce its consequences constitute a major societal concern. To intervene effectively, it is essential to document prevalence (Hobbs, 2005).

Police reports and child welfare statistics underestimate prevalence rates, and epidemiological surveys are recommended to identify unreported cases (Butchart et al., 2006; Sethi et al., 2013). Meta-analyses based on self-reported data have shown a prevalence of some form of CSA in the range of 15–25% for girls and 5–17% for boys (Andrews et al, 2004; Barth, et al, 2013; Pereda, et al, 2009; Stoltenborgh, et al, 2011). A decline in the prevalence of CSA over the past decades has been suggested in Australia, Ireland, and the United States (Dunne, et al 2003; Finkelhor, et al, 2014; McGee, et al, 2011).

A reduction in forced or coerced sexual acts has also been reported in the UK (Radford et al., 2011). Gender differences in victimization seem to be minor in the youngest age groups. At some point in pre-puberty, the disparity in prevalence rates increases, with a higher number of victims among girls than boys (Radford, et al, 2013; Trocmé et al., 2005). Adolescence represents a period of significantly increased risk of CSA for both genders, most pronounced for girls (Finkelhor, Ormrod, Turner, & Hamby, 2005; Radford et al., 2013). However, the noted gender differences might be influenced by differences in the willingness to report abuse (Widom & Morris, 1997). Girls were on average three times more likely than boys to report contact or any abuse.

Additionally, most studies in Developed countries indicate that the risk of sexual abuse increases markedly from early adolescence for both genders. Cater, Andershed, and Andershed (2014) found a five times higher prevalence of CSA among 13–18 years old adolescents compared to younger children. The reported mean age at first victimization was nine years (for both genders) in one study (Edgardh & Ormstad, 2000) and between 12.5 and 14 years and 11.5 and 15 years for girls and boys, respectively, in four studies (Mossige & Abrahamsen, 2007; Priebe & Svedin, 2009; Steel & Herlitz, 2005; Svedin & Priebe, 2009). Gilbert et al., 2009; Radford et al., 2013; Stoltenborgh et al., 2011), markedly more females than males reported experiences of sexual abuse in childhood. The studies above were conducted in a western setting and findings showed a decline in the number of cases. This left a gap for this study to be conducted to gain a better understanding of child sexual abuse and violence in Zambia.

2.3.1 Sub-Saharan related studies

Sexual violence against girls has been described in a number of studies, with the prevalence reported varying depending on the definition used. Research with women in 3 sites in Tanzania and Namibia has found between 9.5% and 21% of women reporting unwanted sexual contact before age 15 and a third of young women in Swaziland reported sexual abuse before 18 (Garcia-Moreno, 2005; Reza, et al., 2009). Schools are a particularly common context for sexual and physical abuse in Africa (Human Rights Watch, 2001; Jewkes, Levin, Bradshaw, & Mbananga, 2002). In South Africa corporal punishment in schools has been illegal since 1996 but the government has not managed to enforce the law (Morrell, 2001a; Morrell, 2001b). Research from Uganda and Zambia has also pointed to the ubiquity of the use of physical punishment in homes (Naker, 2005; Slonim-Nevo, & Mukuka, 2007).

Child sexual abuse is one of the social problems that call for urgent attention in South Africa (Collings, 1992, 1993, 1995, 1997; Magwaza, 1994; Sonderling, 1993; Haffejee, 1991; Levett, 1989). The prevalence among a sample of university female students of contact forms of sexual abuse (i.e. actual or attempted intercourse, oral or manual genital contact, sexual kissing, hugging, or touching) has been reported to be 30.9% (Levett, 1989) and 34.8% (Collings, 1997). For both contact and noncontact forms of abuse (i.e. contact abuse plus exhibitionism, voyeurism, sexual threats or invitations), the prevalence has been reported to be 43.6% in female university students in South Africa (Levett, 1989). For male university students, Collings (1991) reported a rate of 28.9% for contact and noncontact forms.

Kibaru-Mbae (2011) asserts that child sexual abuse is a human rights issue with serious negative public health consequences including physical, psychological, emotional and social effects. Heiberg (2005:14) asserts that child sexual abuse crosses national borders and is a concern of the global community. Evidence of child sexual abuse by teachers has been gathered in many countries. Gaye (2012) reports that in Cape Town, South Africa, 38 teachers have been struck off the roll for sexually abusing and impregnating learners since 2010. Three teachers from Gauteng, South Africa at Phahama secondary school in Randfontein in 2012 were suspended for alleged sexual misconduct against learners, following complaints by 8 learners. Zimbabwean school children under 18 years continue to bear the brunt of sexual abuse from educators in the schools. Gwirai (2011) carried out a study on child sexual abuse in Gweru district schools of the Midlands province of Zimbabwe. Out of 268 respondents, 151 reported having been sexually abused giving an overall prevalence rate of 56, 3%. Learning institutions have gained notoriety as venues of sexual assault (Richter & Higson Smith 2004:23). Inappropriate sexual relations between staff members and learners are a growing worldwide concern in the education system which tarnishes the reputation of schools. Shumba (2009:19) asserts that abuse of learners by teachers in schools is a social problem locally in Zimbabwe and globally. Although in Sub-Saharan Africa, these studies above were conducted in contexts different from Zambia. And they did not explore the involvement of schools in protecting children from violence, exploitation and sexual abuse.

2.3.2 Zambian Related Studies

The findings of Camfed (2011) in the study to ascertain the extent of child abuse in schools revealed that there were reports from high schools in particular which indicated that teachers still entice girls to have sex with them for better grades and small sums of money. However,

the study noted that Sexual abuse, both school and family based, was found to be rarely reported. These findings are consistent with Kabwe (2017) whose research findings revealed that cases of child sexual abuse were common but only reported if the family regarded it as being a serious issue. The study by Kabwe focused on the perception of the community towards child sexual abuse. This therefore, left a gap to gain an understanding through the experiences of children.

The study which was done by Akani et al (2015) found that almost half of the study population consisted of teenagers with a median age of 13. This revelation is consistent with the findings of Chomba et al (2010), which state that child sexual abuse cases have been on the increase in Zambia, starting from the year 2006 when 800 cases were reported whereas 1000 cases were reported in 2010. The highest cases were in 2008 where about 1100 cases were reported, with the age group 11-15 years being the most affected. Mukuka et al (2010) also revealed that child sexual abuse in Zambia is common and usually goes unreported because parents of the victims fear that young men would not make the sexually abused girls as their brides. This is consistent with the study by Kamuwanga (2008), which revealed that the government faced several problems in dealing with child sexual abuse. The study found that most families and the general public were reluctant to acknowledge the existence of the problem. This is why some experts believe that for every single case that is reported, there are ten more that go unreported (Agence France Press, 2003).

2.4 Consequences of child abuse, exploitation and neglect

In particular, the consequences of child abuse, exploitation and neglect can be classified as societal, behavioural, psychological, and physical, although in reality, it would be impossible to separate them completely from each other (Child Welfare Information Gateway, 2003). Some of the physical consequences of child abuse and neglect include poor physical health, impaired brain development, and the shaken baby syndrome while the psychological consequences include social difficulties, cognitive difficulties, poor mental and emotional health, and difficulties during infancy (Child Welfare Information Gateway, 2003). On the other hand, behavioural consequences include difficulties during adolescence, adult criminality, juvenile delinquency, abusive behaviour, and alcohol and other drug abuse (Child Welfare Information Gateway, 2008). This is supported by the findings of Briere & Ricards (2007), which showed that childhood sexual and emotional maltreatments especially when involving maternal emotional abuse, contributed to the development of disturbed self-capacities. As well, this is affirmed by the findings of Widom (1989), which showed that

compared to a control group, the recipients who were victims of abuse and neglect had higher rates of arrests for violent offenses and adult criminality, but not for adult arrests for child neglect or abuse.

In a study conducted by Briere & Elliott (2003), it was determined that childhood physical and sexual abuse had significant long-term effects and that this may in part be causative of the psychological disorders that exist in American society today. As Freud posited, children who were sexually molested were likely to develop hysteria in adulthood (Briere & Conte, 1991). This was supported by current research, which showed that childhood sexual trauma was related to various long-term outcomes such as anxiety and depression, sexual problems, suicide attempts, substance abuse, somatization, and dissociation (Brier & Conte, 1991). Similarly, the findings of Briere, Kaltman & Green (2008) showed that cumulative childhood trauma was related to symptom complexity; multiple symptoms may result from multiple traumas where the risk factors and outcomes that resulted from such traumas could elaborate and persist over time, leading to a multitude of symptoms in adulthood.

Although child protection laws exist, the main challenge when it comes to ensuring the protection and safety of children is the lack of universal standards in terms of what qualifies as child maltreatment (Lewitt, 1994). The definition of child maltreatment is largely dependent on social norms. Despite the establishment of the Federal Child Abuse Prevention and Treatment Act (Public Law 93-247), which indicated “uniform operating standards with respect to the identification and management of child maltreatment cases,” (Lewitt, 1994:233) the different states continue to have their own definitions of maltreatment, their own procedures for conducting investigations, their own services, and their own monitoring systems. Even with the clinical assessment of victims of abuse, difficulties can arise due to the psychometric quality; the distortion and misidentification; over reporting; the underreporting and avoidance; the co-morbid sources of trauma-related stress; and the general versus the specific effects of trauma (Briere & Elliott, 1997). This is affirmed by Briere, Johnson & Bissada, (2001) who claimed that despite the advances in the understanding of experts with regards to psychological trauma and its possible effects, along with the availability of more effective treatments for conditions that are related to trauma, there remain to be very few, standardized and relevant measures for trauma-related conditions among children.

Child maltreatment includes emotional or psychological harm, sexual abuse, physical injury, and general, educational, and medical neglect. However, these categories remain quite vague or broad in that personal judgment would still be required in the determination of the intent, purpose, or outcome of an action. According to Briere & Jordan (2009), childhood maltreatment consists of various types of abuse, including psychological neglect, such that abused children may have experienced various combinations of psychological and physical abuse, as well as exposure to parental domestic violence. Moreover, the different forms of neglect or abuse may vary with regards to the extent, duration and frequency, severity, and age of onset of the injury (Briere & Jordan, 2009).

Lewitt (1994) asserted the importance of obtaining accurate statistical information about instances of child abuse. Although this data in itself will not protect children from maltreatment, such data will enable society to better fight against child maltreatment. It will enable the proper staffing, planning, and budgeting of CPS (Child Protection Services) agencies. Furthermore, it will enable the evaluation of the effectiveness of the various CPS programs. Although the instances of child fatalities as a result of child maltreatment has fairly stabilized, a study conducted by Lewitt (1994) showed that only 70 percent of reported cases were pursued by CPS agencies and that more than 40 percent of the deaths that resulted from child maltreatment had prior contact with CPS agencies. As well, with a large number of cases being misreported or underreported, the proper assessment of policies that are intended to address the problem of child abuse and neglect is impeded. This makes it even more important to come up with accurate measures of maltreatment, as this will enable the progress made in fighting and preventing this problem to be monitored.

Similarly, with the complexity of the tasks that caseworkers have, Larner, Stevenson & Behrman (1998) recommended that “state legislatures allow, and local agencies undertake, experiments with screening systems that differentiate between reports of maltreatment representing higher or lower risk to the child, and that build in evaluations for tracking outcomes for both groups.” They also recommended that CPS agencies raise their staff qualifications in terms of competency-based pre-service training, social work courses, and general education (Larner, Stevenson & Behrman, 1998). As well, they recommended that findings from child maltreatment research and intervention be applied to CPS agency guidelines and used to enable their staff to make better decisions. In addition, they asserted that CPS agencies should be provided with sufficient funding and that the government should make an effort to reduce poverty among families with children (Larner, Stevenson &

Behrman, 1998). Also, the government should provide for the necessary support and resources that would enable children's relatives and the community members to be of assistance to caseworkers. This is supported by the findings of Lanktree, Gilbert & Briere (2008), which suggested that report measures from both the child and the child's caretaker be considered in the evaluation of traumatized children in order to simultaneously obtain multiple sources of information. Furthermore, Larner, Stevenson & Behrman (1998) suggested that CPS agencies can be effective only if legislators give them manageable, clear, and stable parameters, together with the resources, that would enable them to perform their assigned responsibilities.

2.5 Prevention Strategies

One of the popular services provided for the prevention of child abuse is home visits. In a study conducted by Howard & Brooks-Gunn (2009), little evidence was gathered with regards to the contribution of home-visiting programs to the prevention of child abuse and neglect. However, their study showed that home visits had a positive impact on the improvement of the mothers parenting practices, the children's development, and the quality of the children's home environment. In turn, the improved parenting skills would lead to the improvement of the child's well-being and subsequently to the decrease of maltreatment instances. In addition, Howard & Brooks-Gunn (2009) suggested that home-visiting programs would have the most benefit for low-income and first-time adolescent mothers. Also, policy makers and theorists asserted that home visits could be a cost-effective and beneficial way of providing services to children and families (Howard & Brooks-Gunn, 2009). However, they asserted that in order to maximize the impact of such services, it would be necessary for service providers to carefully follow the guidelines established by the respective programs, to implement the programs in accordance to their theoretical models, to provide prenatal intervention for at-risk populations, and to employ staff whose credentials match the program goals (Howard & Brooks-Gunn, 2009).

