**UNIVERSITY OF NAIROBI**

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**PRIMARY SCHOOL TEACHERS KNOWLEDGE, ATTITUDES AND PRACTICE ON SEXUAL VIOLENCE AMONG THEIR PUPILS: A CASE STUDY OF DANDORA PRIMARY SCHOOLS IN NAIROBI**

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**C50/7094/2017**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN SOCIOLOGY (MEDICAL SOCIOLOGY) IN THE UNIVERSITY OF NAIROBI**

**NOVEMBER, 2019**

# DECLARATION

This project is my original work and has not been presented for the award of a degree in any other institution.

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**Signature…………………………..............Date………………………………………**

This research project has been submitted for examination with my approval as the University Supervisor

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**Signature……………………………………Date…………………………………**

# DEDICATION

I dedicate this research study to my parents; Josphine Mong'are and Reuben Mauti, my brothers and sisters; Vincent, Peris, Irene and Fredrick for their constant encouragement and for being patient enough to see me go through my academic struggle in an effort to realize my long cherished academic dream. My loving daughter, Samantha Mong'are who was a source of inspiration and strength during my studies has been affected in every way possible by this academy journey.

# ACKNOWLEDGEMENTS

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# LIST OF ACRONYMS AND ABBREVIATIONS

AIDS        Acquired Immunodeficiency Syndrome

CSA         Child Sexual Abuse

CRC         Convention on Rights of Children

ECPAT        End Child Prostitution and Trafficking

HIV         Human Immunodeficiency Virus

IRIN         Integrated Regional Information Networks

KDHS        Kenya Demographic Health Survey

KII         Key Informants Interview

MOEST        Ministry Of Education Science and Technology

NIBRS        National Incident-Based Reporting System

SJT         Social Justice Theory

STD         Sexual Transmitted Diseases

STI         Sexual Transmitted Infections

SV          Sexual Violence

TSC         Teachers Service Commission

UN          United Nations

UNICEF       United Nation Children's Fund

UNESCO       United Nations Educational, Scientific and Cultural Organization

USAID        United States Agency for International Development

VAC         Violence Against Children

WHO         World Health Organization

# ABSTRACT

The aim of this study was to investigate the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi. The specific objectives were to find out the level of knowledge of sexual violence amongst teachers in Dandora primary schools in Nairobi, to establish the attitude on sexual violence amongst teachers in Dandora primary schools in Nairobi, to find out the practices undertaken by teachers to address sexual violence in Dandora primary schools in Nairobi. This study utilized a descriptive cross-sectional survey research design. The population for this study consisted of the primary school teachers in Dandora Primary Schools in Nairobi Eastland. The primary schools included Dandora One primary, Ushirika Primary, Tom Mboya primary, Wangu Primary, and James Gichuru Primary. This made a total target population of 141. This study adopted census sampling technique to identify the respondents. Therefore, all the 141 respondents comprised the sample size of the study. A questionnaire was used to collect primary data. The questionnaire comprised of questions, which sought to answer questions related to the objectives of this study. The data for the study was analyzed both qualitatively and quantitatively. The data collected was keyed in and analyzed with the aid of SPSS. The Quantitative data generated was subjected to the descriptive statistics feature in SPSS to generate mean, and standard deviation which were presented using tables, frequencies and percentages, while Qualitative data consist of words and observations, not numbers. The study found that teacher possesses adequate knowledge on sexual violence among pupils. The possession of information was attributed to the fact that they had been trained on matters to deal sexual violence among pupils in primary school. The study found that the various types of child abuse included physical abuse, emotional abuse, psychological abuse, and sexual abuse. The study found that the cases of sexual violence are high and no single day passes without a report of an assaulted child. The media report cases of assaulted children in primary school. They have attributed this to the lack of the children ability to protect themselves from the perpetrators of the acts and the fact that the perpetrators are family members. The study concluded that the child may suffer from physical injuries as the perpetrator uses force to abuse the child. The study found that most children who encounter sexual violence in school or out of school do not have appropriate support services. The reason attributed to this is that in most cases people are not willing to get involved in such cases. The study concluded that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being. This study has indicated that knowledge level of primary school teachers is very high regarding sexual violence among primary children. This is a positive sign that a very important group of caregivers is well aware of rights of children. The study recommended that this knowledge power of primary school teachers should be utilized by Government Agencies and Non-Government Organizations to launch awareness campaigns in other influential groups in the society.

# CHAPTER ONE

# INTRODUCTION

## 1.1. Background of the Study

Sexual violence is a highly destructive form of sexual violence, manifested as verbal and psychological harassment, sexual assault, rape, coercion, exploitation and discrimination in and around schools. Sexual violence in schools is a global concern and continues to be one of the primary threats to the child's emotional and social well-being globally (UNESCO, 2015). As students spend maximum time in school, teachers need to be trained to recognize physical and behavioral changes associated with abuse in order to confidently determine the cause and plan interventions appropriately. The inadequate knowledge and information lead to gap in the crucial role of teachers in identification and early assistance of an abused child. Deveney (2013) stressed and asserted that child abuse has both short term and long term effects not only in childhood, but also later in life thus, interfering with the child's normal development both emotionally and socially.

Both girls and boys can be victims or perpetrators of School-related Gender-based Violence (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, 2016). Yet these distinctions are not clear-cut. Girls also commit violent acts and boys also experience sexual violence at school. Different forms of gender-based violence in school's 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, 2012).

Emotionally, sexual violence often leads to feelings of insecurity, shame and low self-esteem, and this puts victims at higher risk to suffer from mental health problems, post-traumatic stress disorder, and depression (Jewkes, Sen, & Garcia-Moreno, 2012). As a result, victims of sexual violence can consider or attempt suicide. Moreover, girls report to fear men and not feel free. In fact, they experience a constant fear of rape which applies to their boyfriends, teachers, their neighbourhoods and homes (Bhana, 2012). In addition, sexual violence and their physical and psychological consequences can disrupt the education of students because it can lead to pregnancy, sexually transmitted infections, absenteeism, change of schools, diminished school performance because of trauma, or early drop out (Bott, 2010).

Sexual violence can take place in buildings, on the grounds and around the entrances of schools. Hotspots for sexual violence include toilets, classrooms and corridors, and in some contexts, staff accommodation. Girls' hostels in formal or ad-hoc boarding facilities may also be at risk of sexual violence or harassment. The physical isolation of facilities and their inadequate supervision exacerbate the problem. Outside of school, millions of children are vulnerable to physical, sexual and verbal abuse travelling to or from school. Unprecedented access to information and communication technologies (ICT) has extended intimidation, bullying and sexual harassment well beyond the school grounds.

Sexual Violence (SV) in schools reflects underlying social norms regarding authority and expected gender roles. Dominant conceptions about manhood may condone boys acting out expressions of aggression, violence, sexual power and homophobia. Conversely, expectations of girls can include deference to men and boys, submissiveness and passivity (Pinheiro, 2016).

Witnessing or experiencing violence in the home teaches children violence is 'normal' and increases the risk of them bullying or perpetrating sexual violence in their own lives. Gender norms often dictate that boys settle disputes with physical violence, and some may enact the gender-based violence observed in their own homes or communities against female students.

Schools do not exist in social isolation from their communities. Gender inequalities and violence at home, within the community or played out in cyberspace impact school children, and may be replicated or intensified in schools. Schools represent a critical space for learning, including children's understanding of gender roles. Unchecked gender discrimination and power imbalances in schools encourage attitudes and practices that subjugate schoolchildren, uphold unequal gender norms and allow the toleration and continuation of gender-based violence. Poorly enforced legislation, inadequate child protection policies and weak or non-existent reporting mechanisms all increase children's vulnerability to SV, often allowing perpetrators to act with impunity.

Consequences are even worse, when the abuse goes unnoticed or continues over a longer period of time. Deveney (2014) stressed and asserted that sexual violence has both short term and long term effects not only in childhood, but also later in life thus, interfering with the child's normal growth and development both emotionally and socially. Educators and teachers are in close contact daily with a large number of children for a longer period as the child spends a longer duration of time in the school. So, teachers are able to observe behavioural changes in the child and thus are in a better position to detect and report cases of child sexual violence, but are not equipped or are not adequately informed (Goldman & Grimbeek, 2011). Beliefs and attitudes of teachers influence the perception of abuse and consequently reporting cases.

