

Effectiveness of the Strategies Used by School Administration in Protecting Children from Sexual Abuse in Public Secondary Schools in Kilimanjaro Region, Tanzania

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Abstract

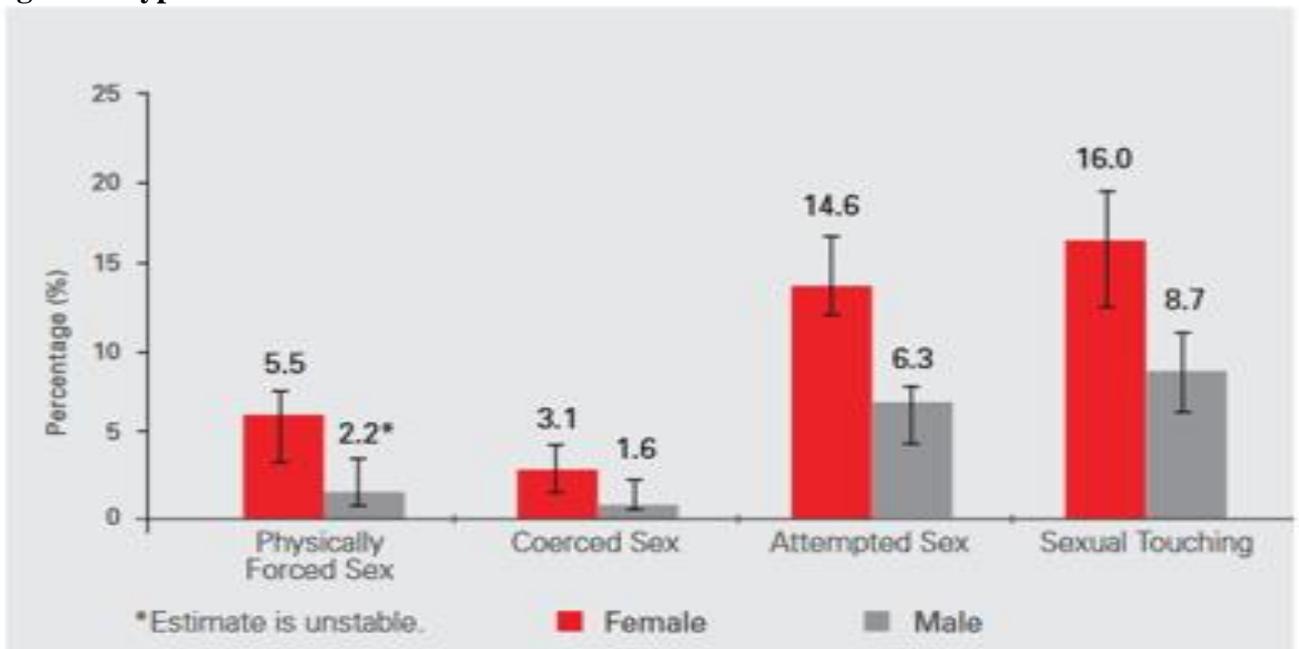
This study examined the effectiveness of strategies used by school administration in protecting children from sexual abuse in public secondary schools in the Kilimanjaro region, Tanzania. This was a study guided by the systems theory and approach by Bertalanffy, (1968). The theory articulates a set of specific structures, functions, capacities, and other related system components including input, process, and output. This study employed convergent mixed methods design which intended to collect both quantitative and qualitative data in one phase.. Stratified, convenient, and purposeful sampling techniques were used to determine the study sample that consisted of 427 respondents. Questionnaires and an interview guide were used to collect the required information. The collected data were analyzed by descriptive statistics and inferentially using ANOVA. Tables, charts, narrations, and schemes of code were used to present the study findings. The study findings show that the strategies can be effective if they are used well, the most effective strategies were; Guidance and Counseling, Involvement of Stakeholders, Well informed Administration, and the Use of Child Policy, Law, rules, and reregulation. Other strategies suggested were the introduction of Life skill education, home visitation, and the use of student council. The study concluded that the strategies used by school administration in protecting children are effective, however with some challenges that can be solved. The ANOVA findings conclude there are no significant differences between teachers' mean scores on rating on the effective strategies used in protecting children from sexual abuse based on years of experience. The study recommends Ministry of Education, Science and Technology should ensure effective and efficient use of existing strategies while ensuring close supervision and monitoring to reduce sexual abuse. But also in-service pieces of training should be done to all District Education officers, Heads masters/mistresses, and Discipline masters/mistresses, and lastly, teacher education programs in colleges and universities should be designed to ensure child protection is given priority.

Keywords: Strategies, School Administration, Sexual abuse, School children and Secondary school.

Introduction

According to various child protection development agencies, for example, the ILO, Child protection is now widely recognized as an economic and social necessity that contributes to promoting sustainable development, inclusive growth, and social cohesion. ILO, (2019) has also acknowledged that the international consensus on the importance of child protection in development is reflected because many millions of children all over the world are subjected to violence in their everyday lives. Such violence takes place in homes, in families, in schools, in institutions, and on city streets where they can be subject to all manner of violence, whether in the form of beating, bullying, corporal punishment, sexual violence, or even murder. Similarly, UNICEF, (2012) argues that most forms of violence manifest in inter-connected ways in children’s lives falling across settings including the home, residential institutions, schools, online, and in the community. Figure 1 shows the summary statistics of the Global burden of violence against children surveyed in 2019.

Figure 1. Types of Child Sexual Violence



Sources: Violence against Children in Tanzania, Findings from a National Survey (2009).

Figure 1 shows the type of childhood sexual violence experienced before 18 as presented by Violence against Children in Tanzania, findings from a National Survey 2009. These types include sexual touching, attempted sex, coerced sex, and physically forced sex whereby a good number of children experience violence whether they are boys or girls. However, such experiences are gendered. On the other hand, sexual abuse and violence appear to be overwhelmingly carried out against girl students by male students and teachers.

Since the adoption of the UN Convention on the Rights of the Child (UNCRC) in the 1990s and the African Charter on the Rights and Welfare of the Child (ACRWC), there has been remarkable progress in making children’s issues integral to development initiatives at global, regional and national levels. Most African countries now consider children’s rights and wellbeing in their national development (UNICEF, 1989). The Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, and the International Labor Organization’s Constitution and international social security standards establish or recognize child security

and child protection as a universal (human) right and as a means for States to protect their most vulnerable children worldwide.

Prevention is however is believed to be the best strategy for eliminating sexual abuse. According to Hussin (2015), preventing Sexual abuse from occurring is much less disruptive; much less expensive, and even much less time-consuming. The literature argues that effective prevention is driven by the top leadership of the school. Hill and Holly (2011) believe that when school administrators create a friendly school environment, Sexual abuse will be effectively eliminated. Furthermore, if incidents of Sexual abuse occur, an effective administration will expeditiously address them following the procedures they have laid down. A strict administration will serve as an incentive to teachers and students not to tolerate Sexual abuse by knowing that they will gain support whenever Sexual abuse occurs.

