

**EXPERIENCES OF TEENAGE BOYS WITH SEXUAL EXPLOITATION
AND ABUSE IN SINGLE-SEX PUBLIC SCHOOLS IN NAKURU EAST
SUB-COUNTY.**

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DECLARATION

This research project is my original work and has not been presented for examination in any other university.


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ABSTRACT

Sexual abuse of school going children in Kenya does exist. Their sexual safety continues to remain at risk. Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. Therefore, the purpose of this study was to assess the experiences of teenage boys with sexual exploitation and abuse in single sex public schools in Nakuru East Sub-County. Specifically, the study sought to: identify and understand the forms of sexual abuse and exploitation, among teenage boys; determine the effects of sexual exploitation and abuse on teenage boys in single-sex secondary schools; and establish the coping mechanisms adopted by teenage boys to sexual exploitation and abuse in single-sex secondary schools in Nakuru County.

The study was guided by the social learning theory and collected data through qualitative methods among 30 teenage boys. Qualitative data collected from the interviews was analyzed using content analysis. Themes with respect to the study objectives were developed to present the findings in Narration form.

The study established that the forms of SEA among the respondents included fondling, kissing/attempted kissing, rape, verbal sexual assault, and being forced to trade sexual acts for something else such as grades. These abuses affected teenage boys socially, since the victims of SEA withdrew from other students and psychologically since the victims of SEA fell into depression. The boys were found to cope by bullying, engaging in sexual activities, skipping classes, and withdrawing from social groups. Perpetrators use fear to commit SEA and to take advantage of vulnerable boys. It was evident that school management and the government at large have failed in protecting students against perpetrators of SEA. Therefore, this study recommends that the government in collaboration with the school management should create a conducive environment where students feel free to report any incidents of SEA. This should involve regular training of counseling teachers and student-body sensitization on SEA. A further study examining SEA by teaching and non-teaching staff in both single and mixed-sex schools is recommended.

ABBREVIATIONS & ACRONYMS

CN	Case Narratives
COVAW	Coalition for Violence Against Women
CSA	Child Sexual Abuse
GBV	Gender Based Violence
GoK	Government of Kenya
KDHS	Kenya Demographic Health Survey
KII	Key Informant Interview
LMIC	Low and Middle-Income Countries
NACOSTI	National Commission for Science, Technology and Innovation
SEA	Sexual Exploitation and Abuse
SGBV	Sexual and Gender-Based Violence
SRGBV	School Related Gender Based Violence
UN	United Nations
UNESCO	United Nations Education and Scientific Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
WHO	World Health Organization

CHAPTER ONE: BACKGROUND TO THE STUDY

1.1 Introduction

Gender-based violence (GBV), especially sexual exploitation and abuse (SEA) is a common phenomenon being entrenched in the very social institutions that are supposed to be protecting children (UNESCO, 2013). Gender Based Violence is a human rights violation. In this context it is violence perpetrated against children due to stereotypes attributed to them according to their gender identity and it is perpetuated by their vulnerable status in the society (Pinheiro, 2006). The vulnerability of children comes about as a result of their dependency on their parents/ guardians for their development, health and wellbeing. Gender based Violence includes physical, sexual and psychological violence including rape and abuse of children (UNESCO, 2008). It occurs within the family (private sphere) and in the wider community (public sphere). Sexual Exploitation and abuse of children is a form of Gender Based Violence.

According to the World Health Organization (2013), Sexual Exploitation involves behavior whereby a position of power is used for sexual purposes against a beneficiary or vulnerable member of the community for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another including sexual relations with a child below the age of 18 years. It constitutes an element of coercion and or violence detrimental to a child's physical, mental health, development, and education. Sexual Abuse involves sexual activities including inappropriate touching, where the child does not fully comprehend, is unable to give informed consent, or for which the child is not developmentally prepared.

Sexual exploitation is regarded as a form of sexual abuse (DCSF, 2009; Barnardos, 2012) and where perpetrators aim to develop a relationship with the child, with the intention of committing a sexually abusive act. As such, it is regarded as interchangeable with the term sexual abuse. It frequently involves children being expected to 'swap' sex or sexual behaviours in exchange for a range of goods. These include affection, food, accommodation, drugs or gifts (Barnardos, 2011). Some children may view the exchange of sex as a means to provide for basic needs. These needs are often present due to a range of social difficulties, including maladjustment in the home or instability with care provision (Coy, 2008). The sexual abuse involves an imbalance of power between the victim and perpetrator, limiting the options available to the victim, and which can be misunderstood by victims and outsiders as consensual (Barnardos, 2012).

Sexual Exploitation and Abuse (SEA) affects both boys and girls, in different ways although more girls than boys are affected. Sexually abused children often fail to disclose their experiences due to feelings of guilt and shame, bonds of dependence upon the perpetrators and/or their inability to understand the sexual meaning of the abuse. In that case children who are sexually abused are even less likely to share their trauma with their parents, teachers or relevant authorities. In many societies there is a greater taboo placed on the sexual exploitation of boys, which may mean that incidences of abuse and exploitation are even more under-reported than they are for girls. The perpetrators of sexual exploitation and abuse include those who indirectly coerce, trick, encourage, organize and maintain the exploitation, as well as those who participate in the exploitation directly. The perpetrators are mostly male (Mitchell, 2006).

Girls and boys adopt different coping mechanisms and manifest the impact of abuse and trauma in different ways. Both are likely to experience low self-esteem and a psychosocial impact. Girls tend to internalize and develop more self-destructive behaviours, while boys may externalize and risk becoming violent (Pingley, 2017). A family or social environment that encourages children to express themselves promotes the development of more resilient behaviour and enhances recovery.

Patriarchal values and power structures that result in different socialization processes for boys and girls lead to girls and boys adopting different coping mechanisms and manifesting the impact of abuse and trauma in different ways. Both are likely to experience low self-esteem and a psychosocial impact. Evidence from a study on sexual abuse of school age children in Kenya by Jerop (2009) indicated that Sexual exploitation and abuse is detrimental to a child's sexual, physical, personal, psychological and developmental growth. According to the Government of Kenya 2007 effects include pregnancy, eloping from school, interrupted education due to difficult school re- entry programs.

Before 2007, there was no documented evidence of the effects of Sexual Exploitation and Abuse from research carried out in Kenya. The effects can be categorized into sexual, physical, and psychological. They often occur together. Psychological disturbances include stress, disruption of normal development, and emotions. Younger children experience fear, anxiety and concentration problems (Briere & Elliot, 1994). Cognitive disorders which affect self-perception of helplessness, hopelessness, impaired trust and self-blame and emotional distress may also be experienced. Signs of emotional distress include: depression, anxiety and anger. Behavioral problems also occur such as indiscriminate

sexuality, unsafe sex practices, substance related sexual behavior which is risky to one's health and safety(Briere & Elliot, 1994).

Gender based violence that occurs in schools is referred to as School Related Gender Based Violence (SRGBV). School-related gender-based violence (SRGBV) affects millions of children, families and communities. It involves acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated because of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV has very real consequences on students' lives, ranging from low self-esteem and depression and sexually transmitted infections such as HIV (UNESCO, 2008). This violence also has a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely.

Young people have different experiences of SRGBV depending on their sex, their gender identity, their country and context. Girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls, and are expected to take it 'like a man' (Pinheiro, 2006; UNESCO/UNGEI, 2015; UNICEF, 2011).

Children and adolescents in both industrial and developing countries experience sexual coercion. According to Heise, Ellsberg, and Gottmoeller (2002) approximately one-third and two thirds of reported sexual victims in Chile, Peru, Malaysia, Mexico, Panama, PapuaNew Guinea, and the United States are 15 years old or younger. Similarly, globally, an estimated 150 million girls and 73 million boys have been violated sexually (Singh, Parsekar, & Nair, 2014). This implies that the meaning these acts of gender-based violence are perpetrated on school going children.

According to UNICEF (2010), children in West and Central Africa, are often exposed to successive or concurrent forms of violence throughout their schooling. This does not only deny them the right to access and remain in school but also other human rights thereby catapulting the levels of school drop-out among girls (Human Rights Watch, 2001). In countries such as Nigeria, Senegal and Benin children perform poorly, participate less and are absent from schools as a result of sexual abuse or beating. This hampers the child's ability to participate socially and economically as a grown up leading to poor health, illiteracy and unemployment (UNESCO, 2011). Studies show that more than 700 million women worldwide were married as children (below 18 years of age), 250 million of these, 1 in 3, were married before age 15. When children are married at such an early age, they can hardly negotiate safe sex, hence vulnerability to early pregnancy, sexually transmitted infections as well as HIV (WHO, 2013). This further unveils the level of sexual exploitation and abuse on school going children or adolescents.

Leary (2016) contends that failure to openly discuss child sexual abuse and exploitation and the failure to report such incidents enhances victimization and secrecy. The offenders target vulnerable victims and further groom caregivers, family members, and others to access children and to create disbelief in eventual reporting. According to Leary (2016) social forces such as social messages, financial influences, and characteristics of perpetrators dim the severity of child sexual abuse and exploitation by presenting children as sexual objects. Although sexuality of teens or emerging adults is seen as a natural part of development and maturity, sexual exploitation and abuse could progress from childhood to teenage hood.

In Kenya, rarely are the perpetrators punished, implying widespread tolerance of SRGBV. A study conducted in Kenya between 2003 and 2009 revealed that, out of 12,660 girls sexually abused by their teachers, only 633 teachers were ultimately charged with sexual offenses. Various forms of gender violence occur daily in secondary and secondary schools, and boys are also culpable (Omale, 2000,). Some counties cited as having the highest number of GBV cases include: Nairobi, Kitui, Samburu, Nyandarua, TharakaNithi, Narok, Kisii, Homabay, Kisumu, Kakamega, Busia, Bungoma, West Pokot and Uasin Gishu. The forms of violence manifested in these areas include; female genital mutilation, widow inheritance, child marriages and property rights (Okoth, 2014).

Analysis of this school-related gender-based violence (SRGBV) indicates occurrences are generally underpinned by unequal access to economic, social, cultural and political resources and the power to deploy these. Inequitable gender norms and stereotypes, based on hierarchies and forms of subordination, amplify these injustices and contribute to SRGBV. Yet, while the volume of data around violence against children is gradually increasing, more robust evidence on violence against teenage boys is needed to enable countries to develop effective interventions to address SRGBV (Covell and Becker, 2011; Leach et al., 2014; Leach et al., 2012).

Gender based activists argue that effective fight against sexual violence can be established only by preventing sexual violence, identifying risks and responding to survivors, using a coordinated, multi-sectoral approach (Syombua, 2014). Whereas the Kenyan legal framework provides a mechanism for addressing sexual violence, the framework does not adequately handle the cases because the culprits are set free in a short period. This is so for cities such as Nakuru in Kenya, where most of the Single-sex Boarding Secondary Schools

are thirteen (12) in number. By virtue of schooling and in an environment where people live in economically challenged conditions exposes and increases the risk of sexual violence for both girls and boys. The victims in these areas have no financial muscle; therefore, the perpetrators of the crimes corrupt their way out of police custody, destroy evidence and finally walk free in corridors of 'justice'. This investigated the experiences of teenage boys with sexual exploitation and abuse in single-sex Boarding Secondary Schools in Nakuru East Sub- County.

1.2 Problem Statement

Sexual abuse of school going children in Kenya both boys and girls does exist. Their sexual safety continues to remain at risk. Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. Evidence indicates that school-related gender-based violence (SRGBV) affects millions of children and adolescents worldwide. Both girls and boys can be victims or perpetrators of SRGBV (WHO, 2016).

Much of the research into sexual exploitation has focused on girls as the main victims and the pathways into such sexual abuse (Barnados, 2004; Coy, 2009; Jago et al, 2010; Taylor-Browne, 2002), and the vulnerability factors that are present in those who are sexually exploited. The problem is further compounded by the fact that very minimal information is available on sexual violence against boys in schools generally. Further, information on forms of sexual violence in secondary schools is limited.

The forms and the extent of the abuse differ radically between boys and girls. Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal

or psychological forms of violence (Pinheiro, 2006). Yet, these distinctions are not clear-cut. Girls also commit violent acts and boys also experience sexual abuse at school. Different forms of gender-based violence in schools overlap and reinforce each other. Their rates vary enormously between and within countries. Bullying and violence based on real or perceived sexual orientation is increasingly an area of concern (UNESCO, 2012a).

Jerop (2009) shows that sexual exploitation and abuse in most schools is perpetuated by boys on girls and sometimes on fellow boys. Other studies (Pinheiro, 2006) beyond Kenya have shown that a combination of exploring social roles and seeking of status among peers motivate aggression. Adults in schools also play a part whether directly or indirectly in perpetrating sexual exploration and abuse. To address the foregoing, the study was guided by the following research questions:

- i. What forms of sexual abuse do teenage boys in single-sex secondary schools undergo in Nakuru County?
- ii. What are the effects of sexual abuse on teenage boys in single-sex secondary schools in Nakuru County?
- iii. What coping mechanisms have been adopted by teenage boys to sexual exploitation and abuse in single-sex secondary schools in Nakuru County?