2.6 The age of protection and sexual offenses against children

In Canada, there are a number of criminal offenses that protect against sexual violations of children by adults and/or those in a position of trust or similar relationship. In terms of in-person offending, the Criminal Code of Canada (the "Criminal Code") prohibits the offenses of sexual interference (sexual touching of a child under 16) (section 151), invitation to sexual touching (inviting a child under 16 to engage in some form of sexual touching) (section 152), and sexual exploitation of a young person (section 153), among others. With the evolution of

technology, new offenses have been added to the Criminal Code to address online risks to children, including the online luring offense, which prohibits electronic communications with children that are designed to facilitate a sexual offense against the child (section 172.1).

Criminal offenses protecting children from sexual abuse and exploitation are predicated on the age of protection, the age at which a child can legally consent to sexual activity as well as the nature of the relationship between the child and the other person. The age of protection in Canada is generally 16 years old, but the Criminal Code increases that age to 18 in the context of certain relationships. Pursuant to section 150.1 of the Criminal Code, no child under 12 can consent to sexual activity, and children under 16 can only consent to sexual activity within certain age limitations and provided there is no relationship of trust, authority, dependency, or exploitation. The “close-in-age” exceptions in section 150.1 of the Criminal Code seek to permit sexual activity within sensible bounds. Historically, the age of protection was 14 and it was not until 2008 that the age of consent was raised to 16 (Bill C-2, 2007, Tackling Violent Crime). Prior to 2008, a set of major reforms to the criminal laws governing consent and sexual activity with persons under 18 occurred in 1988, following the 1984 Badgley Report. The recommendations in the Badgley Report resulted in several changes to the Criminal Code, including the introduction of the in-person offenses mentioned above.

From age 16 onward, there are no strictly age-based bars on sexual consent, but the sexual exploitation offense (section 153) in the Criminal Code steps in to guard children ages 16 and 17 in certain scenarios. As alluded to, the offense was introduced in 1988, as part of the legislative reforms that followed the Badgley Report. This report recommended that certain classes of individuals (e.g., teachers) be specifically prohibited from engaging in sexual conduct with persons under 18. Parliament did not follow the recommendation to prohibit certain classes of individuals, but instead used the categories of trust, authority, and dependency to delineate the relationships within which a 16- or 17-year-old child cannot legally consent to sexual activity. This decision to use categories instead of specific classes has been interpreted as meaning that Parliament “intended to direct the analysis to the nature of the relationship between the young person and the accused rather than to their status in relation to each other” (*R. v. Audet*, 1996, 2 SCR 171 at para 34 (SCC)).³ The Supreme Court of Canada has recognized that “in the absence of evidence raising a reasonable doubt on this point, teachers are necessarily in a position of trust and authority towards their students”.

2.7 Summary

This chapter has presented the literature review in relation to this study. The chapter presented the literature review showing the studies that have been conducted in developed countries, Sub-Saharan Countries and in Zambia respectively. The gaps were identified from the studies that have been done before, thereby justifying the need for this study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter provided the literature review. The current chapter presents the research methodology that underpinned this study. This chapter presents the research methodology which was used in this study. It encompasses the following; research design, description of the study area, study population, sample size, sampling techniques, methods of data collection, data analysis techniques, reliability and validity testing.

3.2 Research Design

This study employed a Qualitative Methodology with a case study design. According to Ranjitham (2008), there are four types of case studies namely, community study, causal comparative study, content or document analysis and follow-up study. The above case studies are described as follows: *Causal comparative study* is a kind of case study which seeks to find answers to specific problems through the analysis of causal relationships. *Content or document analysis* is the type of case study which involves a systematic investigation of current records or documents as sources of data. *Community study* involves a thorough description and analysis of a group of people living together in a particular geographic location. Lastly, the *Follow-up study*, investigates individuals that have left an institution after having completed a course or programme of study for the purpose of knowing the institutions or programme's impact upon the individuals.

For the purpose of this study, the causal comparative study was used. This is due to the nature of the research which sought to explore the involvement of schools in protecting children from violence, exploitation and sexual abuse. The research compared the data from four different secondary schools to be able to describe the prevalence of cases that related to child sexual abuse. Furthermore, the case study was used because it was assumed that it would help the researcher to have an in-depth understanding of the study. This is so because case studies are responsible for intensive study of a unit. This is consistent with Kombo and Tromp (2006) who stated that a case study design allows the researcher to describe a unit in detail, in context and holistically.

3.3 Target Population

The population of a study is the total of a set of elements holding common characteristics based on the sampling criteria established by the researcher (Msabila & Nalaila, 2013). The

study population consisted of adult pupils who were all 16 years and older and enrolled in secondary school as well as administrative officers who were directly linked to the running of the school affairs. The choice of such a population was done with an assumption that, the chances of accessing participants that were 16 years and older were higher in secondary schools than Basic schools.

3.4 Sample Size

Fraenkel and Wallen (1993) define a sample as any group from which information is obtained. A sample is equally defined by Kasonde (2013) as the number of participants selected from the universe to constitute a desired sample. A sample of thirty-six (36) participants was recruited in this research. These were drawn from secondary schools (2 single sex schools and 2 co-sex secondary schools) in Lusaka District. Thirty-two (32) were pupils, of which sixteen (16) were girls and sixteen (16) were boys and four were from the schools' administration. One was the headteacher, two were deputy headteachers and one was a senior teacher.

3.5 Sampling Techniques

The study adopted systematic and purposive sampling techniques to enrol four secondary schools and to enlist thirty-six (36) participants respectively. To identify the schools at which the study could be done, a list of twelve (12) secondary schools in Lusaka District was sought from the District Education Office. These were then divided into single and co-sex schools. The result was that there were six (6) single sex and six (6) co-sex schools. To sample the schools, two lists were made, one for the boys schools and the other list for the girls' schools. Each school was given a number from 1 – 6 and every third school on the two lists was picked. Before recruiting the pupils in the study, they were met by the researcher in their various schools days before it was conducted. This was for the purpose of introducing himself to them and also providing them with prior information about the study, that is, what it was all about, the researcher's expectations and also to emphasize to them that their participation was not compulsory but voluntary. With the help of the deputy headteachers, eight (8) pupils were selected from each school to participate in the study. Additionally, from each school, one participant from the administration was interviewed. This was to help the researcher compare the information and arrive at a better understanding of the reality.

3.6 Research Instruments

Parahoo (1997) defines a research instrument as a tool used to collect data. To collect the data, qualitative (Focus Group Discussions and Semi-Structured Interviews) methods were

employed. The focus group discussions were used to collect data from the pupils while the semi-structured interviews were used to collect data from the participants who worked for the schools' administration. These instruments were suitable for this research as they could allow the researcher to understand the experiences of the learners and the school's administrators regarding violence, exploitation and child sexual abuse.

3.7 Data Collection Procedure

After the research sites were identified, the researcher took letters to the school authorities. The purpose of these letters was for the researcher to introduce himself and also to seek for permission to conduct the research in the identified schools. Then on dates and times agreed, the researcher went to the schools and a group of pupils identified to participate in the research were organized by the researcher with the help of the deputy headteacher.

Once this was done, the researcher, who had visited the school earlier, explained the purpose of the study. Emphasis was put on the fact that the pupils that were not willing to take part in the study were free to withdraw from the study, and those that were participating could pull out at any time if they did not wish to continue with their participation. They were also assured that their responses would be treated with utmost confidentiality and they would be anonymous. When this was done, the Focus Group discussion (FGD) commenced. In total, four (4) FGDs were conducted from four (4) different secondary schools. The sampling for FGDs was purposive in that, only pupils who were in twelfth grade and were 16 years and older were considered eligible for participation in the study.

The study was conducted during the period when Covid 19 was on the rise and schools had begun to do shifts for their pupils. Therefore, the researcher provided facemasks to all the participants during the focus group discussions. Each focus group discussion had eight participants which made it easy to maintain one-metre distance between participants as per the guidelines from the Ministry of Health. Furthermore, the surfaces of the desks which the participants were using were disinfected before the discussion could begin. Thus, in regard to the Covid 19 protocols, the researcher ensured there was total compliance.

The researcher played the role of a facilitator during the FGDs. The researcher provided structure and direction. The discussions were conducted in English. However, the researcher encouraged the participants to use any other local language that they could use to comfortably express themselves.

Using a question guide, the researcher asked open-ended questions to which the participants responded.

After the FGDs, the researcher proceeded to hold an interview with the person delegated by the head of school if they were unavailable for the interview. The researcher introduced himself and the topic to the participants. He then assured the participants of confidentiality and anonymity. Using a question guide, the researcher asked open-ended questions to which the participants responded.

3.8 Data Analysis

According to McDonough & McDonough (1997) Data analysis is ‘the process of bringing order, structure, and interpretation to the mass of collected data. This study used qualitative data which was analysed using the thematic analysis. This involved identifying and isolating the major themes. Through thematic analysis, the researcher transcribed all the recorded interviews and read all the written verbatim. Some emerging common themes from the transcribed focus group discussions and semi-structured interviews were coded and entered on excel data base to analyse frequencies of qualitative variables and their level of significance.

The next steps were to group sub-themes and analyse and compare respondents’ responses to the same question. The sorting and listing approach allowed a more thorough analysis to identify the patterns of ideas and how pupils experienced the involvement of secondary schools in protecting them from violence, exploitation and sexual abuse.

The sorting and listing techniques generated statements that formed the basis for further analysis. Emerging patterns of ideas through sorting and listing techniques were a bridge that enabled drawing up of comparisons in terms of what pupils experience and the measures that schools claimed to have put in place regarding the protection of pupils from violence, exploitation and sexual abuse.

3.9 Ethical Consideration

Research ethics demands that human beings should be treated with respect and should not be harmed in any way (Oliver, 2003). This study avoided coercing participants to take part in the study. Thus, the researcher obtained letters from the University of Zambia and from the District Board Secretary (DEBS) which were used to seek permissions and consents from participants. Permissions were granted by the institutions involved in the study while consents were granted by participants involved in the study. Hence, both institutions and

people took part in the study because they decided to do so themselves. Therefore, there was a high degree of autonomy on the part of the participating institutions and people in this study because they were free to either agree to take part or decline. There was no harm experienced by the participants attributable to their participation in the study. This is because the researcher ensured that such a thing does not happen in the study.

3.10 Trustworthiness

According to Pilot & Beck (2014), trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are worth paying attention to (Lincoln & Guba, 1985).

This study applied Guba's (1981) four criteria which has the following elements: (i) credibility, (ii) dependability, (iii) confirmability and, (iv) transferability. These aspects are so important in qualitative research because they help the researcher to ensure that the research carries some form of trustworthiness.

3.10.1 Credibility

Credibility in qualitative research helps the researcher to ensure that a study measures or tests what is actually intended without losing focus. Selection of the most appropriate method of data collection is essential for ensuring the credibility of content analysis (Graneheim & Lundman, 2004). Credibility deals with the focus of the research and refers to the confidence in how well the data address the intended focus (Polit & Beck, 2012). Thus, in this study the researcher ensured that the most suitable data was collected for content analysis. The study used semi-structured interviews and focus group discussions to collect the data. The rationale for using the above data collection tools was that these tools would help to complement the strengths and shortfalls inherent in each one of the data generation tools applied.

Koch (1994), posits that, from the viewpoint of credibility, self-awareness of the researcher is essential. According to Koch, Pre-interviews may help to determine whether the interview questions are suitable for obtaining rich data that answer the proposed research questions. To this effect, the study conducted a pilot study to test the efficacy of the research instruments as indicated earlier in this chapter.

3.10.2 Dependability

According to Shenton (2004) dependability entails that if the work is repeated in the same context with similar methods and participants the results would be similar. Furthermore,

Moretti et al., (2011) argues that, dependability refers to the stability of data over time and under different conditions. The foregoing statements entail the importance of stating the principles and criteria used to select participants and detail the participants' main characteristics so that the transferability of the results to other contexts can be assessed. According to Lincoln and Guba's (1985) criteria for establishing dependability, researchers must ensure that those participating in research are identified and described accurately. This study therefore, ensured that accurately done as demonstrated in this chapter earlier on under sample size and sampling technique.

3.10.3 Transferability

Transferability refers to the potential for extrapolation. It relies on the reasoning that findings can be generalized or transferred to other settings or groups (Koch, 1994; Polit & Beck, 2012). It can therefore be deduced that transferability places special interest on the importance of ensuring high quality results and reporting of the analysis process. Graneheim & Lundman (2004), states that, to ensure transferability, it is valuable to give clear descriptions of the culture, context, selection, and characteristics of participants.