Statement of the problem

While significant steps have been taken to improve the legal framework for the protection of the rights of children in Tanzania, many children are still vulnerable to sexual abuse, neglect, abuse, and exploitation (Tanzania VAC National Survey, 2009; Hakielimu, 2017). Available statistics have shown that there is sexual violence; 16.0% of girls and 8.7% of boys experience sexual touching, furthermore, statistics also show that 14.6% of girls and 6.3% of boys have been abused through attempted sex (Violence against Children in Tanzania, Findings from a National Survey 20019)). Accordingly, the baseline survey was done by gender balance in the Kilimanjaro region (2013), also reported sexual abuse in all Districts and Communities of the Kilimanjaro Region. The survey reported that the most common types of child abuses experienced by children were: Touching, kissing, Oral sex, Flashing, Anal Intercourse, Sexual Intercourse, and rape. The Tanzania government has taken considerable strategies in developing legal frameworks and regulations for protecting children against all forms of sexual abuse and violence. The government has taken considerable strategies in developing legal frameworks and regulations for protecting children's sexual abuse but still widespread in the country, especially among secondary school children (Hakielimu, 2018, TAWLA, 2014). This present study, therefore, filled the knowledge gap by systematically assessing the effectiveness of strategies used by the School Administration in protecting children from sexual abuse in Secondary Schools in the Kilimanjaro Region.

Research Questions and hypotheses

This study was guided by one research question and one hypothesis:

How effective are the strategies used by school administration in protecting children from sexual abuse in public secondary schools in the Kilimanjaro region, Tanzania?

H₁ There is a significant difference between teachers' mean scores on the rating of strategies used by school administration in protecting children from sexual abuse in public secondary schools based on years of experience.

Theoretical framework

This was a study guided by the systems theory and approach by Bertalanffy, (1968). Open systems theory is anchored in the thinking, conception, and perception that organizations are always strongly influenced by inter intra and extra environments that shape their respective organizational structures, systems, and overall organizational behavior intermittently, influencing organizational health, performance, and development. Systems theory is imperative for school administrators to improvise and/or think of ways of protecting children from various kinds of abuse; the different problems to meet child protection may be

successful with the use of the system theory approach. The theory was adopted for its strength and ability to synthesize and bring together various elements and strategies for protecting students from physical abuse within a single system. The theory articulates a set of specific structures, functions, capacities, and other related system components including input, process, and output. The various strategies for solving and addressing sexual abuse in secondary schools in the Kilimanjaro region need to be assessed and brought together within a single system for conceivable solutions.

Review of Empirical Literature

Tambawal (2012) investigated the strategies of sexual abuse in the school and home environments, and the academic performance of senior secondary school students in Sokoto Metropolis, Nigeria. Data were analyzed by the use of t-test statistics. The findings showed that there is a significant effect of the strategies to be used in the home and society among senior secondary school students in the improvement of academic performance this corresponds to this study as we believe the outcome of good use of strategies will result from not only child protection but also good academic performance and Better future society with responsible citizens who are healthy physically, mentally, psychologically and spiritually. The present study was conducted in Tanzania hence filling the knowledge gap by systematically assessing the effectiveness of strategies used by the School Administration in protecting children from sexual abuse.

Guidance and Counseling(G&C)is a strategy that is effective in addressing Sexual abuse in schools (Apriliana, 2018).In a study on Sexual abuse in schools in Indonesia, Apriliana established that the counselor was one of the key persons critical in the prevention of Sexual abuse. The study proposed 3 ways the Guidance and counseling office in schools can effectively handle incidents of Sexual abuse: The first step is by gathering information surrounding the incident, the second step is providing treatment in the form of counseling services to both the victim and the perpetrator and third, Conducting an evaluation and follow-up to ensure the victim is not affected in any way by the abuse. While this study was conducted in Indonesia, the present study was conducted in Tanzania to fill the knowledge gap by looking at other strategies more than guidance and counseling hence filling the gap by looking at the strategies used by school administration in protecting children from sexual abuse.

A study by Makura and Shumba (2009) sought to establish actual strategies employed by schools to address Sexual abuse in Zimbabwe and how female school heads handled sexual abuse cases. The case design study involved 7female heads purposefully sampled. The study identified several forms of sexual abuse. Notably, the study revealed that school heads used two strategies to deal with sexual abuses: The relations-oriented approaches and the task-oriented approaches. The relations-oriented approaches involved consultation, negotiation, persuasion, and collaboration. The study discovered that under this approach the headteacher began by investigating the truth of the sexual abuse experienced by discussing it with the victim. The strategy saw the headteacher invite parents for a discussion and or invite speakers to empower students on their rights and the need to be vigilant against perpetrators of Sexual. Using this strategy, the headteacher constituted a committee at the school level to interrogate Sexual abuse cases when reported and advise accordingly. The study revealed that these strategies were successful in addressing Sexual abuse in the schools that had used them. The study employed a sample small size targeting only seven female headteachers who were purposively sampled. Whereas case design collects in-depth information, it may have challenges in the generalization of the findings. The present study fills the gap by a representative sample of respondents who were randomly sampled and which based on all

gender, female and male by looking at the strategies used by use school administration in protecting children from sexual abuse.

Another study related to this was Paludi (2018) on his study proposed the strategy of training teachers and students as well as conducting educational campaigns to enlighten the educational community on the nature and severity of Sexual abuse. But also Mamoru & Mohamed, (2015) in his study some of these strategies include the installation of Crossed Circuit Television (CCTV) on the other side the Massachusetts Institute of Technology (1970) study Study reveals that clear laws and policies form one of the most effective strategies of addressing Sexual abuse. Therefore the current study will investigate the strategies used by school administration in protecting children from sexual abuse in secondary schools.

From the reviewed literature the researcher found the gap as the studies looked on specific strategies and used one gender of female then based on the home environment, not only that but also was from different geographical settings and contexts and because they employed different methodological approaches in the collection and analysis of data, There was a little study regarding the specific strategies used by secondary schools administration in protecting children from sexual abuse. Hence, the current study, therefore, sought to the Gap.

Research Methodology

This study employed convergent mixed methods design intended to collect both quantitative and qualitative data in one phase. The target population involved teachers, students, discipline masters/mistresses, headmasters/mistresses, and district education officers. Stratified and purposeful sampling techniques were used to determine the study sample that consisted of 427 respondents. The researcher sampled 28 secondary schools in 7 districts of the Kilimanjaro region. A total sample of 427 respondents comprised of 252 students, 112 teachers, 28 headmasters/mistresses, 28 discipline masters/mistresses, and 6 District Education Officers out of 7. Information for this study was collected using questionnaires and in-depth interview guides. The validity of the instruments was determined by research experts and the reliability of the questionnaire was tested by the Cronbach Alpha technique. The SPSS output on reliability statistics for the strategies used by school administration in protecting children from physical abuse was a .812 for students, then a .824 for teacher questioner, and a .878 for discipline master questioners. All Cronbach's Alpha coefficient was for 10 items that show the strategies to be used. According to Leary (2018), a Cronbach's alpha that exceeds .70 is considered adequate reliability by most researchers. Generally, all constructs had reliability above .70, thus the instruments' reliability was considered adequate. Descriptive and inferential statistics were used for quantitative data analysis. Summary of data was presented in frequencies and percentages through tables. The hypothesis was tested at a 0.05 significance level for ANOVA. Qualitative data were analyzed by transcription of data from interviews, presented indirect quotation and interpretation done according to the context-using scheme of codes.