1.3 Study Objective

The objectives of this study were as follows.

1.3.1 Specific Objectives

- i. To identify and understand the forms of sexual abuse and exploitation, among teenage boys in Nakuru County.

- ii. To determine the effects of sexual exploitation and abuse among teenage boys in single-sex secondary schools in Nakuru County.
- iii. To establish the coping mechanisms adopted by teenage boys to sexual exploitation and abuse in single-sex secondary schools in Nakuru County.

1.4 Assumptions of the study

- i. Sexual Exploitation and Abuse of teenage boys occurs in single sex secondary schools in Nakuru County.
- ii. The teenage boys in Nakuru County, who fall victim to sexual exploitation and abuse experience emotional and behavioral challenges.
- iii. Different teenage boys who have experienced sexual exploitation and abuse in Nakuru County adopt different coping mechanisms

1.5 Justification of the study

The information derived from the study will contribute to formulation of policies to address the sexual violence on young boys as they are, in most cases, considered to be left out in terms of GBV prevention mechanisms. Similarly, based on the findings that will be generated from this study, other relevant institutions, NGOs and the community may be able to work together to strengthen their systems and also help the survivors towards recovery.

The study is beneficial to the management in secondary schools since it will provide insights on the issue of SEA within the learning institutions. The findings will caution the management in the learning institutions to be more vigilant of perpetrators who may want to take advantage of the students. Moreover, the study will offer information to the learning intuitions on the strategies that can adopt to ensure that the victims of sexual abuse are not

discriminated against but rather get the necessary assistance in the form of counselling within the school vicinity. Moreover, the study will encourage the school management to take action against perpetrators of child sexual abuse within the institutions.

The study adds to the body of literature in the field of child sexual abuse. Scarce research has been conducted on child sexual abuse focusing on the male child. Majority of studies on issues of sexual exploitation have focused on the female gender sidelining the male gender who also fall victims to these vices. This study is a foundation for more research to be conducted on child sexual abuse focusing on the boy child so as to raise awareness on the issue of sexual exploitation within the learning environment.

1.6 Scope and Limitation of the Study

This study focused on the issue of child sexual abuse. This is a topic that has not been addressed more so in the African communities such as Kenya where discussions of sexual exploitation are perceived to be taboo. This study shed light on the occurrence of child sexual abuse within the learning institution to raise awareness and to recommend strategies to protect learners from sexual perpetrators as they pursue their academic. This study targeted teenage boys in public single-sex secondary schools in Nakuru County.

The study faced some limitations. The first limitation was that it was difficult to convince the target population to actively respond to the questions asked. This is because, the data being collected was sensitive and could lead to trauma. Therefore, to ensure that the students were comfortable in taking part in the study, the respondents were assured of their confidentiality. Moreover, a counselor was on standby in case the students felt uncomfortable to share information on the issue of child sexual exploitation.

The study was limited geographically in Nakuru County, Nakuru East Sub County. This was a limitation since child sexual abuse not only occurs in Nakuru county but in all counties in Kenya. Therefore, the study addressed this challenge by recommending that a similar study should be conducted targeting other counties in Kenya and for comparisons to be made with reference to counties.

The study was also limited since it targeted teenage boys in public single-sex secondary schools. This implies that the teenage boys who attend mixed secondary schools were sidelined from the study. However, targeted teenage boys in public single-sex secondary schools based on the focus of the study to shed light on sexual exploitation against the teenage boy, it was necessary to only target teenage boys in single sex secondary schools for reasons of logistics in data collection. This study with reference to the limitation recommended that more studies ought to be conducted targeting all teenagers both boys and girls to understand the extent to which SEA has proliferated into the learning institutions. Moreover, conducting a similar study in girls-single schools and in mixed schools may yield different results that would provide a clear picture of the issue of SEA in learning institutions. This would provide a better framework to work from in developing appropriate strategies to address SEA in schools.

1.7 Definition of key Terms

Child sexual abuse:	Any sexual activity or interaction between an adult or older individual and a boy in secondary schools in Nakuru County who are below the age of consent; i.e 18 years.
Gender based Violence:	It is any harmful act or behavior that is primarily committed against boys in secondary schools in Nakuru for the basic fact that they are male.
Sexual Exploitation Abuse:	This is the manipulation, coercion or forceful engagement of boys in secondary schools in Nakuru County in sexual activities for the pleasure or gain of another person.
Teenager:	The term was used to describe the boys in the secondary schools in Nakuru aged between 13-18 years.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter concentrates on literature that is relevant to the study based on the specific objectives. The literature review covered: child sexual abuse, forms of sexual exploitation and abuse, effects of sexual exploitation and abuse and the mitigations of sexual exploitation and abuse. This chapter also looks at the social learning theory that guided the study as well as conceptual framework.

2.1 Child Sexual Abuse

Child sexual abuse (CSA) is a universal problem with grave life-long outcomes. The World Health Organisation (WHO) defines CSA as the involvement of a child in sexual activity that he or she does not fully comprehend and is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violate the laws or social taboos of society (WHO, 2003). The term CSA includes a range of activities like intercourse, attempted intercourse, oral-genital contact, fondling of genitals directly or through clothing, exhibitionism or exposing children to adult sexual activity or pornography, and the use of the child for prostitution or pornography (Putnam, 2003).

The issue of CSA is intricate and challenging to study. The estimates vary widely depending on the country under study, the definitions used, the type of CSA studied, the extent of coverage, and the quality of data (WHO, 2014; Krug, 2009; Bassani et al., 2009; Martin et al, 2013). However, sexual violence is seen to occur in all ages, in all socio-economic classes, and nearly in all countries with differences in the magnitude (Krug, 2002).

Worldwide, it is estimated that around 120 million girls under the age of 20 (about 1 in 10) have experienced forced sexual intercourse or other forced sexual acts (UNICEF 2014a). Boys are subject to sexual violence too, but data on this are lacking from most countries. Moreover, huge differences in the design and measures used in surveys make it difficult to accurately compare rates of child sexual abuse and exploitation in different countries. A review of 58 prevalence studies, including eight systematic reviews and meta-analyses, (Andrews et al. 2004; Barth et al. 2012; UNICEF 2012a) found that, globally, child sexual abuse involving physical contact is reported by between 2 and 56 per cent of girls and 0.4 and 44 per cent of boys. Examples of reported rates of sexual exploitation include 7 percent for girls and 6 per cent for boys in Kenya (UNICEF Kenya et al. 2012), 5.7 percent and 7.4 per cent of girls in Ethiopia and Uganda respectively (Stavropoulos, 2006) and 6 per cent for both girls and boys in Sri Lanka (Miles, 2000). Higher rates overall have been found in some countries in Africa (12 per cent to 44 per cent of boys, 15 per cent to 53 per cent of girls) (Andersson and Ho-Foster 2008; Stavropoulos 2006; UNICEF et al. 2011) and lower rates overall in China (15 per cent of girls, 14 per cent of boys) (Ji et al. 2013).

Children are most likely to be sexually abused by a person known to them, usually an adult or older child who is a family member, and relative, family friend or in a relationship of trust or authority (Pinheiro, 2006). An adolescent's own intimate partner (a boyfriend or girlfriend) is the most frequently mentioned perpetrator in both low and middle-income countries (LMICs), such as countries in Africa, as well as in high-income countries (HICs) (Barter et al. 2009; Reza et al. 2009). High rates of sexual violence in schools or on the way to school have been found in some LMICs (Pinheiro, 2006). Children living in

alternative family, residential or foster care are known to be vulnerable (Berelowitz et al. 2012)

School related gender-based violence (SRGBV) includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape. Corporal punishment and discipline in schools often manifest in gendered and discriminatory ways. Other implicit acts of SRGBV stem from everyday school practices that reinforce stereotyping and gender inequality, and encourage violent or unsafe environments. Both girls and boys can be victims or perpetrators of SRGBV, but to what extent and which forms differ. Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence (Pinheiro, 2006).

Studies from other regions also reveal the extent of sexual violence in schools. A study in the Netherlands found 27% of students had been sexually harassed by school personnel (Mncube and Harber, 2013). In the United Kingdom, it is estimated that one in three 16–18-year old have experienced unwanted sexual touching in schools (EWAN, 2015). Girls from the Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua and Panama regularly experience sexual harassment in schools and ‘sexual blackmail’ related to grades (UN Women/UNICEF/ÚNETE, 2014).

2.3 Forms of Sexual Exploitation and Abuse

A growing body of research from countries across sub-Saharan Africa indicates that gender-based sexual violence in schools is both widespread and generally tolerated (Jones,

2008). This issue was noted as a major area of concern in regional consultations held for the United Nations (UN) World Report on Violence against Children. A number of qualitative studies indicate that boys and girls suffer abuse in schools ranging from verbal harassment, including propositioning for sexual favours, inappropriate touching, and forced sexual activity, including rape. Within the schools, such abuse is perpetrated both by male and female classmates and teachers or other school staff. It is most likely to occur in 'unsafe' areas such as toilets or dormitories (Leach, 2013). Encounters or relationships between teachers and students sometimes occur under threat or on the promise of good grades or money. Thus, students living in poverty are particularly vulnerable.

A 2003 study in Zimbabwe, Ghana and Malawi concluded that sexual aggression from male and female classmates was common, and generally tolerated within the schools (Leach, 2013). There was also evidence of teacher sexual harassment: of 28 school girls interviewed in-depth in Ghana, 27 per cent indicated that they had been propositioned by a teacher. In Malawi, over half of the girls interviewed stated that they knew of girls who had been propositioned by a teacher and that it was common for girls to become pregnant by their teachers. A 2012 study in Zambia found that 57 per cent of schoolgirls interviewed had personally experienced sexual harassment or violence from a teacher, male student, or a man they encountered while travelling to school. More than half stated they knew of teachers who had sexually harassed or abused female students, while 14 per cent had personally experienced this (Leach, 2013).

In yet another study in Zimbabwe and Swaziland by the United Nations Children's Fund also confirmed the problem of sexual abuse of girls and boys, both by teachers and classmates (UNICEF, 2004). In focus group discussions, 'the girls showed how teachers

‘touch’ them, especially in secluded places like a storeroom, teacher’s quarters or dark corners and the sports ground’, and reported verbal sexual harassment such as propositioning from teachers as a common occurrence (UNICEF, 2004). The boys also indicated that they suffered abuse from girls, and that teachers who were aware of this behaviour did nothing to intervene (Mitchell, 2006). Small-scale, localised studies from Lesotho and Namibia report similar findings, while a small study in Kenya found that 95 per cent of 20 high school girls and 27 per cent of the 20 boys interviewed had experienced sexual harassment or violence at school, mostly perpetrated by male and female students (Mitchell, 2006).

2.4 Effects of Sexual Exploitation and Abuse

Sexual violence (which includes exploitation and abuse) has serious impact (medium and long-term) on physical and mental health resulting from sexual and reproductive health problems as well as physical injury (Jewkes et al. 2001). The most serious consequence of sexual violence is death which may be occasioned by rape (loss of blood), murder (during a sexual assault or to cover evidence) or suicide occasioned by psychological instability of the victims, and/or HIV infection. Sexual violence can also profoundly affect the social wellbeing of victims as a result of stigmatization and being ostracized by families and others (Chauzy, 2001). Coerced sex is frequently the expression of power and dominance over the person assaulted, but may result in sexual gratification on the part of the perpetrator. When used as a tool of power and warfare, women tend to be more affected than men both directly and economically (Yoomi, 2014; United Nations, 2012). Women and men may suffer isolation, inability to work, loss of wages, lack of participation in regular activities and limited ability to care for themselves and their children.

A discussion paper by UNGEI-UNESCO (2013) on School Related Gender Based Violence, states that psychologically, the experience of sexual violence has the tendency to block the development of social skills and undermine self-esteem, and may lead to eating disorders, depression, insomnia, feelings of guilt, anxiety and suicidal tendencies. Exposing students to violence within the school environment can also lead to further violence that they may perpetrate or receive.” SRGBV contributes to poor performance in schools especially for girls, reduces their engagement in school activities, leads to low self-esteem and high drop-out rates, anxiety and reduced concentration. The notion of sexuality instead of intellect is entrenched especially when teachers reward female or male students with high grades emanating from sexual favours. The high drop-out rates for survivors greatly lowers their earning potential and other benefits of education (UNGEI-UNESCO, 2013).

When gender-based violence is tolerated and condoned at school, there are broader societal consequences on gender equality. Survivors feel less able to take action, and perpetrators may feel immune. These feelings and harmful behaviours go beyond the school setting and contribute to the perpetuation of inequality and GBV more widely in society (UNGEI-UNESCO, 2013). The fact that no specific studies have been conducted in schools, especially the Single-sex Boarding Secondary Schools means that there is a gap in this area and there is need to establish the effects that sexual exploitation and abuse has on boys in this setting.