The attitude of teachers toward reporting of child sexual violence is a key determinant in handling the situation (Walsh et. al, 2010). There are many factors that may potentially be influenced by their attitude and perception that may affect the quality of decision making and reporting of child sexual violence that teachers need to take into consideration. Teachers witness physical, social-emotional problems in their students, such as withdrawal, acting out, difficulty in walking or sitting, anxiety, self-harming behaviors, aggression, low self-esteem, and depression, which may be associated with divorce and other family dysfunction, but they also may indicate child sexual violence.

A qualitative study was conducted in the Netherlands on the identification of child abuse by the school teachers, other professionals and the ways that they handle the cases. Sixteen school teachers of primary section and 17 public health nurses participated in the study. Data were collected by interview focusing on the areas of knowledge, attitude, and various challenging means and barriers to the identification and reporting of child abuse. After transcription of the data into various themes, the findings revealed that though the teachers and the nurses are aware of child abuse, they were lacking in the areas of specific knowledge, attitude, communication skills, and required effective guidance and supportive direction in relation to detection and reporting of cases of child abuse (Schols, Ruiter, & Ory, 2013).

A survey was conducted by Wenjing, Jingji, and Feng (2013) in China, to assess the knowledge, attitude, and the training education regarding child sexual violence among 245 preschool teachers. The study was done by administering questionnaire containing 16 items. The findings showed that teachers have limited knowledge on child sexual violence preventive measures. Teachers believe that prevention program regarding child sexual violence is needed. The association between training program, knowledge, and attitude revealed that the teachers, who

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had attended training program had better knowledge. Feng, Huang, & Wang, (2010) argued that there is an incongruence between the identification of child abuse and its reporting suggesting inadequate awareness on child abuse. The lack of adequate knowledge and information indicate a gap in the crucial role of teachers in identification and early assistance of an abused child.

Child sexual violence is a global phenomenon that is regarded as one of the greatest social problems of the 21st century. It has a devastating, lifelong effect on the victims, because sexual violence generates great anguish and disruption in the lives of these children (Laror, 2014). As a result of such abuse, many victims live through feelings of confusion, guilt, anger, mistrust, sadness, and emotional deprivation. They experience first-hand the shocking truth that the very people, who should protect them from harm, are the people who betray their trust by violating and robbing them of their innocence.

In Kenya the incidence of sexual violence against children is exceptionally high. It is estimated that approximately one quarter of all children have, or will have been sexually abused prior to reaching the age of eighteen years. In recent years, concern has been expressed about the rising incidence of reported crimes targeting school going girls and boys. Police records in Kenya documented 1,987 cases of rape in 2001 compared with 2,908 reported cases in 2004. This represented a 46.4% increase. The actual figure is thought to be higher considering that not all violations are reported. World Health Organization (WHO) estimates that 36-62% of all sexual assault victims are aged below 15 years.

Complementary data from Nairobi Women's hospital indicate that 55% of those violated are girls aged 0-15 years (Munyui 2014). Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. The consequences of child sexual violence are diverse and numerous. Being sexually abused impacts upon the life-world of a child on an educational,

psychological, economical and physical health level (Mullen & Fleming, 2015). Many people deny the dangers of sexual violence and the consequences thereof. They accept common myths, such as children being quick to recover and being able to adapt and continue with life when they have experienced trauma of some nature.

Salter (2013) contradicts this by stating that Children do not bounce back. They adjust, they conceal, they repress and sometimes they accept and move on, but they don't bounce back. There are indescribable and devastating consequences of child sexual violence in all spheres of his development, namely educational, psychological and physical. Children who have faced sexual molestations develop the psychological trauma associated with the assault and are in many cases unable to cope well with their educational progress. This thus necessitates the current study to establish how knowledge, attitudes and practices on sexual violence amongst primary school teachers would free the children from this vice.

## 1.2. Problem Statement

It has been increasingly recognized that sexual violence in primary schools is one of the major problems with regard to promoting sexual and reproductive health and rights. Sexual violence in schools is a worldwide phenomenon which has gained increased attention in Sub-Saharan African context. Sexual violence is not easily noticed because of the intimate, concealed, and covert nature of the offence. Therefore, it is frequently only on the basis of a noticeable change in the behavioral patterns of the child, loss of interest in school work, and a drop in their academic performance and achievement, that suspicion is aroused (Scheepers, 2006), Many children are therefore suffering in private of this vice unnoticed, with their performance continuously deteriorating due to the effect of trauma.

Sexual violence occurs in schools all over the world, and is thus not distinctive for any society in particular. However, it has been reported that in educational institutions in Sub-Saharan African societies, these forms of violence seem to be largely normalized and tolerated. Addressing sexual violence in school can therefore be a complex activity, in which power relations between teachers and students, and within peer group cultures, play crucial roles. One fundamental dimension of the school being a gendered institution relates to the age/authority relation between teachers and students.

Leach (2013) points to the authoritarian school culture, found in many African societies, as one explanation for the toleration of sexual violence. Most African cultures teach that children cannot question or doubt their parents or elders, in particular if they are male. In the same vein, children should not question their teachers, who are seen as authority figures. So, even if the behavior of teachers is abusive or intolerable, this cannot be questioned by pupils. Rather, it can be seen as a punishment for something the student has done wrong. Indeed, accounts of abusive behavior or sexual violence, directed by teachers to their students, have been observed in many Sub-Saharan African schools. This can be in the form of forced sex (rape), or manipulation for sex through student's marks. The fact that teachers cannot be questioned openly, due to their authority, explains why such forms of sexual violence against girls perpetrated by teachers or in schools are so much tolerated (Leach, 2003).

In Dandora area the challenge of sexual violence of school children in public schools demeans education and creates emotional stress on parents. This vice poses danger to the teaching/learning processes thus affecting learning outcomes as children live in fear of sexual molestation by their teachers. Sexual violence is the product of a disturbed society, which is characterized by factors such as changes in family dynamics, isolation of children, physical

neglect, lack of adequate knowledge with regard to sex violence, as well as lack of appropriate practices with regard to sexual violence (Loffell, 2013).

It has led to the development of an anti-child culture that dominates contemporary society and has resulted in an inadequacy to protect the most vulnerable of groups, being babies, toddlers and children (Le Roux & Smit, 2014). There are numerous factors that contribute to the sexual victimization of children, little has been done in relation to knowledge, attitudes and practices to curb this menace and save the minority from this vice. This has created a gap and triggered the mind of the researcher to therefore conduct a study to investigate the knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora Schools in Dandora Eastlands area.

## 1.3. Research Questions

### 1.3.1. Key Research Question

What is the influence of primary school teacher's knowledge, attitudes and practices on sexual violence amongst their pupils in Dandora primary schools in Nairobi?

### 1.3.2. Specific Research Questions

The study answered the following research questions:

i. What is the level of knowledge of primary school teachers on sexual violence among their pupils in Dandora primary schools in Nairobi?

ii. What is the attitude of primary school teachers on sexual violence among their pupils in Dandora primary schools in Nairobi?

iii. What are the practices undertaken by teachers to address sexual violence in Dandora primary schools in Nairobi?

**1.4. Objectives of the Study**

**1.4.1. General Objective**

The general objective of the study was to investigate the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi.

**1.4.2. Specific Objectives**

The study was guided by the following specific objectives:

  i.   To find out the level of knowledge of teachers on sexual violence among their pupils in Dandora primary schools in Nairobi

 ii.   To establish the attitude of teachers on sexual violence among their pupils in Dandora primary schools in Nairobi

iii.   To find out the practices undertaken by teachers to address sexual violence in Dandora primary schools in Nairobi

**1.5 Justification of the Study**

Sexual violence among children has long history in Kenyan schools. Recent evidence however points out on underreported cases of sexual violence by teachers; rise in incidence of reported crimes of sexual nature and sporadic occurrence of such inhumane treatment of children outside and within learning institutions attest to threatened sexual safety and future reproductive health of children. Children in day schools are more prone to sexual violence since they are more vulnerable to the predisposing factors (UN study on VAC, 2006). In addition, the lack of adequate knowledge in relation to sexual violence remains a hindrance to the elimination of the vice. This is because it is through the provision of knowledge that the ministry of education and

the teacher unions will be able to enlighten their members with regard to the vice of sexual violence and how well they can eliminate it. This thus necessitates the carrying out of the current study to fill the gaps that exist in relation to the subject of the study.

