

**AN ETHICAL ASSESSMENT OF TEACHER/PUPIL SEXUAL
RELATIONSHIPS: A CASE STUDY OF SIX SELECTED
SCHOOLS IN MPONGWE DISTRICT OF ZAMBIA.**

**BY
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**A Dissertation Submitted to the University of Zambia in Partial
Fulfillment of the Requirements for the Award of the Degree of
Master of Arts in Applied Ethics.**

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DECLARATION

I, TEMBO HENRY, declare that this dissertation represents my own work; that it has not previously been submitted by any other person for a degree at the University of Zambia or any other University and it does not incorporate any published work or material from another dissertation.

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ABSTRACT

The study aimed at ethically assessing the forms, perceived influences, and effects of male teacher/ female pupil sexual relationships in Zambian schools. The study involved three secondary schools (one day, one co-education boarding, and a single sex girls boarding schools) and three primary schools from Mpongwe. Though there have been a lot of reported cases of teacher/pupil sexual relationships in schools, with some ending up in courts of law, incidents of such cases continue unabated.

A case study design adopting a qualitative research methodology was used to collect and analyse data. The methods involved primary and secondary data. The primary data was collected using in-depth interviews, semi-structured questionnaires, and Focus Group Discussions. Secondary data collection involved relevant literature from the journal articles, internet, books, and newspapers. A non-probability sampling technique was used to select the participants for the study. One official from the Ministry of Education, Science, Vocation Training, and Early Child Education HQ, one officer from the District Education Board Secretary and six School Head teachers were picked by virtue of their positions and interviewed. 24 teachers purposively sampled were interviewed separately. Others interviewed included 12 parents from the school Parent Teachers Associations and three Teacher Union officials. Focus Group Discussions and questionnaires were used for the purposively sampled 51 pupils, making a total sample of 98 participants for the study. Utilitarianism, deontological and virtue ethical theories were used to ethically assess the forms, and perceived influences and effects of teacher/pupil sexual relationships in schools and guided the collection of data.

The study revealed that teacher/female pupil sexual relationships in schools are widespread, and that both male teachers and female pupils contribute to such incidences. The relationships take many forms which include the use of suggestive sexual language and gestures, fondling of female pupils breasts and patting on their buttock, and sexual intercourse between teachers and pupils. Influences, among others, include lack of adequate boarding school facilities, love of material things by pupils, and the search for academic favours. Teacher/pupil sexual relationships in schools affect not only pupils and teachers but also the education standards and society at large. The existing code of conduct is not effectively used as it is too general to the public service and lacks specific reference to the teaching profession. The ethical evaluation concluded that both male teachers and female pupils contribute to accelerating sexual relationships in schools as they do not consider consequences and nature of their actions. This study might contribute to an ethical understanding of the problem between male teachers and female pupils sexual relationships in schools and possible solutions.

The research therefore recommends that a clear code of ethics for teachers be put in place, MOESVTEE needs to scale up sexuality education in schools to empower the girl-child with decision making skills on matters of sexuality. Schools also need to sensitise parents through PTAs on the long term effects of teacher/pupil sexual relationships in schools.

DEDICATION

This dissertation is dedicated to the following people;

My wife, Petronella, and our children Mwansa, Pritchard, Nancy, and Ryan for having supported me all the way through, despite the stressful life I put you through when you needed me the most. I owe this dissertation to you.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BETUZ	Basic Education Teachers Union of Zambia.
CAMFED	Campaign for Female Education
CEDEM	Centre for Educational Development, Evaluation and Management
CRC	Convention on the Rights of the Child
CREAW	Centre for Rights Education Awareness
DEBS	District Education Board Secretary
ECZ	Examinations Council of Zambia
FAWEZA	Forum for African Women Educationist of Zambia
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IRIN	Integrated Regional Information Network- Africa
MOESVTEE	Ministry of Education, Science, Vocation Training, and Early Education
NGO	Non-Governmental Organisation
PTA	Parent Teachers Association
TSC	Teachers Service Commission
UNHRW	United Nations Human Rights Watch
UNICEF	United Nations Childrens' Fund
USAID	United States Aid
WHO	World Health Organisation
ZANIS	Zambia National Information Service

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

There has been a prevalence of sexual relationships involving male teachers and female pupils in primary and secondary schools worldwide. In the United Kingdom, it was reported that between 1991 and 2008, a total of 129 teachers were prosecuted for sexual relationships with pupils (Barford, 2013). Similarly, a study conducted in Kenya between 2003 and 2009 revealed that 12,660 girls were sexually abused by their teachers and 633 teachers were charged with sexual offences (Kaluba, 2011).

In Botswana, a study conducted by Woods (2000) indicated that the sexual abuse of school girls by male teachers in the country was widespread. In a study of 800 students, of whom 422 were between 13 and 16 years old, 38% said that they had been touched in a sexual manner without their consent. Of the 17% who had sex with male teachers, 50% said they were forced.

In Zambia, cases of sexual relationships between male teachers and female pupils have been reported. Among the common cases of sexual relationships involving male teachers and female pupils in Zambia are those of indecent assault, sexual harassment, defilement and the impregnating of school girls by male teachers which have become widespread in many schools. Almost every day, there are stories that are increasingly being covered by the Zambian press on cases of sexual relationships from different parts of the country.

In the year 2000, it was revealed that 11 male teachers were dismissed for flirting, impregnating, and physically abusing school girls (Fonseka, 2001). For instance, Likando (2014) revealed that teachers in Mazabuka district were increasingly indulging in sexual activities with their pupils and that teachers were to face the law for abusing their powers.

A study conducted in November 2011 and May 2012 in Lusaka Province, by Cornell Law School in collaboration with Women and Law in Southern Africa-Zambia (2012) revealed that sexual harassment and violence affect adolescent girls at all levels of education and ages and in all types of school settings, whether urban or rural. Fifty-seven students representing

54% of students interviewed said that they had personally experienced some form of sexual violence or harassment by a teacher, student, or men they encountered while travelling to and from school. In total, 88 students representing 84% of students interviewed reported that they had personally experienced such abuse or knew of classmates who had experienced it.

Documentary evidence from the Forum for African Women Educationists of Zambia (FAWEZA) shows that more than 85% of pregnant school girls are from basic secondary schools compared to less than 15% from senior secondary schools. The statistics also show that most pregnant children were defiled before they fell pregnant. This means that more and more children are being defiled by either those entrusted with the responsibility of teaching them or those placed in their care at home or within the community. In a related development, in North-Western province the Provincial Education Officer said that at the end of 2014 about 1, 845 girls dropped out of school due to pregnancies and that was an increase from 1, 628 girls who dropped out of school in 2013. Some girls that fell pregnant went back to school as a result of the Re-Entry policy. This was a serious concern for authorities in the Ministry of Education (Banda, 2014).

In addition to their professional duties and responsibilities, teachers conduct is also expected to be guided by Zambian laws regarding sexual abuse of minors. Society also expects teachers to help in moulding the character of pupils. When pupils are in school, away from home, teachers are expected to act in place of the parents, guiding them in how they should conduct themselves in their lives so that they develop into responsible citizens that are able to meaningfully contribute towards society's development. Therefore, teachers as public servants possess more than a job. They have taken on special duties involving the public trust, which is the reasoned expectation that they will carry out their responsibilities to promote the public interest and not their personal or private interests (Pollock, 2007).

Generally, teachers are required to serve in several roles. They need to serve as advocates, instructors, activities directors, offer technical support and as persons to whom pupils easily open up to discuss their personal issues. For instance, in their varied roles, teachers make many decisions about different kinds of issues affecting pupils. They need to think about pupils' safety, their learning, and other needs simultaneously, while they also consider their own personal and professional issues (Danielson, 1996).

Teacher/pupil sexual relationships do not only present a serious conflict of interest between teachers' official duties or responsibilities and their personal or private interests. They also compromise the impartiality of teachers when they favour pupils they have sexual relationships with (Svara, 2007). In addition, these relationships are one of the many reasons a good number of school girls drop out of school. In a large number of cases, school-girl pregnancies are attributable to sexual abuse and teacher/pupil sexual relationships in schools.

Sexual relationships between male teachers and female pupils have a further bearing on the integrity of the teaching profession. For instance, in countries like Ghana, the education of children is said to be largely entrusted into the hands of the members of the Ghana Education Service. What this entails is that members of the Service are placed in a special position of responsibility, which requires exceptionally high standards of behaviour and conduct from them thereby upholding the image of the teaching profession. As articulated in the United Nations Convention on the Rights of the Child (CRC) ratified by Ghana in 1990 and the Children's Act of 1998 (Act 560), children have a right to education. This means that children should be free from being subjected to harmful or degrading punishment and any type of violence or exploitative labour that shall deny the child of his/her right to education. Therefore, teachers, as duty bearers and members of Ghana Education Service have a responsibility to uphold and protect children's rights (CEDEM and USAIDS, 2008).

Perhaps, institutions and officers responsible for fostering discipline in the teaching staff are also not doing enough in bringing the situation to a stop. Some male teachers have expressed ignorance about what constitutes immoral conduct, especially where a teacher enters into a relationship with a school girl with intentions of marriage (Mabula-Kankasa and Chondoka, 1996).

Sometimes disciplinary measures have been imposed on erring teachers. Measures taken have included suspension and dismissal from the teaching profession with others being sued and jailed. However, cases of sexual relationships between male teachers and female pupils have continued unabated.

1.2 Statement of the problem

Despite the fact that many cases of male teacher/ female pupil sexual relationships have been reported and exposed and disciplinary measures taken against erring teachers, there are many other cases that have gone unreported, given the sensitive nature of such relationships. Hence, the availability of limited information on the incidences and forms of the vice in Zambian schools which may be higher than reported, its perceived influences and effects on the teaching profession and on sexually abused pupils in schools and society generally. It is also not known whether the existing code of conduct and public service regulations adequately guide the conduct of teachers in relating with their pupils.

1.3 Aim of the study

The study aimed at ethically assessing the forms, perceived influences, and effects of male teacher/ female pupil sexual relationships in six selected schools in Mpongwe District on pupils, the teaching profession, educational standards, and society in general.

1.4 Research Objectives

1. To establish the incidences and forms of male teacher/ female pupil sexual relationships in Mpongwe.
2. To investigate the perceived influences and effects of male teacher/ female pupils sexual relationships in Mpongwe.
3. To investigate whether the existing code of conduct and public service regulations adequately guide the conduct of male teachers in relating with their female pupils in both primary and secondary schools.
4. To make an ethical assessment of the forms, perceived influences and effects of male teacher/ female pupil sexual relationships in Mpongwe.

1.5 Research Questions

1. What are the incidences and forms of male teacher/ female pupil sexual relationships in selected schools in Mpongwe?

2. What are the perceived influences and effects of male teacher/ female pupil sexual relationship in selected schools in Mpongwe?
3. Does the existing code of conduct and public service regulations adequately guide the conduct of male teachers in the manner they relate with their female pupils?
4. What is the ethical assessment of the forms, perceived influences, and effects of male teacher/ female pupil sexual relationships in Mpongwe?

1.6 Theoretical Framework

Utilitarianism, Deontology, and Virtue ethical theories were adopted as the theoretical framework guiding the collection of relevant data and informing the ethical assessment with respect to male teacher/ female pupil sexual relationships in schools.

1.7 Methodology and Methods

A case study design, adopting qualitative research methodology along with ethical evaluation of data was used. Methods used for primary data collection were in-depth interviews and Focus Group Discussions where the checklists of questions were developed to ensure interviewer and interviewee stick to the subject matter. Secondary data collection involved literature from the library, journal articles, internet, newspapers, and public service regulation documents. The research study involved six schools namely Mpongwe Day, Mpongwe Boarding and Ibenga Girls Secondary Schools and Mikata, Mpongwe and Kanyenda Primary School. The three Secondary Schools were day, boarding co-education and Girls' boarding School while all primary schools co-education schools.

1.8 Significance of the study

Studies conducted so far on the problem have very little ethical assessment of the forms, perceived influences and effects of teacher/pupil sexual relationships on the pupils, the teaching profession, educational standards, and society in general. This study might contribute to an ethical understanding of the problem between male teachers and female pupils and possible solutions. Further, the findings of this study might yield information that would serve as a reference for future work and research on the subject.

1.9 Operational Definitions

- Ethics:** well-based or rationally justifiable standards of right and wrong that prescribe what human beings ought to do, usually in terms of duties, principles, specific virtues or benefits to society.
- Ethical Assessment:** an evaluation of the perceived effects of male teacher/ female pupil sexual relationships in Zambian schools on pupils, the teaching profession, education standards and society in general by applying relevant theories.
- Influences:** something or somebody that affects the way male teacher/ female pupil intimately relate to each other as perceived by research participants.
- Teacher:** a man who teaches at a school or similar institution.
- Female pupil:** a young girl usually upto the age of 17 taught at school or by a private teacher.
- Sexual relationships:** the way male teachers and female pupils express their sexual feelings or activities connected with the act of sex or with their desire for sex towards each other e.g. flirting, sexual acts and fondling.
- School:** an institution in which pupils usually upto the age of 17 are taught by teachers, or building house such as an institution.

1.10 Delimitation and Limitations of the study

Though sexual relationships between teacher and pupils involve both male and female teachers as well as male and female pupils, this study was restricted to sexual relationships between male teachers and female pupils.

The researcher encountered several challenges during the study as some teachers meant to be interviewed were not in schools on the first visit and that made the researcher re-visit the schools.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter is a review of current literature on the problem of male teacher/ female pupil sexual relationships. It begins by reviewing available literature on the topic from outside Africa before focusing on the African continent and Zambia in particular with a view to establishing what has so far been done on the problem, what has not been done and what I will do to fill the knowledge gap.

2.2 Outside Africa

Worldwide, unethical acts have been recorded involving professionals given the responsibility to serve the public. For instance, professionals like medical staff expected to take care of their patients, police officers expected to protect the community against non-conformists and to keep violators of community norms under control, lawyers expected to represent their clients before the courts of law, and the clergy expected to administer to the spiritual needs of their followers have taken advantage of them by sexually abusing them.

In the teaching profession, there are many examples of sexual abuse of pupils and students by their teachers and lecturers. Teachers, as public servants, possess more than a job; they have taken on special duties involving the public trust. Members of the public expect that teachers will use their position to promote the public interest and not to advance their personal and private interests (Pollock, 2007: 7-10). This actually calls for diligence in executing their duties so that they relate with the children left in their responsibility professionally.

Faulkner (1996) states that there are many studies carried out worldwide indicating the prevalence of sexual relations in institutions of learning. Most of the studies conducted have revealed the sexual abuse of female pupils by male teachers and began exposing them as a problem of considerable proportion in the late 1960s and 1970s.

Human Rights Watch (2001) states that a study conducted by World Health Organisation (WHO) reveals that about 150 million girls and 73 million boys were sexually abused

worldwide. These violations often take place in settings where children ought to feel safe like in family, at home or in schools.

The Centre for Educational Development, Evaluation, and Management (CEDEM) and the United States Aid (USAID) (2008) revealed that the United Nations Convention on the Rights of the Child (CRC), an international treaty legally obliges states to protect children's rights. Articles 34 and 35 of the CRC require states to protect children from all forms of sexual exploitation and sexual abuse including coercing a child to perform sexual activity. However, laws against child sexual abuse vary by country based on the local definition of who a child is and what constitutes child sexual abuse. Most countries in the world employ some form of age of consent, sexual contact with an underage person being criminally penalized. As the age of consent to sexual behaviour varies from country to country, so do definitions of child sexual abuse. An adult's sexual intercourse with a minor below the legal age of consent may sometimes be referred to as statutory based on the principle that any apparent consent by a minor could not be considered legal consent.

2.2.1 United States

Dougherty (2004) alleged that the 2002 scandal of priests' abuse of children uncovered by the Boston Globe is dwarfed by the ignored scandal of teachers abusing school girls, where ten percent of public school girls across the United States were sexually abused or harassed by school employees and teachers.

Barford (2013) stated that, in the United States, the real full scale of male teacher/ female pupil sexual relationships are well-nigh impossible to even guess at. It has been considered illegal since the Sexual Offences (Amendment) Act of 2000 which came into force in January 2001 for a teacher to have sexual relations with any pupil under the age of 18, even if the relationship is consensual. However, that applies only where the child is in full-time education and where the person works in the same place as the child, even if the person does not teach the child. Prior to the act, however, the age of consent was sixteen which became an issue.

In the United States, sexual harassment though common in middle and high schools and is considered an unwelcome form of behaviour. Wishnietsky (1991) contended that sexual

relationships between male teachers and female pupils interfered with an American pupil's ability to learn, study, work or participate in school activities in an effective manner. Sexual interactions between teachers and pupils constitute harassment because the act causes serious and damaging consequences for pupils insofar as they are dependent on their teachers' approval for academic success, opportunities and later career success.

Corbett et al. (1993) revealed that victims of sexual relationships or abuse suffer emotional, educational, and developmental, or health effects. Academic achievement is negatively affected as they want to stay away from school, avoid talking much in class, usually have trouble paying attention in class, or simply avoid the teachers who abuse them and some get transfers to other schools. Other consequences include health effects such as sleep disorder, appetite loss, and negative feelings of self-worth because of the abuse.

In an earlier study of 225 cases of educator sexual abuse in New York, all of the accused had admitted to sexual abuse of students but none of the abusers was reported to authorities and only one percent lost their license to teach. In many instances, agreements were made to avoid legal battles with the alleged abuser while most school officials reported that if action was taken against the abuser, they would have done all that was necessary (Shakeshaft, 2003).

According to Shakeshaft (2004) there are costs to society when educator sexual misconduct is not adequately addressed by school officials. For instance, a report on sexual abuse in the New York City schools indicated that more than \$18.7 million was paid between 1996 and 2001 to students who were sexually abused by educators, and 110 cases were still active. There were fees for attorneys and investigators in addition to the settlement amounts. Where educator sexual misconduct was not adequately addressed, the negative effects spread to other staff and students.

Shoop (2003) contended that educator sexual misconduct had not been systematically addressed in schools. Although the advent of money damages paid to victims of sexual harassment as a result of legislation and newspaper and other media coverage have prodded some school district officials to acknowledge educator sexual misconduct, educator sexual misconduct is still occurring. Some believe that safety of children is not better guaranteed.

Administrative professional organizations have hosted workshops and talks at annual meetings on the topic of educator sexual abuse and the School Administrator and the official publication of the American Association of School Administrators published an issue devoted to the topic. However, specific guidance and direction to members has not been formal nor has there been evidence that professional organisations for teachers have addressed the topic in relation to their members.

2.2.2 United Kingdom

Barford (2013) revealed that in the United Kingdom (UK), there were also reported cases of male teacher/ female pupil sexual relationships. Figures on sexual offences involving pupils and teachers in the United Kingdom are hard to come by. The Ministry of Justice says it does not collate offences by occupation and the Department for Education did not respond to a request for figures. But it is widely reported that between 1991 and 2008, a total of 129 teachers were prosecuted for relationships with pupils. Teacher unions say such cases are rare, with the number of cases that go as far as court tiny, and the number that end up in conviction tinier still. However, anecdotally, it seems to be more widespread. In 2007, a YouGov survey of 2,200 adults found out that one in six knew of someone who had an 'intimate relationship' with a teacher while at school.