2.5 Mitigations of Sexual Exploitation and Abuse

The Convention on the Rights of the Child requires State Parties to protect children from all forms of violence, to prevent and respond to violence, and to providesupport to children

who are victims of violence (Article 19). Through global conferences such as United Nations General Assembly Special Session on Children in 2002, governments committed to protecting children from all forms of violence (UNGEI-UNESCO, 2013).

There have been a number of global initiatives such as the Global Initiative to End All Corporal Punishment of Children; which is a high-profile global campaign to address violence in schools, and the United Nations Office of the Special Representative of the Secretary-General on Violence against Children (SRSG). The SRSG collaborates with national governments to establish or improve government regulations that address violence against children (UNGEI-UNESCO, 2013).

Regional initiatives include the African Charter on the Rights and Welfare of the Child, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, specifically Article 12, and the South Asia Initiative to End Violence Against Children (UNGEI-UNESCO, 2013). One such legislation in the US is the Trafficking Victims Protection Act, a federal law passed in 2000, which states that any child under the age of 18 years old who is used for the purpose of exploitation through sexual servitude (prostitution), regardless of the absence of economic leverage, manipulation, fraud, coercion, threats, force or violence is considered a commercially sexually exploited child and a victim of human trafficking (Congressional Record, Vol. 146, 2000).

Similarly, the Government of Kenya has enacted several laws, instituted policies and regulations aimed at preventing and controlling various forms of violence against women and children, namely: The Constitution of Kenya (2010), the Sexual Offences Act (2006), the Children's Act (2001), the Penal Code (2009), the Prohibition of Female Genital Mutilation Act (2011), and the National Gender and Equality Commission Act (2011). The

Kenya Demographic Health Survey (KDHS) (2014) has incorporated the domestic violence module for women and men, an indication that domestic violence in Kenya needs serious attention.

In Kenya, between 2008 and 2011 a parliamentary bill was drafted to reinforce mechanisms for reporting violence and ensure teachers are discharged rather than transferred to other schools. This bill also is categorical on the fact that failure to report an offender is an offence in itself thereby eliminating potential collusion. A centralized database has been established to track teachers who commit sexual offences (UNESCO, 2009; UNGEI-UNESCO, 2013).

According to a study conducted in Kenya, Violence Against Women (VAW), (2010) of people aged 13 to 17 years, about 3 in every 10 females (31.6%) and less than 2 in every 10 males (18.2%) told someone about an incident of sexual violence that they had experienced in the preceding 12 months. The majority of females told either a relative (57.3%) and/or a friend (54.2%) while very few males told anyone. In regard to help seeking behaviour, of males aged 13 to 17 34.5% knew where to seek services for sexual violence (VAW, 2010).

Some of the approaches for dealing with sexual violence as suggested by AIDSTAR-one (2011) include; telling someone, talking to a local rape crisis center or the RCS Helpline, feeling and finding a safe place, taking care of one self, focusing on day-to-day things, resting and relaxing, exercising, social contacts, life skills education and taking care of health. UNIFEM (2013) states that the most strategic and cost-effective way of stopping violence from happening is by developing medium to long term programmes and models to address the vice. Similarly working with young people (adolescents) to embed values

and norms about gender equality helps foster positive attitudes towards gender equality as well as instill zero tolerance for violence against women and girls.

Individuals play an important role in mitigating violence, specifically sexual violence through various actions taken to reduce the chances of the vice happening and also to stop it. However, these individuals or victims cannot do it single-handedly. They need the support of significant others, the schools, the community in general, institutions fighting against the vice as well as state organs (administration, police, courts). The state has the ultimate responsibility of protecting its own citizens, especially children (below 18 years) in order to preserve future generations.

Barely any literature exists on mechanisms applied by victims/survivors of sexual violence (including exploitation and abuse) to curb the vice. This study is therefore aimed at investigating the individual experiences of boys in single-sex boarding secondary schools in Nakuru County, contributing to the body of knowledge and paving way for programs to address the vice.

Studies that have been conducted do not explicitly reveal the coping mechanisms for girls and boys in single-sex boarding secondary schools. The nature of schooling is unique; hence one would expect that this group of people might have adapted some approaches that may be unique to their setting in order to deal with the exploitation and abuse. There is a gap in this area hence the importance of this study.

2.6 Theoretical Framework

This study was guided by the social learning theory.

2.6.1 Social Learning Theory

The Social Learning Theory, developed by Bandura (1977), provides important insights into how people pick up behaviors through other people's modeling, imitation, and observation. This theory places a strong emphasis on the importance of environment and role models in influencing a person's behavior and perspective. The Social Learning Theory can be used to analyze the fundamental causes of such conduct when applied to teenage males' experiences with sexual exploitation and abuse in single-sex public schools.

The concept of observational learning becomes crucial in understanding how teenage boys may learn about sexual exploitation and abuse. These teenagers may absorb and imitate these behaviors by seeing them in others, whether peers or authoritative figures. The theory of modeling also emphasizes the impact of both good and bad role models in influencing behavior (McLeod, 2016). Boys may be more prone to replicate sexually exploitative behavior if they witness their peers doing it or hear tales about it appreciated because they are looking for approval or acceptance from their social groups.

The emphasis on reinforcement and vicarious reinforcement in the theory is pertinent as well (McLeod, 2016). The positive attention or rewards that sexual exploitation offenders may obtain from their peers may serve to further motivate their behavior. On the other hand, victims may experience a cycle of abuse because they are afraid of retaliation or societal disgrace (Burton, Miller, & Shill, 2002). Teenagers' perceptions of the advantages and disadvantages of engaging in comparable behaviors can be influenced by watching the outcomes others experience, whether they be favorable or adverse.

The theory is pertinent to this study because the prevalence of sexual exploitation and abuse among teenage boys may be significantly influenced by hierarchical power structures and

dynamics in the setting of single-sex public schools. It is possible for older students or authoritative figures to have a significant influence over younger students, which opens up the possibility of exploitation (Tasheuras, 2019). Teenagers may witness and internalize these actions, considering them to be acceptable or even typical of their surroundings. Additionally, individuals may behave inappropriately that they would not have otherwise due to peer pressure and the desire to fit in with a certain group.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that guided the study. It describes the study site, study design, study population and unit of analysis, sample and sampling procedure, data collection methods, data processing and analysis and then concludes with a discussion on ethical concerns that were observed in the course of the study.

3.2 Study Site

This study was carried out in Nakuru County and targeted teenage boys in single sex public secondary schools in Nakuru East Sub County. Nakuru County is divided into eleven sub-counties and 55 wards. Nakuru East is made up of five wards namely; Biashara, Kivumbini, Flamingo, Menengai and Nakuru East. This study site was picked due to the high population of secondary school students as well as the improved infrastructure. It is the right choice because the study targets boys within the ages of thirteen to eighteen, most of whom are in secondary school.

According to the population and housing census carried out by the Kenya National Bureau of Statistics (KNBS) last year Nakuru East has a population of fifteen thousand, one hundred and sixty -one (15,161) secondary school students. The female secondary school students are Seven Thousand six hundred and eighty-nine (7,689) while the male students are seven thousand four hundred and seventy-two (7,472). According to the population and housing census carried out by the Kenya National Bureau of Statistics (KNBS) last year.

3.3 Research Design

This study employed a cross-sectional descriptive design and used qualitative methods in data collection. Data was collected using an interview guide, case narratives and key

informant interviews. The population for this study was teenage boys in secondary school in Nakuru East Sub County. They were to provide information on the forms and effects of SEA as well as coping mechanisms against sexual exploitation and abuse in secondary schools. The unit of analysis was the individual teenage boy.

This study was conducted in three phases. The first phase involved screening to establish whether the participants meet the criteria. The second phase involved one on one interviews as the primary data collection method, conducted with purposively sampled teenage boys who self-identify to have undergone any form of sexual exploitation and abuse and having self-reported to the school administration. The third phase involved conducting key informant interviews with knowledgeable persons in the study topic and they included persons in charge of school guidance and counseling, principals and parents of the boys who participated in the case narratives.

Qualitative data was recorded, transcribed and checked for clarity and completeness. Verbatim quotes were used alongside presentation of the findings to project the voices of the informants.

3.4 Study Population and Unit of Analysis

The study population was teenage boys in single sex public secondary schools aged between 12 to 18 years in Nakuru County, Nakuru East Sub County. The unit of analysis was the individual teenage boy in a boarding secondary school in Nakuru East Sub County.

3.5 Sample Size and Sampling Procedure

The study targeted a sample of 30 teenage boys in the study area for the interviews. The participants were sampled purposively owing to their specific characteristics that is they are aged 12-18 years

3.6 Data Collection Methods

3.6.1 Interview Guide

An interview guide (Appendix II) was conducted with 30 teenage boys in the schools that were selected. The interviews were conducted by the researcher. The researcher conducted the interviews with the students within the vicinity of the schools to ensure that the students were comfortable to respond to the interview questions. Further, the researcher requested the presence of the guidance and counseling teacher who help calm the student in case they felt overwhelmed by the questions. Moreover, given that the students were still under 18 years, it was important to have a teacher, in this case the guidance and counseling teacher, to oversee the interviews.

3.6.2 Case Narratives

The researcher also selected two students to engage in case narratives. This involved allowing the students to tell their stories of their experiences on SEA. The case narratives were conducted in the presence of the guidance and counseling teacher who was critical in calming the students while they shared their stories.

3.6.3 Key Informant Interviews

These interviews were carried out with people who are experienced, knowledgeable and have immense expertise in the area of the study interest. The study targeted a total of 8 key informants. They included: Principals from each of selected schools, teachers in charge of

guidance & counseling from the schools, County Government officials from the Department of Education, Official from local NGO/CSO and Official from the Department of Children Services. The interviews provided in-depth understanding of the phenomenon in terms of the changing tactics of abusers, the various forms of SEA, the effects on adolescents, the coping mechanisms and what various actors have done/intends to do to address the situation in Nakuru County. A key informant interview guide (Appendix IV) was used to collect data.

3.7 Data Processing and Analysis

Qualitative data collected from the interview guides, case narratives, and key informant interviews. During the interviews the researcher made notes. The interviews were not recorded since the learning institutions did not allow the recording of their students. Therefore, the researcher relied on making written notes. The analysis entailed reading through the written notes and developing themes as guided by the specific objectives. Analysis was carried in relation to the research questions set out in the study. Analysis was undertaken on the implications of the findings on forms, effects and coping mechanisms of SEA and social learning theory. Verbatim quotes by the study participants and how the quotations bring out the experiences of SEA were also be used in the presentation of study findings to project the voices of the participants.

3.8 Ethical Considerations

Being a sensitive study, the research ensured that no harm was brought to the participants as a result of their involvement in the study. The study participants were informed about the purpose of the study, procedures, risks and benefits in the informed consent. The

researcher sought both verbal and written consent from the parents or guardians of the participants.

The researcher also sought clearance from the ministry of Education, the Children's department of Nakuru County, and the schools' administration.

Participation in the study was voluntary and the participants were informed of the voluntary participation and freedom to withdraw at any stage. Before engaging with the students, the guidance and counseling teacher was helpful in obtaining consent from the participants. This is because; the guidance and counseling teachers explained to the students the importance of the study in helping end SEA in the school environment. Moreover, in instances where the students were not willing to take part in the study, the guidance and counseling teacher assured them of their safety and privacy. The interviews were conducted in the guidance and counseling teacher's office. This ensured the privacy of the students while being interviewed.

Confidentiality and anonymity was maintained throughout the study. The participants were informed that the information they gave was handled with utmost confidentiality and that it would not be used for other purposes. The identity of the participants was concealed at all times. This was done by allocating a code to all of the interviewees. The codes given to the students covered the class of the student eg, form our student. Moreover, the researcher did not collect information on the names or the students, the officials and the guidance and counseling teachers.

The researcher also had a standby counselor referred by the ministry of education and or children's welfare office available during interviews for referral in situations that needed psycho-social support.

The major challenge experienced in the field was convincing the victims and perpetrators of SEA to open up and share their stories and opinions with regards to the vice. This was a challenge since most of the respondents were not willing to share stories that they termed as shameful and embarrassing. The respondents and in particular the teenage boys interviewed found it challenging to air their opinion in regard to SEA. This was attributed to the fact that some of them felt guilty and blamed themselves for being victims of SEA. To address this issue the researcher requested that the counseling and guidance teacher be present during the interviews. Moreover, the researcher created a rapport with each of the interviewees making them feel comfortable and free to take part in the study. Moreover, the fact that the guidance and counseling teacher was male was an added advantage, since the teenagers felt free to talk about their experiences with SEA. In situations when the interviewees felt uncomfortable to continue with the interview, the researcher took temporary breaks to allow them to recover from the emotional feelings that they held.

The researcher acknowledged all the sources used to develop the project. This was conducted to avoid cases of plagiarism and to ensure the originality of the work done. Copies of the final research project will be available at the University of Nairobi Library for academic purposes.