## 1.6. Scope and Limitations of the Study

The study was conducted in Dandora Primary Schools in Nairobi. The primary schools included Dandora One primary, Ushirika Primary, Tom Mboya primary, Wangu Primary, and James Gichuru Primary. The schools were chosen based on the cases of sexual violence in the last 5 years. The researcher was interested in getting information on sexual violence from the teachers as they had knowledge in answering the questions. The study aimed at establishing the influence of level of knowledge, attitude, and practices on sexual violence among primary school teachers. The limitations that may be encountered during this study included hesitant by some respondents to fill the questionnaire due to the sensitivity of the subject matter, limited time based on the school activities and curriculum and financial constraints. To mitigate these challenges, the researcher engaged research assistants to help in data collection. The data gathering team may be committed and busy most of the time during data collection time. This may adversely affect response rate and the researcher was forced to allow more days to the respondents to fill the questionnaires and collect thereafter.

## 1.7. Operational Definition of Terms

**Sexual Violence:** Range of specific acts that may or may not involve actual physical contact including: rape, incest, exposure to sexual materials, exposure of child to sexual act deliberately or unknowingly and uncomfortable or intrusive touching of a child. It can also be defined as any

violence, physical or psychological act, carried out through sexual means or by targeting sexuality (Baker, Campbell & Straatman, 2012).

**Knowledge:** facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

**Attitude:** refers to a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences

**Practices:** the actual application or use of an idea, belief, or method, as opposed to theories relating to it. It is the act of rehearsing a behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase practice makes perfect.

**Child:** a young human being below the age of puberty or below the legal age

# CHAPTER TWO

# LITERATURE REVIEW AND THEORETICAL FRAMEWORK

## 2.1. Introduction

This chapter provides the literature review of the study. It relates previous research and studies and their findings. This chapter mainly focuses on the knowledge, attitudes and practices of primary school teachers on sexual violence. Further it explores the theory that guides the study, conceptual framework, and summary

## 2.2. Sexual Violence

Sexual violence refers to nonconsensual completed or attempted penetration of the vagina or anus, nonconsensual completed or attempted oral sex, nonconsensual intentional touching of a sexual nature or nonconsensual non-contact acts of a sexual nature such as voyeurism and verbal or behavioral sexual harassment (Saltzman et al., 2009). Sexual violence is mostly about power and control, and often involves using dominance over another individual (Tavara, 2006). It can be experienced by individuals of all ages, and can occur as a single incident or as a continuous form of abuse (Macdowall et al., 2013). Perpetrators of sexual violence include a friend/acquaintance, a current or former spouse or partner, a family member, or a stranger. There are myths in African as well as other parts of the world that sexual violence occur between strangers, takes place in dark alleys or other remote locations, involves physical brutality and is provoked by women who are perceived to act promiscuously or who dress in a particular style of clothing, or walk alone at night (USAID/UNICEF, 2004).

Violence against children and the exploitation of children are global social, economic, human rights and public health issue, with significant negative health and social impacts. The

Convention on the Rights of the Child states that all children have the right to be protected against all forms of violence, exploitation and abuse, including sexual violence and sexual exploitation. The short- and long-term effects of such violence and exploitation are severe, not only for the victims, but also for families and communities, and constitute a serious societal concern. Violence and the exploitation of against children include all forms of physical or psychological abuse, injury, neglect or negligent treatment, maltreatment or exploitation, including sexual violence.

Sexual violence affects millions of people, brutally shattering the lives of women, men and children. Establishing the prevalence of sexual violence can be challenging, mainly because only a small portion of all victims actually file a police report or seek medical assistance. No statistics on sexual violence provide a complete picture of the problem or its prevalence. Shame, fear, stigmatisation and many other obstacles prevent an unknown number of victims from receiving, or even seeking, treatment. And yet getting immediate medical care after sexual assault is critical in order to limit the potential consequences. In 2017, MSF team treated over 18,800 victims of sexual violence. Specifically, it is estimated that less than 10 percent of sexual assaults are reported to the police (Baker et al., 2012). Sexual violence remains a major problem in Kenya with yet so much to be done in order to curtail the vice. Lack of data and reliable records regarding sexual violence at the community level related cases hinders efforts to combat it. Sexual violence can impact negatively on the health of an individual as it leads to physical, psychological and emotional disorders such as pregnancy, STIs including HIV, shock, anxiety, depression and post-traumatic stress disorder or rape trauma syndrome. Victims of sexual violence may also experience disturbed sleep, low self-esteem, sexual dysfunctions behavioral

and eating disorders. Psychological and emotional trauma can manifest itself in physical reactions such as stomachaches, headaches and back problems.

The prevalence of sexually related acts in school settings remains high in spite of the well-established interventions and educational programs. Alarming results reported by the U.S Department of Education (2004), showed that 1 out of 10 students reported being sexually victimized at school (Ashbaugh & Cornell, 2012). The National Incident-Based Reporting System (NIBRS), which provides information regarding the number of sexual assault incidents reported to law enforcement agencies, showed that sexual assault among adolescents represent the most common sex crime in comparison to any other age group (Young, Grey & Boyd, 2008). Young and colleagues (2008) noted that in spite of such records, the prevalence rate of reported incidents among adolescents do not provide an accurate estimate of the problem. That is, the high rates of adolescents' sexual assault recorded by NIBRS were likely to show an underestimation of the problem (Young et al., 2008). The scholars indicated that the prevalence of youth sexual victimizations depends upon the measures of sexual assault used in the studies. According to community based studies, which used more in depth measures to identify adolescents' sexual victimization, 15% of male adolescent and majority of female adolescent reported to experience some forms of sexual victimization (Maxwell, Robinson & Post, 2003; Young et al., 2008).

Young and colleagues (2008) explained that lower rates of reported sexual victimization acts among adolescents could be attributed to ambivalent measures used to identify such acts who were targets of harassment reported that they felt threatened, depressed, suicidal, dreaded going to school, had difficulty paying attention, were reluctant to participate in class, experienced falling grades, and had considered changing schools. Duffy, Wareham and Walsh (2014)

identified several psychological, as well as educational consequences for high school students who were sexually harassed. Within the school context, adolescents who experienced sexual harassment reported to have decreased quality of school performance (i.e., obtained lower grades), loss of learning motivation, and increased avoidance behavior such as tardiness and absenteeism.

The psychological effects of sexual violence included experiences such as sadness, fear, confusion, low self-esteem, embarrassment, and decreased social interactions (Duffy et al., 2014). Holt and colleagues (2013) examined the impact of victimization experiences among elementary school children. Their findings showed that students who had several victimization experiences expressed more distress and academic difficulties compared to students with little victimization experiences and to students who experienced victimization mostly by their peers.

A significant amount of literature has focused on addressing the devastating consequences of sexual victimization in regards to females and in particular, young girls (Holt, Finkelhor & Kantor, 2014). Bogin (2016) argued the necessity to consider male adolescents and their experience of sexual victimization. According to Bogin (2016) male adolescents who experienced sexual victimization were prone to have difficulties with sexual identity, academic issues and inappropriate behaviours. The experience of sexual victimization could make it challenging for male adolescents to understand their sexual identity. For instance, a heterosexual young adult who was victimized by another male might incorrectly interpret the assault as being his fault since the perpetrator perceived him as 'gay'. In addition, due to various social norms, gender roles, and myths regarding sexual victimization, men often perceived themselves as a symbol of masculinity.

The negative impacts of sexual violence vary. Generally, the negative impacts of sexual violence include health and psychological problems, pregnancy and the risk of HIV, low performance in schools by students, disrupted studies, skipping school or dropping out, the devaluing of female achievement and leadership, and economic and social costs (Leach et al., 2014). In some communities, informal community fines and forced marriage were common responses to sexual violence cases resulting in pregnancy; however, in poor communities, justice may be viewed in economic terms rather than justice terms, with an emphasis on the perpetrator accepting some form of financial responsibility for his action (Parkes et al., 2013).