The CEDEM and USAID (2008) affirmed that male teachers who had often engaged in sexual relationships with female pupils generally got fired, sued, arrested or some combination of the three. But more and more frequently, male teachers and female pupils entered into inappropriate relationships that did not necessarily involve physical contact. However, the reality is that, teenagers are often emotionally unstable. Many are the times that teachers forget their roles as mentors and figures of authority. Instead, they fall into the trap of talking to their students intimately as if they were romantically interested and thus deeming them potential sex objects.

Barford (2013) postulated that sexual relationship incidents were not confined to older male teachers with younger female pupils. Boys were victims, too, and female teachers made up a proportion of the offenders with many of them facing numerous penalties across the globe. However, male teacher/ female pupil sexual relationships are given a great deal of

prominence in the media. In 2011, a male teacher of a named school in the UK was jailed for 16 months after having sex with one of his students. In April of same year, a 29-year-old teacher who called himself the ‘Salford stallion,’ was jailed for six years for having sex with under-age pupils. In another incident, one among many other incidences in the UK, a teacher was on June 21, 2013 sentenced to five-and-a-half years for abducting a 15-year-old girl and five charges of sexual activity with a child. The case threw light on one of the most difficult crimes to uncover and on the complex nature of pupil-teacher relationships that go beyond the classroom.

2.3 African context

On the African continent, there are numerous cases of male teacher/ female pupil sexual relationships. Male teachers have been reported and found guilty of sexually abusing female pupils in schools. Wible (2009) revealed that evidence suggests that sexual harassment in schools is a growing problem across Africa.

2.3.1 South Africa

Koyana and Bekker (2012) revealed that, in South Africa, alarming figures were released by a Provincial Education Department indicating that school girl pregnancies had doubled in the past year, despite a decade of spending on sex education and AIDS awareness. As many as 45, 276 pupils fell pregnant in 2009, the majority of whom were in Grades 10 and 11.

According to the African Child Policy Forum (2006) cited in Nambakwe (2010), the results of a national survey in South Africa reinforces the view that teachers are responsible for an alarmingly high number of cases of sexual violence as 32% of the reported child rapes were perpetrated by a teacher.

Despite the existence of recorded cases of sexual relationships between male teachers and female pupils in South Africa, there are challenges in curbing the vice. Leach et al., (2003) revealed that a collaborative study conducted between the University of Sussex and the African Educationists found that teachers were generally unwilling to report other teachers’ sexual misconduct and that not all parents, teachers, and girls disapproved of teachers having sexual affairs with school girls.

Coombe (2002) established that laws relating to defilement or statutory rape in South Africa were rarely brought into effect in cases of sexual abuse of school girls by male teachers. This is because school authorities mainly choose to handle the cases administratively or customarily by negotiating with parents or elders. Sometimes, this could be as a result of failure on the part of parents to press charges against the teachers as they fear public humiliation.

Amidst the occurrence of sexual relationships in schools and non-reporting of such cases in South Africa, Leach et al. (2003) revealed that the Department of Basic Education took very seriously the number of reports of alleged cases of sexual harassment and sexual violence of learners by teachers. The Department's main priority was to ensure the safety of learners at school. While cases of sexual harassment and violence occurred in schools, the Department was determined to ensure that schools became safe zones for learners and teachers and issued the *Guidelines for the Prevention and Management of Sexual Violence and Harassment* in 2008. The guidelines were designed to support schools and school communities in responding to acts of sexual harassment and sexual violence committed against learners and they have been widely distributed to schools. Every school must have a Code of Conduct setting out what kind of behaviour is acceptable and what is not acceptable. All learners and teachers are supposed to sign the Code to show that they will respect the rules.

If a teacher is alleged to have committed acts of sexual harassment and sexual violence against learners, he or she may be charged with misconduct in line with the Employment of Educators Act No 76 of 1998 which sets out all the procedures to be followed if an educator is charged with misconduct. The educator may be disciplined in terms of the Code of Good Conduct of the South African Council for Educators (SACE) No 31 of 2000 and may be deregistered from the SACE if found guilty. Section 17 of the Education Laws Amendment Act, No 53 of 2000 provides that a teacher must be dismissed if he or she is found guilty of, among other things: committing an act of sexual assault on a learner, student or other employee, having a sexual relationship with a learner of the school where he or she is employed or being found guilty of serious assault, regardless of the age of the learner. Sexual relations between any educator and any learner at school are totally forbidden even if

the learner consents to sex and is over the age of 16. Teachers and school managers have a legal and ethical duty to report to the authorities if they suspect sexual abuse is taking place (Leach et. al., 2003).

The South African education system had in place very good measures aimed at preventing the occurrence of male teacher/ female relationships in schools but cases of such a nature were either not reported or the procedure of handling such cases are not followed. The code of conduct for teachers was straightforward and if other countries were to emulate and follow what was laid down, cases of sexual relationships in schools would be a thing of the past. The lapse in the enforcement of measures in South Africa is simply due to much emphasis on disciplinary measures as opposed to prevention of sexual relationships in schools, coupled with non-reporting of several cases involving sexual relationships between teachers and pupils.

2.3.2 Kenya

Human Rights Watch (2001) revealed that the problem of teachers engaging in serious sexual misconduct with underage female students in Kenya was widespread. Teachers have raped, sexually assaulted, and otherwise sexually abused girls with threats of physical violence or corporal punishment. They have also sexually propositioned girls, and verbally degraded them using highly sexualized language. At times, sexual relations between teachers and students do not involve an evident use of force or threats; rather, teachers would abuse their authority by offering better grades or money to pressure girls for sexual favours or 'dating relationships.' The report further revealed that factors contributing to occurrences of male teacher/ female pupil sexual relationships in schools include the age of the girls and the nature of teacher/ pupil relationships coupled with societal factors such as social norms and poverty.

Kaluba (2011) revealed that the chairman of the Teachers Service Commission (TSC) in Kenya reported in October, 2010 that more than 500 teachers were fired in the previous year as a result of professional misconduct that included flirting and sexual acts with students, including impregnating some young girls. In another development, a 2009/2010 government report revealed that at least 1,000 teachers had been dismissed from duty in that period for

sexually abusing children. Similarly, a separate study conducted between 2003 and 2009 revealed that 12,660 girls were sexually abused by their teachers, yet only 633 teachers were charged with sexual offences. It was also observed with dismay that 90 percent of sexual abuse cases involving teachers never reached the TSC responsible for monitoring and implementing Teachers' Codes of Conduct. The commission was concerned with the increasing cases of physical, psychological, and sexual violence against pupils and recognised it as a violation of their human rights wherever it occurred whether in their homes, educational institutions, communities, or places of care. In view of that, the commission circulated a memo defining sexual abuse by teachers as 'sexual intercourse, sexual assault, touching of a pupils' body which is of a sexual nature and any suggestive language or gesture. Any form of inducement, threats, or violence to force the pupils to engage in sexual intercourse, exposing pornographic material or any form of flirtation with or without consent also meant sexual abuse.

Nambakwe (2010) revealed that the TSC established under the Act of Parliament in 1967 is mandated to recruit, employ, assign, and transfer teachers and exercise power conferred by the Commission on the code of regulation of teachers and not to register unsuitable persons as teachers. The Commission acts on behalf of teachers and protects the interest of pupils and upholds their rights.

The Centre for Rights Education and Awareness (CREAW) (in Chege, 2007) states that cases of sexual violence in Kenyan schools were addressed through two main channels. Firstly, there is a disciplinary mechanism that is deployed by the TSC, the biggest employer of teachers in Kenya with a workforce of over 240,000 teachers. Secondly, there is the criminal justice system which involves the police and the courts of law. The TSC circular issued in April, 2010 states, among other measures, that it prohibits sending of pupils/students to teachers' houses for any reason whatsoever. In addition, any teacher who at any given time has reasonable grounds to believe that sexual abuse has been committed against a pupil/student in their school, in any other school, or outside the school, must report such a case or suspicion to the head teacher, education officials, School Management Committees, Boards of Governors, Police or any organization working with Child Protection issues in the area and the TSC within 24 hours. Other measures include enforcing

disciplinary action against any teacher, TSC employee or TSC agent who fails to report a case of sexual abuse, actual or alleged.

In Kenya, there are a lot of cases that the TSC has handled in the past, perhaps because of the two main channels of curbing the vice. The disciplinary mechanism often used by the TSC and the criminal justice system involves the use of police and the courts of law in sorting out reported cases of sexual relationships involving teachers and pupils. However, the measures employed are too punitive and not preventive enough as seen from the high number of disciplinary cases taken against the erring teachers. While there is a clause on reprimanding employees and teachers who fail to report cases of sexual relationships in schools, this is not enough as a correct measure to solve the problem.

2.3.3 Tanzania

In Tanzania, there was a study conducted by Kinyaduka and Kiwara (2013) ‘Exploring status of female student- male teacher sexual relationships and its perceived effects in secondary schools in Tanzania.’ However, the focus of this study was on the sexual abuse of female pupils by male teachers in schools without ethically assessing their perceived effects.

Studies on teacher-pupil sexual relationships conducted in Tanzania acknowledged that merely prohibiting sexual relationships in schools is not the solution to the problem. Many female pupils are in sexual relationships in which some are sexually exploited by sexual predators including teachers. It has been noted that there are many forces such as self-desire, poverty and peer pressure that push female pupils into sexual activity (Miyakado, 2013).

The effects of male teacher/ female pupil sexual relationships in Tanzanian schools are not so different from the prevailing situation in other countries. A study conducted by Miyakado and Timothy (2014) indicated that students’ involvement in sexual relationship results in lots of relational and social problems which adversely affect their social as well as academic lives. Female pupils’ sexual activity has resulted in increased cases of unplanned or premarital pregnancies, poor academic performance, and eventually dropping out of school and contracting sexually transmitted diseases including HIV. The study further advocated for establishing bonds between parents and teachers in bringing up the youth and

strengthening school-based sexual and reproductive health education which would give female pupils relevant and age appropriate sexual information.

A study carried out by Reeuwijk (2009) revealed that responses to sexual violence against girls in Tanzanian schools had been put in place but were difficult to implement. One of the strategies in Tanzanian schools is that of having a guardian teacher who is usually a female, and who is there to provide help to students who report incidents of sexual violence. However, the measure has challenges in that the guardian teacher is still working under the head teacher, and chances are that cases of sexual violence could be reported and nothing done about them. In some situations, the guardian teacher may have many girls under her guardianship and when it is the head teacher who is abusing them, the guardian teacher becomes powerless to confront him or her for fear of victimisation. Most teachers are afraid of being reprimanded by the head teacher. In as much as female teachers are willing to help these girls, they feel incapacitated because they want to protect their jobs. In addition, the fact that the head teacher is also involved means that the pupils are afraid of bringing up the issue at home with parents.

Kinyaduka and Kiwara (2013) further affirmed that in Tanzania, the code of ethics and conduct for teachers prohibits teachers from having sexual relationships with their pupils. The document categorically stipulates: ‘it shall be unethical conduct for a teacher to behave in a manner which is illegal, improper and including having sexual relations with a pupil’ and it clearly points out some disciplinary measures that may be taken against a teacher who violates the code. The mere mention of the act being unethical, however, is not enough. There is need to address what male teachers and female pupils ought to do to avoid engaging in sexual relationships in schools.

2.3.4 Botswana

Woods (2001) revealed that in neighbouring Botswana, a national gazette indicated that the sexual abuse of school girls by male teachers in the country was widespread. In a study of 800 students, of whom 422 were between 13 and 16 years old, 38% said that they had been touched in a sexual manner without their consent. Of the 17% who had sex with male teachers, 50 percent said they were forced.

Woods (2001) cites poverty as one of the reasons that perpetrated the male teacher/ female pupil sexual relationships in Botswana schools. The role of poverty in the sexual relationships was also highlighted by the report which indicated that 34% of the school girls said that they agreed to have sex in exchange for money to help them meet their daily needs.

Rossetti (2013) revealed that 60% of secondary school students in Botswana were abused by their teachers. The government has, since independence in 1966, placed great emphasis on the value of education as access to schooling is regarded as a basic human right and a major contributor to economic growth and social progress. The country's code of conduct for teachers, produced in 1974 and never reviewed, is said to be silent on the matter of sexual harassment. The Ministry of Education has no policy in place. There is also no procedure for lodging complaints within schools themselves. Under Botswana's centralised education system, reporting a case of sexual harassment would mean travelling hundreds of kilometers to the nearest regional education office. The matter, if followed up, would then be reported to the Teacher Service Management in the capital Gaborone. This means that sexual harassment in schools was regarded as 'essentially an unreported crime' in Botswana. However, in some cases guilty teachers are simply warned not to do it again, some are transferred to other schools where the practice continues. Until recently, the Ministry of Education had been accused of ignoring calls to intervene in schools.

The situation in Botswana where male teachers involved in sexual relationships with female pupils are merely warned not to repeat while others are just transferred to other schools, or asked to pay or marry the female pupils means that very little is done to bring out the ethical understanding of the problem. Transferring a victim means transferring the problem which is not the solution. Perhaps with the United States approach of holding workshops, seminar, and annual talks involving administrators, teachers, parents, and pupils emphasising the building of positive attitudes and inculcating good morals, teacher/pupil sexual relationships in schools in Botswana could be minimised.

2.4 Zambian context

Integrated Regional Information Network (IRIN) - Africa (2011) revealed that the Zambian law classifies sex with anyone under 16 as defilement and punishable by a prison term of up

to 25 years. There are many pupils below 16 years who engage in sexual intercourse with their teachers. Though this constitutes defilement, it is not always seen in that way by teachers. There are many unreported defilement cases going on in Zambian schools.

In Zambia, issues surrounding male teacher/ female pupil sexual relationships have been perpetrated in the primary and secondary schools. In many cases, sexual harassment and impregnating of school girls by male teachers have been exposed in the media with some cases ending up in the courts of law. According to the Zambian disciplinary code and procedure for handling offences in the public service, sexual harassment encompasses seductive, sexual bribery, sexual threat or coercion, sexual imposition and rape (Service Commission, 2003).

Shakafuswa (2010) conducted a study entitled 'Sexual Abuse of School Girls by Male Teachers in four Secondary Schools in Zambia in the Period 2000-2003.' The main thrust of the study was to gain an insight into the actual nature of abuses that female pupils are subjected to by their male teachers and to examine the protective measures taken by schools and the government in that regard. The study further sought to establish the perpetrated defilement of schoolgirls younger than 16 by male teachers. It was also the objective of his study to see whether colleges adequately prepared would-be teachers for their responsibilities in schools by sensitising and equipping them with essential knowledge of appropriate gender relations with female students. However, the study did not assess the findings ethically.

The issue of the age of consent being a statutory matter as laid down by the United Nations Convention on the Rights of the Child is commonly followed. But even without the issue of age of consent, a pupil aged over 16 years in Zambia remains a pupil, and as such ethics need to be inculcated in teachers and pupils if the situation is to come to a stop.

Likando (2014) revealed that issues concerning male teacher/ female pupil sexual relationships have reached alarming levels to an extent of even administrators in the teaching profession indecently assaulting pupils. A male head teacher in Mazabuka was arrested by police on November 29, 2013 and charged with one count of indecently assaulting a grade nine girl of the same school contrary to the laws of Zambia. The

magistrate said that teachers in Mazabuka district were increasingly indulging in sexual activities with their pupils, and that they would face the wrath of the law for abusing their powers.

Chikumbi (2014) revealed that the Basic Education Teachers Union of Zambia (BETUZ) bemoaned the increasing number of teachers having sexual relationships with pupils in the country. The General Secretary said Luapula Province was leading in terms of reports involving teachers engaged in various sexual offences with pupils and attributed this to promiscuity among male teachers. The General Secretary further stated that the union had already lined up activities aimed at sensitising teachers across the country on various sexual offences against pupils and on why male teachers should completely avoid sexual offences against girls in schools.

The Zambia National Information Service (ZANIS) (2012) revealed that male teacher/female pupil sexual relationships are on the rise and some happen in uncalled for circumstances. For example, on Wednesday May 18, 2012 around 22: 00 hours, a 20-year-old pupil from Chibolele Primary School in Ndola died after being stoned by an attacker who found her having sex with her teacher aged 24 within the bushes of Chipulukusu Township. The two were making love when an unidentified killer pounced and attacked them with stones. The teacher managed to run to safety while the pupil was killed on the scene.

The University of Zambia acknowledges that sexual harassment is an emerging phenomenon in educational institutions from primary and secondary schools through to tertiary colleges and universities whose implications are varied. The more obvious implications include: emotional disturbance, psychological trauma, strained relationships and hostile environment which leads to poor work performance or academic output and achievement, or impaired academic progression on the part of the students (The University of Zambia: Sexual Harassment Policy, 2009).

Similarly, male teacher/ female pupil sexual relationships affect even other teachers and pupils in the school environment as noted as follows by Martin (1991: 124):

As well as an abuse of trust, sexual relationships between teachers and students represent a serious conflict of interest. The possibility of favouritism in assessment is obvious, as is the possibility of harsh marking for those who have broken off relationships. This becomes the source of problems. Even if academic evaluations are kept completely independent of personal movements, it is likely that there will be an appearance of bias in the eyes of other students and staff.

Tsai and Wagner (1978) observed that sexually abused school female pupils tend to show peculiar behaviours and signs. Some of the long-term effects of sexual abuse that can be listed include depression, self-destructive behaviour, anxiety, feelings of isolation and stigma, poor self-esteem and difficulty in trusting others.

Cornell Law School in collaboration with Women and Law in Southern Africa- Zambia (2012) found that sexual abuse by teachers, fellow students, or community members has serious negative consequences for girls' education and health. As a result of sexual violence, girls may experience sexually transmitted diseases, early pregnancy, injury, or death from unsafe abortions, depression, and anxiety. The girls are also more likely to have difficulty concentrating on their studies. Some pupils have been transferred to other schools to escape harassment while others have dropped out of school because of pregnancy. In spite of government's re-entry policy that requires schools to readmit girls once they have given birth, many girls who leave school never return either due to lack of supportive structures and high levels of stigma among fellow pupils and teachers.

Chuulu et al. (2001) (in Chilensi-Sakala, 2012) insisted that, sexual violence against children may lead to serious lack of confidence, exposure to STIs including HIV and AIDS, mistrust of adults which affect child future development, school drop-outs, unwanted pregnancies, promiscuity, prostitution and seductive behaviour towards members of the opposite sex.

Holme et al. (2007) revealed that *Vesico fistula* is a consequence that can arise due to undeveloped reproductive system. The study found that *vesico-vaginal* fistula is prevalent among underage girls who start to bear children before their physical development is

complete. The pelvic would not have developed to allow easy passage of babies. More obstetric fistulae occur in areas where early marriages and pregnancy before pelvic maturity is attained. Furthermore, the study stated that only one previous study on fistulae in Zambia has been published and it reported that one-quarter of women were teenagers, 37.6% were primigravidas and the cure rate was 59.1%.

In addition, Mwale (2014) revealed that sexual harassment can have negative effects on the individual, in both the short and long term, as those harassed may experience illness, humiliation, anger, loss of self-confidence and psychological damage. It may also lead to workplace problems such as decreased performance, low morale, and higher absenteeism.