3.9 Problems Encountered During the Study and their Solutions

A challenge experienced was ensuring that the students interviewed would not be victimized following the interviews. Therefore, before conducting the interviews, the researcher requested each of the schools involved in the research to educate the students on the issue of SEA and the importance of providing a platform for victims of sexual violence. This exercise was conducted in collaboration with the guidance and counseling teachers who sought to ensure that awareness was raised on the issue of SEA. The researcher confirmed that the exercise was conducted by receiving feedback from the guidance and counseling teachers. Moreover, the interviews were conducted in the guidance and counseling teacher's office. Information on the students interviewed was not disclosed to the other students.

CHAPTER FOUR: FORMS OF SEXUAL EXPLOITATION ABUSE AMONG TEENAGE BOYS IN NAKURU COUNTY

4.1 Introduction

This chapter covers the analysis on the forms of SEA among teenage boys in Nakuru County. This is with the acknowledgement that SEA is a vice that has been reported in learning institutions and in particular boarding schools. This is distressing given that a school should be a safe place where a parent sends his/her children to gain education and to be trained for different careers. The increasing reports on cases of SEA in schools justified conducting this research in order to identify the different forms of SEA taking place within the school environment and in particular among teenage boys in single sex secondary schools.

Understanding the forms of SEA among teenage boys helps in driving the development of specific solutions that can be implemented not only in the schools studied, but across Kenya to eradicate the vice and hold accountable the perpetrators. SEA has severe effects on individuals especially, teenagers who are still growing and developing. Therefore, if the vice persists, the victims of SEA may have to undergo years of depression which ultimately impacts the economy negatively since they will not be productive to contribute to any form of growth and development to the country. Therefore, this chapter critically evaluates the forms of SEA among teenage boys in Nakuru county with the intention of understanding the extent of the challenge. The chapter covers the following sub-headings: the demographic information of the respondents and the forms of SEA among teenage boys in Nakuru County.

4.4 Forms of Sexual Exploitation and Abuse (SEA)

The researcher sought from the interviewees their understanding of SEA. Two of the students noted that SEA involves engaging in sexual activities without any consent. 16 boys interviewed indicated that whenever consent by both parties is not given then it is abuse. The researcher also sought to determine whether the respondents had experienced any form of sexual violence. 19 students indicated that they had experienced SEA while seven respondents had not experienced any form of SEA. The number of students who had experienced sexual violence was high, necessitating the need to understand the SEA among the teenage boys in single-sex learning institutions. The 19 teenage boys who indicated that they had experienced SEA implied that sexual violence is a common challenge in not only girls' schools but also boys' schools. Extant literature has focused on sexual abuse of teenage girls. This is attributed to the fact that many victims of SEA are girls. This however does not imply that SEA is not experienced in boys' schools as indicated from the data gathered.

Further, the study sought to identify the forms of SEA the respondents had experienced while in single-sex learning institutions. From the data analyzed, from two secondary school principals, it was revealed that the majority of boys in single-sex public schools had experienced some form of sexual violence. Moreover, the vulnerability of the teenage boys was found to be high particularly in boarding schools. Two of the students who were in form four revealed that the vulnerability of teenage boys attending boarding schools was high since the boys are away from home, which is regarded as a safe space for most students. Two interviewees reported that boys in boarding secondary schools fall prey to sexual violence perpetrators since they stand at a disadvantaged position. They argued that

if the boys are violated in boarding schools, it is highly likely that they will not report the incident for fear of being found out or judged by other students and the teachers. Three of the respondents said:

“Boys in boarding secondary schools particularly those from poor families fall prey to perpetrators who use their economic status as a way/reason to sexually violate the boys” (Female NGO official, 45 years old)

“Student perpetrators in boys boarding secondary schools use the vulnerable social status of their victims who may not be as popular in schools” (Male principal, 44 years old)

“Boys in single-sex boarding secondary schools are more vulnerable since they are not able to protect themselves while in school where strict rules such as no fighting with students and teachers are the norm” (Form four student, 18 years old)

From the findings, it was evident that the boys had little knowledge of SEA. They did not understand that engaging in any sexual activities with an underage person to be abuse as long as both parties have given their consent. This implies that more education on the concept of SEA needs to be taught in schools. This raises questions on the effectiveness of the education system in providing adequate knowledge on societal issues such as SEA. The lack of understanding of by the students interviewed on what constitutes SEA may be attributed to the fact that as an African country, the topics on sexual relations have always been regarded as taboo. This may be the reason as to why many parents and teachers may feel uncomfortable educating the young ones on sexual relations.

Research shows that sexual activities among adolescents are common since most are experimenting with what they have seen in music videos and movies from home. This is an implication that the environment has an influence on promoting or deterring SEA. By watching music videos and pictures that are readily available online as a result of globalization, young people may end up experimenting within the school environment, resulting in increased incidents of SEA. Two students from form two reported that incidences of SEA were common though not known by many people particularly parents and teachers. According to the respondents, such sexual activities are usually conducted in the dormitories and are au castrated by other students within the school environment. According to UNESCO (2013), SEA is a common phenomenon being entrenched in the very social institutions that are supposed to be protecting children such as secondary schools as exhibited by the current study.

In addition, the findings concur with a report by WHO (2013) that 1 in 10 boys worldwide (approximately 120 million) have experienced forced intercourse or other forced sexual acts mainly occasioned by a current or former partner or friends. This raises the question as to the measures employed globally to protect children against sexual violence. The findings are similar to results by Leach (2013) who observed that the vulnerability of teenage boys in boarding schools is high since acts of SEA are undertaken in dormitories and toilets. Therefore, it may be necessary for school teachers to increase security within the school compounds by allocating prefects who are responsible and whose main interest is to ensure the safety of their fellow students.

Based on the findings of this study, it can be argued that a decade down the line since the launch of the SSSM, its implementation has failed since SEA is still prevalent in secondary

schools. Therefore, it is up to the government to take up the responsibility and formulate as well as implement policies and laws that encourage sexual education in schools. This is critical since it will provide the students with adequate information on sexual relations, hence they are in a position to not only report incidences of sexual abuse but also protect themselves.

There are different forms of SEA experienced within secondary schools. According to the data collected for this study, the forms of SEA range from verbal harassment, indecent touching and fondling, transactional sex, kissing/attempted kissing and rape/attempted rape.

4.4.1 Verbal Harassment

Verbal sexual harassment is the use of words and speech to abuse an individual. Verbal sexual harassment involves making dirty jokes and suggestions. The researcher found that verbal sexual harassment was one of the most common forms of SEA experienced by teenage boys in single-sex secondary schools. This was attributed to the fact that most of the students did not perceive verbal sexual harassment as abuse. A form three student aged 17 years revealed that using insults and vulgar language is a common phenomenon among the students in the institution.

Further, the interviewees explained that the verbal sexual abuse is not only perpetrated by the students only. Three form one students interviewed indicated that they had experienced verbal sexual harassment from their teachers. This calls into the standards held for the teachers to follow while educating students. This was supported by verbatim gathered from an interviewee:

“...the vulgar language used by the majority of the students is usually an imitation of the words used by their parents and relatives back at home. Therefore, parents and the elders in the society ought to be careful with their choices of words when interacting with young people since it may trigger to unknowingly become perpetrators of verbal sexual harassment” (Male official from the department of children services, 38years old)

According to the qualitative data, when students fight, instead of engaging in physical fights which may result in them being suspended, they opt to use vulgar language to settle scores between disputing parties. This shows that the learning institutions are not keen on punishing students for using vulgar language that may be termed as verbal sexual harassment if it borders on sexual statements.

The results were similar to research by Opobo and Wandega (2011) who discovered that sexually provocative language was at the top of the list of recorded incidences of sexual assault in Ugandan schools. At a survey of 1,965 students, Hill and Holly (2011) discovered that unwelcome sexual remarks, quips or gestures, and name calling were the majority of reported episodes of SEA in middle and high schools in the United States. Verbal sexual harassment is often ignored by society; however, this should not be the case since it may lead to depression and low self esteem of the victims.

In consideration of frequency, vulgar and sexually provocative language was used far more frequently among teenage boys in the secondary schools as indicated from the interviewees. The most plausible cause for the prevalence of verbal sexual harassment among students is its relationship with bullying. Students frequently find it easy to verbally bully others without contemplating the impact of their comments on the victims.

Furthermore, cracking sexual jokes and using sexually suggestive language is not regarded as a major threat, therefore little effort is expended to prevent it. It's no surprise that it is spreading. According to a UNICEF study focusing on Asia and the Pacific region, verbal sexual harassment is the most common form of SEA in schools (UNICEF, 2016).

The findings indicate that verbal sexual harassment, though not perceived as a serious threat; it is one of the common forms of SEA experienced among teenage boys in secondary schools. A study by Pinheiro, (2006) espoused that verbal harassment was commonly experienced by girls. However, this does not imply that boys do not experience verbal harassment as well. Thus, stiff measures ought to be put in place, to ensure that all students are safe from having to endure verbal sexual harassment whether it is in school or even at home.

4.4.2 Indecent Touching and Fondling

A form of physical sexual harassment that was identified from the data gathered was indecent touching and fondling. Three form two students revealed that they had experienced fondling from their fellow students. They indicated that the fondling was perpetrated inside the toilets and in the dormitories setting. According to one of the interviewees, fondling is often disguised in the name of pranks, thus one of the commonly experienced forms of SEA. This was supported by a female principal who stated that fondling and indecent touching is common in many schools particularly in girls' learning institution. The principal further explained that fondling/indecent touching has also been experienced in boys single sex learning institutions as well.

Additionally, a male guidance and counseling teacher revealed that fondling often occurs in the form of cornering or brushing against someone as they passed. Due to the passive

nature of fondling, the guidance and counseling teacher reported that most students did not perceive fondling as a major form of SEA. This is despite, indecent touching/fondling being among the commonly used form of SEA by perpetrators when conditioning their victims whom they eventually end up raping or attempt to rape. The findings further revealed that different students had varying perceptions towards fondling. An official from the ministry of education indicated that some students considered fondling as upsetting while other considered it as normal. The interviewee further argued that due to the fact that most of the students are within their adolescence years, fondling is a big challenge in all schools since it emanates largely from peer pressure of other students.

The danger of fondling is that while it is not treated as a serious threat, it often results in fearfulness and embarrassment feelings by the victims. The victim is often unable to express themselves comfortably while in public due to the fear that the same incident may occur. The embarrassment felt by the victims can be so severe to the extent that the student opts to separate themselves from other individuals. The findings concurred with results by Kemuma (2020) that indecent touching/fondling is one of the forms of SEA experienced in boarding schools.

4.4.3 Transactional Sex

Transactional sex, is the exchange of sexual favours for other things. Within the school setting, three form four students revealed that transactional sex is often in exchange for good grades or for social privileges within the environment. Transactional sex is one of the traumatizing forms of SEA, since it is driven by a need that requires to be satisfied. The following are verbatim statements gathered from the interviewees.

“ ...transactional sex is one of the common SEA in single-sex public schools where students are sexually violated with the promise of something else; it is unfortunate and in most cases, transactional sex is normally repetitive” (Form Four student, 18 years old)

“some teachers and staff members ask for sex from the students in order to raise their grades or even to help sneak in goods into the school” (Form three student, 17 years old)

The interviewees explained that transactional sex as a form of SEA is usually repetitive since the victim is promised something either grade by the teacher or protections in the school premises by the students. One of the interviewees noted that reports on transactional sex as a form of SEA are usually low. This may be on the basis that the victim believes that he/she gains something after the sexual violation. Transactional sex is often taken as a business deal by the victims since they believe that they gained something in return. However, this should not be the case, since it goes against the law and morals of Kenyan society.

Moreover, the repetitive nature in which transactional sex occurs in the schools is driven by power imbalances. This concurs with Barnardos (2011) who revealed transactional sex as a co-dependent activity, where the perpetrator gets sexual gratification while the victim gets a reward which is often a basic need. Notably, Jerop (2009) found that the repetitive nature of transactional sex is high in girls-only schools as compared to boys' only schools. This difference may be because the girls are more vocal about cases of SEA as compared to the boys who tend to hide from such incidences and prefer to be silent. Therefore, to ensure that all students do not fall prey to perpetrators of transactional sex, the management

of each school should set up clear guidelines and rules on individuals issuing favours or using power in the wrong way by taking sexual advantage of the students.

4.4.4 Kissing/Attempted Kissing

Kissing/attempted kissing is another form of SEA that has been identified by scholars around the world (Amadi, 2021; Kemuma, 2020). From the 26 interviewed students, 18 reported that they did not consider kissing/attempted kissing as sexual assault. The interviewees argued that kissing was common within the school setting. This was similar to verbal sexual harassment as well as fondling. The interviewees argued that kissing is one way of showing their love to another person. They admitted that kissing/attempted kissing and at times forced kissing was experienced during school occasions where different schools meet for different events such as sports, academics, religion or culture.