Some of the identified negative impacts from sexual harassment, specifically sexual labeling, include ostracizing girls, depression and other psychological consequences (Rahimi and Liston, 2011). When teachers fail to recognize such sexual labeling as an act of violence and accept this as part of the normal school experience, the options for girls to report, be supported, and receive guidance on how to handle the behavior are limited and the behavior is further perpetuated.

In Kenya, it was noted that sexual violence limits the ability of girls and young women to achieve their educational potential, reduces opportunities to enhance family health by disempowering women's access to services, and limits their social and economic development (Garcia-Moreno et al., 2011). Other negative impacts of sexual violence include the increased risk for disease, reduced interest in school, and psychological trauma (Abuya et al., 2012). Some of the negative impacts of sexual violence include diminished academic performance; skipping or dropping out of school; sexually transmitted infections, including HIV/AIDS; early pregnancy and unsafe abortions; early marriage; and increased risk of committing suicide.

Wood (2014) points out that evidence proposes that assault is an anticipated result of perspectives of men, ladies, and relationships between the genders that the society has instilled in

its members. In societies that esteem feminine qualities and that have philosophies that advance amicable reliance among people and amongst them and the regular world Wood watches that rape is to a great degree uncommon. Wood (2014) noted that in spite of the fact that rape includes sex, it is not inspired by sexual craving. She emphasized on that rape is a forceful act used to command and show control over someone else, be it a man over a lady or one man over another. In her study, Wood set up that the main contrast between men who are sexually vicious and men who are not is that the previous have hyper masculine self-concepts and attitudes their endorsement of male predominance and sexual rights is considerably more grounded than that of non-rapists. This means that men who commit sexual violent acts are not psychologically different from men who don't. UNICEF (2010) established that there were some risk factors that exposed children to sexual violence. The survey found out that men and women aged 18 to 24 who had fallen victim to rape will probably have several sex partners in the earlier 12 months when contrasted with the individuals who never experienced sexual brutality as minors.

Available data about the menace suggests that about 20% of women and 5-10% of men suffered sexual violence as children. But, psychological, emotional abuse as well as neglect is not known (WHO, 2014). According to 2009/2010 government report in Kenya, approximately 1000 teachers had been dismissed from duty in that period for sexually abusing children. However, both Children's Act and Sexual Offences Act in Kenya criminalize sex with children under age of 18. As such, in 2010, TSC issued guidelines designed to protect children in schools. Research indicated that schools are the second highest after family set-ups, where children are sexually abused; boys also get sodomized in religious institutions. Hence, it is important to pinpoint and spot light such institutions to create awareness (IRIN, 2014). In Kenya like any other sub-Saharan African countries, there is limited data on sexual violence, but about 29% of girls and

20% boys aged 13 and below occasionally reports one or more episodes of sexual harassment (IRIN, 2014).

### 2.2.1. Prevalence of sexual Violence by teachers in Public primary schools in Kenya

In recent years, concern has been expressed about the rising incidence of reported crimes targeting women and girls. Police records in Kenya documented 1,987 cases of rape in 2001 compared with 2,908 reported cases in 2004. This represented a 46.4% increase. The actual figure is thought to be higher considering that not all violations are reported. The World Health Organization (WHO) estimates that 36-62% of all sexual assault victims are aged below 15 years. Complementary data from Nairobi Women' s hospital indicate that 55% of those violated are girls aged 0-15 years (Munyui 2004). Boys and men have also been victims.

Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. Since the infamous St. Kizito incident where 70 girls were raped while 19 others lost their lives when their male peers descended on them during what was supposed to be a school strike, several other group sexual violations have occurred. The reaction from males in authority, on sexual violence targeting girls and women has sometimes been casual. For example, the St. Kizito Head teacher's explanation of his students behaviour in 1991 that the boys did not intend to harm the girls, they were just having fun; the then Minister of Justice and Constitutional Affairs comment on the freezing of donor aid in 2005 that it is like raping a woman who is only too willing" and a comment by the legislator of Kasipul-Kabondo when discussing the Sexual Offence Bill in 2006 that … Mr. Speaker sir, African women are very shy and do not make advances and therefore criminalizing making advances would be tantamount to outlawing marriage…African women will not say yes to sexual advances. Many a times, their no' might actually mean 'yes'"; suggests

both a trivialization of the severity of this violence and an attempt to legitimize it from an African "tradition" standpoint.

Dunne, Humpreys & Leach (2003) and Kariuki (2004) are among the authors who are concerned that violence is not analyzed within its gendered and socio-cultural context. The fact that group sexual violence only targets girls has not tempted penetrative analysis in Kenya. Kariuki (2004) further observes that the gender of the perpetrators of the crime remains silent. While analyzing St. Kizito and others schools, she observes that the students who committed these acts of violence were described as other students, colleagues and children, but never as male students. This silence confirms a gap in the analytic framework. To understand school violence, the wider cultural norms that shape attitudes and behavior must be scrutinized

Available data indicates that sexual violence is pervasive in schools in Kenya. For instance, a report released by the Center for the Study of Adolescence on May 6th 2008 suggests that most teenage pregnancies in primary schools could have been caused by teachers. The report states that in most cases the perpetrators go unpunished and this was corroborated by TSC officials who estimated reporting rate at about 10%. Studies in other parts of the world have proven high prevalence of sexual violence by teachers and therefore this study will prove whether the same situation obtains in Kenya or the public hullabaloo has been unfounded. The TSC Survey on Systems, Policies and Procedures addressing sexual violence of school children (2009) indicates high prevalence but low reporting at only 10% of cases. Indeed, the report postulates that between 2003 and 2007, 633 girls were sexually abused in our schools.

Records held at the TSC, indicate a moderate prevalence but the public outcry sends a different message all together. While the TSC records may not raise any alarm, the manner in which the CSA cases are recorded sends different signals. The one teacher one count system same

punishment irrespective of the number of children a teacher has abused gives a totally different tally of abused children from the reality. For instance, out of the 13 CSA cases reported to TSC in 2010, one teacher had abused 20 girls. There is also every indication that many teachers charged with sexual violence will have usually abused more than one child. Unfortunately, the Commission does to focus on collating data on abused children in its discipline adjudication and documentation.

The challenge of sexual violence of school children in public schools demeans education and creates emotional stress on parents. This vice poses danger to the teaching/learning processes thus affecting learning outcomes as children live in fear of sexual molestation by their teachers. According to the Kenya Demographic Health Survey (2009), the majority of Kenyans still live under the poverty line. Therefore, they have to rely on government institutions which are heavily subsidized; for their children's education. Thus 9.9 million children in our primary schools (MoEST administrative data 2012) are in danger of sexual molestation by teachers. Their retention, transition and performance remain in jeopardy their welfare and future at stake. Kenya has made good overall progress in expanding access to education through building schools and improving infrastructure, thus improving enrolment from 8.56 million in 2008 to 9.97 million in 2012 with 4.96 million and 5.01 million girls and boys respectively.

However, school completion rates remain low and many children are not achieving minimum levels of literacy and numeracy (MoEST Administrative data 2011). Part of the problem can be attributed to sexual violence against school children by teachers. According to Adams, Kottke, and Padgitt, (2013) victims of sexual harassment suffer a range of consequences, from lowered self-esteem and loss of self-confidence to withdrawal from social interaction, changed career goals, and depression. This means that sexually abused children cannot perform optimally as

they distance themselves from the social interactions that catalyze learning and add spice to school life. The education sector receives over 20% of the budget on average and 70% (about 165 billion) is spent by the Teachers Service Commission on Teacher Management. Teacher Discipline is one of the Mandates of the Teachers Service Commission (TSC Act. 2012).

The government is not therefore receiving value for its money when teachers engage in sexual violence of children instead of nurturing them to be useful future adults. The government, under the Constitution of Kenya, 2010, is obligated to provide quality education and to protect children from all forms of abuse-but sexual violence of school children by teachers blurs this vision. The vice diminishes access, retention, transition and completion rates; while it also increases delinquency, thus making it difficult for children to achieve quality education. The future of sexually abused children also hangs in the balance as the effects have been identified as debilitating.