According to Morrow (2005) & Shenton (2004) in Simui (2018), this can be achieved through boundary setting of the study. The research study boundary setting encompasses:

- i) the number of organisations taking part in the study and where they are based
- ii) any restrictions in the type of people who contributed data
- iii) the number of participants involved in the fieldwork
- iv) the data collection methods that were employed
- v) the number and length of the data collection sessions
- vi) the time period over which the data was generated (Morrow 2005 & Shenton 2004).

In this study, there were four different secondary schools that were involved. The restrictions in the type of participants that were included are shown in chapter three. The profiles also of all the participants who took part in the study through semi-structured interviews and focus group discussions are documented in chapter three.

The length of data generation lasted for one week (25th March –30th March, 2021) when schools were in session. As seen from the above, the research boundary was established to

fulfil the requirement of transferability according to (Morrow, 2005; Shenton, 2004 & Pitts 1994).

3.10.4 Confirmability

The aspect of Confirmability in qualitative research seeks to ensure that the findings of the research are the result of the ideas and experiences of the participants rather than the characteristics and preferences of the researcher (Shenton 2004 & Smith 2006). To ensure that this element is adequately fulfilled, the findings of this study are presented in a verbatim way in order to heighten the confirmability quality check.

From the foregoing, it is clear that the study findings and the research process are trustworthy as the four elements used to ensure trustworthiness which are (i) credibility, (ii) transferability, (iii) dependability, and (iv) confirmability were strictly followed.

3.11 Summary

This chapter presented the methodology that was used in the study. A case study research design was used. The target population has been discussed comprising students and the heads of schools, some of which were represented by their deputies or heads of departments, all sampled from different schools in Lusaka district. The chapter has also presented how the sample was selected through purposive sampling procedures. The main research instruments that were used have been highlighted as the semi-structured interview guides and focus group interview guides. The chapter has also presented how ethical issues were observed and how the data was analysed qualitatively using thematic analysis.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Overview

In the previous chapter, attention was given to research methodology. This is to affirm the importance of every researcher to devise a plan before venturing into any research project. This chapter discusses the findings of the study obtained through the utilization of qualitative data collection techniques namely; semi-structured interviews and focus-group interviews/discussions.

In order to enhance a logical presentation of research findings, this chapter is divided into three (3) sections. The first section is a demographic profile of the research participants/respondents. The second section is on findings from semi-structured interviews held with one (1) headteacher, two (2) deputy headteachers, one (1) head of department, and focus group interviews held with thirty-two (32) grade twelve learners. The third and final section provides a summary of the chapter.

To report the research findings, this chapter uses important aspects employed in the study such as, selected summarised narratives and quotes from the semi-structured interviews and focus group discussions. The research findings are presented in line with the research objectives and the emerging themes. For clarification and verification purposes on the sources of data, this chapter uses the following symbols: HT 1 (Headteacher), DH 1-2 (Deputy Headteachers), HD 1 (Head of Department – Social Sciences) and FG 1-4 (Focus Groups with grade 12 learners). Table 1 overleaf shows symbols used in this chapter for all sources of data.

Table 4.1.1: Symbols Used for the Sources of Data

HT 1	Headteacher
DH 1-2	Deputy Headteachers
HD 1	Head of Department
FG 1-4	Focus Group interviews with grade 12 learners

It should be stated that each of the following respondents HT 1, DH 1-2 and HD 1 were from the four targeted secondary schools of Lusaka. Furthermore, the four (4) focus group interviews were conducted in the four targeted different schools of Lusaka district. The

members of these focus groups were as follows: FG 1 had girls, FG 2 had boys, FG 3 had girls and FG 4 had boys.

4.2 Demographic profile of participants

The demographics of the participants refer to the statistics relating to the research participants/respondents who took part in this study. This includes all the background information of the research participants that is considered necessary and relevant to the study by the researcher. A research participant, informant or respondent is someone who is well versed in the social phenomenon being studied and who is willing to provide information on it (Babbie, 2007: 186). It should be stated that participant HT 1 was an experienced headteacher with a lot of experience spanning over twenty-three (23) years. Participants DH 1-2 had over thirteen (13) years of serving in that capacity. HD 1 was one of the longest serving teachers at that school and with eleven (11) years' experience as a head of department. The members of all the focus groups had spent at least close to three years at the school they were interviewed from. Tables 2 and 3 below provide summaries of background information of research participants of this study.

Table 4.2.1: Summary of Demographic Information for Grade Twelve (12) Learners Participants

Type of Focus Group Interview	Date and Place of Interview	Number of Participants	Gender of Participants
FG 1	Conducted on 25 th March, 2021 in a classroom	Eight Participants (8)	Female
FG 2	Conducted on 26 th March, 2021 in the school hall	Eight Participants (8)	Male
FG 3	Conducted on 29 th March, 2021 in a classroom	Eight Participants (8)	Female
FG 4	Conducted on 30 th March, 2021 in a classroom	Eight Participants (8)	Male

Table 4.2.2: Summary of Demographic Information for School Administrators

Participant	Gender	Position	Place of interview	Years at the school
HT 1	Female	Headteacher	Conducted on 29 th June, 2021 in the interviewee's office	3 years
DH 1	Male	Deputy Headteacher	Conducted on 30 th June, 2021 in the interviewee's office	5 years
DH 2	Male	Deputy Headteacher	Conducted on 26 th June, 2021 in the interviewee's office	7 years
HD 1	Female	Head of Department	Conducted on 25 th June, 2021 in the interviewee's office	20 years

The researcher ensured that the participants who were selected to be part of the study were the most appropriate people. The researcher did this by involving learners who have been in a secondary school for at least close to five (5) years and also those who have been working for the school administration deliberating on issues of child protection for not less than ten (10) years. It is also important to note that the researcher also ensured a gender balance of the participants involved in the study.

Having provided the demographics of the research participants above, the following section gives attention to the presentation of research findings from semi-structured interviews and focus group interviews.

4.3 Presentation of research findings (semi-structured interviews and focus group interviews)

In this section, the researcher presents the research findings. These are findings emanating from the focus group interviews and semi-structured interviews conducted with the thirty six (36) participants of the study. The findings of the study are presented in line with the main themes and sub-themes emerging from the data. The sub-themes are meant to illustrate the main-themes of the research findings.

4.3.1 Participants' knowledge on the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools

At the beginning of all interviews, the researcher asked all the participants whether they were aware of any cases of violence, exploitation and sexual abuse among pupils in secondary schools. All the participants answered in the affirmative and shared their knowledge in details. It was clear from the pupils that these things are experienced in schools and this was affirmed by the schools' administrators who also gave their side of experience regarding the subject. However, while pupils stated that these occurrences are highly prevalent in schools, the schools' administrators explained that while they understand that these things happen in schools, they are very few cases in their schools. Therefore, the overarching theme which emerged from the findings is that there is underreporting of these cases in schools.

A sub-theme which emerged from the main theme above was the underreporting of cases of violence, exploitation and sexual abuse by the victims in secondary schools. This sub-theme is summarised in the sub-section below.

4.3.1.1 Underreporting of cases of violence, exploitation and sexual abuse by the victims in secondary schools

The sub-theme that emerged from Participants' knowledge on the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools was the conflicting statistics between those given by the pupils and those originating from the school's administrators which show that there is underreporting of these cases in schools as reflected in the responses from most participants (FG 1-4, HT 1, DH 1-2, HD 1).

For instance the following verbatim shows that cases of violence, exploitation and sexual abuse in schools happen almost always and yet they go unreported because pupils fear to report them if they cannot produce evidence to substantiate their claims.

Participants FG 1: *These things do happen almost every time. But you see, it is difficult to report. When you go to report, they will ask for evidence and if you cannot produce the evidence, then nobody can believe you. So we just forget about it* (interviewed on 25th March, 2021).

Another sub-theme that emerged from the study was that, the pupils lacked confidence in their school administration which made them not to report these cases. Participants in focus group two highlighted that there are always cases of violence by teachers in schools. The

pupils however, do not report these cases because they have no confidence in the school's administration. In their understanding, the schools' staffs are invariably never on their side.

Participants FG 2: *These things always happen and we just no longer report any violence unleashed upon us for obvious reasons. Every other time when we have tried to report, it backfired and we were the ones to be blamed. Teachers team-up against us and that is the last thing you want to experience as pupils* (interviewed on 26th March, 2021).

Additionally, another theme emerged concerning the underreporting of these cases. As can be noticed from the following verbatim that the schools' administration tends to be protective of their teachers when issues of sexual abuse are reported which makes the pupils to lose confidence in the administration and resort to keeping silence. It is also worth noting that teachers are not always the perpetrators of sexual abuse. Sometimes, they simply fall in the trap set by pupils who want to be associated with teachers for various reasons such as firm, money, good grades among other things.

Participants FG 3: *Yes we have had a number of cases of sexual abuse here at this school. Actually, yesterday two girls were fighting over a teacher. Most girls at this school refuse to date their fellow pupils. They say that these boys cannot give them anything. Thus, they like going out with male teachers. The school administration usually protects the teachers when these issues are reported. They just tell us that we shall investigate and mostly it dies out just like that. So sometimes reporting is just a sheer waste of time* (interviewed on 29th March, 2021).

Furthermore, labelling of pupils by teachers was another sub-theme that emerged from the findings. It is apparently clear that some schools have earned themselves bad reputation such that sometimes teachers do not even take time to know their students and make informed decisions regarding how they handle each one of them. On the contrary, they generalise what they have heard about the school to the pupils and treat them likewise. The following verbatim shows how teachers label the children and the subsequent reason of not reporting

Participants FG 4: *Yes these things happen in schools including our school here. Some of us have been victims of violence perpetrated by teachers. At this school, you are judged before you are even known, some teachers will just look at you and judge you by your hair cut that you are very bad before they even talk to you. The headteacher here is very open and he helps when you report such cases. But usually, it does not end well. Once you report, the*

perpetrator will tell his/her colleagues and then it means, your class will be demonised and some teachers will stop coming to teach. This is why we do not report these cases most of the time, unless extreme cases (interviewed on 30th March, 2021).

The Deputy Headteacher in responding to the prevalence of violence, exploitation and sexual abuse highlighted that these cases happen in schools as can be seen from the verbatim below.

Participant DH 1: You know a school is a community of different people. And every community experiences its own challenges. For schools, the aforementioned are some of the challenges that we encounter once in a while (interviewed on 25th March, 2021).

Additionally, the other Deputy Headteacher also responded in the affirmative to show the prevalence of the cases under discussion although he went on to highlight that it had taken a long time since they received any reports relating to violence and sexual abuse.

Participant DH 2: Yes in schools these things happen from time to time. However, our school has been lucky for the most time I have been here. We have not had any such happenings in a long time now (interviewed on 29th March, 2021).

Another sub-theme that emerged from the findings was that, girls couldn't report these cases when they are the ones who wanted it in the first place. The Head of Department from one of the girls' school highlighted one of the reasons why these cases are underreported in schools. According to her, the majority of the cases are those where the pupils push the teachers to start sexual affairs with them. And because this is done wilfully by the learners so that in return they can receive some favours from the teachers, they find no need to report.

Participant HD 1: These things do happen and not only in schools but even at home. I have been at this school for the past 20 years and we have dealt with these issues more often than not. These girls usually take themselves to these teachers and that is why they cannot report (interviewed on 26th March, 2021).

Table 4.3.1.2 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> Cases of violence, exploitation 	<ul style="list-style-type: none"> Pupils afraid to report Pupils' loss of confidence 	<ul style="list-style-type: none"> Underreporting of cases of violence, exploitation and

<p>and sexual abuse in schools happen almost always.</p> <ul style="list-style-type: none"> • Teachers team-up against pupils • Administrators are protective • Girls entice male teachers 	<ul style="list-style-type: none"> • Teachers judge children before knowing them • School administrators don't pay much attention to the pupils • Girls think it is a normal practice 	<p>sexual abuse</p> <ul style="list-style-type: none"> • Pupils lack of confidence in their school administration • The schools' administrators tend to protect their teachers • Teachers label their pupils • Girls couldn't report sexual relationships with their teachers when they are the ones who wanted
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From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: underreporting of cases of violence, exploitation and sexual abuse, pupils lack of confidence in their school administration, the schools' administrators tend to protect their teachers, teachers label their pupils, girls couldn't report sexual relationships with their teachers when they are the ones who wanted.

4.3.2 Perpetrators of violence, exploitation and sexual abuse among children in secondary schools

The researcher wanted to find out who the perpetrators of violence, exploitation and sexual abuse among children in secondary schools are. To achieve this, he put the question to the participants who gave their various responses as presented below. From the responses that were given, two sub-themes emerged. On one hand participants pointed out that mostly, the perpetrators of violence, exploitation and sexual abuse are people with authority such as teachers. It appears that the authority that the offices they occupy grant them is sometimes abused for selfish reasons. Sometimes they use this authority to sexually and or physically

abuse the pupils while at other times they use it to unfairly treat them. This can be seen from the following verbatim quotations:

Participants FG 1: *At this school, teachers are just like that. On one hand if they like you, usually because you have a nice structure, a beautiful face, they will start bringing you closer to them. It is easy for everyone to notice because every time they come to class, that person will be the first to be called out. They will be sending the same person carry books to and fro the staffroom among other things. Trouble comes in when the person rejects their proposals. They manifest perfect hatred towards the person; they make sure that the performance in their subject is also negatively affected. And on the other hand if they don't like you, perhaps because you are poor, they will hate you for no reason and mistreat you* (interviewed on 25th March, 2021).