Fonseka (2001) established that physical and sexual abuse of school girls by male teachers in Zambian Schools was on the increase and that girls even as young as 13 years old were targeted. The study also revealed that in the year 2000, 11 male teachers were dismissed for flirting, impregnating, and physically abusing school girls in 2000.

In February 2006, only three months before the Zambian government ratified the African Union's Protocol on the Rights of Women in Africa, a young school girl was calculatingly raped by her greatest authority figure, her own school teacher. The minor and her guardian sued the teacher along with the school and the Zambian Ministry of Education in the year 2007, achieving a first ever court victory in Zambia on June 30, 2008. During the case, presiding Judge, Philip Musonda, delivered a judgment in the High Court of Zambia in which the victim was awarded K45 million (about \$13, 000) as compensation (Museka, 2008).

The Campaign for Female Education (CAMFED), dedicated to eradicating poverty in Africa through the education of girls and the empowerment of young women, is an international NGO which was started in 1993. Using a platform of 'Education for all,' CAMFED recently released the 'Child Protection Policy' updated on April 2008 which recognises that, 'girls are especially vulnerable to abuse and that they require special protection' (Chiwama, 2008).

In 2009, a Chadiza Boarding Secondary School teacher was suspended after he was allegedly caught having sex with a Grade 12 female pupil. Chadiza District Education Board Secretary (DEBS) confirmed the development to Zambia National Information Services and

added that the teacher was asked to stay away from work pending disciplinary action. It was alleged that the named teacher had been stalking a female pupil for a long time and that she had reported to the school matron who did nothing about it (ZANIS, 2012).

Kabwe District Education Board Secretary suspended a teacher for impregnating a Grade 12 pupil at Highridge Secondary School. United Nations Children's Fund (UNICEF) child rights officer and gender focal point person condemned the teacher's behaviour, calling it an infringement on the child's right to education. The focal point person contended that the teacher is a duty bearer and has a responsibility of ensuring that the child's right to education is promoted and protected. Human rights are indivisible. One cannot promote a child's right to development without the child's right to education. By impregnating a pupil, the teacher violated the child's right to education. It is unethical for teachers to engage in sexual relationships with their pupils and the law does not permit teachers to have sexual relationships with learners (The Post, 15th May, 2013).

Male teacher/ female pupil sexual relationships in schools have continued unabated. Zambia Reports (2014) stated that on 27th May, 2014, a 35-year-old primary school teacher at Ndola's Dola Hill Primary School was arrested for allegedly defiling a 13 year old grade seven pupil of his school.

Mwanza (2014) in an article carried out in the Post Newspaper entitled, 'For teachers: touching pupils' minds, hearts,' revealed that the ability to reach out to the children's emotional or social lives requires teachers to relate with pupils in a special way. This means that teachers ought to possess skills and tools that would enable them develop a relationship of helping the pupils and not of sexually abusing or harassing them. Male teachers need to develop a relationship with female pupils to help them improve academically by emotionally motivating them.

SESTUZ Copperbelt Provincial Chairperson, Anthony Mukanda, said that there must be deliberate test mechanisms which all who aspire to be teachers should pass through before they are given custody of other people's children. Sending morally debased individuals in society to handle pupils is like throwing a deranged hungry lion into a room full of innocent children. It would surely devour them in their numbers. Student teachers should naturally

exude morality, responsibility and meekness and the union commended Parliament for enacting the teaching Profession Act. The Teaching Profession Council would then expedite the operationalisation of the code of conduct with sanctions that would criminalise not only the defilement of school-going minors by teachers but also the mere proof that a teacher is having an affair with a pupil of whatever age (Musonda, 2014).

Cornell Law School and Women and Law in Southern Africa- Zambia (2012) revealed that sexual violence against girls in schools had received increased attention from the Zambian government which had taken important steps to address the problem. For example, the Ministry of Education has banned teachers from conducting private tuitions in their homes and has collaborated with Non-Governmental Organizations that have instituted promising programmes aimed at empowering school girls to protect themselves against sexual violence. In 2011, the Zambian Parliament enacted two important pieces of legislation, the Anti-Gender-Based Violence Act and the Education Act which provided heightened protection and support for girls who experience school-based sexual abuse.

In a similar context, Zambia has taken steps to prevent and protect citizens from sexual harassment at work places, learning institutions and other sectors of society. Apart from the laws governing employment relations like the Employment Act, Industrial and Labour Relations Act and Employment of Young Persons and Children Act prohibiting discrimination, there is a separate head of liability for harassment with regard to sexual offences which criminalise sexual harassment (Mwale, 2014). The Zambian Penal Code is the primary instrument applied by courts against perpetrators of sexual violence. There are provisions in the Penal Code that criminalize rape, attempted rape, and defilement. The prescribed punishment for these offenses is severe, with maximum terms of life imprisonment for each. However, the law on defilement only applies to sexual relations with a child under the age of 16 which is inconsistent with the definition of a child under international law as under the age of 18 (CRC, 2005).

Although, measures against male teachers who sexually abuse female pupils in schools are punitive and have for a long time been used and enforced, yet male teacher/ female pupil sexual relationships continue unabated. There are laws against the perpetrators of sexual

abuse and measures have also been put in place to regulate activities that lead to these sexual relationships in schools. It is paramount that male teachers and female pupils are ethically trained on how they ought to relate towards one another as opposed to what they should not do. Shakafuswa (2010) recommended replicating in all Teacher Training Colleges what David Livingstone College of Education was doing in training primary school teachers by equipping the trainees with skills on how to deal with wider issues of gender and development. The skills here include appreciating the dangers of gender stereotyping, violence, harassment, and sexual abuse of women and children.

In Zambia, there are no clear cut measures put in place aimed at preventing male teacher/female pupil sexual relationships in schools although the measures employed in Kenya of using the two channels is what is prevailing in Zambia. Leaving the issues to the Zambian Teaching Service and Judiciary to take action is not offering a lasting solution to the problem. If the South African system from the Department of Basic Education could be adopted and followed, such cases would probably be minimised. Pupils, teachers, parents and all other educational authorities should be involved and sensitised, for then everyone would speak with one voice aimed at avoiding the occurrence of these cases in schools. If education on how to make ethical decisions is to start from the homes where the pupils come from and then continued in churches, schools would just supplement this. The code of ethics in place in Zambia is too general and lacks specific reference to the teaching profession.

In all the studies and related literature on the teacher/pupil sexual relationships in schools, there are commonalities in the nature and extent of the vices. Male teachers abuse the female pupils by forcing them to get into relationship with them to satisfy their sexual desires by the use of authority over them. Female pupils have also been observed to entice male teachers to get into these relationships by the use of suggestive language and gestures, touching, sitting posture and unusual closeness to these teachers.

Most influences of male teacher/ female pupil sexual relationships are common. However, it is not correct to conclude that poverty is a necessary factor. Certain female pupils come from well to do families and they have all that is required for their education but they still engage in sexual relationships with male teachers.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 Introduction

This chapter discusses the theoretical framework for the research. This includes the utilitarianism, deontological and virtue ethical theories. These theories guided the collection of relevant data and informed the ethical assessment of this study.

3.2 Utilitarian Theory

Utilitarian theory is the moral philosophical view about how we should evaluate actions that involve choices people make. As a form of consequentialism, it rests on the idea that it is the consequences of our actions that determine whether they are right or wrong. In general, we evaluate the rightness or wrongness of actions in terms of the overall consequences they produce.

Utilitarian theory defines the right action as one that maximises utility, that is, the action that produces the largest amount of good relative to any other alternative action that could be performed. This definition of utilitarianism is often referred to as the principle of utility. However, this definition does not specify (a) what things are good and bad; and (b) whose good (that is the good of which individuals or groups) we should aim to maximise (Velasquez, 2012).

Although the main themes of utilitarianism were developed in the 18th century by several Scottish philosophers, its first explicit and systematic formulation was by the British philosopher Jeremy Bentham. In answering the question as to what things are good, Bentham adopted the view called hedonism. According to hedonism, the only thing that is good in itself is some specific type of psychic state of satisfaction called pleasure. Hedonists do not deny that many different kinds of things can be good, including food, friends, freedom, and many other things, but they see these as *instrumental* goods that are valuable only because they play a causal role in producing pleasure or happiness. Pleasure is an *intrinsic* good, meaning that it is good in itself and not because it produces some further valuable thing. Likewise, on the negative side, lack of food, friends, or freedom is instrumentally bad because it produces pain and suffering but pain and suffering are

intrinsically bad, that is, bad in themselves and not because they produce some further bad thing (Lawhead, 2011).

Hedonistic utilitarianism views pleasure as the sole good and pain the only evil. As Bentham put that, ‘nature has placed human beings under two sovereign masters: pleasure and pain, it is for them alone to point out what we ought to do as well as what we shall do.’ (MacKinnon, 2012:54). An act is right if it either brings about more pleasure than pain or prevents pain; and an act is wrong if it either brings about more pain than pleasure or prevents pleasure from occurring. Bentham went on to invent a scheme for measuring pleasure and pain that he called the hedonistic calculus.

According to Bentham, we ought to consider only the quantity of pleasure or pain brought about by various acts: how much pleasure or pain, to how many people, how intense it is, how long-lasting, how fruitful, and how likely the desired outcome will occur. Adding up the amounts of pleasure and pain for each possible act and then comparing the scores would enable us to decide which act to perform.

While the imperative to maximise pleasure sounds egoistic, utilitarianism differs from egoism. Egoism focuses on the pleasure of individuals, whilst utilitarianism is universalistic in approach, because it is the pleasure of all who are affected by an action by which the ethical significance of an action is to be judged. All who are affected count equally. Therefore, when we calculate the utility of an action, we do so from an impartial perspective and not from a ‘partiality’ perspective that favours ourselves, our friends or others we especially care about (Singer, 2000).

While agreeing with the general framework of Bentham’s utilitarianism, John Stuart Mill defended a different understanding of the good. He believed that there is qualitative dimension to the good that was missed by Bentham’s focus on pleasure. Mill sought to distinguish happiness from pleasure and defined ‘the good’ in terms of well-being (Aristotle’s *eudaimonia*). According to Mill, humans are capable of engaging in variety of experiences that produce happiness. Besides the pleasures of sensation that Bentham mentions, humans also experience social and intellectual pleasures that are qualitatively different from, and superior to, mere feelings. In a famous passage, Mill claims that ‘it is

better to be a human being dissatisfied than a pig satisfied, better to be Socrates dissatisfied than a fool satisfied'. The claim that there is a form of happiness that is qualitatively better than sensations of pleasure is controversial. For how do we know, or how can we prove that it is better to be Socrates dissatisfied than a fool satisfied? Mill's answer was that we consult with someone with experience of both. They would be the competent judge for determining the highest happiness.

The key features of utilitarian theory that stand out from the discussion thus far are maximisation, well-being, impartiality and the universalistic aspect which focus on the greatest pleasure or happiness for the greatest number. However, a common criticism against utilitarianism is that it justifies any action just so long as it has better consequences than other available actions. For instance, there might be situations in which lying will maximise happiness in some particular case rather than telling the truth. In such situations, it may be right from a utilitarian view point to tell a lie. It is in response to objections such as this one that some proponents of utilitarianism proposed a slightly different version of utilitarianism usually called rule utilitarianism as contrasted with act utilitarianism (Velasquez, 2012).

Act utilitarianism states that we ought to consider the consequences of *each act separately* such as breaking one's marriage promises and lying about this to the spouse. For act utilitarianism, any action is morally permissible if it produces a greater balance of pleasure over pain than any other available action. This may seem to imply that all sexual activities such as incest, homosexuality, and adultery are morally permissible, because they are all intensely pleasurable and their pleasures outweigh their harms. For example, in *Having Love Affairs*, philosopher Richard Taylor offers an act utilitarian justification of adultery. He argues that adultery based on love which includes but goes far beyond the mere joys of sex, can provide a married person with another enriched human relationship and these benefits may justify it (Velasquez, 2009)

However, a rule utilitarian might be more inclined to focus on the consequences of some act performed as a *general practice* such as that of breaking marriage promises and lying about this to a spouse. A rule utilitarian would ask us to consider what the consequences would be if everyone broke promises or broke them in similar situations. He or she would ask what

the consequences would be if breaking promises were a general practice or a general rule that people followed. It is likely that trust in promises would be weakened. This would be bad, a rule utilitarian would think, because the consequences would be that if we could not trust one another to keep our promises, then we would generally be less capable of making plans and relating to one another, two sources of happiness. Therefore, a rule utilitarian would condemn adultery because of the harmful effects this would produce on the individual involved and on others now and in the future (Velasquez, et al., 1989).

Which form of utilitarianism is better, is a matter of dispute. Act utilitarianism can claim that we ought to consider only what will or is likely to happen if we act in certain ways, not what would happen if we acted in certain ways but will not happen because we are not going to so act. Rule utilitarians can claim that acts are similar to one another and so can be thought of as practices. My lying in one case to get myself out of a difficult is similar to others' lying in other cases to get themselves out of difficulties. Since we should make the same judgments about similar cases (for consistency's sake), we should judge this act by comparing it with the results of the actions of everyone in similar circumstances. We can thus evaluate the general practice of 'lying to get oneself out of difficulty.' Rule utilitarianism is therefore better as its acts are similar to one another and can collectively be thought as practices adopting act utilitarian. Generally, a moral act is one that must promote the good. The latter is defined in terms of seeking the good life, a life that allows people to achieve a level of personal happiness and that also serves the communal best interest (MacKinnon, 2012).

The rule utilitarianism with a focus on quantitative pleasure and qualitative happiness by Bentham and Mill respectively guided the collection of data from the field. Utilitarianism is a popular ethical theory as it simply requires calculating the good and bad consequences that will result from a particular action in determining whether an action is right or not. It is also important to mention that utilitarianism enjoins people to do what they can to increase the well-being of members of society and ameliorate their suffering. However, consequences are not all that matter in ethics. Hence, the need to take into accounts other approaches to ethics such as deontology which is a non-consequentialist ethical theory.

3.3 Deontological Theory

Deontological ethical theory evaluates the moral rightness or wrongness of an action in terms of intrinsic moral value of the act itself. It holds that our duty to perform an action (or to refrain from doing it) is based on the nature of the act itself and not on its consequences.

To base our duty to perform an action on the consequences is to hand over morality to something outside our own decision-making ability. According to Kant, it is to allow our desire for pleasure or happiness to decide what is right or wrong for us. Morality, according to Kant, arises from the fact that humans '*as rational beings*' choose for themselves the moral principles that they will follow. The ability that humans have to choose for themselves is what Kant calls the will. When human beings use their will to deliberately choose to do something, they generally have a '*maxim*' or '*reason*' for doing it (MacKinnon, 2012).

Persons who do something because they have as a '*maxim*' or '*reason*' that it will give them pleasure or that it is in their own self-interest, do not have a morally good will. Only persons who do something because they have as a '*maxim*' or '*reason*' that it is the morally right thing to do, have a morally good will, according to Kant. To do something because one believes it is the morally right thing to do is to see it as required by a moral law that everyone ought to obey, or to see it as something that everyone ought to do. To express the point in terms of reason: A person has a morally good will when he acts on those reasons or '*maxims*' for doing something that he believes everyone ought to act on (Velasquez, 2012).

Kant proposes an interesting test that people can use to determine whether they truly believe that everyone should act on a certain reason or maxim: *I am never to act unless I am acting on a maxim that I can will to become a universal law*. This is an expression of the Kantian categorical imperative. Kant's categorical imperative states that we should do something only if we are willing to have the maxim or reason governing our action become a universal law that everyone follows. What Kant is saying, then, is that I should never do something unless,

- i. *It is right for everyone to do it.*

Consider this example: Is it wrong for a person to break marriage promises and lie about this to his or her spouse? Kant would ask whether it is right for everyone to always break marriage promises and lie about this to their spouses. Can breaking marriage promises be universalised? If everyone always broke marriage promises and lied about this to their spouses, the very practice of marriage would break down, because why would couples make marriage promises knowing that everyone will break them. Therefore, if it is not right for everyone to break marriage promises, it is wrong for a person to break marriage promises and lie about this to his or her spouse (Velasquez, et al., 1989).

Deontology means ‘duty to reason.’ Good will, for Kant, means abiding by this duty to obey the guidance of reason with reference to the moral law. A moral act is the action that must be taken with the intent to do the right thing. In other words, it is not enough to do the right thing (Devettere, 2000).

Kant believes that there are some actions that are wrong, not because it is impossible for everyone to do them, but because we are not willing to have everyone do them. An action is morally right if it can be universalised. Hence,

ii. *If it is right for everyone.*

For instance, Is it wrong to break marriage promises and lie about this to a spouse? Kant says we would not be willing to live in a world where everyone breaks marriage promises and lies to their spouse (Velasquez et al., 1989).

Although there is only one categorical imperative principle Kant felt that we could state it in other ways. Kant believed that every person has a fundamental human dignity that gives the person value ‘beyond all price.’ Thus, it is wrong to use people without their consent to satisfy our own personal desires. Kant expressed these ideas by restating his categorical imperative in these words: *Act so that you always treat people as ends in themselves, and never merely use them as means.* Kant’s second version of the categorical imperative implies that we should not use people as objects, as things whose only function is to satisfy our desires. Instead, he claims, morality requires that we always give others the opportunity to decide for themselves whether or not they will join us in our actions. According to Kant, an action is wrong because;

- i. *It is not right for everyone to do it and*
- ii. *It treats other humans merely as means and not also as ends. It does not treat them with respect as rational thinking human beings.*

However, Kant's theory also has a few problems. First, duties frequently conflict, and Kant's theory does not seem to outline an obvious way of resolving such conflicts. We have a duty to respect people as rational beings yet Kant says sexual relationships are right provided there is consent. The second version of Kant's categorical imperative rules out deception, force, and coercion but it allows people to use others as means to their goals for as long as they freely and knowingly consent to it. Second, the categorical imperative does offer alternatives and exceptions to rules. For example, Kant says that it is absolutely wrong ever to lie, no matter what good might come of telling the lie. Yet, is it wrong to lie to save your life or to save someone from serious pain or injury? There is no compelling reason why certain actions should be prohibited without exception (Mappes, 1992).

3.4 Virtue Ethical Theory

Virtue ethical theory unlike utilitarian and deontological ethical theories sees the primary focus of ethics to be the character of the person and not persons' actions or duties. The theory traces its roots to the ancient Greeks whose original exploration of morality did not focus on right and wrong, but rather on cultivating morally desirable character traits such as honesty, courage, compassion and generosity the concepts of human excellence and human thriving. Virtues are these qualities that define what a good person is and the question central to this is, what sort of a person should I be? It focuses on making someone a good or admirable person rather than simply on the actions the person performs (Taylor, 2002).

Virtues are acquired character traits that include the full range of human faculties-dispositions to think, act, and feel in certain ways. The virtue approach reminds people of several things that the rules approach neglect. The emphasis of virtue ethical theory is the development of character traits of a morally good person. It also reminds people of the importance of community, which includes family, church, and school, or other private and public associations and early training. As a person grows and matures, his or her character is shaped by the values that these communities prize and by the traits that they encourage or

discourage. Therefore, virtue ethics is concerned with training, habituation, and inculcation of values that go on in communities. Additionally, virtue ethics reminds people of the importance of ideals of character. Ideals of character are ideals people have of what the ideal person is like and the virtues that the ideal person displays. Furthermore, virtue ethics encourages looking closely at aspects of peoples moral lives. Rights, obligations, moral rules, and moral principles tend to make people blind to the most important attributes required of a moral person (Devettere, 2000).