Findings and Discussion

The researcher examined the strategies used by school administration in protecting children from sexual abuse. The information was obtained through questionnaires for students, teachers, and Discipline masters, Interviews were also held with the heads of schools and District Education Officer. The researcher looked at two sections, first looking at the type of sexual abuse practice in secondary schools then explored looking at the effectiveness of strategies that are used by school administration in protecting children from sexual abuse.

Types of sexual abuse practiced in secondary schools; The research explored the types of sexual abuse that are practiced in schools. To achieve this, the responses to this question were analyzed and appropriate interpretation was made from the results. The responses from teachers (n=112), students (n= 252), and discipline masters (n=28) are summarized in Table 1

Table 1

Teacher (n= 112), Students (n=252) and Discipline Masters (n=28) response on type of sexual abuse.

| Type of sexual abuse | Students | | Teachers | | Discipline Masters | |
|----------------------|----------|-----|----------|------|--------------------|------|
| | F | % | F | % | F | % |
| Kissing | 38 | 18 | 18 | 16.1 | 2 | 7.1 |
| Touching | 95 | 56 | 56 | 50 | 7 | 25 |
| Oral sex | 57 | 12 | 12 | 10.7 | 4 | 14.3 |
| Flashing | 10 | 4 | 4 | 3.6 | 2 | 7.1 |
| Anal intercourse | 12 | 4 | 4 | 3.6 | 2 | 7.1 |
| Sexual intercourse | | | | | | |
| Rape | 26 | 12 | 12 | 10.7 | 8 | 28.5 |
| | 14 | 6 | 6 | 5.5 | 3 | 10.7 |
| TOTAL | 252 | 100 | 112 | 100 | 28 | 100 |

Source: Field data, (2021)

Table 1 shows students' responses on types of sexual abuse in school. The students said the most common sexual abuse in schools is kissing 38 (18%) and touching 95 by (56%) while others were oral sex 57 (12.6%), flashing 10 (4%), anal intercourse 12 (4.8%), sexual intercourse 26 (12%), and rape 14 (5.6%). Student data show that touching and oral sex are mostly done compared with other sexual abuses. Other sexual abuses identified by students were Sexual comments, gestures, or jokes directed at you or someone else also spreading sexual rumors about you or others, and Using obscene, dirty, or vulgar language within the school. But also Calling others sexually suggestive names such as 'sweetie' Baibe' etc and asking or being asked for sexual favors either by fellow students or teachers within the school. Whistling and ogling at others in a sexually suggestive manner is done. During the interview, one head of school disclosed;

Students often come to report to us that other students have used dirty and vulgar language on them such as calling them 'Malaya' (Kiswahili word for prostitute) but those of course use sweet words to entice others such as baby, sweetheart. Most of these cases come offending girls (12/07/2021)

The response from the head of school indicates cases of sexual abuse are schools included reported dirty and vulgar language which indicates the existence of sexual language as a form of sexual abuse. This finding is consistent with the study by Opobo and Wandega (2011) who found that sexually suggestive language topped the list of reported incidents of sexual harassment in schools in Uganda. In addition, Hill and Holly (2011) in a survey study involving a sample of 1,965 students found that unwanted sexual comments, jokes or gestures, and name-calling made up the bulk of the reported incidents of sexual abuse in middle and high schools in the USA.

On the side of teachers' responses on types of sexual abuse in school, as presented in Table 1 shows that most sexual abuse in schools is kissing 18 (16.1%) and touching 56 (50%)

while others are oral sex is 12 (10.7%), flashing 4 (3.6%), anal intercourse 4 (3.6%), sexual intercourse 12 (10.7%), and rape 6 (5.3%). Teachers' findings reveal that kissing, touching oral sex, and sexual intercourse are more practice in schools. It was revealed that teachers are involved in the sexual abuse and when the head of school was asked why a student would remain silent when sexually exploited by a teacher and he said, *"We receive some case of sexual abuse but at last minutes when we discover student is pregnant and when we make follow up we discover it is a teacher who is responsible, but they give them money to keep quiet"* (12/07/2021)

This entails that financial gain was more pronounced, followed by the need for material things, hence leading to sexual abuse of students. The findings correspond to the study by Sossou & Yoytiba (2009) on sexual harassment in secondary schools, who found that teachers often attract students with money or entice them with material gifts to have sex with them. This implies at teachers are involved in sexual activity with the students using material gifts so that result they can abuse them sexually.

Teachers mentioned other sexual abuse included grabbing or pinching someone in a sexual way and students being forced into sex (raped) by other students or by adults within the school. This is demonstrated by the widespread practice of blaming girls who are victims of rape, and that where gender discrimination is an unquestioned norm; blaming girls may extend to almost any kind of sexual harassment, assault, or exploitation. (Jones, 2018). Others were forced to hug and kiss students and touch their body parts without consent, students being promised or being given rewards in return for sexual favors. Intentionally brushing on or cornering and pressing someone or having indecent exposure or pulling one's clothes down and spying on someone or being spied on while dressing, bathing or changing clothes or using the washrooms. The data correspond with Witkowska and Menckel (2005) in a study involving a sample of 540 students equally found that sexualized conversations, attractiveness rating, name-calling, comments about gender, and sexual comments were the most prevalent sexual abuses in Swedish schools. Ruto (2009) too, in a survey study conducted in selected schools in Kenya, found out that 6 in every 10 children suffered from unwanted kissing and sexual abuse; most of which was rich with expressions that had sexual arousal, especially referring to private body parts.

Regarding Discipline Master responses contained in table 1 revealed sexual abuse in school included are kissing 2 (7.1%) touching 7 by (25 %) oral sex 4 (14.3%), flashing 2 (7.1%), anal intercourse 2 (7.1%), sexual intercourse 8 (28.6%), and rape 3 (10.8%). Discipline master data shows that kissing and sexual intercourse are more practiced in schools than.

Other sexual abuses identified were sending or receiving sexually suggestive messages and videos e.g. by phone or small written notes. Also drawing or sending drawings of sexual images and graffiti either in exercise books or on walls in the school, on desks, or personal computers. Showing or being shown pornographic pictures, such as pictures of naked people and sending or receiving sexually suggestive content, and posting sexually suggestive content on the blackboard or the notice board. In one of the schools, ahead of the school said that they had previously received complaints from male students about girls who were demanding that the boys touch them even when it was clearly against the boys' wish and said:

The boy is covetous severally complained about the demands placed on them by the girls. Sometimes the girls demand that boys touch their breasts and thighs against the will. Initially, of course, the boys liked stroking the girls but when the demands from the girls became too much the boys decided to report to us. Therefore, we had to do something (10/07/2021)

This response from the head of school may provide evidence that boys are also forced to do some sexual activities such as touching the breasts and thighs of girls. Therefore, the findings show, that sexual abuse of students exists in secondary schools in Tanzania and it is done by students themselves but also between teachers and students. The results concur with Boland (2006) who found that the phenomenon of sexual abuse of students by teachers is not something new. It has existed for a long time in many schools around the world.