It can be seen from the report by participants in focus group two that teachers usually misuse their power to satisfy their selfish desires.

Participants FG 2: *Teachers have a clever way of shutting you up and breaking you down. If they don't like you, they will first begin by painting you black so that when they descend on you, you will have nowhere to confide and ultimately make you feel that you deserve all the bad words and the punishments. There have been moments when we have been chased from class and we cannot do anything about it* (interviewed on 26th March, 2021).

On the other hand, it was pointed out that pupils sometimes provoke teachers to behave in the manner they do. In the case of girls, it was reported that some girls have made it business to date male teachers. When a male teacher, especially a young male teacher goes to their classroom, they will try to pull up their skirts and expose their cleavage and sit in any seductive way possible to attract the attention of the teacher they want to entice. Participants in focus group three highlighted that due to the continuous professional misconduct by teachers, the situation has been perpetuated to the extent where pupils have come to accept it as normal to be proposed by teachers. The following are verbatim quotations from the responses of the participants to support the findings above.

Participants FG 3: *Both teachers and pupils make these things to happen, but it is so much on the teachers which has consequently made pupils to start thinking that it is normal. But again, sometimes you cannot even blame the teachers. Some of these girls in our classes, when they just know that the forthcoming period is for a particular teacher in whom they*

have interests, they unbutton their shirts to leave their breasts visible, they fold their skirts in the waist to make them shorter and leave the thighs exposed. And then during the lesson, they change their accent and seek too much attention. So sometimes it is just the pupils, who force the teachers to do some of these things (interviewed on 29th March, 2021).

Furthermore, in some cases where pupils are having sexual affairs with teachers, they begin to lose respect for the elderly. This makes such pupils, especially girls to become so familiar with almost all teachers such that they can speak and behave anyhow. This is what usually leads to some teachers becoming violent in trying to instil discipline.

Participant HD 1: *It is from both ends. Sometimes these children become too familiar with some teachers and think they can behave in the same manner with other teachers. This, sometimes forces some teachers to react with violence, either verbally or physically. Touching on sexual abuse, last year, there was a student teacher who was allegedly displaying huge sums of money in the classes where he was teaching. He was telling the learners that whoever wanted the money should follow him at his place. We came to learn about this long after he had left that he was sexually abusing three of the girls from grade twelve (12). As a matter of fact, these girls took themselves to his place to go and get the money. So you can see professional misconduct on the part of the teacher and the love for money on the part of pupils. That is why I said that it is from both ends (interviewed on 26th March, 2021).*

Table 4.3.2.1 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> • Teachers have authority • Development of learned helplessness 	<ul style="list-style-type: none"> • Misuse of given authority by teachers • Pupils believe they cannot resist 	<ul style="list-style-type: none"> • Abuse of authority by teachers and administrators • Pupils consider sexual relationships to be normal in schools

From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: Abuse of authority by teachers and administrators, pupils consider sexual relationships to be normal in schools

4.3.3 Experiences of pupils subjected to sexual abuse

Once again, the researcher asked the participants in the focus group discussions if they had been subjected to sexual abuse by either teachers or any other person. The researcher also asked the schools' administrators in the semi-structured interviews if they had dealt with any cases of sexual abuse involving their staff members and pupils. The findings were that, from the schools' administrators' point of view there were few to no cases of sexual abuse in the schools, while from the learners point of view, sexual abuse was something they were learning to live with. In trying to bridge the gap between the information from the pupils and the school's administrators, the researcher asked the students in FG 3 and 4 why the school's administration seemed not to be aware of these issues and compared the responses from FG 1 and 2. Once again, the theme of underreporting emerged. The researcher was curious to understand why pupils would prefer remaining silent after being abused to reporting the perpetrators to the higher authorities. The participants shared that, they were afraid, afraid to tell the school authorities, their guardians, and sometimes even their parents. This fear, according to them was emanating from previous experiences where, when they reported a serious issue to either of the above and they were blamed for being in the wrong. Thus, the sub-theme that emerged from the above theme is that pupils usually have fear to report issues of abuse because they are usually blamed if they report.

4.3.3.1 Fear of being blamed to be careless and in the wrong

Therefore, a sub-theme that emerged from the overriding theme above is that the pupils usually have fear of being blamed for something they did not willingly do. Most participants from FG 1-4 who indicated having been subjected to either physical or sexual abuse, majority of them did not report the abuse, not to the school authorities neither to their guardians or parents. The explanation for concealing the abuse was that, the first instincts of the school administrators is to shield and protect one of their own. And therefore, if a pupil will be strong enough to go and report any such issues, they should carry with them enough tangible evidence to prove their case, which in the majority of cases pupils do not have. Turning to parents and guardians (especially those that are not very much exposed or educated), participants stated that, they find it difficult to believe that teachers can sexually abuse the pupils. Therefore, they blame it on them. And to avoid being blamed and being thought of as

careless, they resort to keeping quiet. The following are verbatim quotations from the responses of the participants to support the findings above.

Participant FG 1: *When I was in tenth grade, there was this teacher who liked me. Every time he came to class, he had to check if I was present. He could send me to carry books for him and other things. One day he called me and asked me if we could be friends, I reluctantly agreed. He got my phone number and began to call frequently, I told my elder sister about it and she cautioned me against it. I tried to avoid him but it did not work. When schools were closing, he called me to meet him somewhere and emphasised that it was very important that I should meet him. When I found him, he asked to walk along and took me to his apartment, and there he raped me. I was afraid to tell my sister because she was going to blame me especially that she cautioned me earlier and there was no one I could tell at school. I would tell my mother about it a week later when visiting in Chipata for a holiday. After taking me to the hospital for pregnancy and HIV tests both of which were negative, my mother could not do anything about it (interviewed on 25th March, 2021).*

Additionally, another theme that emerged was that, those teachers who abuse their authority always begin by trying to be nice to the pupils they would later abuse, in cases of sexual abuse. They continue with this behaviour for an extended period and then subsequently when an opportunity arises to abuse, they seize it as can be seen from the following verbatim. It is also clear that the pupils do not have confidants among teachers and unfortunately sometimes, even at home. This makes it difficult for them to report cases that seem to be sensitive.

Participants FG 3: *One of the teachers had been asking me to collect some past papers form him to aid my studies. He would always compliment me in class and act nice towards me. I did not pay much attention to it because I thought he was just being a caring teacher. This went on for some time until one day he called me to his office and something strange happened. When I entered, he locked the door and began to tell me how much he loved me. I did not know what to say but forced a Thank you out of my mouth. He then hugged me and began to touch me everywhere. I asked him to let go of me then he began to kiss me. I protested and I began to cry and told him I would scream. He stopped kissing me but still held me so tightly and told me not to tell anyone about it. I was very confused that day. I left his office and went back to class. I didn't tell anyone about it because I was afraid they would blame me, and I did not tell anyone at home either for the same reason. But at home they*

noticed I was not myself, they asked me what the problem was but I did not open up (interviewed on 29th March, 2021).

Although the cases of sexual abuse among boys are very minimal compared to girls, it should be noted that they exist as can be seen from the following verbatim. The sub-theme that emerged here was that few boys experience sexual abuse in secondary schools.

Participants FG 2: *Just at the beginning of this term, one of the female teachers had asked me out. She is single, so she likes me. One day she told me to help her carry some stuff to her place, something I willingly did. When we reached there she began to tell me some nice things and that is how we did it. I could go there on some weekends but I became addicted to having sex with her so she stopped allowing me to visit her until she went on transfer. I never thought of reporting this because I was enjoying myself (interviewed on 26th March, 2021).*

Although pupils do not often report cases of sexual abuse, it is clear that those who are interested to know will know, as there are indications to point to the problem that a child might be going through. This is according to the findings in the following verbatim where teachers observed some changes in the child who was undergoing sexual abuse. The sub-theme that emerged from the above was that the behaviour of a sexually abused child usually changes.

Participant HD 1: *Usually we do not know about these relationships. Like I said earlier, in the case of the student teacher who was displaying money in class. We came to know about this long after he had gone. So we have not received reports of teachers sexually abusing pupils. But we have received a number of reports of sexual abuse from home. Last year, one of the children from grade ten (10) was being abused by the father. She even fell pregnant. When we summoned him, he said that after his wife died, and he forgets that when he comes home drunk. The child resembles the mother too much, so he thinks it is his wife, which is why he sleeps with her. We intervened as the school until he was arrested and sadly he died in his sixth month in prison. What makes this very sad is that, the child did not report the issue until it was too late. However, teachers had noticed her continued withdraw from class activities, dozing in class among other things. When asked what the problem could have been, she said nothing. You can see from this that there are indications sometimes that can give you hints of what might be happening to the child but it is difficult to tell if they do not reveal (interviewed on 25th March, 2021).*

Table 4.3.3.2 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> • Was afraid to tell • Was reluctant to inform anyone • They would think I am careless • Teachers would always send me • I always feel bad when I think about it 	<ul style="list-style-type: none"> • Parents would not easily believe • Other people would think it was the fault of a victim • Teachers would be nice to some pupils • Children breakdown 	<ul style="list-style-type: none"> • Pupils are usually afraid to report cases of violence and sexual abuse • The pupils fear to be blamed for something they did not willingly do • Before abusing the pupils, teachers begin by being nice to them • There are few cases of sexual abuse among boy children in schools • Behaviour of a sexually abused child usually changes

From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: pupils are usually afraid to report cases of violence and sexual abuse, the pupils fear to be blamed for something they did not willingly do, before abusing the pupils, teachers begin by being nice to them, there are few cases of sexual abuse among boy children in schools, behaviour of a sexually abused child usually changes.

4.3.4 Measures taken to protect children from violence, exploitation and sexual abuse in secondary schools

The researcher's inquiry to the participants regarding measures put in place by the schools to protect the learners from violence, exploitation and sexual abuse in secondary schools revealed that schools have put up enough measures that were meant to protect the learners but which have turned up to be dysfunctional if not inoperative. All the participants (FG 1-4, HT 1, DH 1-2, HD 1) acknowledged the existence of these measures such as the guidance and

counselling sections, the prefecture body among others. However, the information from the schools' administrators and the pupils conflicted in some way. With both acknowledging the existence of these measures, the administrators emphasised the efficacy of these measures while some pupils expressed ignorance about their functioning. In the eyes of the administrators, the measures that have been put in place were very much effective. Unfortunately this cannot be affirmed by the people these measures are meant to protect. Thus, one of the themes that emerged was that pupils were not so sure of the measures their schools had put in place to protect them. Participants from FG 1-4 revealed that they are hardly sensitized about issues to do with child protection. Regarding Guidance and Counselling department, some pupils seemed only to know where it was located and nothing besides that. Others narrated that once in a term, the Guidance and Counselling Department would go round the school to encourage the learners to be studying hard.

Further, another theme that emerged from the findings was that, the people who work in these offices are not firm in executing their duties. In emphasising how ineffective the Guidance and Counselling Department was; participants in FG 1 stated that the people who work in these offices are afraid of their colleagues. When reports are taken to their offices, they would just give assurance that the issue will be resolved and it ends there. The following are verbatim quotations from the responses of the participants to support the findings above.

Participant HT 1: *We have a Guidance and Counselling Department which looks into issues to do with child protection. The teachers in charge are always working to ensure that all the children are safe in school. I should say that whenever we receive new teachers, we make sure that they are properly communicated to with respect to professional conduct in school. The same applies to pupils. We have the forms that learners sign to agree that they will be compliant to acceptable behaviour when they join the school. And this has been working for us* (interviewed on 29th March, 2021).

According to the school administrators, the Guidance and Counselling Department was very much functional and effective. This revealed that, the systems in schools were not as effective as the schools' administrators thought them to be.

Participant DH 1: *The Guidance and Counselling Department that we have is very effective. The Guidance teacher always conducts regular meetings to educate and sensitize the learners on a number of issues that concern their wellbeing, child protection inclusive* (interviewed on 30th March, 2021).

The other Deputy Headteacher also showed similar understanding as can be noticed from the following verbatim.

Participant DH 2: *We have put in place a number of measures to ensure that the learners are in a safe learning environment. Besides the Guidance and Counselling Department, we have selected a few teachers that children can talk to on issues affecting them. Pupils are also encouraged to talk to teachers that they can confide in should they fail to approach the Guidance and Counselling teacher or their respective teachers. And I can tell you that it works perfectly well* (interviewed on 26th March, 2021).

What is apparent according to the findings from the schools' administrators is that measures are there. What is questioned however is the effectiveness of the measures.