Aristotle points out that where our desires, emotions, and actions are involved, both going to excess and falling short are vices. We act well when we seek the midpoint between excess and deficiency; acting well, in short, is being moderate in what we desire, feel, and do. We acquire the virtues of living reasonably, then, when we acquire the various abilities needed to control our desires, emotions, and actions so that they neither go to excess nor fall short. Having such virtues is the key to happiness because these virtues enable us to act as humans were meant to act.

In his great work *Nicomachean Ethics*, Aristotle wrote that human beings could be happy only if they fulfill their basic human purpose or function. That is, humans can be happy only if they act as humans are specifically meant to act using their reason. Aristotle concluded that humans are meant to act with reason. That is, humans will be happy only if they are able to act with reason in the various circumstances of their lives since the ability to do something well is a virtue. Aristotle concludes that humans will achieve happiness only by developing virtues (Velasquez et al., 2012).

Velasquez et al. (2012: 469) quotes Macintyre's argument on ethics that "ethics should not be concerned with rules about what one should do, but with the virtues that make us morally good persons" For Aristotle, a virtue is simply the ability to be reasonable in peoples' actions, desires, and emotions and to be reasonable is to act with moderation and not in an excessive or deficient manner. People act well when they seek the midpoint between excess and deficiency. People are not born with the ability to act in a moderate way but acquire this by repeated training in communities especially as youths. People become virtuous by being trained to act virtuously in appropriate situations until it becomes a habit. Though acting virtuously is at first difficult, when people acquire the virtue, it becomes easy and pleasant.

Virtue ethics encourages looking closely at aspects of people's moral lives. Rights, obligations, moral rules, and moral principles tend to make people blind to the most important attributes required of a moral person.

Virtue-based ethics does not rely directly on ethical principles in its formulation. In virtue ethics, the focus is on the role of character as the source of moral action. Human character is shaped over time by a combination of natural inclinations and the influence of such factors as family, culture, education, and self-reflection. According to Aune and Bruce (1979: 6), Kant defines virtue as “the moral strength of a human being's will in fulfilling his duty” Virtuous behavior requires more than just meeting an obligation or performing a duty. In examining sexual behaviour, Aristotle points out that moral character is developed through the actions people choose and their character in turn influences the actions they choose. For instance a person who has developed the ability to respond to sexual pleasures in a moderate way will not act in a self-indulgent manner but will exercise self-restraint. It is by abstinence from pleasure that we become temperate, and, when we have become temperate, we are best able to abstain from them. This implies that through actions, people shape the kind of person they gradually become and assess moral rightness or wrongness of moral behaviour. People must look at the kind of character that the behaviour produces, if the behaviour tends to produce a virtuous character, then it is morally right, if it produces a vicious character, then it is morally wrong. The person of virtuous character is one who displays the proper motive as well.

In Aristotelian terms, virtues are acquired character traits that include the full range of human faculties- dispositions to think, act, and feel in certain ways. The virtue approach reminds people of several things that the rules approach neglect. The virtue approach emphasizes the development of character traits of morally good person. It also reminds people of the importance of community, which includes family, church and school, or other private and public association and early training. As a person grows and matures, his or her character is shaped by the values that these communities prize and by the traits that they encourage or discourage. Therefore, virtue ethics is concerned with training, habituation, and inculcation of values that go on in communities. Additionally, the virtue ethics reminds people of the importance of ideals of character. Ideals of character are ideas people have of

what the ideal person is like and the virtues that the ideal person displays (MacKinnon, 2012).

The positive case for virtue ethics is that virtues are necessary conditions for human flourishing and well-being, that moral rules are inadequate unless they are grounded in a virtue-based ethics, and that judgments about character are more fundamental than judgment about the rightness or wrongness of conduct. Virtue ethics is more comprehensive because it deals with the whole person and not simply the person insofar as he or she performs an action and the key to morality is found in the character of moral role models.

CHAPTER FOUR: METHODOLOGY AND METHODS

4.1 Introduction

This chapter discusses the research design, methodology and methods used in the study. Qualitative research methodology along with ethical analysis of data was used. In addition, the empirical and philosophical methods of gathering and analysing data respectively were used in the study.

4.2 Study Area

The study was conducted in Mpongwe District of the Copperbelt province of Zambia (Figure 4.1)

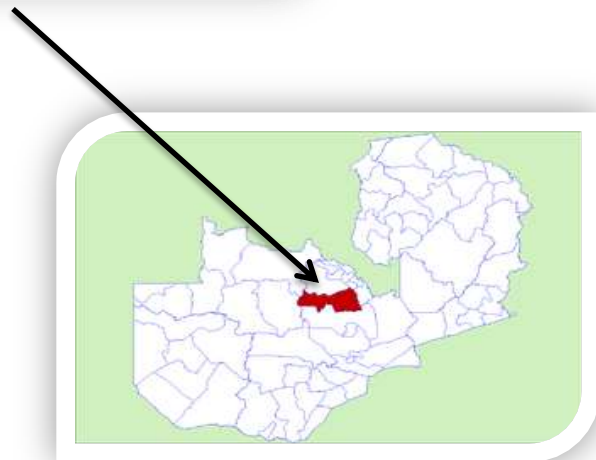


Figure 4.1: Map of Mpongwe District

Mpongwe District had until 2012 only two secondary schools, one government and the other a mission school, Mpongwe and Ibenga Girls secondary schools respectively. In 2012, Mpongwe Day Secondary school was opened followed by Mpongwe South Boarding secondary school in 2013. Additionally, in 2014, three primary schools were upgraded to secondary school status. All these secondary schools are almost centrally located in Mpongwe district, leaving pupils who cannot afford boarding fees from far-flung areas to rent quarters around the schools. These secondary schools are surrounded by 48 primary and 20 community schools scattered around the district and stretching as far as 350 kilometers away from the central place. The major economic activity in the area is farming done by the local Lamba speaking people with a good number of Tonga speaking people involved in pastoral farming. Day, co-education boarding, and Girls' Secondary schools including three primary schools constituted the study sites. These were Mpongwe Boarding, Mpongwe Day and Ibenga Secondary schools and Mikata, Mpongwe and Kanyenda primary schools.

4.3 Pilot Study

A pilot study was carried out on some pupils and teachers from different schools other than the ones where the study was conducted. Both male and female pupils were randomly selected and the same was done to pick teachers to participate in the pilot study. The pilot study helped the researcher to make adjustments in the research instruments.

4.4 Research Design

According to Ghosh (2004), a research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement, and analysis of data. This view is supported by Ngoma (2006), who stated that a research design is a set of logical steps taken by a researcher to answer the research questions. It is the blueprint or recipe for the study and determines the methods used by the researcher to obtain participants, collect and analyse data, and interpret the results.

A case study design adopting qualitative research methodology along with ethical analysis of data was used. The design was favoured due to numerous advantages over other research designs in terms of flexibility and usage of different methods of collecting data (Kombo, 2006). The boundaries of the study were flexible, tailored to time and resources available, and they gave the researcher an opportunity to carry out an in-depth study capturing complexities, relationships and processes of the research (Robson, 2007). A qualitative research methodology was essential as it developed a deeper insight and understanding of the teacher/pupil sexual relationships problem in schools. The method further provided and allowed the researcher to interact with the research participants to get in-depth data.

4.5 Study Population

Respondents were teacher union representatives from the district and the province, leaders of Parent Teachers Associations (PTAs), teachers, and school pupils. Officials from the Ministry of Education (MOE) HQ, District Education Board Secretary (DEBS), and School Head teachers were informants.

4.6 Sample Size and Sampling Procedure

A sample is a small amount or part of the population, used as an example of the character, features, or quality of the whole. Therefore, a sample is a portion of the population and refers to the number of participants selected from the universe to be representative of the population (Bless, 1995). For the purpose of this study, the sample was composed of ninety-eight (98) participants. It was made up of the following categories: one official from the MOE- HQ, one officer from the DEBS office, six School Head teachers, and 24 teachers including 12 parents of the school PTAs and three Teacher Union officials at both the district and province levels and 51 pupils were purposively sampled (Table 4.1 and 4.2). Both female and male pupils from 13 to 17 years were interviewed. Pupils below 13 years were not involved in the study. The research study involved three Secondary Schools, one day co-education, one boarding co-education and one Girls' boarding School and three primary schools making a total of six schools.

After interviewing and getting authority from the DEBS to conduct research in the schools, Head teachers were interviewed separately in their individual schools. Head teachers then invited the School Guidance and Counselling teachers and in each school, two Guidance and Counselling teachers were interviewed who in turn purposively sample other teachers thought to be helpful with the information making a sample of five teachers from each secondary school and three from each primary school and a total sample of 24 teachers from the six schools. These were also interviewed separately and care was taken into account to ensure that both male and female teachers and pupils were represented as well as grades from grade six to twelve. Head teachers as School PTA secretaries also helped to purposively sample two PTA members who were interviewed separately adding upto 12 parents interviewed. The Director MOE HQ purposively sampled the National HIV/AIDS coordinator who was interviewed while teacher union chairpersons (one provincial and two district officials) were picked by virtue of their positions and interviewed them separately as well. This made a total of 47 interviews conducted (one MOE official, three teacher union leaders, one DEBS, six head teachers, 24 teachers, and 12 parents from the PTA executives)

Table 4.1: Composition of Participants from Schools.

SCHOOL	PUPILS		TEACHERS		PARENTS		HEAD TEACHERS		TOTAL
	M	F	M	F	M	F	M	F	
Mpongwe Day Secondary (School A)	5	5	2	3	1	1	1	-	18
Mpongwe Boarding Secondary (School B)	4	6	1	4	-	2	1		18
Ibenga Girls’ Secondary (School C)	-	10	3	2	1	1	-	1	18
Mikata Primary (School D)	2	5	1	2	-	2	-	1	13
Mpongwe Primary (School E)	3	4	1	2	-	2	-	1	13
Kanyenda Primary (School F)	5	2	1	2	2	-	-	1	13
TOTALS	19	32	9	15	4	8	2	4	<u>93</u>
GRAND TOTALS	<u>51</u>		<u>24</u>		<u>12</u>		<u>6</u>		

Table 4.2: Composition of Officials

<i>MOE OFFICIALS</i>		<i>TEACHER UNION OFFICIALS</i>			<i>TOTAL</i>
MOE HQ	DEBS	ZNUT PROVINCE	ZNUT DISTRICT	BETUZ DISTRICT	
1	1	1	1	1	5

Ten pupils and seven pupils from each secondary and primary schools respectively made up a focus group making a total sample of 51 pupils. Both FGDs and structured questionnaires were administered to three secondary schools and one primary school while only FGDs were conducted with the other two primary schools making six FGDs with 51 pupils and 37 questionnaires administered to pupils from the four schools Table 4.3. The researcher with the help of Guidance and Counselling teachers for interpretation especially in primary schools conducted the FGDs. Each question was discussed with the participation of all group members.

Table 4.3: Number of Focus Groups and Questionnaires Administered

<i>School</i>	<i>FG Number</i>	<i>Number of FGs</i>	<i>Number of FG members</i>	<i>Number of Questionnaires</i>
A	1	1	10	10
B	2	1	10	10
C	3	1	10	10
D	4	1	7	-
E	5	1	7	7
F	6	1	7	-
Total		6	51	37

4.7 Data Collection Methods

Six FGDs were conducted comprising ten pupils from each secondary school and seven pupils from each primary school. Furthermore, 37 questionnaires were administered to 37 pupils (ten from each of the three secondary schools and seven pupils from one primary school). 47 in-depth interviews were conducted with each of the six head teachers, 24

teachers, 12 parents, one official from the MOE HQ, one official from DEBS, and the three officials from the teacher unions. Secondary data collection involved literature from the library, journal articles, internet, newspapers, and public service regulation documents.

4.8 Sampling Technique

A purposive, non-probability sampling technique was used to select the pupils, teachers, and parents for this study. Both male and female teachers, male and female pupils as well as male and female parents were interviewed. The MOE officials, Head teachers, and teacher union officials were picked by virtue of their positions held. Head teachers in schools were asked for permission to interview the Guidance and Counselling teachers. The head teachers were also asked to sample two parents from their PTA executive committees for the interview with the researcher. The Guidance and Counselling teachers identified the teachers and pupils thought to give information on the topic. At the end of the FGDs and interview 98 participants were involved. FGDs and Interviews ended when saturation point was reached.

4.9 Data Analysis

Data collected from the field were compiled, and checked for consistency, and accuracy before being entered in the computer using word and excel, any problems identified were discussed in order to maximise the quality of data collected. Data were transcribed before analysing it using thematic analysis in accordance with the stated research objectives. Generated quantitative data were analysed by use of simple tables and figures.

4.10 Ethical Protection of Participants

In order to collect data from the participants and institutions, the researcher sought permission in writing before going in the field. Authority in writing was sought from the University of Zambia, DEBS and from respective schools in Mpongwe District. The consent was also obtained from participants. Regarding the issue of confidentiality, the names of participants were not written and their contributions remained anonymous. Privacy was observed during field work and no unauthorized persons were allowed to access data collected. Participants were informed that their information was to be treated confidentially

and they had the right to participate or not. They were also assured that the study was for academic purpose and to improve the discipline and performance in schools.

CHAPTER FIVE: FINDINGS, DISCUSSION AND ANALYSIS

5.1 Introduction

The study aimed at ethically assessing the forms, perceived influences and effects of male teacher/ female pupil sexual relationships in selected Zambian schools. This chapter will present, discuss, and analyse the findings. The findings are discussed and analysed to address the following objectives of the study:

- i. To establish the incidences and forms of male teacher/ female pupil sexual relationships in Mpongwe.
- ii. To investigate the perceived influences and effects of male teacher/ female pupil sexual relationships in Mpongwe.
- iii. To determine whether the existing code of conduct and public service regulations adequately guide the expected conduct of male teachers in relating with their female pupils in both primary and secondary schools.

5.2 Incidences and forms of teacher/pupil sexual relationships in schools

This section will present, discuss and analyse the research findings based on the incidences and forms of male teacher/ female pupil sexual relationships in schools. Firstly, the incidences of the sexual relationship will be presented and discussed before looking at the forms as perceived by participants.

5.2.1 How common are incidences of teacher/pupil sexual relationships in schools.

Asked on how common incidences of male teacher/ female pupil sexual relationships in schools were, responses varied according to the category of participants which included the pupils, teachers, head teachers, parents, the DEBS, the teacher Union leaders and an officer from MOE HQ (Table 5.1).

Table 5.1: How common are incidences of Teacher/pupil Sexual Relationships in your School?

CATEGORY OF PARTICIPANTS	RESPONSES								TOTAL
	VERY COMMON		COMMON		NOT COMMON		NO RESPONSES		
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	
<i>Pupils</i>	3	1	7	20	1	3	0	2	37
<i>Teachers</i>	1	10	2	2	2	1	4	2	24
<i>Head teachers</i>	1	0	0	3	1	1	-	-	6
<i>Parents</i>	0	2	2	6	0	0	2	0	12
<i>Official DEBS from</i>	-	-	1	-	-	-	-	-	1
<i>Teacher Union leaders</i>	0	1	2	0	0	0	-	-	3
<i>Official MOE HQ from</i>	-	-	-	1	-	-	-	-	1
Totals	5	14	14	32	4	5	6	4	84 (100%)
	19		46		9		10		
	(22%)		(55%)		(11%)		(12%)		

Out of 84 participants 19 (five male and 14 female) accounting for 22 percent said male teacher/ female pupil sexual relationships in schools were very common. 46 (14 male and 32 female) accounting for 55 percent said such relationships were common while nine (four male and five female) representing 11 percent said the incidences were not common. Ten (six males and four females) representing 12 percent of the participants gave no response. This means that out of 84 participants, 65 (19 male and 46 female) representing 77 percent confirmed that the male teacher/ female pupil sexual relationships in school were common (Table 5.1).

From the findings it was concluded that male teacher/ female pupil sexual relationships are common in schools. Both male and female participants confirmed that teacher/pupil sexual relationships were common, female participants were free to discuss and reveal the relationships taking place in schools. This was also the same with female parents as six out of eight stated that such relationships were common. This was an indication that female participants both teachers and parents have keen interest in knowing what was taking place in school as far as sexual relationships between teachers and pupils were concerned. Though three out of four male pupils said such relationships were very common only seven out of 27 said the relationships were common while more of male teachers and parents had no response not knowing whether really they had not seen such relationships or just feared to bring out the reality on the ground.

The above findings are in line with Longwe (1993) who states that, of late there has been a very high incidence of immoral behaviour among the male teachers with school girls and to a lesser extent among some female teachers too. This is true of both day and boarding schools. It is a very sad development because the position of a male teacher demands that he sees himself as a person who does not only educate the pupils by way of imparting knowledge into them but one who is the guardian and protector of the pupils. If the teacher who is supposed to protect and bring up the pupils begins to destroy what he is supposed to build, who else will do so?

Out of 37 pupils who responded to a questionnaire (appendix 2), 27 pupils representing 73 percent said teacher/pupil sexual relationships in schools were common. In addition, four representing 11 percent said they were very common. Four also said such relationships were not common. Two pupils representing five percent gave no response (Figure 5.1).

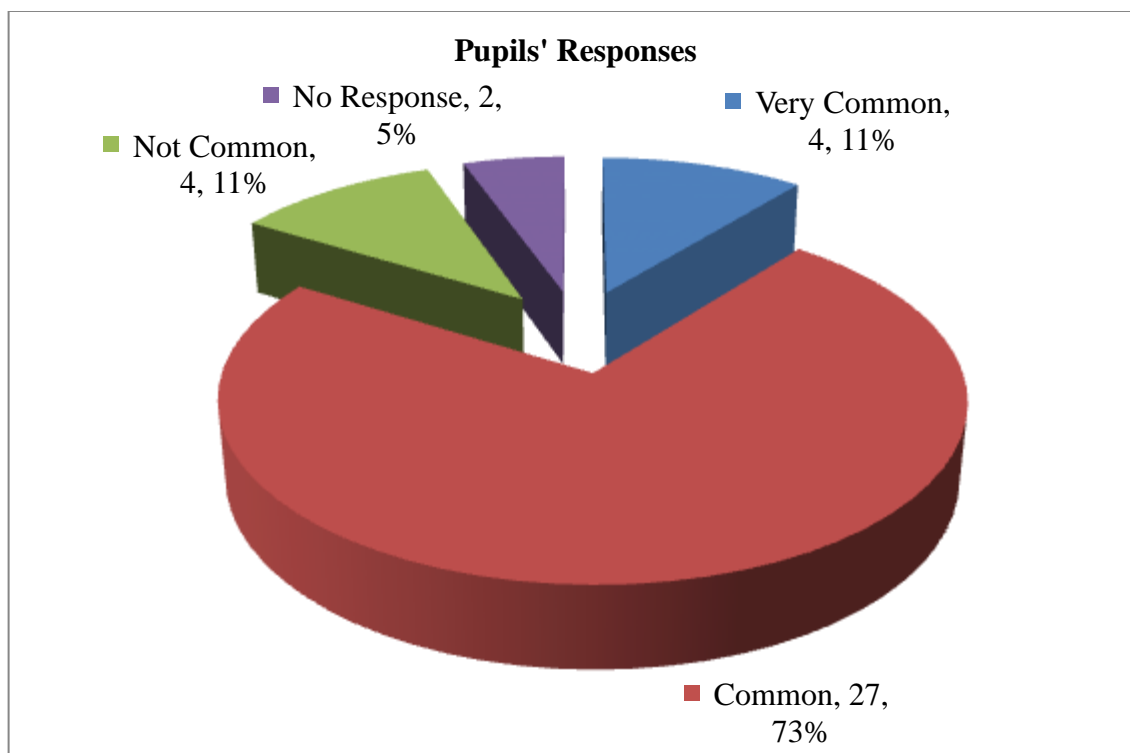


Figure 5.1: A Pie Chart showing Pupils' Responses on incidences of Teacher/pupil Sexual Relationships in Schools.