Similarly, Bagele and Bennell (2003) also confirm that sexual relations between students and teachers take place in Botswana. In addition, it is evident from the findings that sexual abuse exists in secondary schools. The other evidence from the study findings is that girls are more likely to be subjected to sexual abuse than boys are. This was revealed during an interview with one head of school, who said, *“We have case sexual abuse but the most abuse children are girls, as they are more vulnerable to sexual intercourse and it is done by teacher and some students”* (12/07/2021)

The findings reflect the assertion that most girls are sexually abused, more than boys and it is practiced by teachers, students themselves, and other members of society. These findings concur with Johnson (2008) who found that students experienced some sort of sexual abuse by a public school employee and 14% of them admitted to having sexual affairs with their teachers. The UNICEF (2012) analyses further revealed that students often forced other students to take their clothes off, take nude photos of them, and even have sex with fellow students. Similarly, studies by the AAUW found that unwanted sexual comments, jokes or gestures, and name-calling were quite prevalent in schools (AAUW, 1993 and 2001). This is demonstrated by the widespread practice of blaming girls who are victims of rape, and that where gender discrimination is an unquestioned norm; blaming girls may extend to almost any kind of sexual harassment, assault, or exploitation. (Jones, 2018).

Effectiveness of the Strategies Used to Protect Children From Sexual Abuse; After establishing the existence of different types of sexual abuse witnessed and or experienced in secondary schools in the past years, the study aimed at finding out strategies used by school administration to protect children from sexual abuse in secondary schools. Information to address this problem was gathered from teachers, students, discipline masters/mistresses, headmasters/mistresses, and DEOs are presented in Table 2

Data in Table 2 presents responses from teachers (n=112), students (n= 252), and discipline masters (n=28) on the effectiveness of strategies used by school administration to protect children from sexual abuse in secondary schools. The research used a Likert scale with categories of, effective, somehow effective, not effective and I don’t know.

Table 2

Teachers (n=112), Students (n= 252), and Discipline Masters (n=28) Response on the Effectiveness Strategies used by School Administration in Protecting Children From Sexual abuse

| Strategies | Respondents | Effective | | Somehow Effective | | Not Effective | | I don’t know | | Mean |
|---|-------------|-----------|------|-------------------|------|---------------|------|--------------|------|-------|
| | | F | % | F | % | F | % | F | % | |
| i) Good Involvement of the stakeholders dealing with child protection from Sexual abuse | Teachers | 68 | 60.7 | 29 | 25.9 | 15 | 13.4 | 0 | 0 | 3.746 |
| | Students | 163 | 64.7 | 50 | 19.9 | 20 | 7.9 | 19 | 7.5 | 3.988 |
| | DMs | 25 | 89.3 | 3 | 10.7 | 0 | 0 | 0 | 0 | 3.745 |
| ii) Teachers’ training about child protection on Sexual abuse | Teachers | 25 | 22.3 | 64 | 57.1 | 23 | 20.4 | 0 | 0 | 3.127 |
| | Students | 63 | 25 | 100 | 39.8 | 28 | 11.1 | 61 | 24.2 | 3.678 |
| | DMs | 10 | 35.7 | 18 | 64.3 | 0 | 0 | 0 | 0 | 3.663 |

| | | | | | | | | | | | |
|-------|---|----------|-----|------|-----|------|----|------|----|-----|-------|
| iii) | Students' taught on the protecting right from Sexual abuse | Teachers | 32 | 28.6 | 69 | 61.6 | 11 | 9.8 | 0 | 0 | 3.198 |
| | | Students | 68 | 27 | 101 | 40.0 | 77 | 30.6 | 6 | 2.4 | 2.535 |
| | | DMs | 12 | 42.9 | 15 | 53.6 | 1 | 3.5 | 0 | 0 | 3.456 |
| iv) | Well informed and sensitized school administration about Sexual abuse | Teachers | 80 | 71.4 | 30 | 26.8 | 5 | 4.5 | 0 | 0 | 3.342 |
| | | Students | 164 | 65.1 | 69 | 27.4 | 9 | 3.6 | 10 | 4 | 3.612 |
| | | DMs | 19 | 67.9 | 9 | 32.1 | 0 | 0 | 0 | 0 | 3.819 |
| v) | Good laws and policy for child protection from Sexual abuse. | Teachers | 83 | 74.1 | 20 | 17.9 | 9 | 8.0 | 0 | 0 | 3.834 |
| | | Students | 139 | 55.2 | 90 | 35.7 | 18 | 7.1 | 5 | 2 | 3.131 |
| | | DMs | 22 | 78 | 5 | 20 | 1 | 3.5 | 0 | 0 | 3.671 |
| vi) | The use of active Juvenile courts in the case of Sexual abuse | Teachers | 45 | 40.1 | 58 | 51.8 | 9 | 8.0 | 0 | 0 | 2.836 |
| | | Students | 57 | 22.6 | 165 | 65.4 | 21 | 8.3 | 9 | 3.6 | 2.925 |
| | | DMs | 8 | 28.6 | 16 | 57.1 | 4 | 14.2 | 0 | 0 | 2.445 |
| vii) | Well set rules and regulations for child protection from Sexual abuse | Teachers | 79 | 70.5 | 33 | 29.5 | 0 | 0 | 0 | 0 | 3.745 |
| | | Students | 145 | 57.5 | 82 | 32.5 | 20 | 7.9 | 5 | 2 | 3.926 |
| | | DMs | 20 | 71.4 | 8 | 28.6 | 0 | 0 | 0 | 0 | 3.784 |
| viii) | Well set initiative to protect children from Sexual abuse | Teachers | 20 | 17.9 | 78 | 69.7 | 14 | 12.5 | 0 | 0 | 2.428 |
| | | Students | 76 | 30.1 | 139 | 55.1 | 21 | 8.3 | 16 | 6.3 | 2.699 |
| | | DMs | 11 | 39.2 | 15 | 53.6 | 2 | 7.1 | 0 | 0 | 2.914 |
| ix) | Guidance and counseling on Sexual abuse | Teachers | 75 | 67 | 30 | 26.7 | 7 | 6.3 | 0 | 0 | 3.913 |
| | | Students | 164 | 65.1 | 60 | 23.8 | 28 | 11.1 | 0 | 0 | 3.918 |
| | | DMs | 25 | 89.3 | 3 | 10.7 | 0 | 0 | 0 | 0 | 3.912 |
| x) | Sense of Love and humanity on Sexual abuse | Teachers | 28 | 25 | 54 | 48.2 | 30 | 26.8 | 0 | 0 | 3.168 |
| | | Students | 64 | 25.4 | 159 | 63.4 | 29 | 11.5 | 0 | 4 | 3.163 |
| | | DMs | 8 | 28.6 | 10 | 35.7 | 10 | 35.7 | 0 | 0 | 3.659 |

Source: Field data, (2021)

Effectiveness of the Strategies used by School Administration in Protecting Children from Sexual Abuse: Data in table 2 reveal that the first effective strategy used by school administration was guidance and canceling on sexual abuse as the data show teacher's responses 75 (67%) maintained the strategy effectively, 30 (26.7%) the strategy was somehow effective, while 7 (6.3) maintained the strategy was not effective. This implies that the majority of teachers by 67 percent found the strategy effective. The mean was 3.913 above the average mean score. Out of all Students, 164 (65.1%) opined the strategy was effective 60 (23.8%) said it is somehow effective, and 28 (11.1) said it is not effective. This entails that the majority of students found the strategy effective by 65 percent. The mean was 3.678 which was above the average mean. The mean of 3.912 of discipline masters indicates that 25 (89.3%) found the strategy effective and only 3 (10.7%) suggested the strategy as somehow effective, This implies that most majority of discipline masters had the strong support of the strategy being effective by 89.3 percent, which is very high compared to other respondents.