Participant HD 1: *What our school has done is to choose what we call a school board. This school board consists of children from all the classes. These pupils are not known by anyone of their peers and only a few teachers know them. These are the ones in charge of reporting bad behaviour from either the teachers or their fellow pupils. They report those children who are answering teachers rudely, stealing, bullying etc. This is besides the Guidance and Counselling Department and Children Security Committee which purely looks into the issues of child protection. These are the measures we have here, and to be honest, they have helped us a lot* (interviewed on 25th March, 2021).

The pupils revealed clearly that the measures that schools have put in place to protect them are not effective according to the following verbatim.

Participants FG 1: *We know that there is a Guidance and Counselling section but it is not active. This year we have not seen them come to make announcements. We see them at least once in a while. They come to encourage us that we should take care of ourselves. There have also been times when we have gone to report incidences where a teacher has proposed to us. When we told her the first time, she just said she was going to talk to the same teacher and assured us that it will be resolved* (interviewed on 25th March, 2021).

Furthermore, other participants in FG1 provided the similar views as the above.

Participant FG 1: *When you report these issues to that office, these people do not do anything about it. They are not firm, it appears they like to protect their friends and if not, then they are just cowards. When I went there to tell her that this particular teacher squeezed my bum,*

she just told me to take it easy and give her some time to talk to him and that was the end of the story (interviewed on 25th March, 2021).

Additionally, in showing the inefficacy of the measures put up by the schools, some pupils showed ignorance regarding what their schools are doing to ensure that the pupils are protected. This is observed in the following verbatim.

Participants FG 2: *We don't know if there is anything the school is doing to ensure our protection is guaranteed. We know that there is Guidance and Counselling Section but we have never seen them do anything, we do not even know anyone who works there* (interviewed on 26th March, 2021).

The participants in FG 4 also provided similar views highlighting the inefficacy of the measures the school had put in place as reflected in the following verbatim.

Participants FG 4: *There are no sensitizations from the school concerning child protection related issues. There was only one time when a certain club of young people visited our school to talk to us about child protection policies in school and how we have to respond to issues of abuse and harassment not only from school but even from home and wherever we are. Sometimes it is just individual teachers who talk to us about these issues and encourage us to protect ourselves and to behave well* (interviewed on 30th March, 2021).

Table 4.3.4.1 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> • The school board • In charge of reporting • They do not do anything about it • Afraid of their colleagues 	<ul style="list-style-type: none"> • The department makes announcements once in a while • The teachers in these offices are not firm • Reports are not swiftly responded to 	<ul style="list-style-type: none"> • Pupils were ignorant about some measures put in place for child protection • Personnel in charge of child protection concerns were not professional in executing their duties

		<ul style="list-style-type: none"> • The measures put in place were not effective
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From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: pupils were ignorant about some measures put in place for child protection, personnel in charge of child protection concerns were not professional in executing their duties, the measures put in place were not effective.

4.3.5 Gaps in the actions taken to deal with child protection concerns

The researcher wanted to find out how the schools handle issues related to child protection concerns whenever they arise. To get this information, the researcher asked all the participants in FG 1-4 and all the administrators about the role that the Guidance and Counselling Section plays in protecting the pupils from violence, exploitation and sexual abuse. The findings were that, administrators were very clear about the roles that the Guidance and Counselling Department should play in protecting the children in school. However, the pupils who need to be protected could not say the same about the Guidance and Counselling Department. As a matter of fact, to most learners the roles of Guidance and Counselling Department was almost limited to sensitization about future career choices.

Furthermore, the researcher was interested to learn about the actions taken by the school to respond to child protection related concerns. Once again, it became apparent that the pupils are not very free to talk to the guidance and counselling teachers on sensitive issues such as sexual abuse. Owing to the foregoing statement, they opt to keep these issues to themselves. Moreover, pupils stated that they sometimes don't find a reason to report issues they know will not be taken seriously. From the administrators' point of view, any issue that is reported to them concerning the welfare of children is treated with the seriousness it deserves. What became clear from the responses from all the participants is that, the chain of communication between the pupils and the administrations of their schools has some serious missing links. Three themes emerged from as can be seen from the above backed by the the following verbatim quotations from the responses of the participants. The themes were: i) pupils did not feel free to discuss issues of abuse to the guidance committee; ii) pupils believed that the schools don't take reports seriously and iii) there is poor communication between the pupils and the school administrators.

Participant HT 1: *The school is very active in the lives of our pupils through the guidance and counselling department. We are always sensitizing and educating our pupils about every important issue* (interviewed on 29th March, 2021).

The Deputy Headteacher of one of the schools also revealed that action against the culprits is always taken.

Participant DH 1: *Some time back we had an experience of a teacher who was physically abusing pupils. This issue reached the guidance teacher who then shared with me. The disciplinary committee decided to suspend the teacher for two months from school and was also asked to write letters of exculpation* (interviewed on 30th March, 2021).

Participant DH 2: *The guidance and counselling department always ensures that the children are well equipped with tools they need to protect themselves. And when pupils report any issue, the department always takes action* (interviewed on 26th March, 2021).

Additionally, another theme that emerged regarding the gaps in the actions taken to deal with cases of child violence and sexual abuse in schools was that schools take too much time to act. The study found that in order for the school to take action against anyone who is reported to have abused any child, the school investigates the cases. However, sometimes investigations take too much time which makes the pupils to think that administrators do not care as can be noticed from the following verbatim.

Participant HD 1: *The guidance and counselling department works together with the security committee on issues concerning the protection of children in school. What usually happens is that, when issues are reported, we assess and see the urgency of the matter and then act. For example, a few weeks ago some children came to report that a certain teacher was punishing them. When they did, they went back happy and were discussing among themselves when the same teacher overheard them. He was so unhappy and came to me fuming that you are the one destroying these children. I asked him to come down and visit my office. He never came to the office and he chased the girls from his class. I kept waiting for him to come to the office, but he never came until I reported him to the Deputy headteacher and subsequently the Headteacher. This issue took over a month to resolve and the teacher was disciplined. So you see, in the minds of the learners, we did not do anything after they reported* (interviewed on 25th March, 2021).

Another sub-theme that emerged was that, the Guidance and Counselling Department was not sufficient to deal with these issues. According to most participants, the Guidance and Counselling Department does not do so much when it comes to child protection related concerns.

Participants FG 1: *In relation to child protection, we cannot state clearly what guidance and counselling department does because we have seen very little. All we keep hearing is that we have to protect ourselves* (interviewed on 25th March, 2021).

The following verbatim reveals similar views as the above.

Participants FG 2: *The guidance and counselling section advises pupils about future career choices. But it does not do anything about protecting us from violence and harassment* (interviewed on 26th March, 2021).

Lack of confidence in the system by the pupils emerged as another sub-theme. The participants in FG 3 revealed that the pupils do not have confidence in the systems that are supposed to be protecting them. This is clear in the following verbatim.

Participants FG 3: *We do not usually report any such cases because we know that they will not do anything about it. When we report, they always want to protect the name of the school and their colleagues. Hence, we find it pointless to report unless it is very serious* (interviewed on 29th March, 2021).

Besides not having confidence in the system, another sub-theme that emerged was that, pupils have no trust in the teachers because some teachers do not exercise professionalism in the manner they execute their duties.

Participants FG 4: *We fear to report these issues sometimes because when we do the teachers we report to do not protect our identity. So when the perpetrators know that we reported them, they retaliate with much anger. That is why we do not feel so free to share our experiences with the guidance teacher* (interviewed on 30th March, 2021).

Table 4.3.5.1 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> . They talk about future 	<ul style="list-style-type: none"> Pupils could not disclose sensitive 	<ul style="list-style-type: none"> Pupils do not feel free to discuss issues

<p>career choices</p> <ul style="list-style-type: none"> • Tools for equipment • The school is very active in the lives of children 	<p>issues to the guidance and counselling teachers</p> <ul style="list-style-type: none"> • The schools took time to respond to reported cases • Measures put in place by the school were not executed rightly 	<p>of abuse to the guidance committee</p> <ul style="list-style-type: none"> • Pupils believed that the schools don't take reports seriously • There is poor communication between the pupils and the school administrators. • The schools take too much time before acting • Pupils have no confidence in their school systems
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From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: Pupils do not feel free to discuss issues of abuse to the guidance committee, pupils believed that the schools don't take reports seriously, there is poor communication between the pupils and the school administrators, the schools take too much time before acting, pupils have no confidence in their school systems.

4.3.6 Effects of violence, exploitation and sexual abuse on children

The researcher wanted to find out how violence, exploitation and sexual abuse have affected those who have been victims. The themes that emerged are expressed in the participants' responses who revealed that those children who have been victims of violence, exploitation and sexual abuse mostly have turned out to be rude, bitter, withdrawn and untrusting. Participants further revealed that victims of violence and sexual abuse experience a dropdown in academic performance. The following are verbatim quotations from the responses of the participants to support the findings above.

Participant HD 1: *Those children who have been subjected to violence tend to be rude and sometimes become bullies. Those who have been victims of sexual abuse usually withdraw*

from their friends and tend to lose focus and concentration, their performance goes down (interviewed on 25th March, 2021).

The Deputy Headteacher also revealed similar views as the Headteacher above.

Participant DH 2: *When the pupils experience physical, emotional or sexual abuse, a lot change about them. These changes bring about loss of concentration and poor results* (interviewed on 26th March, 2021).

The findings of the study clearly reveal that sexual victims truly experience trauma after being abused as can be noted from the following verbatim.

Participant FG 1: *Sometimes I just find myself thinking about the time I was raped and I feel bitter, and I lose focus* (interviewed on 25th March, 2021).

The effects of physical abuse are long lasting. Victims of physical abuse lose focus and develop hate for those who have mistreated them. This causes the victims to stop focusing and make their performance to go down. This is clear from the following revelation of the pupil who was physically abused by the teacher.

Participant FG 2: *If I had an option to stay away from that class, I would do it. It is just that there is nothing I can do. Otherwise, even when I'm attending her class I don't understand anything* (interviewed on 26th March, 2021).

Table 4.3.6.1 showing emerging themes

Key words	Near themes	Emerging themes
<ul style="list-style-type: none"> • . loss of focus • Feelings of bitterness • Experience trauma 	<ul style="list-style-type: none"> • The attention is invariably shifted • The academic performance is affected • Some pupils become bullies 	<ul style="list-style-type: none"> • The victims of abuse lose focus at school and their performance becomes poor • Victims of abuse become untrusting, bitter, rude and withdrawn

		<ul style="list-style-type: none"> • Victims of abuse experience trauma
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From the above verbatim quotations and common key words, near themes analysis were generated and found the following emerging themes: the victims of abuse lose focus at school and their performance becomes poor, victims of abuse become untrusting, bitter, rude and withdrawn, victims of abuse experience trauma.

4.4 Summary

This chapter presented the demographic profile of the participants, demonstrating why the participants were the most appropriate for the study. Furthermore, the chapter presented the findings of the research in line with the specific research questions. The emerging themes were clearly shown in the presentation of the findings. The next chapter will give attention to the discussion of the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter concentrated on research findings. The findings were presented in order of the specific research questions. This chapter gives attention to the discussion of the research findings. The theory Learned helplessness offers a framework by which the findings of this study are discussed. The discussion of the research findings are discussed in order of the research objectives which were to:

- i. Describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district.
- ii. Explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools.
- iii. Explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district.

5.2 The prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools

The findings of the study revealed that violence, exploitation and sexual abuse are very much prevalent in secondary schools. Findings of the study further revealed that school administrators are usually not aware of these happenings in their schools. The school administrators confirmed the prevalence of violence, exploitation and sexual abuse in schools. One of the themes that emerged from here was that, there is underreporting of these cases in schools by the victims. According to the school administrators, in their experiences, the prevalence of these cases was very minimal. This was contrary to the report that the pupils gave. It was clear from the two conflicting findings above that what necessitated the seemingly low cases was underreporting by the pupils. For instance, participants in FG 2 stated that whenever they reported any case of violence perpetrated by the teachers it backfired and the pupils were blamed. This therefore, made the pupils to become reluctant to report any case as they had come to believe that the situation cannot change even if they report but it can rather deteriorate. These findings resonate with Leonard (2019), who argues that learned helplessness is a state that occurs after a person has experienced a stressful situation repeatedly. They come to believe that they are unable to control or change the situation, so they do not try even when opportunities for change become available. Learned helplessness occurs when an individual continuously faces a negative, uncontrollable

situation and stops trying to change their circumstances, even when they have the ability to do so.

The study conducted by Kelly (1986), on child sexual abuse explains that the theory of learned helplessness offers a framework from which to view the dynamics of violence, exploitation and child sexual abuse. Child victims experience feelings of helplessness. The child learns early on in the relationship that he or she is incapable of avoiding sexual advances of the offender. There is always an unequal relationship between a child and adult, which is exploited during sexual abuse. It is this unequal relationship that makes the children to become passive in the face of trauma necessitated by the offenders. They believe that they are helpless and they have convinced themselves that their situation cannot change even if they tried to change it. Therefore, they decide to stay quiet in the face of violence, exploitation and sexual abuse.