Table 5.2 further indicates that three male pupils and only one female pupil said the teacher/pupil sexual relationships in schools were very common while the majority 27 pupils, out of whom 20 were female and only seven were male, said the incidences were common. Four of them, one male, and three female said the incidences were not common and only two female pupils indicated no response.

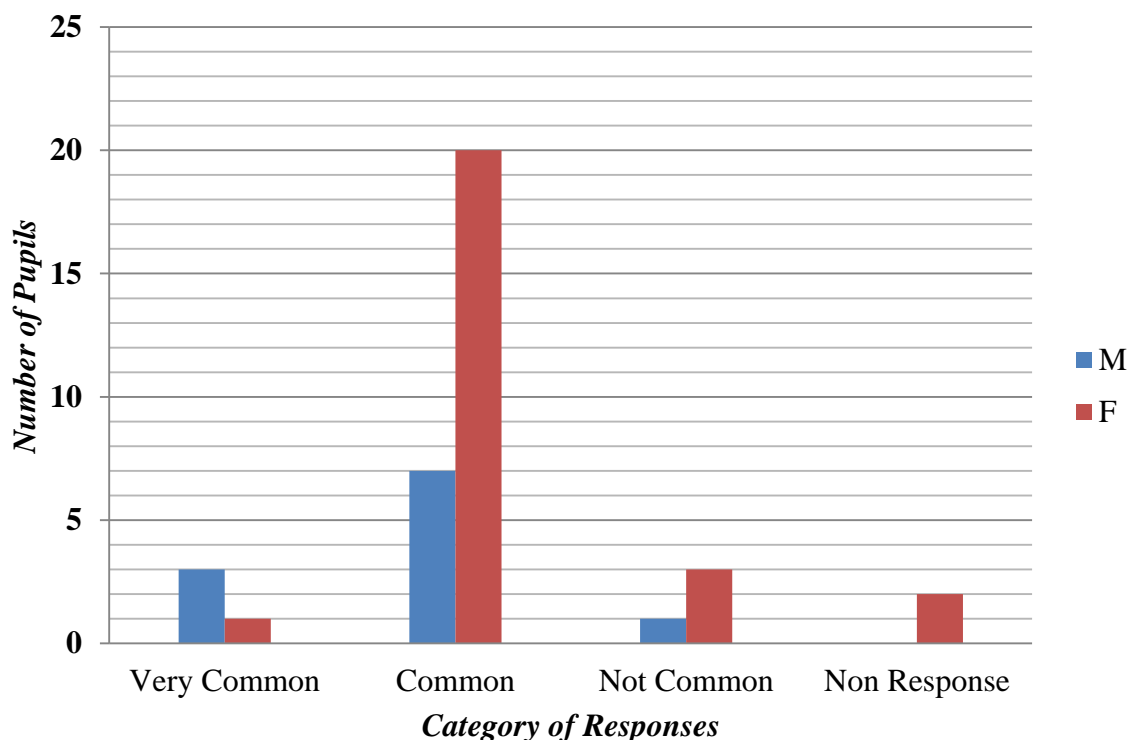


Figure 5.2: A Bar Chart showing Pupils’ Responses by Gender on incidences of Teacher/pupil Sexual Relationships in Schools.

More pupils said the teacher/pupil sexual relationships were common, it could be that pupils themselves were not happy with what was going on in schools regarding the sexual relationships between male teachers with female pupils. This could also be confirmed by the high number of female pupils who said the relationships were common.

Another phenomenon brought out by pupils from the interviews conducted in School A, B, E and F was the fact that there were many sexual relationships going on involving male teachers from one school with female pupils from another school. These relationships were said to be taking place outside school and that many cases were not reported to the school administration. This was attributed to a high number of female pupils who were staying on their own renting quarters nearby schools for the entire school term away from their parents in far flung areas. Male teachers take advantage of such girls to provide them with some school needs in exchange for sex.

The teachers' responses also followed a certain pattern, which indicated high prevalence rate of teacher/pupil sexual relationships in schools. 11 teachers (one male and ten female) and four teachers (two male and two female) said male teacher/ female pupil sexual relationships were very common and common respectively. Four teachers (two male and one female) said the relationships were not common while six of them (four male and two female) could neither confirm nor deny the occurrence of such relationships in schools. Female teachers easily attested to the fact that such incidences were common as the numbers suggest and most teachers who remained mute were male (Figure 5.3).

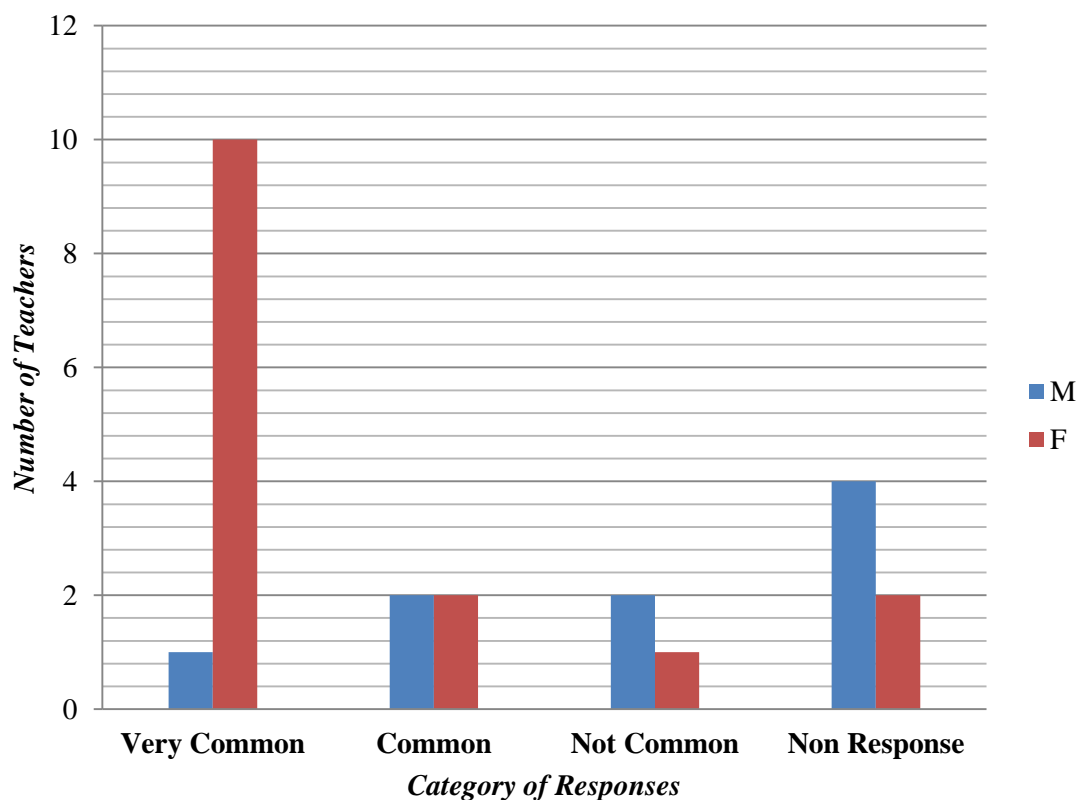


Figure 5.3: A Bar Chart showing Teachers Responses by Gender on incidences of Teacher/pupil Sexual Relationships in Schools.

Out of the 24 teachers, 11 teachers (ten female and one male) said the male teacher/ female pupil sexual relationships in schools were very common while four teachers (two male and two female) said the incidences were common. However, three teachers (two male and one

female) said the incidences were not common and six teachers (four male and two female) indicated no responses Figure 5.3.

Surprisingly, the female teachers were freer in giving out information on the male teacher/female pupil sexual relationships in schools than male teachers. More female teachers attested to the fact there were a lot of such relationships going on in school than male teachers as they seemed to follow these relationships with keen interest. However, more male teachers remained mute by not stating whether such relationships were common or not.

Interestingly enough, even when some Head teachers did not come out so clearly indicating the prevalence of male teacher/ female pupil sexual relationships in schools, most pupils, and teachers said such incidences in schools were common. That suggests that many cases involving teacher/pupil sexual relationships were not reported, and even when they were brought to the attention of the administration, administrators did very little to address the situation. This is in line with Leach et al. (2003) who revealed that many male teacher/female pupil sexual relationships in schools go unreported as some teachers with information were generally unwilling to report other teachers' misconduct to the administration to know about them. Consequently, administrators could not keep a record of such occurrences in schools. The Head teacher from School B said such relationships were not common while two out of the six teachers and another teacher from the same confirmed that the relationships were very common and common respectively. Similarly, questionnaires from School C where the Head teacher said such relationships were not common, six out the ten pupils revealed that such relationships were common.

The Head teachers, the DEBS, parents the teacher union leaders and an official from the MOE HQ also responded in separate interviews on the teacher/pupil sexual relationships in school. Out of the six Head teachers interviewed, one male Head teacher said the teacher/pupil sexual relationships in school were very common while three female Head teachers said the incidences were common and two (a male and female) said such cases were not common.

A Head teacher from School A came out so strongly that teacher/pupil sexual relationships were very common before he was transferred to that school and said he was working so hard

to bring such incidences to a stop. He further narrated a scam where male teachers were conniving with each other by giving female pupils permission to go to some place where they could meet male teachers. A male teacher would tell his counterpart on duty to grant permission to a female pupil to go out so that it does not seem he is part of the syndicate. The male teacher and the female pupil would then link up at some place far from school. To that effect, the Head teacher from that school made it a point that no teacher should be involved in giving permission to the pupils other than the deputy Head teacher or the Head teacher himself. This was done to stop such incidences from occurring in school.

Three Head teachers stated that teacher/pupil sexual relationships were common in schools but the cases were difficult to sort out, as most of them were based on hearsay. When the male teachers and female pupils involved were summoned to the administration, they would deny the allegations because of lack of evidence. However, two Head teachers one from School B and another from School F were quick to mention that such incidences were common in other schools and in some cases involved male teachers from one school and female pupils from other schools.

The DEBS stated that teacher/pupil sexual relationships were common in schools. However, he was quick to mention that many of such cases went unreported and ended up being settled between male teachers and parents to the female pupils. Most cases especially those involving pregnancies were reported to the office only when male teachers fail to honour what they would have agreed on and usually the cases are brought up much later.

Out of the 12 parents, two female parents said the relationships were very common while eight parents (two male and six female) said such incidences were common. However, just two male parents gave no response to state if such incidences were taking place in schools. The findings revealed that female parents had more information of what was happening between male teachers and female pupils just like female teachers in schools. This suggests that female parents tend to conceal any information involving sexual relationships between male teachers and female pupils in schools.

The study also involved the teacher unions at district and provincial levels. From the three union leaders who were interviewed from Zambia National Union of Teachers (ZNUT) and

Basic School Teachers Union, one female stated that the relationships were very common in schools while the other two who were male said such incidences were common in schools.

5.2.2 What forms do teacher/pupil sexual relationships in your schools take?

The findings revealed that male teacher/ female pupil sexual relationships in schools take many forms which include the use of suggestive sexual language and gestures, touching and sexual intercourse between male teachers and female pupils. Similar responses came out from all the FGDs.

Sexual suggestive language use: all the participants said language use was one major indicator that sexual relationships were taking place between male teachers and female pupils in schools. For example, a female teacher from School E cited the language commonly used by female pupils to male teachers like:

“Imwe naimwe ba Sir, tupeniko impiya naifwe tulafwaya.”

(You also Sir, give us some money we are also in need)

“Ba Sir naimwe, naifwe tuli banakashi tamutumona!.”

(teacher, we are also ladies, don't you see us!)

Male teachers were also said to be passing some complimentary but sexual remarks towards female pupils such as:

“You are very beautiful!”

A female teacher from School D said.

“You are old enough to get married!”

A female teacher from School B said.

“You look nice in that attire!”

A female teacher from School B said.

This is in line with a study conducted by CEDEM and USAID (2008) which stated that many are the times that teachers forget their roles as mentors and figures of authority but

instead they fall into trap of talking to their pupils intimately as if they were romantically interested and thus deeming them potential sex objects.

Gestures/ looks: responses from the participants revealed that certain gestures and looks from both male teachers and female pupils have suggested sexual relationships taking place. Both male teachers and female pupils expressed their sexual desires through gestures and looks citing examples like winking at each other.

Fondling: some participants from all the FGs said male teachers have had very unusual fondling of the female pupils. Fondling of girls' breast and patting on their buttocks, scratching the inside of female pupils' palms when greeting, holding them by their shoulders, and walking side-by-side holding each other's hands and that female pupils also tend to get too close to male teachers. This is done especially when teachers are marking their class exercises to an extent where female pupils' breasts touch male teachers' bodies.

Sexual intercourse: This is a situation where male teachers were said and found to be having sexual intercourse with female pupils, though in many cases, problems arising therefrom were discussed and settled between the teachers and parents. Cases of such a nature have not reached administration in so many instances, while in some cases marriages have resulted from the teacher/pupil sexual relationships in schools. Male teachers and parents of female pupils involved often tend to settle such issues outside school administration making it very difficult for authorities to follow them up and record such occurrences. The official from the DEBS office said,

“when teachers are found having sex or have impregnated pupils, parents and teachers involved tend to settle such outside the school administration and parents to the pupils only report when the teacher has failed to honour what they agreed upon and that comes much later.”

The above findings are in line with Leach et al. (2003) who revealed that not all parents, teachers, and girls disapproved of teachers having sexual affairs with school girls. While Coombe (2002) also affirmed that some school authorities mainly choose to handle the cases administratively or customarily by negotiating with parents or elders. Sometimes, this could

be as a result of failure on the part of parents to press charges against the teachers as they fear public humiliation.

Mwale (2014) refers to 'sexual seductive' as sexual advances or unsolicited sexual comments, physical contact or other gestures sexual in nature which one finds offensive, or other gestures that cause discomfort or interfere with academic performance or a conducive study environment. 'Sexual bribery' takes the form of soliciting or attempting to solicit sexual activity by the promise of some reward, sexual threat or coercion which includes procuring or attempting to procure sexual activity by threat of violence or victimization.

5.3 What influences the Male Teacher/ Female Pupil Sexual Relationships in Schools

Asked on what influences the male teacher/ female pupil sexual relationships in schools, participants both teachers and pupils gave multiple responses which included: poverty, lack of adequate boarding facilities in schools, lack of parental care, love of material things, pupils wanting academic favours, skimpy dressing among pupils, unusual closeness of female pupils, moral decay and sitting posture exhibited by female pupils in class.

The issue of poverty, lack of parental care and wanting academic favours as an influence came out so prominent from all the teachers and head teachers interviewed. While pupils brought out the issues of love of material things, unusual closeness of female pupils with male teachers and careless sitting in class. Teachers from School B and D were the only ones who cited inadequate boarding facilities in schools as an influence of such relationships since most pupils stay on their own away from parents.

The issue of poverty as an influence was similarly brought out by Woods (2001) who cited poverty as one of the reasons that perpetrated the teacher/pupil in Botswana schools. It was highlighted that 34% of the school girls agreed to have sex in exchange for money to help them meet their daily needs. Hayward (2003) in a study conducted in Gambia shares the same findings that teachers used the promise of money for food, school fees, and other necessities or small luxuries to lure girls into sexual relationships. In other cases, teachers gave the girls they were dating preferential treatment, helping them to pass even when they did not deserve good marks or refraining from punishing them when their classmates were punished. Some teachers retaliated against girls who refused their advances or broke off a

relationship, for example, by sending pupils out of class or punishing them when they did not do anything wrong.

Regarding the sitting posture of female pupils in class, one boy from School D said:

“Limo abakashana tabekala bwino mu class, ba teacher ngabalefunda abakashana bambi balatinta amashiketi mumulu ukulanga amantanta . Ba teacher nabo bantu..... So abakashana nabo balalenga ba teacher ukuba fwaya.”

(Sometimes girls do not sit properly in class, when teachers are teaching, some girls pull up their skirts showing their thighs. Male teachers are also human so girls also contribute to the fact that male teachers propose love to them.)

Head teacher from School E cited moral decay as one of the major influences of teacher/pupil sexual relationships in school. He stated that,

“most new teachers have come in the system because of lack of employment and do not have passion for work, and cannot keep up the good morals. They are therefore, involved in a lot of bad vices which includes sexual relationships with pupils. I do not know if colleges are preparing them enough for the job.”

Mlyakado (2013) also revealed that many female pupils are in sexual relationships with male teachers due to many forces such as self-desire, poverty and peer pressure that push female pupils into sexual activity

Teacher/pupil sexual relationships are not based on love, but rather because teachers have power and authority over pupils. That is, female pupils give in to sexual relationships with their teachers even if they do not want for fear of reprisal from teachers for not giving in. It is also observed that pupils agree to have relationships in order to gain favours of say higher grades. The teaching profession just like that of politics and the clergy, involve public trust, which means members of the teaching profession are appointed guardians of the public interest (Pollock, 2007).

Chilensi- Sakala (2012) argues that, sexual abuse is rare between strangers but rather there is always a close relationship between the victim and the perpetrators and mostly the

perpetrator is a very trusted person by the child. However, in some cases, the perpetrator may not be a close relation, but even in such cases, she/ he is a close person such as a neighbour, a teacher or so and the child happens to know and trust such persons.

The relationships occur due to the close relationships that exist between the male teacher and the female pupil. The male teacher is in most cases trusted by the female pupil who could think she is in the safe hands of the teachers they trust. Their relationship allows them to be close to each other for academic purposes and not otherwise.

5.4 Effects of Male Teacher/ Female Pupil Sexual Relationships in Schools.

Asked what effects male teacher/ female pupil sexual relationships in schools were on the female pupils, male teachers, other pupils in schools, education standards and the community, participants had several responses (Table 5.2).

Table 5.2: Effects of Teacher/pupil Sexual Relationships in Selected Schools in Mpongwe.