Based on the responses from the teacher, students, and Discipline Master, there is a strong attempt by school administration to address sexual abuses through guidance and counseling. The fact that Guidance and Counseling are used may be in recognition of the role of counseling in addressing the psycho-social needs of sexually abused children. It was noted that depending on the severity of the sexual abuse issue reported sometimes are forced the offender to seek more specialized counseling outside the school. One head of school revealed:

I have referred several such students to external counselors, especially when I realize they are not giving truthful stories. You know, some of these students

come here giving us stories, which do not add up. When I realize I am not making headway, I refer students who persistently harass others and are said to have a problem. At that point, I have no option but to refer them for more specialized counseling outside the school. That is the only way I can assist them. (06/07/2021)

The DEO emphasized the importance of guidance and counseling by saying:

Guidance and Counseling departments or clubs are crucial in helping students from being sexually abused. Drama and speeches are held in a bid to guide learners to resist sexual abuse. Child protection committees should be set in schools to look into such issues. Through such structures, knowledge and skills regarding sexual abuse are increased (08/07/2021)

The response reveals that guidance and counseling are very important as the DEO suggests teachers should work in hand with the school committee to make sure that students are protected from sexual abuse. Certainly, Gwirayi's (2013) study on fighting child sexual abuse in the Gweru district secondary schools of Zimbabwe with secondary school learners found that the introduction of Guidance and Counseling classes plays an important role in protecting learners from sexual abuse. Counseling helps to sensitize learners to the dangers of sexual misconduct hence is highly recommended. Guidance and Counseling is a strategy that is effective in addressing sexual abuse in schools as (Apriliana, 2018) in her study on Sexual abuse in schools in Indonesia, established that the counselor was one of the key persons critical in the prevention of sexual abuse.

Another Effective strategy was good involvement of the stakeholders dealing with child protection from sexual abuse as the teacher revealed that 68 (60.7%) recommend the strategy to be effective and 29 (25.9%) opined the strategy was somehow effective, while 15 (13.4) felt it was not effective. The findings imply that the majority of teachers found the strategy effective (60.7%) and this is supported by the mean of 3.746 which is above the average mean score. Students' responses revealed that 163 (64.7%) held the strategy was effective and 50 (19.9%) said it is somehow effective, while 20 (7.9) opined it is not effective and 19 (7.5%) said they did not know the strategy. This entails that the majority of students by 64.7 percent found the strategy effective. The mean was 3.678 above the average mean giving more credit for the effectiveness of the strategy. It was also marked that some minority students were not aware of the strategy by 7.5 percent, which entails the need for education.

On the side of Discipline Master, the data show that 25 (89.3%) felt the strategy was effective and 3 (10.7%) said it's somehow effective. The mean was 3.745. From the data majority of Discipline masters, 89.3 percent had a strong sentiment that strategy is effective.

Concerning the data presented, prove the effectiveness of the strategy of Good involvement of the stakeholders when dealing with child protection issues of sexual abuse; Therefore from data teachers, student, and Discipline Master remarks that this strategy is effective though some students were not to be aware of any strategy. This shows stakeholders are involved in issues of sexual abuse as one the Head of the school remonstrated,

The school administration began by investigating the truth of the sexual abuse experience, discussing it with the victims then inviting the parents for a discussion. The head of school also used school management team to address the issue and advice accordingly (02/07/2021)

One DEO added:

Many stakeholders need to be involved to fight this social health problem. Firstly, the school head and all staff members need to be included in the strategy. Next, the students themselves play a crucial role in preventing themselves from the

abuse. Parents and guardians also should join in the fight against sexual abuse. Other people like police, chiefs, and pastors need to be included in sexual abuse strategies at school.interview. (12/07/2021)

The responses from participants pointed out that students, parents, and other school staff should take part in the strategies of prevention of child sexual abuse. They gave a detailed account of stakeholders' responsibility for the prevention of child sexual abuse from teachers in schools. This corresponds to Goldman, 2005 study on the role of school administration in protecting children. The data showed that Teachers who have knowledge, skills, and positive attitudes towards child protection can contribute to the safety of their learners, thus while child sexual abuse prevention has mostly been directed at educating teachers and parents, prevention strategies should be directed at children as well. Thus, the involvement of stakeholders such as parents is informed when there is any case of sexual abuse; including the school management team and school board; hence this makes the strategy effective. Also, Paludi (2018) in his study concluded that sexual abuse in elementary, secondary, and higher education institutions can be prevented by setting up panels to implement Sexual abuse policies in schools. These policies should include suggestions from stakeholders. Besides the panels, in his study, Paludi proposed the strategy of involving agencies and NGOs to support the student as well as conducting educational campaigns to enlighten the educational community on the nature and severity of sexual abuse.

The data correspond to the study of the involvement of stakeholders addressing sexual violence against children by Wessells et al. (2014). The study participants pointed out that teachers in collaboration with other members of the protection committees advise parents to fulfill their role and responsibilities in caring for children as stipulated in section 8 (1) of the Law of child Act in Tanzania (URT, 2009). The key informant said that, as a result of the advice provided, some parents have started to fulfill their responsibilities by providing basic needs, care, and protection of their children against abuse. The study suggested that child protection committees should work with parents and addressed family members who in turn provided advice to their children, taught their children good values, behavior, and how to avoid sexual violence. This finding is also similar to Muzingili and Mushayamunda (2015) who found that the Child Protection Protocol of 2012 in Zimbabwe stipulates Child Protection Committees (CPCs) may use advice on how the community can help in the protection of children and have strategies in place to do so.

Another strategy that was seen to be effective was well-informed and sensitized school administration. The Data in table 2 revealed 80 (71.4%) of teachers found the strategy effective and 30 (26.8%) held it is somehow effective, and 5 (4.5) who held said it was not effective. This entails that as the mean was 3.342 above the average mean score majority of teachers' views on strategy were effective by 71.4 percent as the Scholl administration is well informed and sensitized about sexual abuse issues which are very important. Concerning Students, the responses revealed that 164 (65.1%) opined the strategy is effective and 69 (27.4%) held it's somehow effective, while 9 (3.6%) said it is not effective and 10 (4%) maintained the strategy was not effective. This was supported by the mean of 3.612 above the average mean score that establishes aground for the effectiveness of the strategy by 65.1 percent of students but on the same ground, 4% were not aware of any strategy of their needing to be educated.