One of the principals interviewed attributed the increased cases of kissing/attempted kissing to the media, which presents kissing as a way of falling in love. The principal argued that most students follow the images they see on television and try to experiment by pressuring other boys to kiss them or even engage in sexual intercourse. This is an indication that the media plays a central role in the different behaviour evident in young people. The results concur with survey studies done by the AAUW between 1993 to 2016 that kissing/attempted kissing was identified as a form of SEA, in the American high schools.

4.4.5 Rape/ Attempted Rape

Rape involves having forced sexual intercourse with a person. In all of the forms of SEA, rape has been taken seriously by the society in general. This is particularly true as observed from the interviewees who argued that rape is one of the critical sexual violations. Three

of the students interviewed admitted that they knew their fellow students who had been raped within and outside the school setting. However, the interviewees admitted, that the rape victims did not report the incidences of rape since they felt ashamed and embarrassed. Rape does not only affect the physical body of the victims but their psychological state as well.

Using a case narrative, the researcher identified that rape was one of the sexual exploitation and abuse experienced by boys in the boarding schools. The participant in the case narrative was 16 years and he was in Form 2. The respondent reported that before he was sexually violated, he did not understand the concept of SEA. However, at the moment of the interview, he understood SEA as engaging in sexual activity with a person who has not given consent. The participant stated that she was raped by a fellow student. However, the sexual violence did not start that day but a month earlier where the perpetrator would touch him while they were in the bathroom. Since he was in form two he feared the students who were in form three and form four. The perpetrator was older than him and he was known in school as a tough person. The participant indicated that the rape incident was a repeat of SEA that he had been experiencing for a month. In addition, the respondent explained that since the perpetrator started to touch him, other boys stopped bullying him because of his small body. Before then, he was often bullied by the older boys. The respondent stated that he received protection from the perpetrator in exchange for a sexual favour. The participant explained that the rape incident occurred in the dormitory while other students were in class. According to the respondent, he felt unworthy after each incidence of SEA. However, since he received protection from other bullies, he did not report the issue. Rather, he

started to follow in the footsteps of his perpetrator and started to show a tough exterior with his classmates.

An official from an NGO working with sexually abused victims revealed that in her line of work, she has encountered many young people who are survivors of rape. In most incidences, she argued that the rape perpetrators were people well known to the victims; they ranged from family members, relatives, friends, teachers, and employee in specific institutions including schools.

From the case narrative, this is an incident of Stockholm Syndrome where the victim feels that the perpetrator is doing them a favour by violating their rights. Moreover, the student has experienced different forms of SEA including being touched and rape. The finding concurred with Jones, (2008) that boys and girls suffer sexual abuse and in particular rape, in the hands of people already well known to them.

4.5 Perpetrators of SEA

The researcher sought to establish the perpetrators of the sexual violence. This was intending to understand the people who are more likely to take advantage of students in schools. 22 respondents indicated that the sexual acts were perpetrated by people known to the victims while 4 of the respondents indicated that the sexual abuse was perpetrated by strangers. The respondents indicated that the perpetrators of sexual violence ranged from their fellow students, teachers, school staff, family members and community members. The findings illustrate that in often cases the perpetrators of sexual violence are usually known to their victims

The perpetrators of SEA in boarding schools range from students where dorms are shared, the teachers and non-teaching staff who share the same compound. Moreover, the findings noted that the boys who come from poor economic social, and economic status are more vulnerable to SEA. From the data gathered, two form two students revealed that close family members in most cases are the abusers which position the victims in a dilemma with regards to reporting them due to fear of retribution and social disbelief. The two interviewees, explained that most victims of SEA by people known to them fear reporting such incidences since they may be disowned by their own families. This may largely be attributed to the traditional systems of African countries including Kenya where issues relating to SEA were not allowed to be a topic of discussion. However, with globalization, it is good to witness the systems changing as more victims in the modern day are willing to stand up and tell their stories in the hope that it will inspire other victims and the society to report the perpetrators of SEA.

The findings concur with a report by the World Health Organization that Sexual Exploitation involves behavior whereby a position of power is used for sexual purposes against a beneficiary or vulnerable member of the community for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another including sexual relations with a child below the age of 18 years. In addition, Darves-Bornoz, Choquet, Ledoux, Gasquet, & Manfredi, (1998) found that boys in boarding schools are vulnerable to SEA.

During the 43rd Kenya Secondary School Heads Association (KESSHA) conference, the chairman publicly acknowledged that there were incidents of noncompliant teachers and principals who preyed on their students (Daily Nation, Sunday June 17, 2018). The

KESSHA chairman condemned such behaviour and communicated that the TSC, the teachers' employer, had already taken measures, including dismissing those found liable following investigations. Nonetheless, the vice appears to have persisted. This may be attributed to the fact that incidences of SEA are perpetrated by people known to the victims. This calls into question the morality of the society where individuals take advantage of other individuals due to their weak status in the community or their vulnerability.

4.6 Factors Facilitating SEA

10 of the students interviewed indicated that power imbalance between the victims and the perpetrator was a key driver facilitating SEA. According to the interviewees, often people in power prey on the vulnerable. This has been evident in the schools where perpetrators of SEA are commonly teaching, non-teaching staff, and older students. The vulnerability of students in terms of age, and small body size particularly when they join to form one was identified as drivers of SEA within the school vicinity. The following are verbatim from the interviewees:

“people in power often take advantage of the vulnerable, this behaviour has been witnessed across the globe and it has contributed to the rising numbers of SEA in schools” (Male guidance and Counseling teacher, 32 years old)

The interviewees agreed that often due to imbalances in terms of positions held in society, many students fall prey to perpetrators seeking to exploit the weak.

Two interviewees acknowledged that poor economic status also facilitates SEA in schools. The interviewees explained that although some students are good performers, they lack

financing, a factor that perpetrators use to sexually violate students in school environments.

A student explained:

"poverty also plays a key role in facilitating SEA. It is easy to engage in transactional sex with students who come from poor families with the promise of buying them books, paying school fees or even giving them pocket money (Form three student, 17 years old)

In addition, four of the interviewees explained that poor management by schools and the government in prosecuting the teachers involved in SEA. One of the interviewees said:

“the Kenyan courts have failed to take action against teachers accused of perpetrating their students. Also, the school management rather than discharging such teachers they only issues a transfer. This factor has resulted in some teachers feeling powerful enough to continue sexually violating their students since the government will not take any action”.

(Female official from an NGO working with victims of SEA, 46 years old)

This statement was supported by the official from the department of children services interviewed who noted that it was time for government and management in schools to take action against their staff who sexually violate students. The interviewee argued that the lack of effective action is perceived by perpetrators as permission to continue with such heinous acts. A form three student explained that it was unfortunate that the same teachers who are granted the responsibility to protect students are the ones violating the rights of students.

Moreover, two students explained that the teaching staff often downplays reports by students on different forms of SEA. A form two student stated that verbal sexual harassment is often overlooked by the teaching staff and the management of the school.

According to recent UN reports, sexual abuse in schools is a prevalent but often overlooked problem in many nations. According to Leach (2003), the confined character of the school environment puts students at a high risk of sexual abuse in schools. Sexual abuse involves an imbalance of power between the victim and perpetrator (Barnardos, 2012). This was evident from the findings where some of the perpetrators identified included teachers, non-teaching staff, parents/relatives, and strangers. This also supports findings by Leach (2013) that within the schools, such abuse is perpetrated both by male and female classmates and teachers or other school staff. It is most likely to occur in “unsafe” areas such as toilets or dormitories (Leach, 2013). The imbalance in power contributes largely to facilitating sexual violence against students in school. Notably, the respondents explained that the majority of the perpetrators were their fellow students. This implies that both girls and boys can be victims or perpetrators of SRGBV (WHO, 2016). From the findings, it is important to understand the motivation of the perpetrators who ironically are trusted by society, the government, and parents to protect the students. Other than the imbalance in power established by the findings, it is necessary to understand the motivations of these perpetrators in violating the basic rights of children through sexual violence.

The findings also agree with Barnardos (2012) who argues that sexual abuse involves an imbalance of power between the victim and perpetrator, limiting the options available to the victim, and which can be misunderstood by victims and outsiders as consensual. Additionally, analysis of school-related gender-based violence (SRGBV) indicates

occurrences are generally underpinned by unequal access to economic, social, cultural, and political resources and the power to deploy these. Inequitable gender norms and stereotypes, based on hierarchies and forms of subordination, amplify these injustices and contribute to SRGBV (Covell and Becker, 2011; Leach et al., 2014; Leach et al., 2012).

The lack of effective action taken against perpetrators of SEA has also been perceived as a motivator of progressing with the same behavior. This supports a study conducted between 2003 and 2009 and revealed that, out of 12,660 girls sexually abused by their teachers, only 633 teachers were ultimately charged with sexual offenses. This implies that more action needs to be taken against perpetrators of SEA especially within school environments with underage students.

Results by Ruto (2009) established that whereas students saw SEA occurrences as very dangerous, teachers often downplayed them and, as a result, refused to respond with firmness if cases of harassment were recorded. SEA is a crime under the Sexual Offences Act that entails a jail term of at least three years and a fine of at least one hundred thousand shillings, or both (Republic of Kenya, 2006). The TSC Act Cap 34 Schedule 3 specifies disciplinary action, including summary dismissal, for a teacher who is accused of sexually harassing a student (TSC, 2010). Unfortunately, because its duty is confined to individuals in the teaching profession, the TSC Act does not define a penalty for student-to-student harassment. This is also a key driver in promoting SEA within the school environment. This is because, the perpetrators of SEA in the school environment also include other students. Therefore, a lack of effective legal approaches put forth to ensure justice of SEA perpetrated by students also contribute to the spread of the vice in public secondary schools.

4.7 Reporting of SEA cases

The researcher sought to assess whether the victims of SEA reported such incidences and the actions that were taken by the management in the public secondary schools. Only 6 of the respondents indicated that they had reported the sexual violence experienced while 13 stated that they did not report the sexual acts. The 6 respondents indicated that they reported sexual violence to their class teachers. The majority of the interviewees who stated that students hardly report incidences of SEA due to fear of being victimized by their fellow students and the teaching staff as well.

With regards to the action taken, 4 respondents indicated that no action was taken after reporting. While 2 of the respondents were advised to see the school counselor. From the findings, it was evident that within the school setting, the students were hesitant to report sexual violence while those who reported the incidents trusted their class teacher. However, no effective action was taken. This shows a clear failing from the side of the school management and the government as well from failing to take active action against perpetrators of SEA within the school setting.

Globally, there is a stigma associated with reporting CSA among students, which is largely based on the humiliation that could result if a close family member was the abuser (Mayer & McHugh, 2016). According to the findings of this study, boys were hesitant to disclose their sexual assault experiences for fear of being labeled as perpetrators, which could result to separation of families. The offenders who are close relatives to the students on whom they rely, making reporting the case difficult. The authorities' reluctance to respond to child abuse instances has resulted in the evil going unpunished. Because social disorder has been identified as a motivational factor that leads to sexual assault, the society must be reformed.

Verbal attacks as well as inflicting physical injury and/or removing a favor from the survivor upon reporting the abuse discouraged the students from disclosing these occurrences.

Moreover, it is likely that the victims of sexual violence feared to report incidents of SEA for fear that would not be protected by the government. The discovery of sexual violence is based on the victim's defense from the perpetrator, and in order for disclosure to be efficient, the government should safeguard the survivors upon report and transport him/her to a safe location where the perpetrator lacks access.

Most sexual abuse researchers agree that the sexual abuse of boys is still grossly under-reported (Valente, 2005). This concurs with the study findings where few of the respondents reported sexual violence incidences. Barth et al. (2012) found that, globally, child sexual abuse involving physical contact is reported by between 2 and 56 percent of girls and 0.4 and 44 percent of boys. Examples of reported rates of sexual exploitation include 7 percent for girls and 6 percent for boys in Kenya (UNICEF Kenya et al. 2012). Moreover, the findings indicate that from the few of the respondents who reported incidences of sexual violence no effective action was taken against the perpetrator. This creates an avenue for continues sexual violence against children. Leary (2016) contends that failure to openly discuss child sexual abuse and exploitation and the failure to report such incidents enhances victimization and secrecy.

CHAPTER FIVE: EFFECTS OF SEXUAL EXPLOITATION AND ABUSE AMONG TEENAGE BOYS IN NAKURU COUNTY

5.1 Introduction

This chapter covers the effects of SEA among teenage boys in secondary schools. From the findings analyzed in chapter four, different forms of SEA were reported to have occurred and been experienced by the teenage boys interviewed. Therefore, it was only prudent for the researcher to assess the effects of SEA on the teenage boys. This is with the acknowledgement that SEA causes a wide range of effects such as health problems, poor performance and dropping out of school, psychological problems, physical injury, and the spread of SEA. Notably, some of these effects can be short term while others can be long-term depending on the teenage boys and the time of the incidence occurrence. This chapter covers in detail as it relates to the teenage boys in single sex secondary schools.