CATEGORY	EFFECTS
<i>FEMALE PUPILS</i>	<ul style="list-style-type: none"> • Contracting Sexually Transmitted Infections including HIV. • Unwanted pregnancies • Abortion. • Poor performance leading to dropping out of school. • Early marriages. • Obstetric complications such as <i>vesico-vaginal fistula</i> • Psychological and emotional disturbance.
<i>MALE TEACHERS</i>	<ul style="list-style-type: none"> • Lack of concentration on school work. • Unstable marriages or homes for married male teachers. • Suspension and dismissal from work. • Lack of impartiality in dealing with pupils.
<i>OTHER PUPILS</i>	<ul style="list-style-type: none"> • Loss of confidence in teachers. • Loss of respect for teachers. • Others are misled to get into similar sexual relationships. • Others are forced to get transfers to other schools.

<i>EDUCATIONAL STANDARDS</i>	<ul style="list-style-type: none"> • Educational standards are compromised. • Educational standards tend to be lowered. • Examination malpractices may emerge as some pupils are assisted during examinations by teachers as payment for sex.
<i>COMMUNITY</i>	<ul style="list-style-type: none"> • Loss of respect for teachers. • Loss of credibility of the education system. • Child headed homes emerge as some pupils are impregnated, dumped and left to fend for themselves. • Communities lag behind in development as girls who drop out cannot be fully involved in the community development process.

Effects of male teacher/ female pupil sexual relationships in schools cut across the whole system. There are effects on the female pupils, male teachers, and other pupils in school, on the educational standards and on the community.

Female pupils- participants from all the FGs and interviews conducted gave several responses ranging from contracting Sexually Transmitted Infections including HIV, abortions, Obstetric complications such as *vesico-vaginal fistula* poor performance leading to dropping out of school while others get married at a tender age. Issues related the health of the female pupils like *vesico-vaginal fistula* were given by female teachers from School A, B, C and E.

In line with the above findings on reproductive health, Holme et al. (2007) stated that *vesico-vaginal fistula* was another consequence that could arise due to undeveloped reproductive system. The consequence is prevalent among underage girls who start to bear children before their physical development is complete as their pelvic would not have developed to allow easy passage of babies. There is damage of the passage during child delivery.

These findings are in line with a study conducted by Cornell Law School in collaboration with Women and Law in Southern Africa-Zambia (2012) which found that teacher/ pupil sexual relationships has serious negative consequences for girls' education and health. Girls may experience sexually transmitted diseases, early pregnancy, injury, or death from unsafe

abortions, depression, and anxiety and are more likely to have difficulties concentrating on their studies.

Male teachers- participants from all the interviews and questionnaires pointed out the following: lack of concentration on schoolwork, unstable marriages, or homes for married teachers, suspension, and dismissal from work and lack of impartiality in dealing with pupils. FGs from School A, B, and F said some male teachers tend to give special treatment to girls they are in love with and harshly treat those who turn down their proposals.

Chege (2006) in a study conducted in Zambia and Kenya with the purpose of exploring the role and identities of teachers in empowering a girl pupil found that a girl pupil was unfairly treated. She was favoured by a male teacher if she succumbed to teachers sexual advances. And she was frequently punished for no good reasons if she turned down the sexual advances. Boy pupils were always maltreated including not marking their exercise books.

Other pupils in school- interviews and responses from the questionnaires cited the following: lack of confidence in teachers, loss of respect for teachers, others are misled into the same sexual relationships whilst others get transfers to other schools because of being put off by this behaviour by teachers. Responses not easily understood from the questionnaires were explained in details during the focus group discussions.

Educational Standards- some participants especially the teachers said educational standards are compromised, educational standards become low, there are a lot examination malpractices as some pupils are assisted during examinations by teachers as payment for favours they receive whilst in sexual relationships. A teacher from School D said,

“A lot of male teachers assist female pupils during examinations in exchange for sex and other material things like chicken and goats.”

The community- participants responses from interviews, FGs and questionnaires said; loss of respect for teachers, loss of credibility in the education system, child headed homes emerge as some pupils are impregnated, dumped and left to fend for themselves while in the same line communities do not develop, as girls do not complete but drop out of school as effects of such relationships in schools. However, female teachers brought out the issue of

teachers impregnating girls and that most of them were just dumped and left to fend for themselves.

Female pupils who drop out of school experience numerous challenges in life and effects spill over to their families and society in general. (Njau and Wamahiu, 1998) in Nekatibeb (2003) state that, premature departures or dropping out from schools by female students is notable in Sub-Saharan Africa and early departures of girls from schooling certainly result in wastage of human resource. The interruption of schooling by female pupils is also costly in terms of the quality of life of those who drop out as well as to the society at large. The dropping out of female learners from schools denies them the opportunity to further their education and subsequently getting employment and also as the means to increase their social and political participation. In addition, the non-completion of school by females contributes to their low social status in society as well as to their reduced decision-making power in the household and over their lives. Given the economic and social benefits of female education, the drop out of female students from school represents a significant regression in the development of nations.

Similarly, Tsai and Wagner (1978) states that sexual harassment and violence affect adolescent girls at all levels of schooling and ages and in all types of school settings, whether urban or rural and sexually abused pupils tend to show peculiar behaviours and signs. List of some of the long-term effects of sexual abuse include depression, self-destructive behaviour, anxiety, feelings of isolation and stigma, poor self-esteem and difficulty in trusting others.

5.5 Adequacy of the Existing Code of Conduct and Public Service Regulations

Guiding the Expected Conduct of Male Teachers in Schools.

Asked how issues of male teacher/ female pupil sexual relationships are dealt with in schools and the district, the DEBS, two union official and the MOE official said,

“a lot of cases are not reported and as such they are not dealt with.”

While two Head teachers and 15 teachers and the DEBS said;

“a few reported cases of these relationships are taken to the disciplinary committee at the school and if found necessary forwarded to the district for further action.”

However, responses from the Head teachers and Guidance and Counselling teachers indicated that female pupils and male teachers involved in such sexual relationships in most cases denied being involved due to lack of evidence and as such no disciplinary measures were taken. Some teachers were just transferred to other remote schools as a disciplinary measure or punishment although that was also transferring a problem to other schools. This is supported by Rosetti (2013) who stated that some teachers found guilty of having sexual relationships with pupils were simply warned not to do it again while others were transferred to other schools where the practice continues.

Asked whether teachers were aware what the code of conduct stipulated regarding teacher/pupil sexual relationships in schools, in response, teachers and Head teachers could neither deny nor acknowledge seeing or reading a clause regulating teacher/pupil sexual relationships in schools. All the teachers interviewed were unable to point out where such was written but claimed seeing them in some unspecified public regulation documents although none of them had a personal copy for reference.

All the Head teachers interviewed were in possession of the ‘Terms and Conditions of Service, Policies and Procedures for Employment’ and the ‘Disciplinary and Procedure for handling Offences in the Public Service’ booklets kept on their tables or cabinets. However, all these documents are general to the civil and public service. On the other hand, no school involved in the study had any school rule talking about the sexual relationships involving teachers and pupils in school.

The above situations suggest that teachers just know that teacher/pupil sexual relationships in schools are not allowed. This further suggests that teachers do not read these public regulation documents in place but rely on their supervisors or superiors for updates. Most of these documents are said to be kept by Head teachers in their offices who only refer to them when there is an issue to sort out.

It was also revealed by the DEBS that head teachers in schools are partly to blame as they are not willing to share information pertaining to their teachers conduct with their members of staff by hiding the documents and only produce them as a weapon to threaten the teachers and capitalise on their ignorance. Situations like this in schools make teachers unable to be open and to share what goes on around them freely with their supervisors.

According to the above findings, it is evident that many cases are not reported to the administration either at school or district level. Hence, the problem is not mitigated. A lot of cases have been heard and reported meaning that many more acts remain unreported and as such, no measures are taken against the perpetrators. However, even with the reported cases, there seem to be no clear-cut measures of dealing with them as the tendency has continued. Longwe (1993) alleges that many institutions and individuals fail to respond positively to sexually abused school girls and punish the perpetrators but instead to blame the victim. This is in line with the Women and Law in Southern Africa- Zambia (2012) which states that girls subjected to sexual abuse at school face multiple barriers to obtaining redress. Most schools do not have clear policies or procedures for responding to reports of sexual abuse or educating girls about how to protect themselves from such abuse. Many school officials fail to recognize or respond effectively to harassment and violence that occurs at their schools. There is reluctance to fire teachers and some officials only react to reports of abuse by cautioning the perpetrators or transferring them to other schools. School officials rarely bring cases of sexual abuse to the attention of the police, and challenges ranging from the lack of resources available to police investigators to problems of evidence and absence of child-friendly court procedures make it unlikely that the few cases of school-based rape or defilement that do enter the criminal justice system will progress very far.

Asked what could be done to avoid teacher/pupil sexual relationships in schools. 14 teachers (9 female and 5 male), said the following measures ought to be put in place:

- Stiffen the law for offenders for both the pupils and teachers
- Abolish the Re-Entry policy in the Ministry of Education as it was said to sometimes refuel such acts
- Head teachers who fail to report such cases must also be punished or disciplined.

While three of the six head teachers interviewed (two female and one male) said;

- Pupils and teachers should be encouraged to report such sexual relationships in schools to administrators.

This response indicate that female teachers and administrators who are in the majority are keen to help the female pupils by advocating for stiffer penalties on erring teachers and pupils and encouraging the pupils to report cases of these relationships in schools.

Similarly, one male union leader from the district stated that:

“Male teacher/ female pupil sexual relationships are a cancer in our teaching profession and all possible penalties ought to be employed to stop the vice.”

Whereas 7 parents (4 male and 3 female) advocated for massive sensitisations of both pupils and teachers highlighting the negative consequences of such sexual relationships. While some parents could not understand the aspect of code of conduct as only five out the 12 parents (four male and one female) were able to stipulate what a code of conduct was.

According to category four of the disciplinary code and procedure for handling offences in the public service, sexual seduction, sexual bribery, sexual threat or coercion, sexual imposition and rape constitute sexual harassment. Among these categories of sexual harassment, it is only an officer who commits a rape case who can summarily be dismissed while the penalty for seductive sexual advances, sexual bribery, sexual threat or coercion and sexual imposition, is suspension (Service Commission, 2003).

However, the disciplinary code and procedure for handling offences in the public service is short of a clear and direct input on how teachers need to relate with their pupils. It does not clearly spell out that the male teacher/ female pupil sexual relationship is an offence nor are penalties stated to that effect.

This is in contrast with the Namibian situation which has made the code of conduct clear to teachers on aspects of sexual relationships with pupils. A study conducted in Namibia by Hubbard (2008) states that the Code of Conduct for the Teaching Service stipulates that a teacher ‘may not become involved in any form of romance or sexual relations with a learner

or sexual harassment or abuse of a learner,’ though it makes no particular reference to learner pregnancy. It further states that failure to comply with the Code of Conduct constitutes misconduct and must be dealt with in terms of Namibia’s Public Service Act. The scenario is different in Zambia as the code of conduct applies generally to the public service and not specifically to the teaching service as in the Namibian case.

Longwe (1993) states that there are certain things the Head teachers can do to assist the male teachers keep away from the temptation to engage in sexual relationships with female pupils before they are weeded out of the system. In the first place, it must be made clear to all the teachers that falling in love with their own pupils or any pupil is an offence for which the penalty is dismissal. The same must be made known to all the girls. Some rules can also be made clear. For example, in a boarding school, teachers’ houses can be placed out of bounds to all the pupils, except with special permission. Even certain types of contacts between the teachers and the pupils can be discouraged. Teachers should not be too familiar with their female pupils. Teachers should also refrain from asking the same girls to take piles of books to their offices or houses for it is easier to talk to someone you are in touch with everyday than somebody you are seeing for the first time.

Hayward (2003) states that breaking the silence about violence at school is an important step towards its diagnosis and prevention. The Gambian government did this by including in a sexual harassment policy, a directive stating that teachers should not be alone with pupils of the opposite sex. The launch of a two-year UN Global Study on Violence, the recommendations of the Commission on Human Security, the momentum behind the Millennium Development Goals and the ongoing Education For All movement all offer opportunities for substantive empirical research and advocacy around safety in education.

According to CEDEM and USAIDS (2008), the Code of Conduct should not be viewed primarily as a means of imposing sanctions but that of emphasizing and encouraging improvements in individuals’ conduct. Similarly, the rules and regulations in the Code of Conduct should not be regarded merely as a catalogue of offences and penalties or negatively as constituting restraint on member’s freedom. They are meant to ensure that the conditions for effective teaching and learning are created and maintained in the country’s educational institutions as well as to inspire public confidence in teachers to whom is

entrusted the physical, mental, moral, religious and spiritual up-bringing of the country's children.

CHAPTER SIX: ETHICAL EVALUATION

6.1 Introduction

The fourth objective of this study was to ethically assess the forms, perceived influence, and effects of male teacher/ female pupil sexual relationships in selected schools in Mpongwe. The theoretical framework for making an ethical assessment was comprised of utilitarianism, deontology, and virtue ethics. This chapter will now apply these theories to the research findings.

6.2 The Effects of Teacher/pupil Sexual Relationships in Schools from a Utilitarianism point of view.

Utilitarianism asserts that the standard of morality is the promotion of the best interest of the majority. It claims that we act morally when our actions produce the greatest possible ratio of *good* to *evil* for the greatest number of individuals. In evaluating the morality of teacher/pupil sexual relationships in schools, it is therefore prudent to weigh the overall benefits and harms of these relationships.

The negative consequences of male teacher/ female pupil sexual relations are numerous as the study found out. These consequences cut across the whole education system with effects on the female pupils and male teachers directly involved in the sexual relationships, on other pupils in school, on the education system as well as on society as a whole.

Some female pupils end up contracting Sexually Transmitted Infections (STIs) including the Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (HIV and AIDS), having unwanted pregnancies, unsafe abortions, early marriages, obstetric complications such as *vesico-vaginal fistula*, psychological disturbances and poor academic performance which may lead to these pupils dropping out of school. While the male teachers end up not executing their duties impartially in relation to other pupils, the stability of their homes and marriages are threatened, there is loss of concentration in their school work. Sometimes teachers end up being suspended or dismissed from their work with disastrous consequences for the well-being of themselves and their families.

On the other hand, some pupils in the school lose respect, trust and confidence in the teachers involved in sexual relationships with pupils. Sometimes other female pupils get misled to get into similar sexual relationships. In addition, other pupils get transfers to other schools where they feel they cannot be victimised and taken advantage of.

These sexual relationships do not just adversely affect the teachers and pupils directly involved and other pupils in school but also compromise educational standards in the nation. Sometimes teachers involved do not put in their best and opt to engage in examination malpractices by assisting female pupils during examinations. Consequently, the community or rather the societies lose trust in teachers and the educational system in general.

However, there are also positive consequences arising from the teacher/pupil sexual relationships in schools. Firstly, there is the satisfaction of sexual desires by both male teachers and female pupils. Secondly, some female pupils get academic favours from the male teachers and have preferred treatment over others in school. The third positive consequence is that female pupils are given money and other material things by male teachers. A fourth positive consequence may be that sometimes marriage emanates from these sexual relationships Table 6.1.

Figure 6.1: Benefits and Harms of Teacher/pupil Sexual Relationships in Schools

BENEFITS	HARMS
<p><i>To female pupils</i></p> <ul style="list-style-type: none"> • Satisfaction of sexual desires • Get academic favours from the male teachers • They receive preferred treatment over others either in school. • There are given money and other material things by male teachers. • Sometimes marriage emanates <p><i>To male teachers</i></p> <ul style="list-style-type: none"> • Satisfaction of sexual desires 	<p><i>To female pupils</i></p> <ul style="list-style-type: none"> • May contract Sexually Transmitted Infections including HIV. • Unwanted pregnancies. • Abortions. • Poor performance leading to dropping out of school of pupils. • Early marriages. • Obstetric complications such as <i>vesico-vaginal fistula</i> • Psychological and emotional disturbances. <p><i>To male teachers</i></p> <ul style="list-style-type: none"> • Lose concentration on school work.

<p><i>To other pupils in school</i></p> <ul style="list-style-type: none"> Some are encouraged into these relationships for academic favours and material gifts from male teachers. <p><i>To Education standards</i></p> <ul style="list-style-type: none"> <i>None</i> <p><i>To the community</i></p> <ul style="list-style-type: none"> <i>None</i> 	<ul style="list-style-type: none"> Unstable marriages or homes for married male teachers. Suspension and dismissal from work. Lack impartiality. <p><i>To other pupils in school</i></p> <ul style="list-style-type: none"> Lack of confidence in teachers. Loss of respect for teachers. Some are misled to get into similar sexual relationships. Others are forced to get transfers to other schools. <p><i>To Education standards</i></p> <ul style="list-style-type: none"> Compromised and lowered. Examination malpractices may emerge when some pupils are assisted during examinations as payment for sex. <p><i>To the community</i></p> <ul style="list-style-type: none"> Loss of respect for teachers and credibility of the education system. Child headed homes emerge as some pupils are impregnated, dumped and left to fend for themselves. Communities lag behind in development as girls who drop out cannot be fully involved in the community development process.
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According to utilitarianism, when considering any action to be performed, we should evaluate the amount of pleasure or pain it will produce according to its **intensity, duration, fruitfulness, purity, nearness**. Male teachers and female pupils therefore ought to critically focus on how much pleasure they get out of sexual relationships, for how long, how likely is it that the proposed action will produce either more pleasures and pain of the same kind, how unmixed are the benefits with pain and how soon will the pleasure occur. All these

factors have to be taken into account in calculating which action is best. According to Bentham, the process of calculating is simple:

1. For each person affected by a proposed action, add up the total amount of units of pleasure (or desirable consequences) produced and subtract from the figure amount of pain (or undesirable consequences) produced.
2. Merge the calculation for each individual into the sum total of pleasure and pain produced for the community.
3. Do this calculation for alternative courses of action
4. The morally right action is the one that produces the greatest sum total of pleasure

In evaluating teacher/pupil sexual relationships in schools, it is paramount, therefore, to follow the utilitarian method outlined above. Both male teachers and female pupils ought to weigh the benefits of the consequences over harm. Since the harms outweigh the benefits as the findings indicate, then the sexual relationships are wrong and should not be allowed in schools. If for example, both male teachers and female pupils satisfy their sexual desires and enjoy just for a short period of time, but end up regretting for the rest of their lives. When female pupils end up contracting STIs including HIV and AIDS, have unwanted pregnancies and dumped, obstetric complications while married male teachers also tend to have marital problems, with others being suspended and dismissed from work, then teacher/pupil sexual relationships are wrong since the negative effects outweigh the benefits. Similarly, if these sexual relationships produce further harms or pain to teachers and pupils and society at large, then the relationships are not of benefit in schools. In addition, when male teachers start favouring the female pupils to an extent of helping them during examinations in exchange for sexual favours from them lowering education standards and where male teachers tend to treat other pupils in school with partiality. Then, these sexual relationships in schools are wrong.

Bentham's utilitarianism is its appeal to the greatest happiness of the greatest number. Actions are right in proportion, as they tend to produce pleasure, wrong, as they tend to produce the reverse. Lawhead (2011) states that, "the morality of an action cannot be divorced from its consequences. Therefore, a person's own interest has to balance against those of all others in calculating the morality of an action." Society does not take delight in

teacher/pupil sexual relationships, especially looking at the problems that their children go through. When they get pregnant, for instance, most of the female pupils are dumped and left to fend for themselves, meaning their future is ruined and their well-being is not taken into account. Such effects are unbearable, and from the utilitarian point of view, teachers have to ethically consider the consequences of engaging into sexual relationships with female pupils and female pupils too have to weigh the benefits of their actions over harms. The negative effects are not in the best interest of the majority and do not maximise the good of the majority involved, hence it is wrong for both teachers and pupils to engage in sexual relationships. There is a serious need to weigh the benefits of such acts over harms and since negative consequences outweigh the benefits, the relationships are not justified.