On side of discipline masters, data show that 19 (67.9%) of discipline masters held the strategy was effective, 9 (32.1%) alleged it is somehow effective. The mean was 3.819 above the average mean score which indicated that the majority of discipline masters 67 percent apprehended the strategy is effective. Based on the findings indicate that the administration is

well informed and sensitized about sexual abuse as most of the respondents said the strategy is effective and the mean score is also above the average mean. This means that respondents comply with the strategy to be effective. The data are similar to the study of Rabina, (2019) on School Heads and Teachers' Awareness of strategy for Child Protection, which found that School heads and teachers were well informed of their duties and responsibilities relative to the Child Protection except on the composition of the Child Protection Policy and the proper protocol in handling child abuse cases which they claimed they are not fully aware also School heads and teachers differ significantly in their extent of awareness of the Child Protection Policy revealing a higher degree of awareness on the part of the school heads. Concerning strategy of Well set rules and regulations for protecting children from sexual abuse was also beheld as effective; table 2 shows that 79 (70.5%) of teachers opined the strategy to be effective and 34 (29.5%) supposed it's somehow effective while none said it is not effective, The mean was 3.74, which agreed with the strategy by 70.5% of teachers which imply majority of teachers agreed the strategy was effective. Out of all Students, 145 (57.5%) held that strategy to be effective and 82 (32.5%) suggest it's somehow effective, merely 20 (7.9) who thought it is not effective and 5 (2%) held I don't know the response. This entails that the majority of students agree that the strategy was effective with the existence of different rules and regulations in schools. The effectiveness of the strategy was supported by a mean of 3.926 or above the average score. About Discipline Master the findings indicate that 20 (71.4%) held it's effective and 8 (28.6%) suggest the strategy is somehow effective, while no one said not effective and not aware of the strategy. This implies that most majority of the discipline masters agreed the strategy was effective because of the existence of rules and regulations in schools about sexual abuse. The mean was 3.965 above average score with most majorities of 71.4 percent for discipline masters. This was confirmed during the interviews with the head of school who said:

We have Sexual abuse rules. For example, we do not allow coupling. If a student is caught or even suspected to be engaged in coupling some disciplinary action is taken against the students involved. In most cases, such students are suspended and asked to report to school with their parents after two weeks. (10/07/2021)

Another head of school also added that:

We have clear rules regarding sexual harassment. We do not tolerate the use of vulgar and disrespectful language in school. We consider a language with sexual overtone as vulgar and disrespected. We also do not allow students to come to school with mobile phones for fear they may misuse them to access sites they are not supposed to or to communicate love messages and organize for an appointment. However, what they do with these phones outside school is beyond our control. (10/07/2021)

From the response, we see that this strategy is effective as all school is required to have rules and regulation to protect children from sexual abuse and if the rules and regulation will address sexual abuse can fully succeed with supporting policies and laws. The rules should be recognizing different forms of sexual abuse that are practiced in schools. This also corresponds to the study of Alston & Brennan, (1991) on way to protect children, which found that the rules shall help in protecting children against all forms of sexual abuse, cruelty, and exploitation subject in any form.

Good Laws and Policy for child protection from sexual abuse was also seen as an effective strategy whereby table 2 displays that teachers revealed that 83 (74.2%) held the strategy to be effective and 20 (17.9%) suggest its somehow effective, merely 9 (8.0) who said it is not

effective and no one held I don't know which entails that most majority of teachers saw the strategy to be effective with 74.2% percent with a supportive mean of the mean of 3.834 above average score.

Regarding the mean of 3.131 from students, responses indicate that 139 (55.2%) held the strategy to be effective, and 90 (35.7%) suggest it's somehow effective, only 18 (7.1) who said it is not effective but also with 5 (2%) who thought not to know hence this shows that the students view this strategy as effective with the existence of law and policy for child protection.

Regarding discipline masters, the data show that 22 (78%) held the strategy being effective and 5 (20%) thought it's somehow effective, just 1 (3.5) who supposed it is not effective and no one felt not to know. The effectiveness of the strategy was with a mean of 3.671 above the mean score. Looking at the three respondents majority of them were in agreement with this strategy to be effective as there are Laws and Policies for child protection set by the government. The strategy is very effective thus more emphasis should be put on it to protect children from sexual abuse. This means that all teachers should be aware of policies that guide them on their responsibility to students. These data correspond to the study done with the Massachusetts Institute of Technology (MIT) on policies and procedures which are acclaimed historically as being the first large educational organization to have developed policies and procedures for dealing with Sexual abuse in the early 1970s. The study revealed that clear laws and policies form one of the most effective strategies for addressing Sexual abuse.

On the other side, other strategies were somehow effective, this includes teacher's training about child protection on sexual abuse and student teaching on the protecting right from sexual abuse as they are presented in table 2; teacher's training about child protection on sexual abuse shows 25 (22.3%) of teachers held it's effective and 64 (57.1%) supposed it's somehow effective, then 23 (20.4) who thought it is not effective and none held not to be aware and the mean was 3.127 sight diverted from the average score. The data indicate that majority of teachers found the strategy is not effective.

Concerning students, the data revealed that 63(25%) held it's effective and 100 (39.8%) presumed it's somehow effective, only 28 (11.1) who said it is not effective and 61 (24.2%) held I don't know. The mean was 3.184. The same response is seen as a student not even aware of the teacher's training since 24.2% held not to know. On side of discipline master, the data in table 2 shows that 10 (35.7%) said it's effective, and 18(64.3%) felt it is somehow effective.

The data reveals that the majority of respondents had almost the same thinking as exceptional students who declare they do not know. This implies the need for teachers to have training in sexual abuse issues to know the effects on survivors, consequences for abusing learners. But also to report cases of sexual abuse. This entails that Schools should hold workshops with school staff, parents, and learners to make them aware of issues about child sexual abuse. It was said that these educational programmers should focus on what constitutes child sexual abuse, acceptable and unacceptable behaviors, grooming tactics used by teacher abusers, indicators of child sexual abuse, effects of the abuse on victims, and reporting procedures in the event of suspected or actual sexual abuse. As it was said by one head of school:

Teachers, parents, guardians, and learners need to be educated on child sexual abuse; its effects, and ways to avoid it. The involvement of these people offers the greatest opportunity of keeping our students from sexual abuse. Involving other people like parents will also make them educate their children (17/07/2021)

The response entails the need for different initiatives to form school administration to educate teachers, parents, and guardians about strategies for protecting children from sexual abuse. Parents and guardians play a big role in introducing children to sexual issues

This matches the findings of Finkelhor (2009) states that educational initiatives should be aimed at children, their families, teachers, and others who may be in a position to intervene. The school-based programs should aim to impart skills on how to identify dangerous situations, identify boundary violations, ways in which abusers groom victims, how to refuse the abuser's approach, how to break off interactions, and how to summon 199 help. The programs also aim to promote disclosure and to reduce self-blame. The findings of Wet (2010) indicate that educational awareness where learners should be educated on forms of sexual abuse as well as dealing with abuse from educators should be part of the curriculum. Educators also should be sensitized and informed regarding sexual abuse and their duty towards the protection of all children. Thus these means teachers need to have training in sexual abuse issues such as knowing effects on survivors, consequences for abusing learners, and how to report cases of sexual abuse as stated in the Law of the child act, 2009 (Act No. 21 of 2009).

These findings again concur with a study by Matthews (2011) who found a low level of pre-service teacher training with 76.6% of tertiary teacher education programs not addressing child protection. Indeed, UNICEF (2010) Said there is such a gap in sexuality that even teachers do not have enough knowledge in this regard because they have not taken any lessons in these subjects during their undergraduate education. For this reason, they do not have enough knowledge to teach about sexuality. It is necessary to educate the teachers in this regard first, then to educate the parents and lastly to inform children with the cooperation of parents and teachers.

On part of the strategy of students taught on the protecting right from sexual abuse whereby 32 (28.6%) of teachers said it's effective and 69 (61.6%) held it's somehow effective, then 11 (9.8) who suggest it is not effective hence this means that students are not taught about protecting rights. Regarding the mean of 3.535 indicate that Students revealed that 68 (27%) said it's effective and 101 (40.0%) said it's somehow effective and 77 (30.6) said it is not effective and 6 (2.4%) said I don't know. The data suggest that the majority of respondents agree that the strategy is not effective because most students had no view on the effectiveness of the strategy.