5.2 Physical Injury and Diseases

Physical injuries and diseases are one of the expected effects of SEA. This is because, SEA often than not involves forceful relations. Therefore, it is likely that the victims may be physically injured or become ill. Five students noted that the physical effects of SEA included bruising and contracting of sexually transmitted diseases such as HIV. This finding was supported by the guidance and counseling teacher who reported that the majority of the students who have encountered SEA, often report body injuries which may be in the form of bruises and in worse cases, the victims are infected with diseases such as HIV and other sexually transmitted diseases. The guidance and counseling teacher said:

“...often times, victims of SEA have bruises in different parts of the bodies which are as a result of their struggle with the perpetrator not to be abused.

Therefore, upon report of sexual abuse by any student, the first step, I take as a guidance and counseling teacher is to ensure that the student receives medical attention for any physical injuries. This is before, the psychological trauma is dealt with through counseling” (Male guidance and counseling teacher, 32 years old)

Sexual violence (which includes exploitation and abuse) has a serious impact (medium and long-term) on physical and mental health resulting from sexual and reproductive health problems as well as physical injury (Jewkes et al. 2001). Physical sexual harassment is thought to have a long-term impact on victims. According to Mwiti (1997), children who are physically sexually assaulted create scars and hurt that last their entire lives because much of the impact of this abuse is both psychological and physical. A youngster who has been physically or sexually abused grows sluggish, develops dread, and develops a hatred for the perpetrator, which, if not treated, may impact their future relationships (Mwiti, 1997). Many physically sexually harassed children are known to only speak in whispers about the evil that has befallen them and rarely open up to talk about the experiences (Mburu, 2012). The long-term physical effects of SEA may be diseases such as HIV which have no cure. The physical effects of SEA to a large extent also contribute to the psychological trauma experienced by a majority of SEA victims.

According to the findings, physical effects of SEA may have both short-term and long-term effects on the victims. According to Moloney (2005), sufferers of HIV and AIDS acquire sentiments of sadness and self-destruction, which have a negative impact on self-esteem. Interestingly, research findings have proven that improved HIV/AIDS awareness

can contribute to healthy levels of self-esteem, particularly when the individual becomes responsible and adopts more positive attitudes (GOK/UNICEF, 2000).

5.3 Psychological Trauma

Both physical, social, and psychological effects were reported by the students as consequences of SEA. This explains that SEA is not only a physical act but also affects the psychological aspects of the victims. 9 students interviewees explained that following their experiences with SEA, they felt stigmatized by their friends, classmates and even community members back at home. A form three student argued that once you have experienced SEA, the society only sees such individuals as victims rather than survivors of heinous acts. The interviewee stated that within the school setting, the stigmatization was facilitated by the perception held by other students that since he was victimized by male perpetrators, he was viewed as being a homosexual. The interviewee explained that navigating such narratives from an individual perspective and a societal point of view may be difficult resulting in the SEA survivor isolating himself. This is an implication that the society harshly treats survivors of SEA instead of supporting them through their journey and providing them with a platform to share their stories at their own time.

Depression was also identified to be prevalent since the students lost their self-esteem following the SEA. 6 interviewees reported that they lost their friends in school after becoming survivors of SEA. This resulted in the students going into depression and opting to be alone at all times. The same observation was made by one principal who said:

“...for the sexually abuses teenage boys, interacting with other students may be a challenge, since they feel that they are not worthy of love...This

is a big challenge to the teachers and in particular the guidance and counseling teachers who seek to rehabilitate such students and pulling them out from depression” (Female principal, 46 years old)

Additionally, three form one student revealed that the psychological and emotional effects of SEA are among the most dangerous in derailing the academic and social lives of students. They argued that depression among students has become a menace in the 21st Century where social pressures have segregated the popular from the unpopular students. In addition, this SEA increases the social pressures where the victim student loses their self-worth and withdraw from the larger community and society. The following are verbatim from the interviewees:

“Students who are victims of SEA often fall into a rabbit hole of depression where they segregate themselves from other students for fear of being called names and being judged. This ultimately leads to poor academic performance and poor participation in extracurricular activities” (Form One student, 13 years old)

“I have witnessed a change in character in the boys who have reported being sexually violated. The majority become guarded; in that they are ready to fight to incase of any trigger. This has left some students being expelled from school for engaging in fights. It is my opinion that they are guarded since the victims of SEA lose trust in people, therefore, they use fights as a technique to protect themselves.” (Male guidance and counseling teacher, 32 years old.

Four students indicated that they blamed themselves for being victims of SEA. The four students argued that since they knew the people who sexually abused them, they felt guilty to the extent that they were not able to report the incidents. Further, they revealed that they were also concerned that others would reject them and be furious with them. Additionally, two students in form three reported that in situations where SEA has been driven by power imbalance, the victim often feels powerless and submits to the perpetrators, thus losing his self-esteem. An official from an NGO working with survivors of SEA stated that often, the SEA survivors have a low self-esteem and prefer to live in isolation from other people.

Data collected from an official from the department of education who revealed that the ministry of education is well aware of the trauma experienced by students who have survived SEA. According to the interviewee, in certain times, the psychological trauma may be severe to the extent that the students opt to commit suicide. The official from the department of education reminisced of a story he had been told of a young lady, aged 15 years who resulted into committing suicide after being raped. According to the interviewee, the burden that follows SEA incidences, may be too heavy for a teenager to bear. This is because, teenagers are still developing both mentally and physically, therefore, experiencing any form SEA, and in particular physical sexual abuse, may be emotionally draining for the survivors who may opt for suicide rather than dealing with the issue.

According to Brierie and Elliott (1994) SEA may also result in depression, anxiety, and anger. The stigmatization experienced by the students was a result of the victims being perceived as homosexuals since the perpetrators were of the same gender. Cermak & Molitor, 1996; Valente, (2005) argues that if male victims are sexually violated by male perpetrators, they are less likely to report the incident for fear of being termed as gay. In a

traditional society such as Kenya where gay relations are not legalized, it is no surprise that the student victims felt stigmatized and lost friends for simply being victims of heinous acts such as SEA.

According to UNESCO (2008), depression is a common effect of SEA. According to Hall and Lloyd (1993), emotions of low self-esteem appear to be very widespread among survivors of sexual abuse since they tend to feel unworthy, guilty of putting themselves at danger of more abuse, and helpless. Self-blame frequently accompanies feelings that contribute to low self-esteem, and this influences other aspects of student life. It has been hypothesized that survivors of student sexual abuse have emotions of bewilderment about the sources of their difficulties. Confusion may have emerged during the abuse as a result of not completely comprehending what was going on. The challenges that survivors face as adults are frequently the result of childhood events that have carried over into adulthood. This is an implication that quick action must be taken to ensure that the student survivors of SEA do not end up carrying the weight of their bad experiences into adulthood. Therefore, the guidance and counseling teachers in all learning institutions need to take up the responsibility of checking up on SEA survivors and helping them navigate their circumstances in a positive approach.

According to the findings, the psychological effects of SEA were identified to be common among the victims. This agreed with the United Nations (2012) that victims of SEA may suffer isolation, lack of participation in regular activities, and limited ability to care for themselves. Additionally, a discussion paper by UNGEI-UNESCO (2013) on School-Related Gender-Based Violence, states that psychologically, the experience of sexual violence has the tendency to block the development of social skills and undermine self-

esteem, and may lead to eating disorders, depression, insomnia, feelings of guilt, anxiety and suicidal tendencies.

Rape, sexual coercion, sexual assault, and other types of sexual violence are among the most serious forms of SEA, resulting in terrible experiences for the victim as well as a lot of quiet and denial (Hill & Holly, 2011). They are also regarded as some of the most damaging forms of SEA, leaving victims mentally traumatized for the rest of their lives (Mwiti, 1997).

The finding concurred with a 2010 cross-sectional study in Ghana involving 7,137 senior high school students (4,017 boys and 3,107 girls) discovered that sexual aggression silently excluded students from school by instilling feelings of depression, anxiety, sadness, loneliness, and overall low self-esteem in the affected students (Dunne, Bosumtwi-Sam, Sabates & Owusu., 2010). Low self-esteem can have negative effects on survivors of SEA. This is particularly true when dealing with boys. This is because, the boys find it difficult to speak out about their feelings. Thus, the loneliness and isolation may lead them into suicide, a reality that has been witnessed across the world. For instance, in 2018, in South Africa, a 23-year-old student committed suicide, two months after she alleged, she had been raped (Adebayo, 2018).

Furthermore, SEA incidences may cause learners to feel guilty, tormented by humiliation, and to accuse themselves of contributing to the sexual abuse. Mburu (2012) discovered that children who are physically and sexually abused typically blame themselves, believing that they are to fault for the assault or that they brought the harm upon themselves. Mburu (2012) suggest that as a result of such intense feelings, the child's personality and social

life may be damaged to the point that they may distance themselves from day-to-day activities, including academic endeavors.

Depression, suicidal thoughts, and decreased efficacy are more serious and long-term repercussions of physical SEA (Erulkar, 2004). A survivor may feel the effects of SEA even later in life. Tepestra and Lantz (1990) discovered that women in sexually abusive relationships have low self-esteem. This poor self-esteem was thought to have a negative impact on the women's general well-being, with the majority of them feeling powerless to improve their condition.

5.4 Poor School Performance and Dropping out of school

An objective of going to school is to acquire an education and to report good academic performance. Parents normally take their children to school in the belief that it will lead into a better and more stable future. Therefore, education plays a critical role in the lives of all individuals. However; this has been threatened by increasing incidents of SEA. According to 9 students interviewed, SEA results in poor performance of the victims. From the data collected, it was evident that the effects differed from one respondent to the other. The majority of the respondents (15) reported that sexual violence affected their grades negatively. The students stated that the grades dropped as they were not able to concentrate in class since some of the perpetrators were their teachers and classmates.

The interviewees agreed that poor performance was one of the common impacts recorded by boys who experienced SEA. The interviewees highlighted that the poor performance is recorded since the boys are not able to concentrate in class. One interviewee said:

“Poor performance of one student leads to a drop in the aggregate class and school performance” (Form two student, 15 years old)

According to the interviewee, the poor performance of one student affects the entire class and the school at large. Due to the psychological effects experienced by survivors of SEA, concentrating in class becomes a big challenge. This in turn has a lasting effect on the aggregate performance of entire classes. The male principal interviewed stated that the results of each student has a direct influence on the schools performance, therefore, poor performance by survivors of SEA largely leads to a drop in the school aggregate performance.

In addition, three interviewees also added that more boys who have experienced SEA often incite other students to engage in bad behavior such as planning strikes. The interviewees explained that following SEA violations, most boys become violent and use violence as their defense mechanism. A form four interviewee reminisced on a strike in her school which was planned and au castrated by a student who had been sexually violated by non-teaching staff. The interviewee noted that most boys become enraged following the heinous act and often act out leading other students in trouble and the school in losses. Further, three students agreed that the psychological effects that are experienced following SEA are direr resulting in lowering grades.

Interviews held with the principals revealed that often the parents/guardians decide to transfer their children to other schools in the event that cases of SEA have been reported. According to one of the principals, the fear by school management of losing students is

one of the reasons that secondary schools do not report incidences of SEA in public or in the media.

The findings reveal that the poor performance not only affects the individual student but the aggregate performance of the class and the school at large. This agrees with findings by UNGEI-UNESCO, (2013) that SRGBV contributes to poor performance in schools especially for girls, reduces their engagement in school activities, leads to low self-esteem and high drop-out rates, anxiety, and reduced concentration. Although, this phenomenon is particularly experienced in girls boarding schools it does not imply it does not occur in boys boarding secondary schools as was established in this study. Further, Baumeister, Campbell, Krueger, and Vohs (2016) observes that SEA hinders academic performance, which in turn affects the student's academic progress.

Students who engage in verbally or sexually abusive behavior face both short-term and long-term effects. Short-term implications include pupils missing school due to scorn and mocking from peers, while long-term costs include low academic performance and dropout (Mburu, 2012). When a student decided to take out their anger on the school by organizing strikes or bullying other students they are automatically suspended. This has an adverse effect on their school performance since it implies that they may have to be left by their class, hence have to repeat with the class behind them. While this is the common practice for many schools for students who misbehave, a better strategy to address such students should be implemented that entails hearing their stories and taking legal action.

In a worse situation the effects of SEA if not addressed within the school setting may also result in a high number of drop-outs as espoused by Human Rights Watch, (2001); UNGEI-

UNESCO, (2013). This is because rape in schools may compel parents to remove their children from schools that they deem unsafe. When this occurs, such students are left worse off, their confidence is damaged, and their whole sense of worth plummets because they lack the information and abilities necessary to survive in this increasingly competitive society. The parent or guardian are usually responsible for making decisions about the day-to-day lives of their children. Therefore, in instances where the safety of their children is not guaranteed in schools, parent may opt to transfer their children to other learning institutions.