The key features outlined in the utilitarian theory, that is **maximization, well-being, impartiality**, and **universalistic** will also be used to ethically evaluate the effects of teacher/pupil sexual relationships in schools. Questions that may be asked include: do these sexual relationships maximise the overall good of teachers, pupils and the society at large? Do they promote the well-being of everyone directly affected and those that may not be directly involved and affected?

In line with John Stuart Mill, female pupils as well as male teachers ought to hold that the highest good which is to attain well-being of themselves and society in general could only be achieved by ensuring that they do not indulge in sexual relationship. Many parents are losing trust in teachers, a scenario that is not good for both the teaching fraternity and the community at large. Therefore, it is very cardinal that the teachers and pupils' actions of engaging in sexual relationships are not solely for their own benefit but for the greatest amount of happiness for the greatest number of people which is the basis of the theory of utilitarianism. Utilitarianism as a consequentialist theory advocates for an action to be morally right if the consequences of an action are more favourable than unfavourable to everyone affected by the action. Teachers and pupils involved in the sexual relationships do not focus on consequences as a basis for their action. If the effects or rather the consequences of sexual relationships are favourable only to the individuals performing the act and unfavourable to everyone affected by the action, then such acts are not morally right as they do not maximise the universal good.

Rule utilitarian is ideal in evaluating the moral worth of an action. Utilitarians maintain that people ought to prefer whatever produces the greatest overall utility and that is determined by weighing the consequences and giving at least three different answers though not necessarily mutually exclusive: act, rules and practices. Act Utilitarianism contends that an action is right only if it produces the greatest balance of pleasure over pain for everyone. However, rule utilitarianism states that people ought to act in accordance with those rules that will produce the greatest overall amount of utility for society as a whole. This entails that an action is right only if it conforms to a set of rules the general acceptance of which would produce the greatest balance of pleasure over pain (Hinman, 1998).

If acts of teacher/pupil sexual relationships end up with some female pupils getting high marks, money and material things which are good for the few that benefit, then it is the right action to do according to the act utilitarian. The rule utilitarian would consider the consequences in the long run where every teacher would benefit by getting into a sexual relationship and awarding female pupils with high marks giving them money and material things. Rule utilitarianism urges us to look beyond the immediate pleasure an action produces for oneself. It says we should also consider the beneficial and harmful consequences that our actions will produce for others now and in the future. When seen in this light, act utilitarianism might condemn teacher/female pupil sexual relationships in schools because of their current harmful effects both on the individuals involved and, more generally, on society. A rule utilitarian approach to the ethics of sexuality focuses on these broader social effects explicitly. The long-term social consequences of moral rules may not permit these sexual relationships between teachers and pupils as they prove harmful to society.

Teacher and pupils will be helped in making moral decisions about sexual relationships in schools by use of rule utilitarianism rather than act utilitarianism which refers to particular situations. Male teachers who are charged with the public welfare can hardly use any other than utilitarian principles, since they must seek the majority good. In a situation where male teachers end up marrying these female pupils, rule utilitarians would ask: what sort of a society will it be, where male teachers would be marrying their female pupils in the education system? This would be unacceptable behaviour by the majority citizens, hence,

teacher/pupil sexual relationships in schools are not a morally right action by both teachers and pupils.

Teachers as public office bearers are accountable for their conduct while in office. The power given by the public office is held in trust for the benefit of the community and should be exercised within a framework of moral responsibility for the welfare of others. It is therefore uncalled for that teachers, who are given the responsibilities to supervise, guide and build pupils moral development to turn back and engage in sexual relationships with pupils (Lewis, 1991).

Utilitarianism maintains that only pleasure or happiness has *intrinsic value*. They hold that a morally right action is one that produces more good and fewer bad consequences than any other action. The theory asserts that the standard of morality is the promotion of the best interest of the majority (Mulgan, 2007).

It is therefore paramount to use rule utilitarianism and utilitarianism based on Bentham's quantitative pleasure and Mill's qualitative happiness in evaluating teacher/pupil sexual relationships in schools.

6.3 The Forms of Teacher/pupil Sexual Relationships in Schools from a Deontological point of view.

Deontology as a duty theory bases the morality of an action on specific foundation principles of obligation to duty, to judge actions in terms of right or wrong, whether that action is done from a sense of duty to the moral law. Duty implies obligations, responsibilities, and meeting expectations. It entails acting in terms of norms of appropriateness, the standards that are fostered by institutions (Svara, 2007).

The theory of deontology emphasizes doing what is right according to one's reason. This demands the use of good will to arrive at worthwhile decisions in whatever situation one is found. The 'will' for Kant is the ability to choose; it is at the core of who a person is. He focuses on the fact that when people use their will to deliberately choose to do something, they are guided by a 'maxim' or rational principle for doing it. To believe it is morally right to do something is to believe it is what all human beings ought to do.

In evaluating the nature of an action, Kant says that we should do something only if we are willing to have the maxim, or rational principle, governing our action become a universal law that everyone follows. What Kant is saying, then, is that I should never do something unless:

1. It is right for everyone to do it,
2. I am willing to have everyone do it and
3. You act so as to treat humanity, whether in your own person or in that of any other, always also as an end and never merely as a means.

Is it right for everyone in school to engage in sexual relationships or would male teachers and female pupils be willing to have everyone do it. If it is not right for everyone to engage in sexual relationships or if they are also not willing to have everyone engage in sexual relationships then these sexual relationships are wrong. Teachers and pupils must therefore consistently apply to themselves what they believe should apply to everyone else. They should do something unless it is right for everyone to do. Teacher/pupil sexual relationships in schools are not something that everyone ought to do and therefore it is wrong.

Kant's second version of the categorical imperative implies that we should not use people as objects, as things whose only function is to satisfy our desires. Male teachers must therefore let female pupils participate in the goal of the actions in which they involve them. This rules out all forms of deception, force, coercion, and manipulation. It also rules out all the ways male teachers have of exploiting female pupils to satisfy their own sexual desires without their free consent. Female pupils give in to male teachers for fear of victimisation and their capacity to decide on their own is not there. However, male teachers should promote female pupil's capacity to choose what is right and should strive to develop this capacity in themselves and in those around them as to respect a person as an *end* is to respect her capacity to freely and knowingly choose for herself what she will do. To treat a person as a means is to use the person to achieve my personal interests.

It is morally wrong to use somebody as a means through coercion and deception to the satisfy ones desires. It is also wrong according to the deontological theory for male teachers to treat female pupils as mere sexual objects as a means to satisfy their sexual desires for it

is also not right for pupils to treat teachers as a means to gain academic or monetary favours. It is like allowing desires to determine their course of action. Therefore, sexual relationships between male teachers and female pupils cannot be universalised as a morally right action to perform.

According to deontology, male teachers in sexual relationships with female pupils violate their professional ethics. The teacher occupies a position of trust and any action to take advantage of his position to promote his personal and private interest is wrong. It does not matter whether the female pupil consents to the sexual activity and it does not even matter whether the pupil is of the age of consent. Any sexual contact between a teacher and pupil is wrong. If teachers have a duty and passion to reason, they should morally make rational decisions. Teachers have a moral duty expected of persons who occupy certain roles, obligations taken on when assuming a role or profession. It is wrong then to indulge in sexual relationships with the ones they are supposed to take care of. Female pupils ought to be accorded a right to education and guarantee them a bright future.

There is no consensual relationship between a teacher and a pupil and therefore teachers have to be professional in their conduct. Teachers and pupils have to seriously think about the morality of their actions and gauge the effects in accordance to what society perceives to be right and in line with teachers professional ethics.

6.4 The Influence of Teacher/pupil Sexual Relationships in Schools from a Virtue Ethical Theory point of view.

One of the foremost questions to be asked by the moral agent in the decision to do an action is: What kind of person will I become if I do this act? For example, teacher/pupil sexual relationships in schools, teachers, and pupils can be said to have undesirable moral characteristics and/or that they are forming undesirable moral characters through their choice to engage in sexual relationships. This means that teacher/pupil sexual relationships are a morally bad action.

For an analysis in accord with an ethics of virtue, answers to the following questions would be useful: What sort of teachers and pupils who generally engage in sexual relationships

are? Are they, for instance, honest, temperate, and kind? Why do teachers choose to have sex with people other than their spouses? Are their reasons selfish or unselfish ones? Do they seem to speak of their reasons for their choice honestly or do they seem to be rationalising? What sort of lives have they been leading prior to the action that they choose; are they the sorts of lives that exhibit the characteristics we admire? Generally, teacher/pupil sexual relationships in schools are not compatible with the moral virtues that we admire. Schools are supposed to be places where positive character traits should be developed and not where pupils opt to get transfers out of the school to avoid predatory male teachers who would want to engage them into these sexual relationships (Velasquez et al., 2012).

Through actions, people shape the kind of persons they gradually become. To assess the moral rightness or wrongness of moral behavior, then, people must look at the kind of character that the behavior produces. If the behavior tends to produce a virtuous character, then it is morally right; if it produces a vicious character, then it is morally wrong. The virtues and vices of teacher/pupil sexual relationships are thus as outlined in Table 6.2.

Table 6.2: Virtues and Vices of Teacher/pupil Sexual Relationships in Schools

<i>VIRTUES</i>	<i>VICES</i>
<ul style="list-style-type: none"> • Loyalty • Temperance • Honesty • Fidelity • Impartiality • Respect 	<ul style="list-style-type: none"> • Disloyalty • Self-indulgence • Dishonesty • Infidelity • Partiality • Disrespect

These sexual relationships are connected with several vices and are done by people who are dishonest, intemperate, disloyal, disrespectful, and selfish. Teacher/pupil sexual relationships then, involve acts in which these vices are expressed and they seem to encourage the development of these same vices. These sexual relationships for instance, put married male teachers into positions where they have strong incentives to lie to their spouses, to be self-indulgent, and to be disloyal to their spouses. Male teachers and female

pupils who engage in sexual relationships develop character traits of not resisting pressures but succumbing and often indulging in these sexual relationships. Such character traits in turn influence the actions that teachers and pupils choose. Thus, it is not virtuous for male teachers and female pupils to engage in these sexual relationships in schools as they are an expression of vices.

Teachers are given the responsibility to protect the public interest and have to take care of the pupils. A teacher by virtue of his position ought to teach, supervise, and guide pupils' moral development. This demands the teacher to be close to the pupils under his guardianship and therefore teachers and pupils should not take advantage and use the closeness to express their sexual desires towards each other. Male teachers' expression of sexual desires towards a female pupil is abuse of his authority and hence, whatever relationships that is sexual in nature and beyond that of teaching, supervising and guiding the pupils is said to be sexual abuse of the school girls by male teachers. Similarly, female pupils can attempt to seduce male teachers by the use of suggestive sexual language or gestures and getting too close to them but male teachers have to stand firm and safeguard their position in society.

Teachers and pupils ought to develop character traits of fairness if they have to act morally virtuous in their everyday life situations. It is, therefore, very important for families, churches and even schools to have an influence and shape the moral character of the both the teachers and pupils. Virtue theory is concerned with the good qualities of a person or moral uprightness cultivated over a period through good habits; these would help teachers and pupils not to involve themselves in sexual relationships. If male teachers and female pupils develop and practice character traits of avoiding sexual relationships, they will eventually resist the temptations of engaging in sexual relationships in schools. Teachers hold a very dignified position in the human development fibre of society. Society holds them in highest esteem. Integrity and honest are inseparable in any profession and the teaching profession is not an exception. This is because the two traits bring about uprightness in mutual dealings, transparency, accountability, and the execution of trust for others (ECZ, 2013).

Both the teachers and the female pupils engaging in sexual relationships ought to acquire the character traits that demand the improvement of not only their own lives but also of the community at large. These character traits have to be developed through training and frequent practice of what it takes to have it in them to do what is always right. Virtues may range from temperament, courage, love, justice, and dignity. Other lists might commonly include respect, honest, sympathy, charity, kindness, loyalty and fairness. These virtues collectively are meant to achieve a level of personal happiness in individuals for human flourishing and well-being (Devettere, 2000).

The central focus in male teachers' action and that of the female pupils should be that of developing a virtuous character to display correct behaviours. Thus, a life of virtue is rewarding for the virtuous, as well as beneficial for the community, since the highest and most satisfying form of human existence is that in which the human being lives a life based on virtue.

6.5 Concluding Statement

The three ethical theories used in this study that is utilitarianism, deontological and virtue ethics each provides both teachers and pupils with insight into various aspects of ethics as regards to sexual relationships in schools. Utilitarianism focuses on the overall consequences of sexual relationships between teachers and pupils in schools on teachers, pupils, and society at large. Deontological ethical theory, on the other hand, focuses on wrongness of teacher/pupil sexual relationships as an action itself. Both utilitarianism and deontological ethical theories focus on guiding principles for ethical evaluation. Virtue ethics on the other hand reminds teachers and pupils of the importance of personal responsibility and integrity if they engaged in sexual relationships. Consequently, all three ethical theories condemn teacher/pupil sexual relationships in schools from different perspectives.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

The study confirmed that the problem of male teacher/ female pupil sexual relationships is widespread in Zambian schools and takes many forms ranging from the use of suggestive sexual language and gestures, fondling of pupils' breast and patting their buttocks, and sexual intercourse. The study found that the influences of these sexual relationships in schools ranged from love of material things by female pupils, lack of adequate boarding facilities, lack of parental love and guidance and the search for academic favours to mention but a few.

The negative effects of such relationships in schools cut across the whole system of education and eventually lower the education standards as pupils and parents lose credibility in the education system in Zambia. Female pupils lose respect for teachers and cannot concentrate in school work. Married male teachers for their part cannot put in their best when discharging their duties due to some frictions in their marriages. Their authority is often unevenly exercised to the detriment of the education system. Some female pupils contract STIs, end up having unwanted pregnancies, unsafe abortions, early marriages, obstetric complications, and drop out of school due to poor performance. Other pupils are misled to get into similar sexual relationships while others get transfers to other schools for fear of victimisation.

The study also found out that there are positive effects arising from the teacher/pupil sexual relationships in schools. There is satisfaction of sexual desires by both male teachers and female pupils. Some female pupils obtain academic favours from the male teachers and have preferred treatment over others in school while other pupils are given money and other material things by male teachers. There are also marriages that emanates from these sexual relationships.

However, it is cardinal to state that the harms outweigh the benefits that accrue from these sexual relationships in schools and therefore they are wrong and cannot be supported. The study further established that teacher/pupil sexual relationships in schools are common due to moral decay and much need to be done to correct the situation.

Furthermore, the study established that many cases of teacher/pupil sexual relationships in schools go unreported hence fuelling the problem. Even when some are reported, the male teachers and female pupils involved either deny being engaged in sexual relationships or settle the matter with parents of the female pupils outside the school. It was found out that schools were in possession of the Terms and Conditions of Service, Policies and Procedures for Employment and the Disciplinary and Procedure for handling Offences in the Public Service booklets kept on their tables or in cabinets. However, all these documents are general to the civil and public service without particular reference to the teaching profession.

The ethical evaluation concluded that both male teachers and female pupils contribute to accelerating sexual relationships in schools. Ethically, male teachers and female pupils have to consider not only the consequences of their actions of engaging in sexual relationships in schools but also consider the nature of the act and above all develop character traits that will help them make rational decisions. Male teachers have to seriously reflect on their role in society and the nation at large, that they have a duty to reason and make amicable decisions as they undertake their daily routine works.

7.4 Recommendations

The recommendations are based on the findings from the study and will highlight how best the male teacher/ female relationships could be brought to a stop.

1. A clear code of ethics for teachers is required, which specifies the guiding moral values and principles in the manner they discharge their duties.
2. The Teaching Service Commission need to ensure that cases of male teacher/female pupil sexual relations are reported in schools and acted upon.
3. The Ministry of Education needs to introduce sexuality education in schools to empower the girl-child with decision making skills on matters of sexuality.
4. Schools need to sensitise parents through PTAs on the harmful effects of sexual relations between male teachers and female pupils on the wellbeing, moral development, education, and future of their children. Also to highlight the effects of different cultural norms and practices on the education of female pupils.

5. The universities and teacher training college's curriculum need to intensify the moral aspect of teacher trainees.

7.5 Suggestions for Further Research

- a. There is need to conduct a research on female teacher/ male pupil sexual relationship in schools as this was also coming out during the research.
- b. Further research be conducted to ethically assess the prevalence of the male lecturers/ female students sexual relationships in higher institutions of learning
- c. Further research be conducted to investigate the sensitisation programmes going on in schools of empowering school girls with assertive skills on their health.

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APPENDICES

APPENDIX 1: FOCUS GROUP DISCUSSION GUIDE FOR THE PUPILS

Section A

Nature and extent of male teacher/ female pupil sexual relationships in schools.

1. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? **Yes** **No**
2. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your school?
Very common [] **Common** [] **Not common** []
3. What forms do male teacher/ female pupil sexual relationships in your school take?
4. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
5. Do male teachers contribute to the incidences of these relationships?
Yes ... **No**
6. If **'Yes'**, how do male teachers contribute to the incidences of these relationships?
7. Do female pupils contribute to the incidences of these relationships? **Yes** .. **No** ..
8. If **'Yes'**, how do female pupils contribute to the incidences of these relationships?
9. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences male teacher/ female pupil sexual relationships in schools?

10. What are perceived influences of male teacher/ female pupil sexual relationships in schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

11. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?
12. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?

13. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
14. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
15. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

16. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your school?
17. Are you aware of any school rule(s) guiding male teacher/ female pupil sexual relationships in your school?
18. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in your school?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

19. Are you aware of any ethical guideline(s) governing male teacher/ female pupil sexual relations within the school? **Yes** [☐] **No** [☐]
20. If you are aware of any, what are these in particular?
21. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

Thanking you for your cooperation

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

APPENDIX 2: QUESTIONNAIRE FOR PUPILS

Serial No:

Dear pupil,

I am a postgraduate student at the University of Zambia carrying out a research on the male teacher/ female pupil sexual relationships in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and you are not required to disclose your identity.

Instructions:

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided.

SECTION A:

BIO DATA

1. What is your gender?

Male [] Female []

2. How old are you?

Below 13 []

Between 13 and 17 []

17 and above []

3. In what grade are you? 8 [] 9 [] 10 [] 11 [] 12 []

Answer the following questions:

SECTION B:

Nature and extent of male teacher/ female pupil sexual relationships in schools.

4. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? **Yes** [] **No** []
5. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your school?
Very common [] **Common** [] **Not common** []
6. What forms do male teacher/ female pupil sexual relationships in your school take?
.....
.....
.....
.....
7. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
.....
8. Do male teachers contribute to the incidences of these relationships?
Yes [] **No** []
9. If 'Yes', how do male teachers contribute to the incidences of these relationships?
.....
.....
.....
10. Do female pupils contribute to the incidences of these relationships?
Yes [] **No** []
11. If 'Yes', how do female pupils contribute to the incidences of these relationships?
.....
.....
.....
.....
.....
12. Who is to blame for male teacher/ female pupil sexual relationships?