On side of discipline master, the data shows that 12 (42.9%) held it is effective and 15 (53.6%) opined to be somehow effective besides that 1 (3.5) was on the point that it is not effective and no one held not to know any strategy this implies some majority of discipline master by 53.5 percent found the strategy somehow effective.

The data shows the majority of respondents agree that the strategy is somehow effective since most of the students are not taught about sexual abuse issues in schools. This makes them become victimized in sexual abuse. Despite this information, it was noted during the interview one head of school said that the school used the school Barraza/meeting where issues of Sexual abuse are dealt with and he said:

The few cases have centered on the use of language considered sexually abusive. There have also been sexually suggestive writings found in the lavatories and sometimes on the chalkboards during the weekends. These are issues we address during school Barraza/meeting with students. (01/07/2021)

The response shows that school administration makes a lot of effort in helping the student to address different issues about sexual abuse in schools but this is not done frequently in school as we know school Barraza can be held two to three times in a very year hence this makes the strategy used in its full effectiveness. This matches Paludi (2018) in his study in the

conclusion of a study on sexual abuse in elementary, secondary, and higher education institutions proposed the setting up of panels to implement Sexual abuse policies by schools. These policies should include suggestions from stakeholders. Besides the panels, in his study, Paludi proposed the strategy of training teachers and students as well as conducting educational campaigns to enlighten the educational community on the nature and severity of Sexual abuse.

Other strategies that were seen as somehow effective include the use of juvenile court on cases about sexual abuse as it was supported by one head of school who said, *“Teachers are now afraid to be taken to court if they sexually abuse the children”* (05/07/2021)

It was Also added by another head of school that; *“students are encouraged to report any sexual encounters, hence the abusers fear to be reported and taken to court.”* (05/07/2021)

Therefore, the response shows that if this strategy will be more implemented more serious the cases of sexual child abuse will be reduced. Another key aspect of the children’s right to access to justice is specialization and enhanced capacities of professionals concerning several laws, including the anti-discrimination ones about sexual abuse.

Regarding well-set initiative to protect children from sexual abuse protecting children from sexual abuse was seen as somehow effective as since very little initiative are taken as it was said by the head of school in some cases, drastic action is taken by the school to address the rising cases of Sexual abuse, one head of school admitted this:

We have been forced to have separate classes for boys and girls because the boys came to complain to us that the girls were sexually harassing them by demanding that they embrace and touch them. Initially, the boys were happy but when the demands became too much the boys decided to report. We took a drastic step as a staff. We now have separate classes for boys and girls. (25/06/2021)

This response indicates that school administrators make use of various intuitive to address Sexual abuse in their respective schools. This corresponds to Makura and Shumba's (2009) on strategies used by the female heads of school, the study revealed that school heads used two strategies to deal with sexual abuses: The relations-oriented approaches and the task-oriented approaches. The relations-oriented approaches involved consultation, negotiation, persuasion, and collaboration. The study discovered that under this approach the head-teacher began by investigating the truth of the sexual abuse experienced by discussing it with the victim. The strategy saw the headteacher invite parents for a discussion and or invite speakers to empower students on their rights and the need to be vigilant against perpetrators of Sexual. Using this strategy, the headteacher constituted a committee at the school level to interrogate Sexual abuse cases when reported and advise accordingly. The study revealed that these strategies were successful in addressing Sexual abuse in the schools that had used them.

The last strategy was the having the sense of Love and humanity in protecting children from sexual abuse, the data in table 2 reveal that by teachers 28(25%) held it is effective and 54(48.2%) said it’s somehow effective, then 30 (26.8) who said it is not effective and none was not aware, the mean was 3.168. This implies that the majority of teachers do not have a sense of love and humanity. Out of all students, the data revealed that 64(25.4%) said it is effective and 159 (63.4%) thought it’s somehow effective, just 29 (11.5) who said it is not effective and none said I don’t know, and the mean was 3.163 below the average mean. On side of discipline master, the data show that 8 (28.6%) said it is effective and 10 (35.7%) and 10(35.7) were on the point of not effective and no one held not to be aware. Based on the data it shows that majority of students agreed the strategy is somehow effective and another saying, it is not effective. This entails that if the strategy is effectively used then may reduce issues of sexual abuse that are mostly performed by teachers and students too.

Besides the strategies discussed, behavior change was suggested to be the best strategy to use

as it was explained by one of the heads of the school:

There is a need for behavior change. Talking and talking is the only way out this can be achieved. Some of the students who annoy others do not know the consequences but when they get to a level and then discover what they were doing was wrong they will change. For now, they feel and think it is normal. So let's keep talking to them. (29/07/2021)

The response entails that there is a need for the teacher to talk to the students from time to time as a way to change their behavior. This goes hand in hand with love and care which will make the student feel and think it's normal and finally completely change their behavior. This corresponds to Tambawal's (2012) study which found there is a significant effect of the strategies to be used in the home and society among senior secondary school students through behavior change to Better future society with responsible citizens who are healthy physically, mentally, psychologically, and spiritually.

Another strategy is to have a revised code of Conduct for teachers, learners, and parents. The Code of Conduct should include acceptable and unacceptable behaviors, clear instructions governing social interactions between teachers and students, procedures for reporting the abuse, penalties for misbehavior, and data records of previous cases of child sexual abuse complaints and outcomes of the investigations. This was said by one head of school, *"One way for preventing teachers from sexually abusing learners is for schools to improve the Codes of Conducts. A Code of Conduct serves as a guideline of the teaching profession. It should be clear and detailed penalties for sexual misconduct."* 22/06/2021)

The response reflects the code of conduct which needs to be revised to link teachers, students, and parents in protecting children from sexual abuses. Not only that but also respondents in this study mentioned that to fight child sexual abuse by teachers, there is a need for both pre-service and in-service training for teachers. It was revealed that professional training helps educators acquire knowledge to facilitate in protecting students from child sexual abuse.

This strategy was also mentioned by One DEO who said:

Teachers need some in-service training on child sexual abuse issues such as what it constitutes, signs and symptoms, and how to assist children from the abuse. Most teacher training colleges offer very little training in child protection issues. Teacher training colleges should include Child Abuse as a subject in their curriculum. (18/07/2021)

This implies that pre-service and in-service training is very important to give teachers skills and knowledge on protecting children from sexual abuse as also supported by Finkelhor (2009:123) who asserts that there is a need for pre-service and in-service teacher's education where teachers study and discuss child sexual abuse. The author further states that the training improves all teachers' competence and skills to recognize child abuse and to educate children about child sexual abuse prevention strategies. Professional development in the area of child sexual abuse is seriously lacking and evidence suggests a critical need for training. Training should include background information about child sexual abuse, identifying sexual abuse, handling of disclosures, and positive attitudes towards the reporting duty (Scholes et al., 2012:106). The study's findings also match the results of the United States Government Accountability Office (GAO) survey. The survey gathered that prevention training should include information on appropriate and inappropriate behavior, scenarios depicting questionable interactions between teachers and students by school personnel (Child Welfare, 2014:22)

Suggestion boxes were also said as another strategy in preventing child sexual abuse in schools. One DEO suggested that:

To prevent sexual abuse of learners by teachers the schools should also have

suggestion boxes where any grievances concerning child sexual abuse are placed. These suggestion boxes should be opened by at least 3 people. If one person opens some of the information might be destroyed. (25/07/2021)

The response on suggestion boxes looks to be a good strategy as some of the students may fear to report sexual abuse issues taking place in school. But with the suggestion boxes, they will be free to report and give their suggestion to the administration the finding corresponds to Shumba (2011) who made similar findings in his study on student teachers' perceptions of the nature, extent, and causes of child abuse in Zimbabwean secondary schools. Participants suggested schools should have a suggestion box for reporting child abuse like sexual abuse. Such a suggestion box could scare away would-be perpetrators in the school.