It is well recognized that local men and those from neighboring countries sexually exploit Kenyan children, but, in regard to sex tourism, both men and women are active in the country. Current studies have shown that some of the perpetrators of child sexual violenceare highly esteemed members of the society. In such cases, victims; both boys and girls are aged between 10-18 years. Recent research evidence suggests that there is a decrease in the age of the children involved, while sexual exploitation of children as young as six years of age is increasingly becoming pervasive (ECPAT, 2014). It could be exemplified that sexual violence is not only carried out by strangers but also by people known to us including neighbors, teachers, relatives, parents and others. It is explicit that sexual violence and exploitation of children within the home, school and work place is widespread in East and southern Africa and such children are more likely to end up in commercial sex work (Kaponda, 2000).

**2.2.2. Level of awareness of Sexual Violence**

The effect of sexual violence extends far beyond childhood. Sexual violence robs children of their childhood and creates mistrust, feelings of guilt and self-abusive behavior. This leads to antisocial behavior, depression, identity confusion, loss of self-esteem, and other serious emotional problems. Moreover, it could also lead to difficulties in intimate relationships later in life. As such, it is important to assert that sexual victimization of children is ethically and morally wrong (American Humane Association, 2013). Sexual exploitation of children results in serious and often life threatening consequences such as physical, psychological and social development. However, its effects include but not limited to threat of early pregnancy, maternal mortality, infancy, retarded development, physical disabilities and sexually transmitted diseases like HIV/AIDS.

However, at the community level, commercial sexual exploitation of children represents erosion of common values and rights. This constitutes fundamental violation of children's rights, which calls for concerted efforts to eradicate these practices and enhance equal rights to others (UNICEF, 2007). Psychologically, affected child cannot concentrate well in class; a fact that could be noted in their performance. In some instances, sicknesses such as STI could cost child school days as they seek treatment or hospitalization due to physical trauma. Parental role in providing information and guidance is vital to children. In fact, children believe that their parents should take guiding role (as always stressed in the context of the convention on the rights of the child) yet parents barely talk to them about sex. As such, children need to communicate openly with their parents on sexuality.

Parents need peer education and counseling. CRC provides that a child has a right to be protected from all forms of sexual exploitation and abuse (Svevo-Cianci, Hart, & Rubinson, 2010). State agencies should strive to protect children from all forms of sexual exploitation and abuse. The government should take appropriate measures to prevent the inducement or coercion of children into any unlawful sexual activity, the exploitative use of children in prostitution or other unlawful sexual practices and exposure to pornographic materials. According to Article (19) of the CRC, a child should be protected against all kinds of physical or mental violence, including sexual violence. Moreover, Article (39), states that that children who are exploited and exposed to abuse, cruelty, inhuman or degrading treatment should be helped through rehabilitation.

## 2.3. Empirical Review

### 2.3.1. Level of Knowledge of Sexual Violence among Primary School Teachers

As teachers engage in the process of fulfilling professional obligations and embed teaching and learning of child protection content in their repertoire of practice, it is argued that educators also require understanding of what constitutes relevant and effective sexual violence prevention initiatives (Trudginer & Crawford, 2014). While parents and other professionals have a significant role to play, the teachers' role in prevention is critical as children are mandated to attend school and educators have the most contact with children outside their families. Teachers also witness the social and emotional indicators, inappropriate behaviours and academic consequences (Cromer & Goldsmith, 2012) and are in a position to implement prevention strategies as part of their daily classroom pedagogy and practice. Significantly, teachers who have knowledge, skills and positive attitudes towards child protection can contribute to the safety of their students (Wash et al., 2011).

Teachers require training to become empowered to comply with child protection requirements and agendas. The federally funded Australia Centre for Child Protection study raises concerns by reporting that over three-quarters of teacher education programs do not included distinct child protection content (issues of prevention, identification and response to child abuse and neglect) and when training is evident the majority include less than seven hours across the course (Arnold & Maio-Taddeo, 2007). While there has been limited empirical research into teachers' training about sexual violence and teacher confidence at identifying sexual violence and knowledge of its indicators, research available indicates that to comply with teachers' reporting obligations, teachers need to have positive attitudes towards the reporting duty and knowledge about the social and educational context of sexual violence (Mathews et al., 2009).

While there are barriers to teachers' reporting, such as fear of misreporting and consequences of reporting, teachers with recent training report more confidence recognizing indicators, are more knowledgeable about reporting duties and more prepared to follow reporting guidelines (Matthews, 2011). A recent review of approaches to pre-service child protection education at three Australian universities suggests that content can be positioned as a separate entity or integrated within a related unit of work such as Family Studies (Walsh et al., 2011). While there were advantages and disadvantages identified for both approaches, to develop deep, rather the surface level, subject matter and expertise there is a need for in-depth content delivered by teacher educators with robust child protection knowledge (Walsh et al., 2011).

Explicit training concerning sexual violence would appear most urgent as teachers' report to be least prepared to address this form of abuse (Walsh et al., 2015). The need for training was further highlighted recently by Mathews (2011), who conducted a study in Australia, consisting of 470 participants, to find descriptive evidence about teachers' experience of pre-service and in-

service training about sexual violence, their self-rated estimation of the adequacy of the training to both identify indicators of sexual violence and to follow reporting procedures, their self-rated confidence in identifying indicators of sexual violence, and their self-rated knowledge of indicators of sexual violence (Mathews, 2011). Findings of this study indicated that relatively few teachers received any pre-service training about child sexual violence, that in-service training is more frequent but still far from universal, that teachers' self-ratings of the adequacy of these training efforts indicates capacities in knowing and identifying indicators of child violence can be substantially improved. While significantly all five sectors involved in the study indicated low proportions of teachers had received pre-service training

### 2.3.2. Attitude on Sexual Violence among Primary School Teachers

Teachers are the professionals spending most time with children outside of their families and are likely to notice physical and behavioural changes that may indicate CSA (Briggs & Hawkins, 1997). Teachers also witness to the serious social-emotional problems associated with CSA including low self-esteem, anxiety, depression, aggression, dissociation, and self-harming behaviours (see for example Kendall-Tackett, Williams, & Finkelhor, 1993), as well as unusual and inappropriate sexual behaviours (Trickett et al., 1997), and academic underachievement (Jones, Trudinger, & Crawford, 2004). Teachers' reporting of CSA to child protection or law enforcement services is, therefore, an important strategy for interrupting and intervening to limit its adverse short- and long-term consequences.

Teachers must interpret information and consider many factors when identifying and responding to CSA (Crenshaw et al., 1995) and there is evidence to suggest that, after characteristics of the case, factors such as attitudes may be significant positive predictors of recognition and reporting

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(O'Toole et al., 1999). Hence, teachers' attitudes towards reporting CSA are worth studying because of their potential to affect report decision making and impact the quality and accuracy of notifications made to child protective services. Attitudes are formed in many ways and can change with time, context, experience, and education (Ajzen, 2005).

As such, it is reasonable to suggest that attitudes may be malleable in training. Studying teachers' attitudes towards reporting, therefore, may provide crucial insights into their role in well-functioning child protection systems. Further, understanding teachers' reporting of child sexual violence is important because failure to report has serious consequences for child victims as there are established links between the early onset of sexual violence and abuse severity and duration (Berliner & Elliot, 2012). Failure to report due to poor attitudes or other reasons also carries serious consequences for schools' liability in negligence, which education institutions would be wise to avoid.

School staff personnel play a critical role in addressing and preventing sexual victimization in school settings (Craig et al., 2011). Teachers are trained to recognize signs of victimization and assist students to report incidents of violence. The increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being (Duffy et al., 2014). However, in spite of programs and school policies which address the importance of preventing school violence, several studies documented that educators failed to fulfill such obligations (Shakeshaft, 2012). Many students continue to perceive school staff members as unresponsive and ineffective in responding to dangerous and intrusive situations, which further reinforces their reluctance to report sexual victimization.