5.5 Spread of SEA

One of the form four students interviewed expressed that continued spread of SEA is one of the effects of sexual abuse against teenage boys. The interviewee noted that teenage boys are violent in nature; this situation is worsened when they feel trapped with specific systems and areas where they cannot get themselves out such as after becoming victims of SEA. Therefore, to avoid being preyed on by sexual perpetrators, the student may opt into engaging in fights, bullying other students so that they will not be taken advantage of, and dropping grades. A form three student who was interviewed stated that there is a perception in society that the toughest boy/girl in school is usually feared not only by students but teachers, therefore, it is difficult for the tough student to be violated. The interviewee noted that this perception is a fallacy that most victims of SEA seem to believe since the majority of the male victims of SEA transform to show a tough exterior. The interviewee explained that it is important to educate the students against showing a tough exterior particularly among the boys who have been raised in a patriarchal society where men are not allowed to complain or be vulnerable with their emotions.

The interviewees were asked to explain in their opinion the relationship between the perpetrator and the victim of SEA. All of the interviewees explained that the relationship between the perpetrator and victim is not healthy. According to the interviewees irrespective of the circumstance or situation that may have led to the relationship, it is not healthy and sustainable since it violates the rights of the victim. Two of the interviewees stated that the relationship varies concerning the motivation and form of SEA. One interviewee said:

“In the case of transactional sex, often the relationship between the perpetrator and the victim is usually cordial as each party is gaining something at the end of it all. This is a classic symptom of Stockholm syndrome where the victim thinks that the perpetrator is helping him.”

(Female official from an NGO, 45 years old)

“I have heard of cases of SEA victims defending their perpetrators since they believed by being violated they were gaining something. Boys who find themselves in such a relationship, often do not talk of the sexual violation, therefore, it may be difficult to even recognize that a student is being violated. In addition, such relationships lead to repeat incidences of SEA.” (Male guidance and counseling teacher, 32 years old)

Three interviewees added that the relationship between the perpetrator and the victim may be built on hate in instances of cases such as rape/attempted rape. The interviewees explain that such hateful relationships often lead to the victim seeking retaliation.

“no one likes being taken advantage of therefore, a vengeful relationship is common between n the perpetrator and the victim.”(Form two students, 15 years old)

In such volatile and hateful relationships between the perpetrator and the victim, one of the interviewees that avoidance by both parties is a common practice. This was noted to be particular among the boys who were not willing to report the incidence. Therefore, the victim often tries to avoid the perpetrator at all costs even if it may entail skipping classes and extra-curriculum activities.

Five interviewees also described the relationship between the perpetrator and the victim to be built on fear. The interviewees explained that the relationship involves the perpetrator who holds all the power and the powerless victim. Therefore, the relationship is built on fear. Such relationships are common in boys boarding schools and are easy to identify since the student starts to withdraw from participating in class and out of the classroom. One of the interviewees said:

“Fear is a commodity used by perpetrators to sexually violate children including boys in boarding schools. If the victims stop fearing and stand up for themselves by reporting such incidences, the sexual violation may stop. Therefore, children need to be trained to report even the slightest touching by other people that can lead to SEA.” (Male official of the department of children services, 38 years old)

The relationship between the perpetrator and the victim was identified as one that varies with regards to the motivation and the form of the SEA. However, irrespective of the type

of relationship, the findings indicated that it was negative since it violated the basic human rights of the students. Notably, the findings revealed that the relationship could either be cordial where an aspect of Stockholm syndrome is in play or it may be hateful. At the center of any relationship between the perpetrator and the victim is fear. According to the findings, perpetrators rely on the fear of the victims to continue with the sexual violation. SEA frequently involves children being expected to ‘swap’ sex or sexual behaviors in exchange for a range of goods. These include affection, food, accommodation, drugs, or gifts (Barnardos, 2011). Some children may view the exchange of sex as a means to provide for basic needs (Coy, 2008).

Despite any form of relationship developed between the SEA perpetrator and victims, it leads to the spread of SEA. This is because, in the event that the victim has remorse for the perpetrator, there is a likelihood of a repeat offence. Similarly, in the event that a survivor of SEA seeks revenge against the perpetrators, it is likely that the spread of the vice is imminent. This is because, the victim may opt to revenge by engaging in the easy form of SEA, verbal sexual harassment which may have long-term effects. The findings concur with a report by UNGEI-UNESCO, (2013) that if action is not taken to hold SEA perpetrators accountable, a spread of the vice is eminent.

CHAPTER SIX: COPING MECHANISMS OF SEXUAL EXPLOITATION AND ABUSE AMONG TEENAGE BOYS IN NAKURU COUNTY

6.1 Introduction

Sexually exploited and abused persons cope with the aftermath differently. This was noted in the current study where the students reported different coping mechanisms. The coping mechanisms adopted were also aligned to the perpetrator of the SEA. To regain their power and sense of belonging following an experience with SEA, the students rely on different coping mechanisms. The students interviewed explained that they adopted different coping mechanisms that ranged from bullying other students, Withdrawal from other Students, and Reporting SEA cases. This chapter covers the various coping mechanisms that were adopted by the teenage boys interviewed with the aim of making recommendations on different coping mechanisms that can help teenage boys who are victims of SEA to continue with life, without falling into depression.

6.2 Bullying other Students

Victims of SEA often feel like they have no power over the situation and the circumstances in which they find themselves. This leads to the survivors adopting different coping approaches to survive. For the male gender in particular, bullying was identified as one of the coping mechanisms preferred by teenage boys who had experienced SEA. This is in large attributed to the fact that the teenage boys feel helpless and powerless while being sexually abused. Therefore, to regain their power, they end up bullying other students. The majority of the respondents (12 students) indicated that to cope with the sexual violence they turned to bully other students. According to the respondents, bullying made them feel

powerful and untouchable. It was a strategy of regaining their power that was taken away by the perpetrator during the SEA.

6 of the students explained that they started to become rude on purpose in the classroom. Two of the students explained that being rude in class was intentional with the hope that they would be suspended or expelled from the school completely. Other 5 students explained that they turned to become sexual perpetrators as well. The respondents indicated that they resolved to perpetrate SEA acts since they wanted to feel powerful just like their perpetrators did. This was an extreme coping mechanism identified, that calls for better counseling departments in school settings.

From the findings and extant literature, it was observed by Kemuma (2020) that bullying of other students in terms of fighting or using insults was an ineffective coping mechanism and often driven by anger and revenge. Given that bullying is the most common coping mechanism adopted by SEA survivors in public secondary schools, the school management have to work harder to ensure that the vice is stopped and the students are engaged in counseling. Notably, there is a stereotype purported by society that bullies in school are as a result of indiscipline. However, based from this study's findings, this is not always the case. Some students, who opt to bully other students, are often than not looking for ways to deal with psychological traumas that they underwent as revealed in the findings. Therefore, when approaching the issue of bullies and in particular those who have been victims of SEA school management should approach the issue delicately, since suspending or punishing such students may only result in long-term psychological issues.

6.3 Withdrawal from other Students

A form two student also stated the majority of the victims of SEA normally start to skip classrooms. This may be attributed to the fact that the perpetrators of SEA may be the same teachers they are supposed to listen to in the classrooms. Hence, to avoid any confrontation, the student may opt to skip classes which ultimately resulted in dropping grades. One of the students noted that anytime he would see his perpetrator the feeling of helplessness and unworthiness would overcome him, therefore, it was better to stay away from the classrooms and the vicinity of the perpetrator. 10 students explained that they withdrew from their social settings. According to the students, the other students who knew about the SEA incident thought of them as gay. Therefore, to maintain their sanity, they sought to keeping alone and moving away from social settings. Other respondents coped with the SEA aggressively.

While some of the coping mechanisms such as withdrawing from social settings are expected others were extreme such as turning to become sexual perpetrators in the form of bullying. The findings explain that boys externalize and risk becoming violent. This was evident as some of the boy's become bullies while others started to skip class and became rude in the classroom setting. The patriarchal system in Africa and specifically in Kenya is to blame for the unsustainable coping mechanisms adopted by the respondents. This is because the patriarchal system calls for men and boys to be powerful in society irrespective of the cost. These findings concur with a report by VAW, (2010) that posits that boys unlike girls who are sexually violated do not talk to other people about the incidence, but rather use unproductive tactics and actions as coping tools. In addition, a report by UNGEI-UNESCO, (2013) note that SEA victim feels helpless and powerless to do anything about

their perpetrator, therefore, cope by separating from social settings and dealing with the issue alone for fear of being judged. Notably, a family or social environment that encourages children to express themselves promotes the development of more resilient behaviour and enhances recovery.

6.4 Reporting SEA Cases

Two interviewees also added that some students who have reported cases of SEA have relied on friends and social settings to cope with the experience. One of the interviewees stated that such a coping mechanism was appropriate since it helped the victim gain support from other people and can talk about the stigma. However, this coping mechanism was identified to have been adopted by only one or two boys in the boarding secondary schools. The majority of the boys as espoused by the interviewees relied on negative coping mechanisms such as withdrawing from social settings and bullying other students as a way of regaining their power.

Using a case narrative, the researcher collected data from a 17 years student who was in Form 4. The respondent said that his understanding of SEA was engaging in sexual activities without consent. The respondent explained that his experience with SEA happened with one of the non-teaching staff. He narrated that as he was cleaning a pavement which was his daily duty, a non-teaching staff approached him and attempted to kiss him by pinning him on the wall next to the pavement. The respondent explained that the pavement was faced away from other students, hence there were no witnesses. Moreover, the respondent indicated that the perpetrator was female. He was able to overpower her and he ran to the deputy principal's office and reported the incident. However, upon investigations, the non-teaching staff called the student a liar. The

respondent was not believed by the management, this may be attributed to the fact that he was known to be a trouble maker in school. This made the respondent feel unworthy and as a way of coping he pleaded for a different daily duty and tried as much to avoid the non-teaching staff. The respondent also added that probably if he was a good performer in class, maybe the management would have believed his story and punished the perpetrator. However, no legal action was taken against the non-teaching staff.

The SEA only happened once. However, it shows the existence of broken systems in a school environment to protect students who have been sexually violated. More mechanisms and approaches need to be implemented by school management across Kenya to protect the rights of students and to ensure legal action is taken against perpetrators.

Additionally, it was identified that some few boys adopt positive mechanisms of dealing with the experience of SEA such as talking to other students and people about the experience. Sharing the story has been identified as an effective way of moving on with life with positivity as the victim accepts the situation. A study by AIDSTAR-one (2011) argues that talking to other people helps the individual see life in a new light full and helps in improving one's self-worth and self-esteem.

6.5 Reactions of Victims in case of a Repeat of SEA

The researcher asked the respondents to describe their reaction to being sexually violated again. The respondents' answers to the question varied with the majority indicating they do not know how they would react if they were to experience SEA again. This response was based on the belief that they would not wish for anyone to experience SEA as they did. However, three of the respondents indicated that they would consider suicide. According

to these teenage students, it was bad enough that they had experienced SEA once, undergoing the same experience for a second time would be devastating. Additionally, two of the respondents indicated that they would report the issue not only to school management but to their parents back at home.

A report by AIDSTAR-one (2011) stated that victims of SEA need to engage in specific activities including telling someone, talking to a local rape crisis center or the RCS Helpline, feeling and finding a safe place, taking care of oneself, focusing on day-to-day things, resting and relaxing, exercising, social contacts, life skills education and taking care of health in an effort of adjusting to life and accepting the new situation following the sexual abuse. The findings established that having a goal to look forward to in the future results in increased self-esteem and self-worth.

6.6 Strategies Developed by the Boarding school to Curb SEA

The interviewees were asked to highlight the different mechanisms that have been put up by the boarding secondary schools to curb the vice of SEA. Three interviewees noted that the boarding secondary schools have counseling offices where students can report any incidents of SEA if they feel embarrassed reporting the issue to the management. In addition, two interviewees stated that the school management has put in place a goal that ensures to protect all students as is expected. However, from one of the interviewees, although the goals have been designed, its implementation has failed since the cases of SEA in boarding secondary schools are still increasing. Also, five interviewees added that the school management have started to encourage the boys to share their feelings and opinions. The management of schools has started to encourage teenage boys to use their emotional intelligence in expressing themselves and their thoughts. Ultimately, a form four

students noted that the schools still have a long way to go in implementing measures that can completely curb SEA.

The interviewees were asked to give their advice to victims of SEA. All the interviewees agreed that all SEA victims need to find a support group where they can lean on and share their stories. Also, two interviewees explained that the SEA victims need to make plans for the future and work towards them as this will help in increasing their self-esteem and self-worth as they accomplish each goal.

The study found that the boarding secondary schools have put in place mechanisms that help in curbing SEA. They include; a counseling office and goals set that seeks to protect any student. However, from the findings, the boarding secondary schools in Kenya still have a long way to go in curbing the vice. In Kenya, between 2008 and 2011 a parliamentary bill was drafted to reinforce mechanisms for reporting violence and ensure teachers are discharged rather than transferred to other schools. This bill also is categorical on the fact that failure to report an offender is an offense in itself thereby eliminating potential collusion. A centralized database has been established to track teachers who commit sexual offenses (UNESCO, 2009; UNGEI-UNESCO, 2013).