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

Section C:

What influences of male teacher/ female pupil sexual relationships in schools?

13. What are the perceived influences of male teacher/ female pupil sexual relationships in schools?

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.....
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Section D:

The effects of male teacher/ female pupil sexual relationships in schools.

14. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?

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.....
.....

15. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?

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

16. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in school?

.....
.....

17. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?

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

18. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

.....
.....

Section E:

Code of conduct and public service regulations guiding the expected conduct of male teachers in the manner they relate with their female pupils

19. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your school?

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

20. Are you aware of any school rule(s) guiding male teacher/ female pupil sexual relationships in schools?

Yes [] **No** []

21. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

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

Section F:

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils.

22. Are you aware of any ethical guidelines governing male teacher/ female pupil sexual relations within the school? **Yes** [] **No** []

23. If you are aware of any, what are these in particular?

.....

.....

.....

24. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

.....

.....

Thank you for your cooperation

APPENDIX 3: INTERVIEW SCHEDULE FOR DIRECTOR- MOE HQ

You have been picked to participate in an interview on the male teacher/ female pupil sexual relationships in schools in the country.

SECTION A: BACKGROUND INFORMATION:

1. Gender
Male [] Female []
2. What is your highest professional qualification?
Primary teacher's certificate []
Primary teacher's diploma []
Secondary teacher's diploma []
University degree []
Master's degree []
PHD []
3. Years in service
Less than 10 years [] Between 10 and 20 years [] Above 20 years. []
4. Number of years as a Director.
Less than 10 years [] Between 10 and 20 years [] Above 20 years []

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools.

5. Have you recorded incidences of male teacher/ female pupil sexual relationships from in Zambian schools? **Yes** **No**
6. If you have, how common are incidences of male teacher/ female pupil sexual relationships in Zambian schools?
Very common [] **Common** [] **Not common** []
7. What forms do male teacher/ female pupil sexual relationships in Zambian schools take?
8. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?

9. Do male teachers contribute to the incidences of these relationships?
10. If ‘Yes’, how do male teachers contribute to the incidences of these relationships?
11. Do female pupils contribute to the incidences of these relationships?
12. If ‘Yes’ how do female pupils contribute to the incidences of these relationships?
13. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences male teacher/ female pupil sexual relationships in schools?

14. What are the perceived influences of male teacher/ female pupil sexual relationships in Zambian schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

15. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?
16. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?
17. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in Zambian schools?
18. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
19. What do you consider to be the effects of male teacher/ female pupil sexual relationships in the nation, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

20. How are issues of male teacher/ female pupil sexual relationships currently dealt with in the Zambia?
21. Are you aware of any code of conduct or public service regulation guiding male teacher/ female pupil sexual relationships in Zambian schools?

22. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in Zambian schools?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

23. Are you aware of any ethical guideline(s) governing male teacher/ female pupil sexual relations within the teaching profession? **Yes** [] **No** []
24. If you are aware of any, what are these in particular?
25. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in Zambian schools?

Thanking you for your cooperation

APPENDIX 4: INTERVIEW SCHEDULE FOR THE DEBS

Your district has been picked to participate in an interview on the male teacher/ female pupil sexual relationships in your district.

SECTION A: BACKGROUND INFORMATION:

1. Gender
Male [] Female []
2. What is your highest professional qualification?
Secondary teacher's diploma []
University degree []
Masters' degree []
PHD []
3. Years in service
Less than 10 years [] Between 10 and 20 years [] Above 20 years. []
4. Number of years as the DEBS.
Less than 10 years [] Between 10 and 20 years [] Above 20 years []

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools.

5. Have you noticed incidences of male teacher/ female pupil sexual relationships in your district? **Yes** **No**
6. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your district?
Very common [] **Common** [] **Not common** []
7. What forms do male teacher/ female pupil sexual relationships in schools in your district take?
8. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
9. Do male teachers contribute to the incidences of these relationships?

10. If ‘**Yes**’, how do male teachers contribute to the incidences of these relationships?
11. Do female pupils contribute to the incidences of these relationships?
12. If ‘**Yes**’ how do female pupils contribute to the incidences of these relationships?
13. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences male teacher/ female pupil sexual relationships in schools?

14. What are the perceived influences of the male teacher/ female pupil sexual relationships in schools in your district?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

15. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?
16. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?
17. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in schools?
18. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
19. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

20. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your district?
21. Are you aware of any code of conduct or public service regulation guiding male teacher/ female pupil sexual relationships in schools?

22. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools in your district?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

23. Are you aware of any ethical guideline(s) governing male teacher/ female sexual relations within the teaching profession? **Yes** [] **No** []
24. If you are aware of any, what are these in particular?
25. What advice would you give to help stop the vice of male teacher/ female sexual relations in schools?

Thanking you for your cooperation.

APPENDIX 5: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

Your school has been picked to participate in an interview on the male teacher-female pupil sexual relationships in schools.

SECTION A: BACKGROUND INFORMATION:

1. Gender
Male [] Female []
2. What is your highest professional qualification?
Primary teacher's certificate []
Primary teacher's diploma []
Secondary teacher's diploma []
University degree []
Masters' degree []
3. Years in service
Less than 10 years [] Between 10 and 20 years [] Above 20 years. []
4. Number of years as a Head teacher.
Less than 10 years [] Between 10 and 20 years [] Above 20 years []

SECTION B

Nature and extent of male teacher- female pupil sexual relationships in schools.

5. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? **Yes** **No**
6. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your school?
Very common [] **Common** [] **Not common** []
7. What forms do male teacher/ female pupil sexual relationships in your school take?
8. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
9. Do male teachers contribute to the incidences of these relationships?
10. If '**Yes**', how do male teachers contribute to the incidences of these relationships?

11. Do female pupils contribute to the incidences of these relationships?
12. If ‘Yes’ how do female pupils contribute to the incidences of these relationships?
13. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences the male teacher/ female pupil sexual relationships in schools?

14. What do you perceive to be the causes of male teacher/ female pupil sexual relationships in schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

15. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on the female pupils?
16. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the male teachers?
17. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
18. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
19. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

20. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your school?
21. Are you aware of any school rule guiding male teacher/ female pupil sexual relationships in schools?
22. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

23. Are you aware of any ethical guideline(s) governing male teacher/ female sexual relations within the teaching profession? **Yes** [] **No** []
24. If you are aware of any, what are these in particular?
25. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

Thanking you for your cooperation

APPENDIX 6: INTERVIEW SCHEDULE FOR THE TEACHERS

You have been picked to participate in an interview on the male teacher/female pupil sexual relationships in schools.

SECTION A: BACKGROUND INFORMATION:

1. Gender **Male** [] **Female** []
2. What is your highest professional qualification?
Primary teacher's certificate []
Primary teacher's diploma []
Secondary teacher's diploma []
University degree []
Masters' degree []
3. Years in service
Less than 10 years [] Between 10 and 20 years [] Above 20 years. []
4. Number of years at current school.
Less than 10 years [] Between 10 and 20 years [] Above 20 years []
5. Position in school
.....

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools.

6. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? **Yes** **No**
7. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your school?
Very common [] **Common** [] **Not common** []
8. What forms do male teacher/ female pupil sexual relationships in your school take?
9. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
10. Do male teachers contribute to the incidences of these relationships?

11. If ‘**Yes**’, how do male teachers contribute to the incidences of these relationships?
12. Do female pupils contribute to the incidences of these relationships?
13. If ‘**Yes**’ how do female pupils contribute to the incidences of these relationships?
14. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What are the influences of male teacher/ female pupil sexual relationships in schools?

15. What are the perceived influences of the male teacher/ female pupil sexual relationships in schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

16. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?
17. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?
18. What in your view are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
19. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
20. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

21. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your school?
22. Are you aware of any school rule guiding male teacher/ female pupil sexual relationships in schools?
23. Are you aware of any code of conduct or public service regulation guiding male teacher/ female pupil sexual relationships in schools?

24. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

25. Are you aware of any ethical guideline(s) governing male teacher/ female sexual relations within the teaching profession? **Yes** [] **No** []

26. If you are aware of any, what are these in particular?

27. What advice would you give to help stop the vice of male teacher/ female sexual relations in schools?

Thanking you for your cooperation

APPENDIX 7: INTERVIEW SCHEDULE FOR UNION- DISTRICT

Your UNION has been picked to participate in an interview on the male teacher/female pupil sexual relationships in your district.

SECTION A: BACKGROUND INFORMATION:

1. Gender
Male [] Female []
2. What is your highest professional qualification?
Primary teacher's certificate []
Primary teacher's diploma []
Secondary teacher's diploma []
University degree []
Masters' degree []
3. Years in the union
Less than 10 years [] Between 10 and 20 years [] Above 20 years. []
4. Position in the union
5. Number of years in that position.
Less than 5 years [] Between 5 and 10 years [] Above 10 years []

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools in your district.

6. Have you noticed/ recorded incidences of male teacher/ female pupil sexual relationships in your district? **Yes** **No**
7. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your district?
Very common [] Common [] Not common []
8. What forms do male teacher/ female pupil sexual relationships in your district take?
9. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?

10. Do male teachers contribute to the incidences of these relationships?
11. If ‘**Yes**’, how do male teachers contribute to the incidences of these relationships?
12. Do female pupils contribute to the incidences of these relationships?
13. If ‘**Yes**’ how do female pupils contribute to the incidences of these relationships?
14. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences the male teacher/ female pupil sexual relationships in schools?

15. What are the perceived influences of male teacher/ female pupil sexual relationships in schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

16. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on the female pupils?
17. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the male teachers?
18. What in your view are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
19. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
20. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

21. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your district?
22. Are you aware of any code of conduct or public service regulation guiding male teacher/ female pupil sexual relationships in schools?

23. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

24. Are you aware of any ethical guidelines governing male teacher/ female sexual relations within the teaching profession? **Yes** [] **No** []

25. If you are aware of any, what are these in particular?

26. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

Thanking you for your cooperation

APPENDIX 8: INTERVIEW SCHEDULE FOR THE UNION- PROVINCE

Your UNION school has been picked participate in an interview on the male teacher/female pupil sexual relationships in schools in your province.

SECTION A: BACKGROUND INFORMATION:

1. Gender
Male [] **Female** []
2. What is your highest professional qualification?
Primary teacher's certificate []
Primary teacher's diploma []
Secondary teacher's diploma []
University degree []
Masters' degree []
3. Years in the union
Less than 10 years [] between 10 and 20 years [] above 20 years. []
4. Position in the union.
5. Number of years in that position.
Less than 5 years [] Between 5 and 10 years [] Above 10 years []

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools in your province.

6. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? **Yes** **No**
7. If you have, how common are incidences of male teacher/ female pupil sexual relationships in schools in your province?
Very common [] **Common** [] **Not common** []
8. What forms do male teacher/ female pupil sexual relationships in your school take?
9. Do you consider male teacher/ female pupil sexual relationships to be all **right** or **not**?
10. Do male teachers contribute to the incidences of these relationships?

11. If ‘Yes’, how do male teachers contribute to the incidences of these relationships?
12. Do female pupils contribute to the incidences of these relationships?
13. If ‘Yes’ how do female pupils contribute to the incidences of these relationships?
14. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences the male teacher/ female pupil sexual relationships in schools?

15. What are the perceived influences of the male teacher/ female pupil sexual relationships in schools?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

16. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on the female pupils?
17. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the male teachers?
18. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
19. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
20. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

1. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your province?
2. Are you aware of any school rule guiding male teacher/ female pupil sexual relationships in schools?
3. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

4. Are you aware of any ethical guidelines governing male teacher/ female sexual relations within the teaching profession? **Yes** [] **No** []
5. If you are aware of any, what are these in particular?
6. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

Thanking you for your cooperation

APPENDIX 9: INTERVIEW SCHEDULE FOR THE SCHOOL PTA

You have been picked to participate in an interview on the male teacher/female pupil sexual relationships in your school.

SECTION A: BACKGROUND INFORMATION:

1. Gender

Male [] Female []

2. What is your occupation?

3. Years in the School PTA

Less than 3 years [] 3 years [] 3 years and above []

4. Position in the PTA.

5. Number of years in that position.

Less than 3 years [] 3 years [] 3 years and above []

SECTION B

Nature and extent of male teacher/ female pupil sexual relationships in schools.

6. Have you noticed incidences of male teacher/ female pupil sexual relationships in your school? Yes No

7. If you have, how common are incidences of male teacher/ female pupil sexual relationships in your school?

Very common [] Common [] Not common []

8. What forms do male teacher/ female pupil sexual relationships in your school take?

9. Do you consider male teacher/ female pupil sexual relationships to be all **right or **not**?**

10. Do male teachers contribute to the incidences of these relationships?

11. If 'Yes', how do male teachers contribute to the incidences of these relationships?

12. Do female pupils contribute to the incidences of these relationships?

13. If 'Yes' how do female pupils contribute to the incidences of these relationships?

14. Who is to blame for male teacher/ female pupil sexual relationships?

Section B

What influences the male teacher/ female pupil sexual relationships in schools?

15. What are the perceived influences of male teacher- female pupil sexual relationships in your school?

Section C

The effects of male teacher/ female pupil sexual relationships in schools.

16. What do you perceive to be the effects of male teacher/ female pupil sexual relationships on female pupils?
17. What do you consider to be the effects of male teacher/ female pupil sexual relationships on male teachers?
18. What, in your view, are the effects of male teacher/ female pupil sexual relationships on other pupils in school?
19. What do you think are the effects of male teacher/ female pupil sexual relationships on educational standards in Zambia, generally?
20. What do you consider to be the effects of male teacher/ female pupil sexual relationships on the community, if any?

Section D

Code of conduct and public service regulations guiding the conduct of male teachers in the manner they relate with their female pupils

1. How are issues of male teacher/ female pupil sexual relationships currently dealt with in your school?
2. Are you aware of any school rule guiding male teacher/ female pupil sexual relationships in schools?
3. What, in your view, should be done to avoid male teacher/ female pupil sexual relationships in schools?

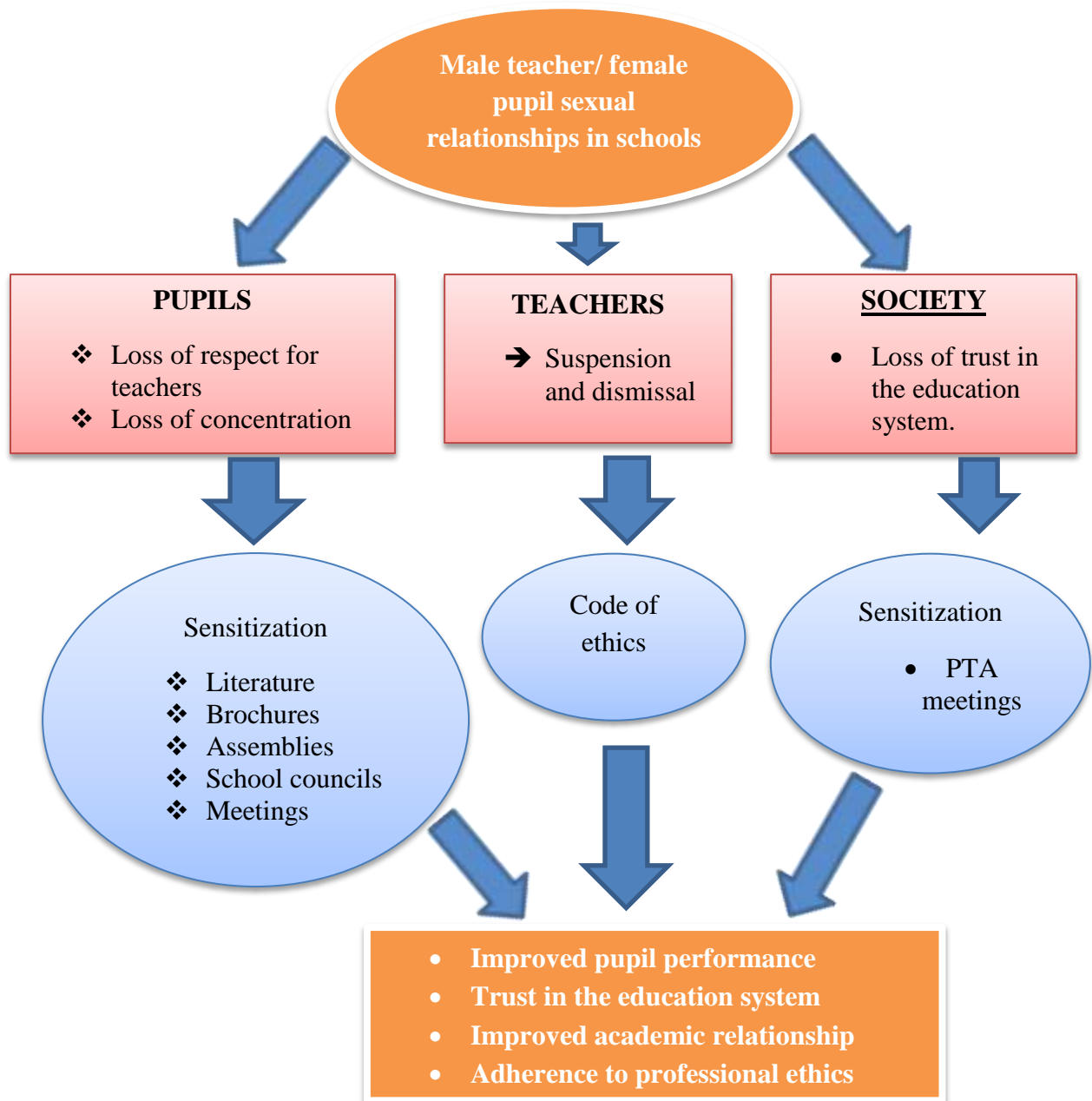
Section E

Ethical guidelines required in regulating the conduct of male teachers in the manner they relate with their female pupils

4. Are you aware of any ethical guideline(s) governing male teacher/ female sexual relations within the school or teaching profession? **Yes** [] **No** []
5. If you are aware of any, what are these in particular?
6. What advice would you give to help stop the vice of male teacher/ female pupil sexual relations in schools?

Thanking you for your cooperation

APPENDIX 10: CONCEPTUAL FRAMEWORK



Conceptual Framework of the male teacher/ female pupil sexual relationships

The conceptual framework indicates that the problem of male teacher/ female pupil sexual relationships in schools has several effects on the pupils, teachers, and society in general. Pupils tend to loss respect for the teachers and the affected ones loss concentration of their academic work. Teachers involved in these relationships face disciplinary measures such as suspension and dismissal from the teaching service while the society loses confidence and

trust in the education system as they could no longer entrust their children under the guardianship of teachers. However, if the sexuality education could be strengthened in schools coupled by a series of sensitisations empowering pupils with assertiveness skills, then there could be an improved teacher-pupil academic relationship. Similarly, if code of ethics for teachers is worked on to regulate how teachers should relate with pupils and also further sensitisations of the community through the PTAs on the dangers of these relationships in schools, then teachers will adhere to professional ethics, society will have trust in the education system.