Craig and colleagues (2010) suggested that teachers' attitudes and beliefs concerning some aspects of victimization can contribute to understanding the severity of the situation and reflect their willingness to intervene. Little research has been done examining pre-service teachers' attitudes regarding sexual violence and the influence it has on their willingness to respond to students' disclosures of sexual victimization. Therefore, investigating the association between attitudes and readiness to intervene is of particular importance since these attitudes will later determine the effectiveness of preservice teachers' interventions once entering the teaching profession. The present study also aims to investigate how pre-service teachers' experience with violence might affect their attitudes concerning victimization and decision to report violent acts among students.

### 2.3.3. Practices Undertaken by Teachers to Address Sexual Violence

There is growing awareness that school systems and teachers, by virtue of their accessibility to children and expertise in child development, are in a unique position to identify possible sexual violence cases and intervene on behalf of the children (Riggs, 2012). Most schools have introduced sexuality education undertaken by teachers to address the issue of sexual violence. According to UNESCO (2009), the primary goal of comprehensive sexuality education (CSE) is to equip children and young people with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. In addition to learning about the risks of pregnancy and sexually transmitted infections (including HIV), children and young people also need to learn about the risk of sexual exploitation and abuse in order to recognize these when they occur, to protect themselves as far as possible and to identify and access available sources of support. Sensitizing children, parents, teachers, police and local communities to the nature and extent of sexual violence, and giving permission to discuss it, are

essential steps in tackling it. Sexuality education can provide an appropriate framework and context for educating students about sexual violence.

Potentially, schools provide a suitable, replicable and sustainable vehicle for the delivery of such education. Given their number and proximity to students, teachers can be best placed to deliver this education. Suitably trained and supervised peer educators can also provide useful support (UNESCO, 2007), as can health and other professionals who come into professional contact with children. With increasing numbers of children attending primary school, it is sensible to introduce sexuality education at this level rather than waiting until secondary school, by which this time many will have dropped out (Williams, & Finkelhor, 2013). Successful introduction of school-based sexuality education requires commitment on the part of school authorities, for example to create room within an already crowded school curriculum, to ensure that suitable teachers are selected and supported to deliver sexuality education (with appropriate training and supervision) and that they are provided with suitable resources with which to do so.

Barriers to effective implementation of sexuality education include inadequate resources, lack of political commitment, community opposition and reliance upon authoritarian and didactic approaches to teaching on the part of educators (Ajzen, 2015). It is also essential to acknowledge that in some places attending school may, in itself, constitute risk behavior, particularly, but not only, for girls who may be especially vulnerable to harassment, exploitation and abuse (including by teachers) both on the way to and at school. Addressing this kind of vulnerability demands commitment and resources that go beyond the scope of what are usually possible within classroom-based sexuality education programmes. Nonetheless, interesting innovations have been undertaken.

As well as having to compete in an already full curriculum, sexuality education does not have the same status as other academic subjects, either for students or teachers. In part, this is because it is usually non-examinable (Berliner & Elliot, 2012). This lower status of sexuality education in schools is also a consequence of the potentially sensitive nature of its content (despite its importance to students' well-being). This is reflected in a lack of advanced training or associated career development for sexuality educators that may exist for teachers of other subjects. In the worst scenarios, teachers are simply expected to deliver sexuality education despite lack of training, experience or personal aptitude.

In understanding the goals of sexuality education, it is useful to consider a continuum with the goals of risk elimination at one end and vulnerability reduction at the other. Risk reduction falls in the middle. Abstinence only demonstrates what is meant by risk elimination. These programmes seek to remove risk entirely by promoting sexual abstinence until marriage, often within an explicit framework of religious or ideological values and beliefs (Shakeshaft, 2012). Risk reduction focuses upon reducing specific risks, such as pregnancy or sexually transmitted infections (STIs) and can have demonstrable impact, while vulnerability reduction shifts the focus from the level of the individual to that of the group, community or institution. Both risk elimination and risk reduction draw heavily from psychological and social learning theories.

## 2.4. Theoretical Framework

### 2.4.1. Functional Attitude Theory

Functional attitude theory addresses the motivations that underlie attitudes that people hold (Katz, 1960). The main assumption of functional theory is that people hold attitudes for a reason, i.e. that they serve a specific psychological function. Functional theory seeks to distinguish between the different motivations that underlie the attitudes that individuals hold. Katz believes

there is an adjustive function of motivation. He says people adjust attitudes to minimize harm and maximize happiness. This serves an ego-defensive function because it helps protect one's self-respect. It also serves a value-expressive function because one struggles with being true to one's beliefs.

In the realm of communication, various studies (Wheeler, & Bizer; 2010) have found support for the fact that if a message has a strong link with the function an attitude serves for a particular segment of the audience, then the message will be more persuasive and, therefore, more likely to influence behavior or behavioral intent (Snyder & DeBono, 1985). Not only does functional matching appear to increase the persuasiveness of a message, it also affects perceptions of its validity, as attitude functions may determine for individuals which types of evidence they consider relevant when they are exposed to persuasive information (Thompson, Kruglanski, & Spiegel, 2010). The theoretical underpinnings for this process of linking attitude functions and cognitive/message processing have been based on the Elaboration Likelihood Model (ELM). Indeed, functional matching of a message with relevant attitude functions can enhance message processing through both the peripheral or central route in the former case by serving as a cue and in the latter case by serving as a motivation for biased processing (Petty, Wheeler and Bizer, 2010).

Attitudes that serve a knowledge function help people gain greater understanding of the structure and operation of their world (Katz, 1960). Katz noted that the world that people inhabit is extremely complex, and that attitudes might facilitate making sense of that world without serving needs other than understanding. Herek (1987) argued that Smith and colleagues' (1956) object

appraisal function represents a combination of both Katz's utilitarian and the knowledge functions because Smith et al. argued that people organize the world for the purpose of reaching utilitarian goals. Other scholars propose that the knowledge function drives attitudes that serve for no purpose other than learning about the world as an end in itself, predicated on a basic need to know (Locander & Spivey, 1978).

Most theorists identify five unique functions. In these formulations, the concept of an attitude function is that of a qualitative variable (i.e., attitude function) with each function being conceived as a value of that variable (e.g., ego-defensive, utilitarian, etc.) in much the same way as one would think of a qualitative variable such as religious preference having various different values (Judaism, Islam, Christianity, Hinduism, Buddhism, etc.). Although Katz and Smith et al. discussed the possibility of an attitude serving multiple functions, nevertheless, these values of the variable (functions) still are conceived as mutually exclusive. To extend the analogy with religious preference, an attitude that serves multiple functions for a person might be akin to someone who lists more than one religious preference. Such a person might be unusual; nevertheless, such a response is not impossible.

The theory is applicable to the current study as it helps in understanding different attitude functions. This thus makes the communication messages and interventions to be tailored to the specific attitude functions that people hold. Later it becomes much easier to address and influence those attitudes. By the same token, gaining insight into the attitude functions that teachers hold toward addressing sexual violence could offer an intuitive and practical appeal since it would provide key information for the design of training courses, for putting in place

communication messages and for providing support - all of which could be tailored to specific attitude functions. The three main advantages of the attitude function theory which make it ideal for this study are; it looks at personality and not merely the exposure to other media; it doesn't oversimplify and say attitudes are caused by one thing and lastly it recognizes motivation for behaviors

### 2.4.2. Social Judgment Theory

This theoretical perspective is mostly closely associated with Muzafer Sherif and Carl Havland. The central idea of this theory is that when a person receives messages (verbal or nonverbal) they immediately judge where the message should be placed on a scale in their mind through comparing the message with currently held views. Social Judgment theory proposes the idea that persuasion is a two-step process. The first step involves individuals hearing or reading a message and immediately evaluating where the message falls within their own position. The second step involves individuals adjusting their particular attitude either toward or away from the message they heard.

Individuals have three zones in which they accept or reject specific messages or attitudes. The latitude of acceptance zone is where individuals place attitudes they consider acceptable. The latitude of rejection zone is where individuals place attitudes they consider unacceptable or objectionable. The latitude of non-commitment is where people place attitudes they find neither acceptable nor rejectable. Ontologically, this theory is deterministic in that an individual's behavior can be predicted. Axiologically, Social Judgment theory is value-neutral in that the theoretical propositions are objective and not biased.