CHAPTER SEVEN: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

7.1 Summary of the Findings

The first objective of the study was to assess the forms of sexual abuse and exploitation, among teenage boys in Nakuru County. The findings indicated that SEA was a common occurrence in single-sex public schools. Among the different forms of SEA among the respondents included fondling, kissing/attempted kissing, rape/attempted rape, verbal harassment, and transactional sex. Moreover, it was revealed that the majority of the students did not report sexual violence. Moreover, for the few who reported no effective action was taken by the school management. The findings also noted that the majority of the victimized students experienced SEA as a one-time thing while the minority experienced a repeat of the sexual violence. Of interest to note is that the perpetrators of sexual violence were people known to the students and they included teachers, students, non-teaching staff, parents/relatives, and only in few cases, strangers. These findings indicate that there is a need for school management to take legal action against the perpetrators of SEA and protect the students in the school environment.

The second objective sought to determine the effects of SEA among teenage boys in Nakuru County. The findings indicated that the effects ranged from physical, social, emotional, and psychological. The physical effects included body injuries and contracting sexually transmitted diseases such as HIV. In addition, it was revealed that socially, the boys who were victims of SEA often withdrew from social settings and stopped participating actively in the classrooms and extracurricular activities. The most common effect according to the findings was psychological where the boys who experienced SEA fell into depression. These effects have been established to result in poor performance of

individual students and the school at large. Moreover, the findings indicated that the students who experienced SEA stopped taking part in extracurricular activities and often changed their character. The effects if not dealt with by a psychologist may result in long-term challenges in the future.

The third objective of the study was to determine the coping mechanisms adopted by teenage boys to SEA in single-sex secondary schools in Nakuru County. The findings indicated that the coping mechanisms among the boys differed with regards to the drivers and forms of SEA. Among the common coping mechanisms used by boys in the boarding secondary school included bullying, engaging in sexual activities, skipping classes, and withdrawing from social groups. The findings revealed that the coping mechanisms adopted by the students were not sustainable since they resulted in negative outcomes in the end. Notably, from the interview guides, it was indicated that only a few of the boys who experienced SEA talked about the violation with other students or even teachers. This raises a question as to why most boys who experience SEA fail to either report the incident or share their experience with other people.

7.2 Conclusion

SEA is a common phenomenon in boy's secondary schools. Although the heinous acts are rarely reported and neither is effective action taken against the perpetrators. The constitution of Kenya provides for the protection of each child those in school and those outside school. However, as evident in the study, the issue of SEA remains a challenge in boy's boarding secondary schools. Many studies have focused on girls as victims of SEA, leaving a gap in the experience of SEA by boys. This study has highlighted that boys in boarding secondary schools are at a higher risk of being sexually violated. This is

particularly serious among the boys whose social and economic status are low. Perpetrators use fear to commit SEA and to take advantage of vulnerable boys. The experiences by boys on SEA differ in the motivation and form of the heinous act. Therefore, different boys report different experiences with sexual violence. Regardless, of the experience, it is evident that school management and the government at large have failed in protecting children in schools. This can be done by taking legal action against all perpetrators of sexual violence. In boarding schools, rather than transferring perpetrators accused of sexual violence, the school management ought to discharge and expel such staff or students and take legal action. Failure to do so only paves way for more vulnerable students to fall into the hands of SEA perpetrators.

7.3 Recommendations of the Study

Based on the study findings, the study made the following recommendations:

1. Criminal action needs to be taken against the perpetrators of SEA in the school setting. According to the findings, the repeat of SEA occurs since no action is taken following filed complaints by the victim. Therefore, school management and the Kenyan courts need to be vigilant in addressing this challenge and ensuring that perpetrators of SEA are jailed irrespective of the position they hold in the school.
2. Awareness and education on SEA need to be taught within the school setting. This is because, according to the study, the majority of the victims of SEA sought to isolate themselves for fear of being judged by their fellow students of being homosexuals since the majority of their perpetrators were male. This shows a gap in the school setting on how a victim of SEA needs to be protected not only by management but by the students as well. Therefore, these awareness programs

should be conducted to encourage togetherness and brotherhood/sisterhood in public schools. This will ensure that the victim of SEA takes a more positive and sustainable coping mechanism.

3. The school management should also educate all of the students in saying no to any persons asking for any form of sexual favours. The students should be trained to speak up and refuse any sexual suggestions from their teachers, staff members, relatives, friends, other students and even strangers. By speaking up, the students are able to exert their power and demand that their rights be upheld by all the individuals they interact with. This may help in lowering the number of SEAs which often occur due to the fact that the victims are too timid to say no before or during the act of sexual abuse.
4. Each boarding secondary school should have a counseling office where the students are free to share their different experiences and receive counseling and guidance. From the study, most of the boys who experienced SEA did not report the incident. This may be attributed to the fact that guidance and counseling offices in these boarding secondary schools are headed by the same teachers who have been identified as perpetrators of SEA. The schools need to employ a professional counselor/psychologist who can help the students adopt effective coping mechanisms.
5. The study recommends that the government should implement the different laws and policies that ensure the protection of children against SEA. According to the study, the courts have failed in protecting children due to its low conviction rate of people reported to be perpetrators of SEA. Therefore, the government needs to

ensure that any cases reported on SEA are dealt with immediately to facilitate the end of the vice.

6. The healthcare sector should step in and take a leading role in providing medical services for SEA survivors while at the same time offering education on SEA and the actions that students should take in case they are victims of SEA. This is because, despite the numerous negative consequences of child sexual abuse, an undefined number of children seek treatment, maybe because they are unaware of the availability of resources, non-availability of services, or the accompanying stigma. Although controlling and responding to child sexual abuse has traditionally been seen as the obligation of police officers and welfare programs, the schools, community, and healthcare can incorporate sexual abuse prevention measures and care into regular programmatic activities by establishing clear links to social services to maximize the benefit of social measures.
7. In addition to developing appropriate policies and laws protecting students against SEA, the government should register all sex offenders in a public registry. This will help the employers know the character of their employees before offering them any jobs. Due to the shame and embarrassment that comes from being in a sex offenders list, it is likely that the number of sexual perpetrators will reduce. This is also driven by the fact that most sex offenders whose cases are not reported as usually well-known individuals in their communities.

7.4 Recommendations for Further Studies

The study was conducted in Nakuru County, leaving a research gap for other 46 counties in Kenya. The study acknowledged that SEA has a high prevalence in single-sex public

schools in Kenya. Therefore, more research on the rest of the counties needs to be conducted to compare the prevalence rate. Moreover, the study only targeted a boy's secondary school in Nakuru County, therefore, studies targeting public primary and public girl's secondary schools need to be conducted to understand the experiences of children on SEA in public schools.

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APPENDICES

Appendix 1: Consent Form

EXPERIENCE OF TEENAGE BOYS WITH SEXUAL EXPLOITATION AND ABUSE IN NAKURU COUNTY

Introduction

I am **Nancy Ndunge** from the Institute of Anthropology, Gender and African Studies, University of Nairobi. I am conducting a study on **TEENAGE BOYS’ EXPERIENCE WITH SEXUAL EXPLOITATION AND ABUSE IN NAKURU COUNTY**

Purpose

The study seeks to investigate the experiences of sexual exploitation and abuse by boys in Single-sex boarding secondary schools in Nakuru County.

Procedure

If you agree to participate in the study, an interview will be conducted by the researcher. The nature of the questions will be about the experiences of boys with sexual abuse and exploitation in secondary schools. The interview guide will also include questions on your demographic characteristics. Confidentiality will be strictly maintained.

Risks/Discomfort

There is no risk in participating in this study. However, you may experience some discomfort due to the personal nature of the questions but this will be asked in private and your confidentiality will be maintained at all times.

Benefits

There will be no direct benefit in participating in the study but in case you have any question the investigator will readily assist you. The study will help in determining the adolescent boys experiences of sexual abuse and exploitation in Single-sex secondary schools. This will help understand the challenges of facing students in schools and findings could be used to formulate or review existing policy to improve the school intervention outcomes.

Confidentiality

Confidentiality will be maintained at all times. There shall be no mention of names or identifiers in the report or publications which may arise from the study.

Compensation

There will be no compensation for your participation in the study.

Voluntariness

Participation in the study is voluntary. If you choose not to participate, you will not be compelled to. You will also be free to withdraw from the study at any time. However, I humbly request your full cooperation.

Persons to contact

If you have any questions regarding the study, you can contact Nancy Ndunge through telephone number 0721789191

Your participation in the study will be highly appreciated.

I _____ hereby voluntarily consent to participate in the study. I acknowledge that a thorough explanation of the nature of the study has been given to me by Master. /Miss. _____. I clearly understand that my participation is completely voluntary.

Signature _____ Date _____

Signature _____ of

Researcher/Assistant _____ Date _____

Appendix 2: Interview Guide

Date of interview: _____/_____/_____

Respondent's number:

School:

Demographic characteristics

1. Age: _____

Years.

2. Class/Form:

i. Form one

ii. Form two

iii. Form three

iv. Form four

3. Religion:

i. Catholic

ii. Protestant

iii. Muslim

iv. Other (Specify)_____

4. Family structure

i. Both parents alive

- ii. Father only alive
- iii. Mother only alive
- iv. Total orphan

5. Membership to school clubs and association

- i. Member
- ii. Non member

Forms of Sexual Exploitation and Abuse (SEA)

6. Have you experienced any form of sexual violence?

- i. Yes
- ii. No

If yes which form have you

experienced?

- i. Verbal harassment
- ii. Rape/attempted rape
- iii. Fondling
- iv. Transactional sex
- v. Kissing/attempted kissing
- vi. Other (Specify)_____

7. What form of sexual activity have you experienced?

.....

8. Who perpetrated the act?

.....

9. Have you experienced a repeat of the sexual act?

.....

10. To whom did you report the act?

.....

11. What happened after you reported?

.....

Effects of and Coping with Sexual Exploitation and Abuse

12. How did the sexual act affect you?

.....

13. Have you taken any measures to prevent the act happening again?

.....

14. What would you do if someone attempted it again?

.....

15. When would you consider sexual activity between two parties (teacher-student, student-student, student-community member) an abuse?

.....

.....

16. How common is sexual activity among adolescents in your school?

.....

.....

17. Who are the most common perpetrators?

.....

.....

18. Any other thoughts or comments or questions?

.....

.....

END

Thank you for your time and assistance

Appendix 3: Case Narrative (CN) Interview Guide

Age:

Form:

1. What is your understanding of sexual exploitation and abuse?

.....

2. Now I would like you to tell me about your experience(s) of sexual exploitation and abuse. You can start from anywhere maybe from the time the incident occurred, where were you, what did you do after that incident and how life has been for you after that experience.

.....

.....

.....

.....

.....

.....

Thank you for participating

Appendix 4: Key Informant Interview Guide

Organization:

Position:

Years of Service:

1. What is your understanding of sexual exploitation and abuse?
2. What forms of sexual exploitation and abuse exist in Single-sex boarding secondary schools?
3. Which form is more prevalent?
4. Tell me some of the drivers of sexual exploitation and abuse of boys in schools?
5. Do you think the situation of vulnerability to SEA is different for boys in Single-sex boarding secondary school?
6. What are the effects of SEA on the teenage boys?
7. How would you describe the relationships between perpetrators and survivors of SEA in such settings?
8. What do you think are the coping mechanisms adopted by the teenage boys against the vice?
9. What mechanisms have been put in schools to curb the vice?
10. What is the impact such SEA on boys enrolled in Single-sex boarding secondary schools?
11. What would advise as the best way to address the menace of SEA in Single-sex boarding secondary schools?

Thank you for participating

Appendix III: Work Plan

	Jan 2021	Feb 2021	March 2021	April 2021	May 2021	June 2021
Proposal writing						
Proposal presentation and Corrections						
Piloting						
Data collection						
Data analysis and Project Writing						
Project submission						

Appendix IV: Study Budget

Item	Cost (Kshs)
1 Proposal Development	
a) Printing of 50 pages @ Kshs 5	250.00/-
b) Reproduction 4 copies @ Kshs. 300	1,200.00/-
c) Binding 4 copies @ Kshs. 100	400.00/-
d) Internet Expenses	5,000.00/-
e) Stationery and typing services	10,000.00/-
f) Travelling and subsistence	20,000.00/-
g) Miscellaneous/contingency expenses	5,000.00/-
Subtotal	41,850.00/-
2 Data collection and report writing	
a. Travelling expenses	20,000.0/-
b. Research Assistant expenses	8,000.00/-
c. Internet Expenses	5,000.00/-
d. Stationery and typing services	5,000.00/-
e. Printing 100 pages @ Kshs. 5	500.00/-
f. Reproduction 4 copies @ Kshs. 300	1,200.00/-
g. Hard Binding 4 copies @ Kshs. 400/-	1,600.00/-
h. Miscellaneous expenses	5,000.00/-
Subtotal	46,300.00/-
GRAND TOTAL	88,150.00/-