Furthermore, other participants from FG 3 revealed that reasons for not reporting any cases of abuse perpetrated by the teachers are that the school administration protects the teachers, and because the pupils do not feel protected, they resort to silence. Additionally, responses from participants in FG 1 indicated that it is very difficult for learners to report any case only in the presence of evidence. From the responses given by participants, it is clear that cases of violence and sexual abuse are very much prevalent in school and pupils do not feel protected, hence they do not report. The above findings are in line with the findings from the study conducted by Equality Now Zambia (2020) on sexual violence in schools which revealed that adolescent and school girls are on the receiving end of these violations, often in traditionally safe spaces such as schools and homes where guardians and caregivers are sometimes the perpetrators. Many girls are raped, sexually abused and harassed by their male teachers and male classmates whenever they go to school. Unfortunately, these incidents are largely unreported owing to the fear of retaliatory attacks, victim shaming as well as an unresponsive legal and education system.

Finkelhor et al (2014) also shows that the prevalence of child sexual abuse is difficult to determine because it is often not reported; experts agree that the incidence is far greater than what is reported to authorities.

From the evidence shown above, it is therefore clear that the cases of violence, exploitation and sexual abuse are prevalent in schools. However, it is difficult to determine the prevalence of the cases due to underreporting of the same by the victims.

5.2.1 Perpetrators of violence, exploitation and sexual abuse among children in secondary schools

According to WHO (2014), violence against children is a public health, human rights, and social problem, with potentially devastating and costly consequences. Globally, levels of violence against children are frightfully high and it is estimated that up to 1 billion children aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect (WHO, 2018). It is apparently clear that cases of violence, exploitation and sexual abuse are indeed among the problems that schools face in today's world. These findings by the World Health Organisation correlate with the findings of this study. For instance, this study revealed that violence, exploitation and sexual abuse in secondary schools are mostly perpetrated by teachers and other people with authority in schools. While in a minority of cases, pupils are also reported to be the perpetrators of violence to their fellow pupils and sometimes to teachers, this research found that mostly, the perpetrators of violence and sexual abuse are teachers.

Other studies have been conducted that hold similar views. For example, a study that was conducted in Latin America on school bullying and academic achievement by Roman & Murillo (2011), argued that violence, in particular physical violence among learners, and physical violence perpetuated by teachers and other staff, do happen in sight of other learners for example, in playgrounds or classrooms or in the context of school sports. These findings above are in line with the findings of this study. For example, participants in FG 2 indicated that there have been moments when they have been chased from attending class for minor offences and there was nothing they could do about it. This happens in classrooms, in full view of the other learners.

Furthermore, the study findings revealed that the teachers could punish the learners unfairly, even for no proper reasons and sometimes just because they belong to very humble families. This resonates with the study by the UN (2014) on Violence against Children which noted that Punishment by teachers may be more likely to target children and adolescents from stigmatised and marginalised populations. The UN study in India further revealed that higher caste teachers may be more likely to denigrate and humiliate children from lower castes. The foregoing statement is in line with the findings of this study. This therefore entails that, sometimes teachers exercise partiality in the manner they treat their pupils in their classrooms. This unfair treatment of pupils is attributed to various reasons such as children coming from humble backgrounds, not being academically strong among others.

The study further revealed that pupils are also culpable for these cases in some way. For instance, sexual abuse which was largely reported among girls and very uncommon among boys was not only perpetrated by teachers but also by girls for various reasons. Other studies have also shown that girls are at a greater risk of sexual abuse than boys. In a study conducted in Australia shows that overall, one in three girls compared to one in seven boys experience some form of sexual abuse in their childhood (O'Brien, 2010). Furthermore, Feiring et al (1999) also revealed that cases of sexually abused boys are rare.

In his study on the effectiveness of schools in challenging contexts, Kakupa (2014:111) stated that “the female pupils in particular, had a special challenge which they voiced out in all the schools the researcher visited. Most of them complained of being enticed into sexual relationships by their male teachers. During a focus group discussion at Munga Secondary School, one female pupil almost broke down as she disclosed that the one thing she hated most about her school was the practice of teachers proposing love to girls. This sad situation made the school environment not safe for the girls. The habit had also led to a perception of favouritism by male teachers towards certain female pupils. The common perpetrators of this vice were the young unmarried male teachers.”

Participants in FG 3 revealed that the sexual abuse was very common in school which made some pupils to begin considering it as a way of life. This is because the practice had been perpetuated by teachers for a long time. Thus, considering the occurrences and the actions taken by the school to deal with the cases as they come, the pupils have over time developed the belief that nothing can be done to stop the practice. Therefore, they have accepted the practice and began to consider it as a way of life. For this reason, some girls would go an extra mile to get the attention of the teachers they want by seducing them through sitting carelessly in class, unbuttoning their shirts to reveal their cleavage among other things.

According to Stipek (1988), a person experiencing learned helplessness learns early on that they have no control over what happens around them. And because of this belief that they cannot control events around them, they lose motivation. Even if an opportunity arises that allows the person to alter their circumstances, they do not take action. Other studies have shown that individuals experiencing learned helplessness are often less able to make decisions (Leornard, 2019). This explains why the pupils had lost interest in reporting cases of violence and sexual abuse by teachers against them. Whenever any such case happens, the

pupils find themselves incapable of making decisions because they think that they have no power to change the situation.

The study further revealed that the girls also were also seducing their teachers which made their teachers to sexually abuse them. This finding is not limited to this study as it has been a topic of discussion by many teachers who teach girls in secondary schools. One teacher in 2017 took it to social media trying to ask for help on how to deal with girls in his school who were trying to seduce him. He was a young male teacher who had spent barely a year at a boarding school in southern province. He lamented that his pupils liked to sit half naked in class whenever he was teaching. He said he had tried to advise them to stop doing that but they never stopped. When reported to his supervisor, he was told that pupils are just like that (Legit, 2017)

Furthermore another study conducted by Tierney (2013), revealed that female students get more familiar with their male teachers especially those who are young. In Tierney's study one of the respondents reported the following:

"As a general rule, I'd say our male teachers were more relaxed around us, and more willing to have fun with us. Granted, there were definitely awkward teachers or moments, but generally I think my male teachers were more interested in being friendly with us. Admittedly, we could get away with more with the male teachers. It was almost like our female teachers knew our game better and weren't willing to play it. I would say generally our female teachers were more uptight and less friendly. They were more interested in getting the job done" (Tierney 2013). This revealed that sometimes the teachers who were culprits of sexual abuse were just enticed by the behaviour of pupils coupled by their professional misconduct. Pupils who were reported to be enticing teachers did it either for money, of fame among their peers.

5.2.2 Experiences of pupils subjected to sexual abuse

The researcher wanted to know if among the participants were any child who had been subjected to violence, exploitation and sexual abuse. The responses from the participants revealed that sexual abuse was most prevalent among girl children and physical abuse was more pronounced among boys. This was apparent from all the four focus group discussions where it was found that from both FGs whose members were girls at least half of them had experienced sexual abuse, ranging from harassment to rape. Unlike the girls, among the boys what was most pronounced was physical abuse. Of all the sixteen boys from the two focus

groups, only one reported of being sexually abused by a female teacher. Yet, there were reports of physical as well as verbal and emotional abuse by teachers towards boys.

The findings above resonate with the findings by Finkelhor et al (2008) in the study conducted by the US department of justice on sexually assaulted children. The study statistics revealed that of all the victims, females constituted the vast majority (89 per cent) of sexual assault victims. Townsend & Rheingold (2013), also give the statistics that are in line with these findings above when they report that, about one in seven girls and one in 25 boys will be sexually abused before they turn the age of eighteen. Therefore, it can be concluded that sexual abuse is more prevalent among girl-children than among boy-children.

The study findings also revealed that the school administrators were not aware of most of these cases due to underreporting of the same cases by pupils. It was further revealed that what causes the underreporting of these cases is the fear of being blamed that pupils have. Whether they had experienced sexual abuse or physical abuse what came out so clear was that, children are afraid to report these cases to their school administrators, parents and guardians. In their words, when they report, they are usually blamed for being in the wrong. It does not matter, whether it is at school or it is at home. And because they are afraid, they usually deal with these issues on their own without the involvement of people that would otherwise help.

Besides the fear of being blamed for something that they did not willingly do, the pupils were also not able to report cases of abuse because they did not feel protected by the school authorities. The participants in FG 1-4 all revealed that, it was difficult to report cases to the school authorities who always required evidence when reporting these cases. The need to provide evidence when reporting cases of abuse serves a very important role of protecting both the victim and the culprit. Without evidence, anyone can accuse anybody for whatever reasons and get away with it. However, when the need for evidence becomes an impediment to children's wellbeing in school, then, it ceases to serve its intended purpose. The participants in FG 1-4 further claimed that school administrators usually protect their colleagues and therefore, make it very difficult for the pupils to air out their grievances by always demanding evidence without giving a listening ear to complaints of the pupils.

Other studies have shown similar findings of children being unable to report cases of abuse. Fact for family guide (2014) posit that children tend to be afraid to tell anyone what happened and the legal process of reporting may be difficult, hence contributing to the silence. The

barriers to disclosure of cases of abuse especially sexual abuse, have been summarised into two categories; internal and external barriers. Regarding the internal barriers, in a recent study by Winters et al (2020), they argue that the most commonly cited internal obstacles to disclosure included emotional distress and perceptions regarding the severity of the abuse. When asked to select reasons for not informally disclosing, participants cited emotional reasons such as shame, self-blame, fear, disbelief, emotional distress, avoidance and confusion as the reason they did not tell others. These findings were also reflected in participants' responses regarding disadvantages of formal disclosure to law enforcement, with nearly one-fifth indicating that emotional distress relating to the formal reporting process prevented them from reporting to law enforcement. Indeed, it is well-known that child sexual abuse can cause a constellation of negative emotions and that these strong emotions understandably impede a victim's ability to share their experience with others (Arnow, 2004; Thompson et al., 2002; Townsend, 2016).

Additionally, there are also external obstacles to disclosure of sexual abuse cases. Winters et al (2020), posits that there were numerous externally based obstacles to disclosure, such as: (1) the potential social repercussions for the victim; (2) the reporting, investigation and prosecutorial process itself; and (3) the impact it may have on the perpetrator. When victims were asked about reasons they did not informally disclose, many indicated they feared the social ramifications, such as upsetting others or not wanting to be disloyal to their families. Indeed, research has shown that a significant proportion of individuals who tell someone about their sexual abuse report suffering negative social consequences as a result of their disclosure (Ahrens et al, 2007; Ullman, 2010).

Regarding the reporting process itself, victims expressed hopelessness and helplessness in the disclosure process, such as perceived lack of proof, fear of not being taken seriously and fear of being revictimised. Moreover, when asked specifically about disadvantages to reporting to law enforcement, some described fear that they would not be believed or supported, as well as the overall distress of the reporting process itself (e.g., it is a long process, prosecution or conviction may be unsuccessful, the victim is required to retell the story numerous times). Unfortunately, these fears are not always unwarranted. Research has shown that the formal reporting process itself can result in revictimisation (e.g., Ahrens et al., 2007; Ullman, 2010). For instance, victim blaming often happens during disclosure and can have debilitating psychological consequences for the victim, including psychological and somatic symptoms, as well as relational challenges (Ullman, 2010).

According to the literature and the findings above, it is clear that children experience learned helplessness in the way they respond to issues of violence and sexual abuse. This is due to being exposed to such problems for an extended period of time which has resulted in them learning that responses and events are unconnected. And learning that is acquired in this manner weakens imminent learning and leads to inactivity. Consequently, they have become unsuccessful to resolve any concern even if there is a possible solution for the concern.

5.3 Measures taken to protect children from violence, exploitation and sexual abuse in secondary schools

In line with the second objective of the study, the researcher wanted to know what measures the schools had put in place to ensure the protection of children from violence, exploitation and sexual abuse. The study revealed that schools have put up enough measures that were meant to protect the learners. However, the measures that schools had put in place were found to be dysfunctional if not inoperative. For instance, all the participants (FG 1-4, HT 1, DH 1-2, HD 1) acknowledged the existence of these measures such as the guidance and counselling sections, the prefecture body among others. However, what revealed that these measures were dysfunctional and or inoperative were the responses from participants in the FG 1-4. The school administrators confirmed the existence of the measures and affirmed their efficacy thereof. However, participants from FG 1-4 revealed that these measures were just existent on paper and not in reality. For instance, the school administrators mentioned of programmes such as sensitization that were intended to address issues related to child protection. However, when the pupils were asked if sensitizations are done, they said, their schools rarely sensitized them.

From the information provided by the participants, it is clear that the measures that these schools have put up in place to ensure the protection of pupils in schools are not very effective. For instance, all schools reported the presence of the guidance and counselling section whose mandate was to sensitize the pupils on child protections related issues. However, the findings revealed the inefficiency of this department as reflected in the measures that were put in place by the same department. It is evident that the measures by the guidance and counselling section are not adequate to provide protection for the pupils in schools. According to the findings, it is apparently clear that there is a lot of inconsistencies in the manner these measures are executed. For instance, most participants revealed that they are not sensitized by the school on how they should protect themselves from cases of violence and sexual abuse.