The psychophysical principle involved for example, is when a stimulus is farther away from one's judgmental anchor, a contrast effect is highly possible; when the stimulus is close to the anchor, an assimilation effect can happen. Social judgment theory represents an attempt to generalize psychophysical judgmental principles and the findings to the social judgment. With the person's preferred position serving as the judgmental anchor, SJT is a theory that mainly focuses on the internal processes of a person's own judgment in regards to the relation within a communicated message. The concept was intended to be an explanatory method designed to detail when persuasive messages are most likely to succeed.

Attitude change is the fundamental objective of persuasive communication. SJT seeks to specify the conditions under which this change takes place and predict the direction and extent of the attitude change, while attempting to explain how likely a person might be to change his or her opinion, the probable direction of that change, their tolerance toward the opinion of others, and their level of commitment to their position. The SJT researchers claimed expectations regarding attitude change could be based on the message receiver's level of involvement, the structure of the stimulus (and how many alternatives it allows), and the value (credibility) of the source.

This theory is applicable to the current study as it explains how individuals judge the messages they receive. It predicts that individuals accept, or reject specific attitudes and messages. Social Judgment theory has relative simplicity in that it is a fairly simple study. It can be tested and proved false in that an individual can test the theory through reflecting on statements, which evoke various opinions. The theoretical propositions within the theory are consistent with one another.

### 2.4.3. Social Learning Theory

This study will be guided by the social learning theory. This theory was developed by Albert Bandura in 1963. It integrates behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world (Bandura, 1963). The theory stresses the nature versus nurture debate (Viano, 1992). It states that aggression and violence are learned behaviours that can be passed on from one generation to the next. This aggression and violence manifests itself within particular social contexts, such as households where alcohol and/or drug abuse is prevalent.

Social learning theory proposed that violence is learned through observation; the basic premise of this view is that physical aggression between family members provides a likely model for the learning of aggressive behaviour, as well as for the appropriateness of such behaviour within the family (Bandura, 1973). Thus, the intergenerational transmission of violence stems primarily from principles of modelling (Bandura, 1973). The theory also proposes that a violent background may reinforce early signs of violent behaviour not only by exposing individuals to violence, but by teaching approval for the use of violence (Gelles, 1972).

As a result, children may grow up concluding that violence is sometimes a necessary and effective strategy for achieving behavioural change in family and intimate relationships (Simons et al., 1998). Reinforcement plays a role in learning but is not entirely responsible for learning. Social learning theory has to be differentiated from the social cognitive theory of Bandura. In his social cognitive theory of personality, Bandura included the concept of observational learning as one of the main theoretical points. He argued that reinforcement does not simply work as a

mechanism, but it is actually the provider of information of the next reinforcement to be given once the behaviour is repeated.

This theory is relevant to the study since it attempts to explain the behavioural transmission of violence. Children who grow up in a violent and abusive set up may learn violent/abusive behaviour, imitate those behaviours and then repeat them in future relationships. In a nutshell, when applied to sexual violence, social learning theory states that we model behaviour that we have been exposed to as children. Violence is learned, through role models provided by the family, either directly or indirectly, and reinforced in childhood and continued in adulthood as a coping response to stress or a method of conflict resolution (Bandura, 1973).

## 2.5. Conceptual Framework

A conceptual framework is a diagrammatical research tool intended to assist the researcher to develop awareness and understanding of the situation under scrutiny and to communicate (Roberts, 2011). The conceptual framework shows the relationship between the dependent variable and the independent variable. An *independent variable* is one that is presumed to affect or determine a dependent variable (Van der Waldt, 2008). It can be changed as required, and its values do not represent a problem requiring explanation in an analysis, but are taken simply as given. A *dependent variable* is what is measured in the experiment and what is affected during the experiment of its responds to the independent variable. The conceptual framework in Figure 1 demonstrates the relationships that exist between the dependent and independent variables under investigation. The dependent variable is sexual violence amongst primary school teachers. The independent variables that will be investigated to establish their level of influence on the

dependent variable are: level of knowledge, attitude, and practices undertaken by teachers to address sexual violence.

**Independent Variables**                                                          **Dependent Variable**

**Level of Knowledge**
- Level of training
- Nature of skills
- Judgement level

**Sexual Violence Amongst Primary School Teachers**

**Attitude**
- Perception
- Socialization
- Decision making

**Practices**
- Guidance and counselling
- Sexuality education
- Training and supervision

**Intervening variables**
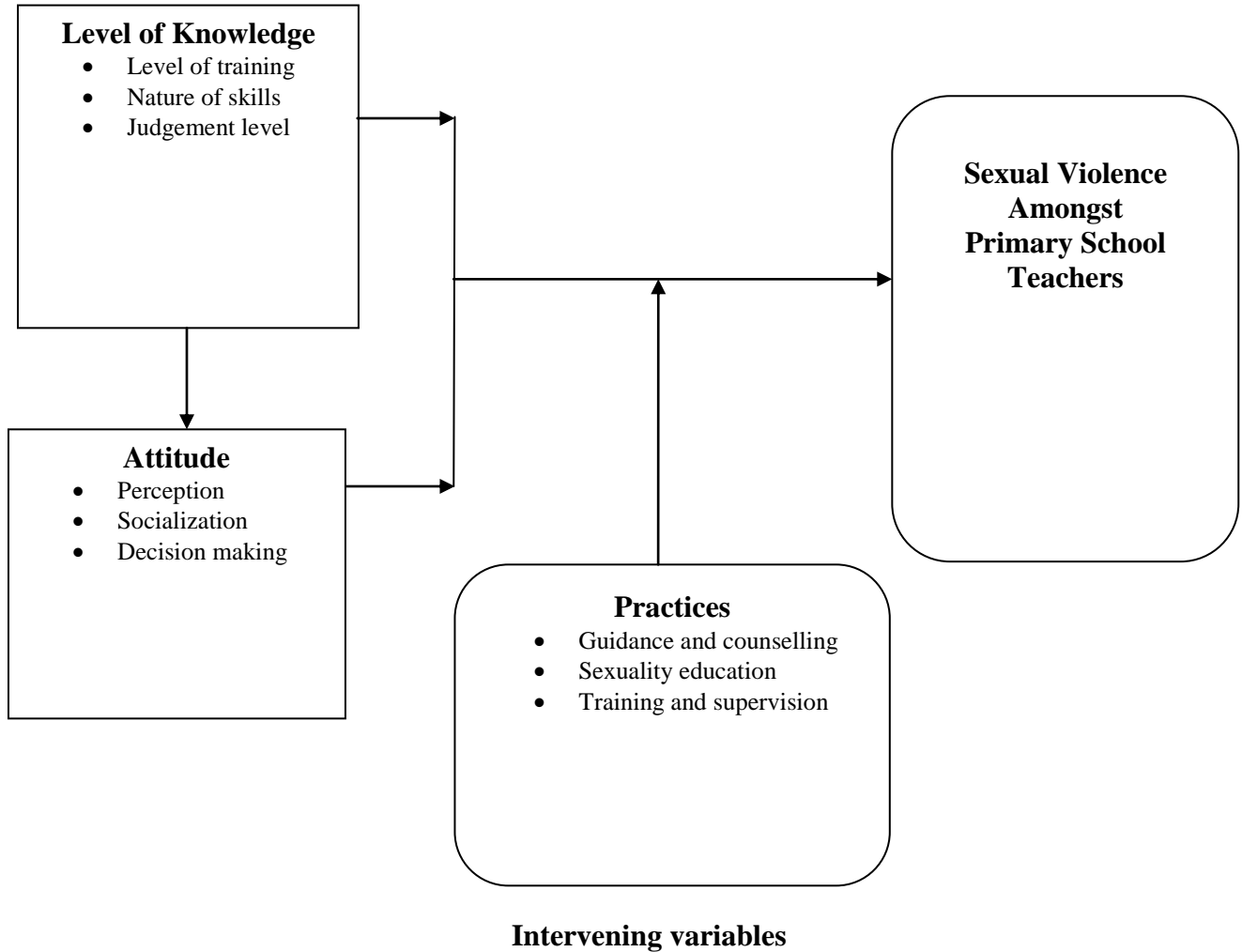
**Figure 2.1. Conceptual Framework**

## 2.6. Chapter Summary

The chapter has summarized the theory anchoring this study and empirical literature. It has clearly highlighted the various contributions by Functional Attitude Theory. The chapter has also synthesized that functional attitude theory argues that people hold attitudes for a reason, i.e. that they serve a specific psychological function. Functional theory seeks to distinguish between the different motivations that underlie the attitudes that individuals hold. Katz believes there is an adjusted function of motivation. He says people adjust attitudes to minimize harm and maximize happiness. This serves an ego-defensive function because it helps protect one's self-respect. It also serves a value-expressive function because one struggles with being true to one's beliefs. A summary of selected empirical studies based on objectives has been presented and clearly highlighted their focus of study, findings and conclusions, the knowledge gaps and how the current study addresses them. It also presents a conceptual model in a diagrammatic relationship with variables of the study

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1. Introduction

This chapter presents the research design, the target population, the sampling design, the sample, data collection instruments, techniques and the data analysis techniques that were used in the study.