Other strategies that were suggested are Punishing the offender or suspending the offender from school, issuing warnings to the offenders, or asking them to apologize to the victim. But also creating awareness of sexual abuse and following school regulations while encouraging self-esteem but also a very important emphasis on Parental care. The offender should be alerted to the dire consequences of sexual abuse psychologically and academically. Sexual abuse should be considered a criminal offense and punish the criminal. But also introducing and Teaching Life Skills in Education which may help to trace the students with sexual cases and to advise them so that they can understand themselves. In line with Confronting Mistaken Goal Theory by Dreikurs' 1985 assumes that having management set specific and clear objectives and then provide feedback to the members motivate those members to achieve the goals. Thus, the strength of the theory is that it emphasizes trust, mutual respect, and cordial punishment relationship in monitoring students' learning process in employing any violence.

Last but not least, Identification of Children as a Strategy to combat child abuse for example through school clubs, counseling teachers, parents, and community members, they provide secret information to keep themselves safe from the perpetrators. The participants further extended that children were identified by observing the home environment they live. As said by one head of school:

One of our strategies is to ensure that we identify children at risk of sexual violence, talk to children themselves in schools during our interventions. We engage parents to give us information when they find or hear of children at risk and we have also been using members of religious institutions to identify children as well. (28/07/2021)

The response indicates how school administration uses different ways to combat sexual violence against children such as identification of children in collaboration with other child protection actors. Identification of children is an important predictor of sexual violence against children and can contribute to addressing sexual violence against children. These results are similar to NPA-VAWC which indicates that child protection committees should also be responsible for identifying high-risk areas and children and developing strategies or plans of reducing (NPA VAWC 2017/2018 2021/2022). However, at the time when the study was conducted in the Kilimanjaro region, some teachers reported to have not started identification of children at risk against sexual violence due to lack of plans and skills to identify children at risk of SVAC.

However, these perceptions are not in agreement with Radford et al. (2015) who found that identifying sexually abused and exploited children is a difficult task due to barriers to children's disclosure of these abuses. On the other hand, Gwanyemba et al. (2016) argue that parents, caregivers, and children were able to report the incidence of abuse because they were educated on where to report once a child was faced with sexual violence or other harmful

practices. The reasons for these varying arguments could be attributed to increased awareness and readiness of parents, caregivers, and children to report cases of child sexual abuse.

Hypothesis test for One-way ANOVA. While doing the - way ANOVA test to see if there are significant differences between teachers' mean scores on rating on the effective strategies used in protecting children from sexual abuse based on years of experience, the following assumptions were considered. Each group sample was drawn from a normally distributed population of teachers, second, all populations had a common variance third and all samples were drawn independently of each other.

Stating decision rule:

If P-Value is less or equal than the significance level of 0.05 then reject the Null hypothesis.

The opposite is true.

The researcher computed the mean score of the groups according to their years of experience and the summary of the findings is presented.

Table 3

Group statistics on the strategies used in protecting children from sexual abuse concerning work experience

| | N | Mean | Std. Deviation | Std. Error |
|--------------|-----|-------|----------------|------------|
| 1-2 years | 27 | 3.425 | .6798 | .1385 |
| 3-5 years | 43 | 3.372 | .7895 | .1896 |
| 5-10 years | 32 | 3.143 | .6786 | .1483 |
| 11 and above | 10 | 3.570 | .7895 | .1977 |
| Total | 112 | 3.377 | .7343 | .1685 |

The descriptive in table 3 indicates that the four groups according to the year of experience-rated the strategies used in protecting children from sexual abuse on average with slight differences among the groups.

The researcher used the application of the computer package SPSS output to determine if the groups were statistically different or not. Table 4. shows the summary of the ANOVA output:

Table 4.

One way ANOVA output on the year of work experience and strategies used in protecting children from sexual abuse

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 2.874 | 3 | .995 | 2.284 | .088 |
| Within Groups | 42.376 | 100 | .449 | | |
| Total | 45.25 | 103 | | | |

The data in table 4 indicate the output of one-way ANOVA is (F = 2.284, P=0.088). The findings indicate that P-Value is greater than 0.05significance level.

Therefore, based on the decision rule If P-Value is less than the significance level of 0.05 then rejects the Null hypothesis. The opposite is true. Since (F = 2.284 and P=0.088) indicate that P-Value is greater than 0.05 significance level, therefore Fail to reject Null Hypothesis, There are no significant differences between teachers' mean scores on rating on the effective

strategies used in protecting children from sexual abuse based on years of experience. The differences indicated in the group statistics indicated that some of the teachers rated high the effectiveness of strategies used in protecting children from sexual abuse in secondary schools in the Kilimanjaro region, Tanzania but there is no significant difference.

In a nutshell, the strategies used by school administration in protecting children from sexual abuse were considered effective this includes Guidance and counselling, well-informed and sensitized school administration, Good involvement of the stakeholders, Good Laws and Policy, and well-set rules and regulations. Others were seen as somehow effective Teacher's training, student awareness, the use of the juvenile court, well-set intuition, and sense of love and humanity which need improvement. The study proposed other strategies such as the need for both pre-service and in-service training for teachers, but also suggestion boxes was another strategy in preventing child sexual abuse in schools lastly introducing and Teaching Life Skills in Education which may help to trace the students with sexual cases and to advise them so that they can understand themselves. The hypothesis is concluded that some of the teachers rated high the effectiveness of strategies used in protecting children from physical abuse in secondary schools in the Kilimanjaro region, Tanzania but there is no significant difference.

Conclusion

Generally, the strategies used by school administration in protecting children from sexual abuse were considered effective this includes Guidance and counselling, well-informed and sensitized school administration, Good involvement of the stakeholders, Good Laws and Policy, and well-set rules and regulations. Others were seen as somehow effective Teacher's training, student awareness, the use of the juvenile court, well-set intuition, and a sense of love and humanity. The study proposed other strategies such as the need for both pre-service and in-service training for teachers, But also suggestion boxes was another strategy in preventing sexual child abuse in schools lastly introducing and Teaching Life Skills in Education which may help trace the students with sexual cases and advising them so that they can understand themselves.

Recommendations

The study recommends needing the need for the Ministry of Education science and technology to ensure effective and efficient use of existing strategies while ensuring close supervision and monitoring to reduce sexual abuse which is rampant in schools. Also, the study recommends that in-service pieces of training should be done to all District Education officers, Heads masters/mistresses, Discipline masters/mistresses, and teachers to be aware of the strategies to use for child protection as what it constitutes, signs and symptoms, and how to assist children from the abuse. Lastly, the study, recommends that teacher education programs in colleges and universities should be designed to ensure child protection is given priority. This will help to prepare teacher both theoretically and practically during their course of study on who deal and use different strategies for child protection in schools as they are employed.

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