The findings of this study are contrary to the findings and measures that have proved to be effective in ensuring the protection of children in schools. For instance, Wurtele (2008) argues that in order to be able to protect themselves from unwanted advances by adults, minors need to be able to recognize inappropriate behaviour as such and to respond to it accordingly. Therefore, a policy mix of behavioural prevention and structural prevention is necessary. Prevention programs which are specifically geared towards minors most often take the empowerment approach. Of central concern in this approach is acquiring skills for self-protection which are conveyed via concepts and practical exercises, such as saying no, avoidance, running off and reporting. These four skills are at the centre of training programs for the prevention of sexual abuse and have proven effective. Minors themselves have perceived and evaluated them as positive. Through these training programs, they learn to recognize situations which endanger their personal safety, to avoid similar situations, to escape the danger and afterwards to immediately tell a trusted adult (behavioural prevention), but on the base of a long-term effectiveness it is also important to know which adults are trustworthy and to have such adults available (structural prevention). These adults might be for example school-psychologists or liaison teachers in schools. From the foregoing, it can be deduced that schools have not put up in place measures that work regarding the protection of children from violence, exploitation and sexual abuse.

Furthermore, this study also revealed that the Guidance and Counselling Department which school administrators believed was taking care of child protection related concerns was limited in many respects. For example, some participants revealed that if the guidance and counselling section would speak to them, it was perhaps once in a term or even in two terms and the sensitization usually bordered on future career choices.

Additionally, the pupils expressed their lack of confidence in the people who worked in these offices, stating that they were not firm and not very professional. This was originating from the pupils' experiences were they reported some cases which ended only with assurance that they will be worked on and then nothing happened.

This therefore, entails that that there is need to reform the guidance and counselling departments by schools in order to be able to work effectively. Akinade, et al (2005) posit that the guidance committee should include staff members who are committed or interested or have been trained in seminars or workshops on administration of guidance and counselling, vocational guidance or the use of psychological testing. Using such personnel

will make the teachers involved feel a sense of belonging and being recognised. Members of the committee are to perform the following functions as:

i. Identifying staff and student needs and categorising them, ii. Drawing up agenda termly and yearly about counsellor (planning a calendar of activities), iii. Acquiring needed resources: identifying useful strategies and office accommodation and needs, iv. Carrying out programmes, v. Giving feedback regularly to the principal and School, vi. Seeing to adequate funding and managing of resources and vii. Evaluating the implemented guidance programme. The guidance committee should start with simple, less costly and demanding guidance activities. The programme should be planned to reveal progression, flexibility and continuity. It could be planned to start the first day or week in school and on the last day in school. It should be cumulative in nature (Bojuwoye, 1992).

5.4 Gaps in the actions taken to deal with child protection concerns in secondary schools

The third objective of the study was to explore the gaps in the actions taken to deal with child protection concerns in secondary schools. The study sought to find out how schools handle child protection related concerns when they arise. The findings of the study were that, the schools receive very few to no reports of abuse in their school. This did not mean that there are no cases of violence, exploitation and sexual abuse taking place in these schools, but that the pupils have no confidence in their school administration to protect them. For instance, participants in FG 3 stated that the school always wants to protect its image and therefore, the administrators do nothing about the cases when they are reported. Furthermore, participants in FG 4 revealed that they are usually afraid of reporting these cases owing to the fact that their identities are not protected; after the victims report these issues, the perpetrators will get back at them and make their lives in school miserable. This showed that most children do not feel free to report and discuss cases of abuse with the responsible authorities in school.

The above clearly reveal learned helplessness on the part of the learners. There is more to understanding of learned helplessness in this situation. According to Stipek (1988), children with learned helplessness have their competence almost entirely destroyed. They lose confidence within themselves because they experience failures, leading them to believe they are failures. They might feel competent about something at first but if they fail in that activity they won't bother to try it again for fear of failure. The foregoing is true of the children in this study. For instance, some children reported to have tried to report cases of abuse in the past, and in their understanding, nothing was done. This eroded their confidence in their leaders

and in their ability to stand up against the wrong. They started believing that they have no power to change the situation. Not only does this affect their social life, it also affects their academic achievements. The children experiencing learned helplessness also lose autonomy according to Stipek (1988), who argues that children with learned helplessness have faint autonomy. They feel as though they have no control over their environment because no matter how hard they tried in the past, they never succeeded. Therefore, they stop trying almost in everything and this will affect their individual growth and development in a social world.

The study further revealed that school administrators usually take action when reports of abuse get through to them. However, before taking action, they take time to investigate the case before they can decide on what action to take. Thus, because of the length of time that some cases may take, the pupils conclude that the school administrators do not take action. Therefore, from the foregoing argument, it can be concluded that the communication between the pupils and the school administrators is very poor.

The findings above are in line with the study that was conducted in Canada whose findings demonstrated that teachers included a broad range of behaviours in their own “theoretical” definitions, but preferred informal intervention over formal reporting. Although there is no statistical relationship between definitions and reporting, it seems clear that the decision to report involves the interplay of definitions, institutional response, and teachers' experiences with a range of reactions and personal trials. Reporting is also complicated by teachers' disciplinary role, by their concerns for establishing reasonable grounds, and by the perception that some cases can be handled more effectively by the school, without the intervention of Child Protection Services (Tite, 1993).

5.4.1 Effects of violence, exploitation and sexual abuse on children

One of the emerging themes from the study was the effects of violence, exploitation and sexual abuse on children. The researcher wanted to know how those children who were victims of violence, exploitation and sexual abuse were affected. The participants' responses revealed that those children who have been victims of violence, exploitation and sexual abuse mostly have turned out to be rude, bitter, withdrawn and untrusting. Participants further revealed that victims of violence and sexual abuse experience a dropdown in academic performance.

These findings above are in line with other studies that have been conducted around the world. In one study about the effects of sexual abuse on children, DeFrancis (1969) reported that the victims of sexual abuse were emotionally disturbed by the molestation. DeFrancis (1969) further noted children who were sexually abused showed behavioural disturbances such as active defiance, disruptive behaviour within the family, and quarrelling or fighting with siblings or classmates. Guilt and shame are other frequently observed reactions to child sexual abuse (Anderson et al, 1981).

Sexual abuse is also cited as having an effect on self-esteem. Fifty-eight percent of the victims in the DeFrancis (1969) study expressed feelings of inferiority or lack of worth as a result of having been victimized. However in a surprising finding, Tufts (1984) researchers, using the Purdue Self-Concept Scale, found no evidence that sexually abused children in any of the age groups had consistently lower self-esteem than a normal population of children (Finkelhor & Browne, 1988)

5.5 Summary

This chapter gave attention to discussing the findings of the study in line with the objectives of the study guided by the theoretical framework. The study outlined the prevalence of violence and sexual abuse in secondary schools, revealing the challenges of ascertaining the prevalence of the cases due to underreporting of the same by victims. The chapter further discussed the perpetrators of violence and sexual abuse in schools. The study findings revealed that mostly, these cases are perpetrated by the teachers and people of authority in schools. However, as children keep on experiencing these issues of violence and sexual abuse, they develop learned helplessness and begin to believe that it is normal to have sexual relationship with their teachers.

The chapter also discussed the measures that schools have put in place to ensure the protection of children. These measures were found to be ineffective, inadequate and sometimes inoperative. The chapter also explored reasons for not reporting cases of abuse by the victims which also revealed elements of learned helplessness by the pupils. It was further discussed that schools always take into consideration of all the reports submitted by pupils or parents regarding child related concerns. However, before action can be taken, they have to undertake thorough investigation to be sure of what action to take, and this may take a long period of time which makes the victims to lose confidence in the process, thereby believing

that there is no difference whether cases are reported or not. In the end this chapter also discussed the effects of violence, exploitation and sexual abuse on children.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The previous chapter gave attention to the discussion of the research findings. The research findings were discussed in the light of the theoretical framework in order of the research objectives. This chapter provides a conclusion of the study and possible recommendations. Based on the study, the following conclusion was drawn:

6.2 Conclusion

Children in schools experience violence, exploitation and sexual abuse. The victims of sexual abuse are mostly girls. This study found that girls are more at risk of sexual abuse than boys. From sixteen participants consisting of boys only one boy was sexually abused compared to the sixteen participants consisting of girls whose statistics showed that more than half of them had been either harassed or abused sexually by teachers. Additionally, the study also found that, most boys experienced acts of violence from their teachers, ranging from beating, to bad words, to being chased out of the classroom for extended periods.

Further, the study found that the perpetrators of violence, exploitation and sexual abuse in secondary schools are usually teachers. However, the study also revealed that sometimes these cases are perpetrated by the pupils who entice the teachers in order to get favours from them in form of money and sometimes good results.

Therefore, the study established that children in schools are experiencing violence, exploitation and sexual abuse and yet these issues are not reported to the school authorities or even to the parents in real time if they are reported. Reasons for not reporting are that, (1) children are usually afraid to report these issues because they are afraid of being blamed that they are the cause. (2) The children do not trust the authorities enough to confide in them because they believe that teachers and school administrators always protect themselves and the image of their respective schools. And (3) children do not report cases of abuse because they believe that authorities do not take action.

The study also established that children develop learned helplessness early on in their interactions with their teachers. This makes it difficult for them to report any cases of abuse to the school administrators because they believe that their actions do not matter. Thus, in the face of danger and oppression, they remain passive and feel helpless, believing that they cannot do anything to change the situation even when they can.

The study also established that schools have measures in place to ensure that children are protected. However, these measures are not effective and need to be revisited and revised if not reformed. Furthermore, Schools usually take a lot of time to take action on issues concerning child abuses. This makes the children to lose trust in the credibility of the disciplinary process. It was also apparent from the study that children who have experienced violence, exploitation and sexual abuse tend to be bitter, untrusting, withdrawn and become poor performers at school.

6.3 Recommendations

Based on the findings of this study, the researcher provides six (6) recommendations.

- i. The government through the Ministry of General Education should strengthen the child protection policies in schools. This will equip the children with tools to face issues violence and sexual abuse with confidence. This will further help the learners to know that they are protected when they are in schools and thereby instilling confidence in them.
- ii. School administrators should always ensure that their teachers are professional enough to uphold high ethical standards in the manner they deal with their pupils.
- iii. The government through the Ministry of Higher Education should introduce a course in guidance and counselling to equip teachers in training colleges and universities with tools to help the learners open up whenever they are having challenges that might be sensitive to disclose.
- iv. School administrators should get more involved in the activities of the guidance and counselling department rather than just receiving reports that sometimes may not present the reality on the ground.
- v. The school administrators should ensure that they put up committees that can work in a transparent manner and be able to deliberate on issues related to child protection without taking too much time.
- vi. Teachers who interact with these children should be encouraged to report if they notice any significant change in behaviour in their pupils, especially if they notice a dropdown in performance, signs of withdraw or becoming rude without any proper reason.

6.4 Contribution to knowledge

The safety of children in every setting is of paramount importance. Children deserve to be protected from anything that may bring injury of any form to them, regardless of their background, race or social status. However, research shows that millions of children around the world are at risk for violence, abuse, and exploitation. There are several threats to the safety of children, most of which are interconnected. Therefore, this study focused on the practices of secondary schools in ensuring the protection of their children in Lusaka district of Lusaka province of Zambia. The study was guided by the following objectives: i). Describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district. ii). Explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools. iii). Explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district. This study employed a qualitative methodology guided by a case study design in the light of learned helplessness theory. Additionally, the study adopted systematic and purposive sampling techniques to enrol four secondary schools and to enlist thirty-six (36) participants respectively.

This study has contributed knowledge to the body of literature on child protection related issues through the following: (i) The findings of the study revealed that violence, exploitation and sexual abuse are very much prevalent in secondary schools, although it is difficult to ascertain the prevalence because of under-reporting of these cases by the pupils. (ii) Cases of sexual abuse were found to be more prevalent among the girls and cases of physical abuse were more pronounced among the boys. (iii) Teachers are usually the perpetrators of these cases.

In light of the foregoing, the study made the following recommendations (i). the government through the Ministry of General Education should strengthen the child protection policies in schools, ii). The government through the Ministry of Higher Education should introduce a course in guidance and counselling. (iv). School administrators should get more involved in the activities of the guidance and counselling department rather than just receiving reports that sometimes may not present the reality on the ground. (vi). The school administrators should ensure that they put up committees that can work in a transparent manner and be able to deliberate on issues related to child protection without taking too much time. (vii). Teachers who interact with these children should be encouraged to report if they notice any

significant change in behaviour in their pupils, especially if they notice a dropdown in performance, signs of withdraw or becoming rude without any proper reason.

6.5 Future Research Areas

There are numerous challenges that come with conducting a research alone. This research was not an exception as it was conducted by one person. Time among other resources was one of the major challenges that the researcher experienced. This meant that the research could not address all the issues and problems associated to the topic under investigation. The following is therefore suggested for future research:

- i. Since this study involved only four schools, all of which were government owned, further studies can be conducted on a large scale such as on national level catering private schools as well to get a better understanding of the issues under study.
- ii. Young male teachers were singled out especially, for proposing sexual relationships to girls. Conducting a study to explore the experiences of girl children with young male teachers in schools would help gain an understanding of what girls go through in secondary schools.

6.6 Summary

This chapter has provided the conclusion and the recommendations of this study. The conclusions were made based on the findings that this study discussed. The recommendations were arrived at after analysing the themes that ensued and were assumed to be responding to the problems that were presented by the study.

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APPENDICES

Appendix A

Focus group interview schedule for Grade Twelve (12) Learners

Dear participant,

My name is Likumbo Luckson a Zambian male student at the University of Zambia pursuing a master's degree in peace, leadership and conflict resolution under the school of humanities and social sciences. This research I am conducting is part of my academic requirement. The main objectives of carrying out this study is to describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district, explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools and explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district.

There is no direct benefit to you anticipated from participating in this study. However, it is hoped that the information gained from the study will help in adding knowledge and literature on violence, exploitation and sexual abuse among children in secondary schools. Schools, Child welfare services agencies and Non-Governmental Organizations could benefit from the results of this study by using the information to implement sound policies. It is also hoped that the information or data generated by this study will help reduce the rate of violence, exploitation and child sexual abuse.

Kindly be assured that your identity in this study will be kept confidential. No name or any of your personal details will be disclosed, therefore to explain on the findings, the term "participant" will be used. Further, your decision to participate should be done out of your willingness to contribute to this study. In an event where you are uncomfortable to participate in this research, you have the right to decline or withdraw from participating at any time without penalty. By signing this form, you are agreeing to be part of the study. Your truthfulness in your responses will be of great importance to this study as it will enhance accuracy in the findings.

SECTION A: BACKGROUND CHARACTERITICS

Sex of respondents:.....

Age:.....

Time of interview:

Section B: Prevalence of cases of violence, exploitation and sexual abuse among children / learners

1. Would you agree that some children in most schools experience violence, exploitation and sexual abuse?
If the answer is yes, explain what you know.
2. Have you had any cases of violence, exploitation and sexual abuse as pupils at this school?
3. If the answer is yes to question one, would you describe how often this happens in a term?

4. Have you heard of any of violence, exploitation and sexual abuse among your friends?
5. If the answer is yes, would you describe how often this happens in a term?
6. Do you report cases of violence, exploitation and sexual abuse when they occur to the school administration or to other teachers within the school?
7. Who are the perpetrators of violence, exploitation and sexual abuse among children / learners?
8. Have you been subjected to sexual abuse by a teacher or any other person?
9. Have any of your friends or school mates been subjected to sexual abuse by a teacher or any other person?
10. Are there any reported cases of sexual relations between staff members and learners at this school?
11. Have you or do you know anyone who has been harassed by teachers or any person?
Probe
12. Has any parent or guardian logged any complaints to the school management regarding violence, exploitation and sexual abuse of children / learners?
13. What do you think are the causes of child sexual, violence and exploitation in schools?

Section C: Measures taken to protect children from violence, exploitation and sexual abuse

14. Are there any measures taken to protect children from violence, exploitation and sexual abuse at this school?
15. What measures have been taken to protect children from violence, exploitation and sexual abuse at this school?
16. How effective are the measures?
17. In your own opinion, what other measures can be taken to protect children from violence, exploitation and sexual abuse at this school?
18. Are children or learners sensitized about violence, exploitation and sexual abuse at this school?
19. What measures have been put in place by the Ministry of General Education to protect children or learners from violence, exploitation and sexual abuse in schools?
20. State some ways through which child sexual abuse can be prevented/reduced in schools?

Section D: Gaps in the actions taken to deal with child protection concerns

21. What role does the guidance and counseling section play in protecting children from violence, exploitation and sexual abuse at this school?
22. Do learners freely talk to guidance and counseling teachers regarding violence, exploitation and sexual abuse at this school?
23. What are the consequences of child abuse, exploitation and neglect?
24. What are some of the gaps in the actions taken to deal with child protection concerns?

Thank you for your time and for taking part in this study. Every piece of information you have shared would go a long way to shape this study. Are there any questions or comments?

Appendix B

Semi-structured interview schedule for the Headteachers

Dear participant,

My name is Luckson Chembe Likumbo a Zambian male student at the University of Zambia pursuing a master's degree in peace, leadership and conflict resolution under the school of humanities and social sciences. This research I am conducting is part of my academic requirements. The main objectives of carrying out this study is to describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district, explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools and explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district.

There is no direct benefit to you anticipated from participating in this study. However, it is hoped that the information gained from the study will help in adding knowledge and literature on violence, exploitation and sexual abuse among children in secondary schools. Schools, Child welfare services agencies and Non-Governmental Organizations could benefit from the results of this study by using the information to implement sound policies. It is also hoped that the information or data generated by this study will help reduce the rate of violence, exploitation and child sexual abuse.

Kindly be assured that your identity in this study will be kept confidential. No name or any of your personal details will be disclosed, therefore to explain on the findings, the term "participant" will be used. Further, your decision to participate should be done out of your willingness to contribute to this study. In an event where you are uncomfortable to participate in this research, you have the right to decline or withdraw from participating at any time without penalty. By signing this form, you are agreeing to be part of the study. Your truthfulness in your responses will be of great importance to this study as it will enhance accuracy in the findings.

SECTION A: BACKGROUND CHARACTERITICS

Sex of respondent:.....

Position:.....

Number of years spent at the school:.....

Time of interview:

Section B: Prevalence of cases of violence, exploitation and sexual abuse among children / learners

1. Would you agree with people who say that violence, exploitation and sexual abuse happen in all schools?
2. Have you had any cases of violence, exploitation and sexual abuse among children / learners at this school? If the answer is yes, probe.
3. Do children report cases of violence, exploitation and sexual abuse among children / learners to the school administration or to other teachers within the school?
4. How many cases on average are reported per term?
5. Who are the perpetrators of violence, exploitation and sexual abuse among children / learners?
6. Have you had or dealt with cases of child sexual abuse by teachers?
7. Are there any reported cases of sexual relations between staff members and learners at this school?
8. Has any parent or guardian logged any complaints to the school management regarding violence, exploitation and sexual abuse of children / learners?
9. What are the causes of child sexual, violence and exploitation in schools?

Section C: Measures taken to protect children from violence, exploitation and sexual abuse

10. Are there any measures taken to protect children from violence, exploitation and sexual abuse at this school?
11. What measures have been taken to protect children from violence, exploitation and sexual abuse at this school?
12. How effective are the measures?
13. In your own opinion, what other measures can be taken to protect children from violence, exploitation and sexual abuse at this school?
14. Are children or learners sensitized about violence, exploitation and sexual abuse at this school?
15. What measures have been put in place by the Ministry of General Education to protect children or learners from violence, exploitation and sexual abuse in schools?
16. State some ways through which child sexual abuse can be prevented/reduced in schools?

Section D: Gaps in the actions taken to deal with child protection concerns

17. What role does the guidance and counseling section play in protecting children from violence, exploitation and sexual abuse at this school?
18. Do learners freely talk to guidance and counseling teachers regarding violence, exploitation and sexual abuse at this school?
19. What are the consequences of child abuse, exploitation and neglect?
20. What are some of the gaps in the actions taken to deal with child protection concerns?

Thank you for your time and for taking part in this study. Every piece of information you have shared would go a long way to shape this study. Are there any questions or comments?

Appendix C



THE UNIVERSITY OF ZAMBIA - ZIMBABWE OPEN UNIVERSITY (UNZA/ZOU)

Telephone: 26021-1-291777-78 Ext. 3500/ 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 26021-1-290719
E-mail: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: 25-03-2021



Dear Sir/Madam,

RE: CONFIRMATION OF STUDY

Name: LUCKSON CHEMBE LIKUMBO Computer #: 718000167

Reference is made to the above subject.

This serves to confirm that the above named student of NRC Number 298943/31/1 is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Peace, Leadership and Conflict Resolution Programme and that he/she will be carrying out a research on

The Involvement of Secondary Schools in Protecting Children from Violence, exploitation and Sexual abuse

Any assistance rendered to him/her will be greatly appreciated.

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

The Head Teacher

Kindly allow the student to conduct research in your school.
CAROL MANKWESABINDA
Attdo



Appendix D



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

7th September, 2021

REF. NO. HSSREC: 2021-SEP-010

Luckson Chembe Likumbo
University of Zambia
IDE/UNZAZOU
P. O. Box 32379
LUSAKA

Dear Dr. Likumbo,

RE: "EXPLORATION OF THE INVOLVEMENT OF SELECTED SECONDARY SCHOOLS IN CHILD PROTECTION AGAINST VIOLENCE, EXPLOITATION AND SEXUAL ABUSE IN LUSAKA, ZAMBIA"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J. T. Ziwa

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE IRB**

CC: Director Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Involvement of Selected Secondary Schools in Child Protection against Violence, Exploitation and Sexual Abuse in Lusaka, Zambia

Luckson Chembe Likumbo, Gistered Muleya & Francis Simui
Institute of Distance Education, University of Zambia

Abstract: No child should have to worry about his or her safety and welfare. Unfortunately, research shows that millions of children around the world are at risk for violence, abuse, and exploitation. There are several threats to the safety of children, most of which are interconnected. Therefore, this study focused on the practices of secondary schools in ensuring the protection of their children in Lusaka district of Lusaka province of Zambia. The study was guided by the following objectives: i). Describe the prevalence of cases of violence, exploitation and sexual abuse among children in secondary schools in Lusaka district. ii). Explore the measures taken to protect children from violence, exploitation and sexual abuse in selected secondary schools. iii). Explore gaps in the actions taken to deal with child protection concerns in selected secondary schools in Lusaka district. This study employed a qualitative methodology guided by a case study design in the light of learned helplessness theory. Additionally, the study adopted systematic and purposive sampling techniques to enrol four secondary schools and to enlist thirty-six (36) participants respectively. The findings of the study revealed that violence, exploitation and sexual abuse are very much prevalent in secondary schools. However, it is difficult to ascertain the prevalence because of under-reporting of these cases by the pupils. Cases of sexual abuse were found to be more prevalent among the girls and cases of physical abuse were more pronounced among the boys. The study also revealed that teachers are usually the perpetrators of these cases. Thus, the following were recommendations among others: i). the government through the Ministry of General Education should strengthen the child protection policies in schools, ii). the government through the Ministry of Higher Education should introduce a course in guidance and counselling.

Key Words: Child Protection, Violence, Exploitation, Sexual Abuse, School, Zambia

I. CONTEXT

This is an extract from the Dissertation of the Principal researcher on Involvement of Selected Secondary Schools in Child Protection against Violence, Exploitation and Sexual Abuse in Lusaka, Zambia. As a requirement for the award of a Master of Science in Peace Leadership and Conflict Resolution at the University of Zambia (UNZA) in partnership with the Zimbabwe Open University (ZOU), students are required to conduct a research study that culminates into a Dissertation (Simui, Kasonde-Ngandu, Cheyeka and Kakana, 2018). The UNZA-ZOU partnership has been running since 2014 via the distance learning mode.

The University of Zambia is configured in a dual mode (regular and distance education modes), (Simui, Thompson, Mwewa, Mundende, Kakana, Chishiba and Namangala, 2017 and Mundende, Simui, Chishiba, Mwewa and Namangala, 2016).

Child neglect, violence, exploitation and sexual abuse is one of the prevalent problems that the children of our society suffer today, with about 2,400 children being victimized on a daily basis (Whitaker, Reich & Reid, et al., 2004). Violence against children is a problem affecting over one billion children and youth annually worldwide. Violence and exploitation of children undermines the victims' social, economic and human rights, with significant negative health and social consequences that can affect them throughout their lifespans. Violence against children includes all forms of sexual, physical, emotional or psychological abuse, as well as other forms of injury, maltreatment, exploitation, neglect, or negligent treatment. Children experience physical and emotional abuse from both their families and the other people around them; neighbours, friends, or even strangers. High incidences of exploitation, neglect and abuse point to lack of civic awareness of the sexually abused children in Schools (Mupeta, Muleya, Kanyamuna & Simui, 2020; Mwanangombe, Mundende, Muzata, Muleya, Kanyamuna & Simui, 2020; and Mwase, Simuyaba, Mwewa, Muleya & Simui, 2020).

With the growing number of incidents of child abuse and neglect, it becomes even more important to determine ways to reduce its occurrence, if not to completely eradicate it. Besides direct physical injury resulting from violence, there is growing evidence that the health impacts of violence also include disabilities, depression, reproductive and physical health problems. Violence also increases the risk of engaging in behaviours that have a negative impact on health, such as smoking, high-risk sexual behaviour, and alcohol and drug misuse. Perpetrators of violence against children can be both adults and other children, including but not limited to parents, guardians, family members, friends, acquaintances, and other adults in the community. Violence occurs across different contexts and in many settings such as the home, schools, within care and justice systems, the workplace and public spaces in the community (Donovan & Jessor, 1985).