## 3.2. Research Design

This study utilized a descriptive research design. The study was descriptive as it sought to describes data and characteristics about the population or phenomenon being studied, that is, answers the questions who, what, where, when and how of the phenomenon - strategy evaluation approach (Babbie, 1989). This method of research was preferred because the researcher is able to collect data to answer questions concerning the status of the subject of study. Descriptive research determines and reports the way things are done and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda and Mugenda, 1999). According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals.

This method was appropriate for the study in that it helped in portraying the accuracy of people's profile events and situations. A descriptive research design also allowed for in-depth analysis of variables and elements of the population to be studied and as well as collection of large amounts of data in a highly economical way. It enabled generation of factual information about the study. This was so because the descriptive design relies much on secondary data which helps in

developing the case basing on facts, sustained by statistics and descriptive interpretations from archival materials and data

## 3.3. Unit of Analysis

The unit of analysis is the entity that frames what is being analyzed in a study, or is the entity being studied as a whole, within which most factors of causality and change exist. In this study the unit of analysis was the knowledge, attitude and practices on sexual violence amongst primary schools teachers.

## 3.4. Unit of Observation

A unit of observation is an object about which information is collected. Researchers base conclusions on information that is collected and analyzed, so using defined units of observation in a survey or other study helps to clarify the reasonable conclusions that can be drawn from the information collected. The unit of observation in the current study was the teachers who provided information in relation to sexual violence and the key informants who included police gender desk officer, paralegal, children officer, child psychologist, and social worker.

## 3.5. Target Population

Population refers to all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about (Bhattacherjee, 2012). The population for this study consisted of the primary school teachers in Dandora Primary Schools in Nairobi Eastland. The primary schools included Dandora One primary, Ushirika Primary, Tom Mboya

primary, Wangu Primary, and James Gichuru Primary. This made a total target population of 141 respondents as shown below.

**Table 3.1. Target Population**

| School | Number of Males | Number of Females | Total |
|---|---|---|---|
| Dandora 1 primary | 8 | 32 | 40 |
| Ushirika Primary | 9 | 27 | 36 |
| Tom Mboya primary | 6 | 16 | 22 |
| Wangu Primary | 10 | 15 | 25 |
| James Gichuru Primary | 6 | 12 | 18 |
| **Total** | **39** | **102** | **141** |

### 3.6. Sampling Procedure and Sample Size

This section describes the sample size, sampling technique and selection that were employed in the study. A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). Sampling is the process of selecting the people who will participate in a study. This process should be representative of the whole population. Sampling is hence the procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). This study adopted census sampling technique to identify the respondents. Census sampling technique targets a particular group of people of less than 200 population size, study of organization, community, or some other clearly defined and relatively limited group (Patton, 1990). Therefore, all the 141 respondents comprised the sample size of the study.

## 3.7. Data Collection Methods

A questionnaire was used to collect primary data. The questionnaire comprised of questions, which sought to answer questions related to the objectives of this study. The questions entailed both closed-ended questions to enhance uniformity and open ended to ensure maximum data collection and generation of qualitative and quantitative data. The questionnaire was divided into sections according to the research objectives.

## 3.8. Research Instruments

### 3.8.1 Questionnaire

A questionnaire was used to collect primary data. The questions were both closed-ended to enhance uniformity and open ended to ensure maximum data collection and generation of qualitative and quantitative data. The questionnaire was divided into four sections, the background information section and other three sections based on research objectives.

### 3.8. 2. Key Informant Interview Guide

According to Nachmias and Nachmias (1996) an interview is a face-to-face, interpersonal role situation in which an interviewer asks respondents questions designed to elicit answers pertinent to the research hypotheses. The researcher used face to face interview methods to collect a wide range of information on the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers.

### 3.6. Validity and Reliability

Validity is the degree to which an instrument measures what it purports to measure (Mugenda and Mugenda, 2003). It is the accuracy and meaningfulness of inferences, which are based on the

research results. In this regard, experts in the field of projects achieved the content validity through an evaluation of the content. The instruments were given to two groups of experts, one group was requested to assess what concept the instrument is trying to measure and the other group was asked to determine whether the set of items accurately represents the concept under study.

Reliability refers to the consistency of data arising from the use of a particular research method. A test measures what it is measuring to the degree. Mugenda (2003), states that reliability is the measure of the degree to which a research instrument yields the same result after repeated trials over a period. In this regard, test-retest was employed to check on reliability. This involved administering the same instruments twice to the same group of subjects, but after some time. Hence, to determine stability, a measure or test will be repeated on the subject at a future date. Results were compared and correlated with the initial test to give a measure of stability. Responses obtained during the piloting were used to calculate the reliability coefficient from a correlation matrix. The reliability of the instrument was estimated using Cronbach's Alpha Coefficient which is a measure of internal coefficient.

### 3.7. Data Analysis

The data for the study was analyzed both qualitatively and quantitatively. The data collected was keyed in and analyzed with the aid of SPSS. The Quantitative data generated was subjected to the descriptive statistics feature in SPSS to generate mean, and standard deviation which were presented using tables, frequencies and percentages, while Qualitative data consist of words and observations, not numbers.

## 3.8. Ethical Considerations

The researcher assured the respondents were fully informed of the research conducted and made aware of the purpose of the research and how the findings will be used. On confidentiality, the researcher assured the respondents that the data was confidential and was used for academic purposes only and any electronic information will be safeguarded and destroyed after the research. In addition, participation in the study was voluntary free from coercion and no respondent was compelled to participate in the interview.  The interview commenced through an introduction from the researcher to the respondents. The researcher was true to his/her word and aimed at collecting the truthful information only. The researcher sought consent from the respondents before carrying out the study. This was based on the information that was provided in the consent form where appropriate time was provided for the purposes of asking and answering questions. The consent form was in written format and contained the ethical consideration such as the purpose of the study, the risk and the benefits involved, the procedure to be utilized for carrying out the study among others.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION AND INTERPRETATION

## 4.1. Introduction

This chapter present the findings on the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi, Eastlands. The research was conducted on a sample of 141 respondents to which questionnaires were administered. The chapter introduces with analysis of respondents' personal information, and then looks into the analysis of themes: level of knowledge of sexual violence, attitude on sexual violence, and practices undertaken to address sexual violence. Findings from open-ended questions were presented in prose.

## 4.2 Questionnaire Return Rate

This part analyzes information on the questionnaires that were returned from the field. Findings on filled in questionnaires and unreturned questionnaires are presented in Table 4.2.

**Table 4.2. Response Rate**

| Response | Frequency (n) | Percentage (%) |
|---|---|---|
| Filled in questionnaires | 115 | 81.6 |
| Un returned questionnaires | 26 | 18.4 |
| **Total Response Rate** | **141** | **100** |

Out of the sampled population, 115 questionnaires were returned duly filled in making a response rate of 81.6%. The response rate was representative and was adequately used to answer

the research questions. A Response rate above 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent (Kothari, 2009).

## 4.3. Demographic Characteristics of the Respondents

The respondents' personal information included gender, age, and level of education.

### 4.3.1. Distribution of Respondents by Gender

The respondents were requested to indicate their gender. Accordingly, the findings are as presented in figure 4.2.

**Figure 4.2. Distribution of Respondents by Gender**
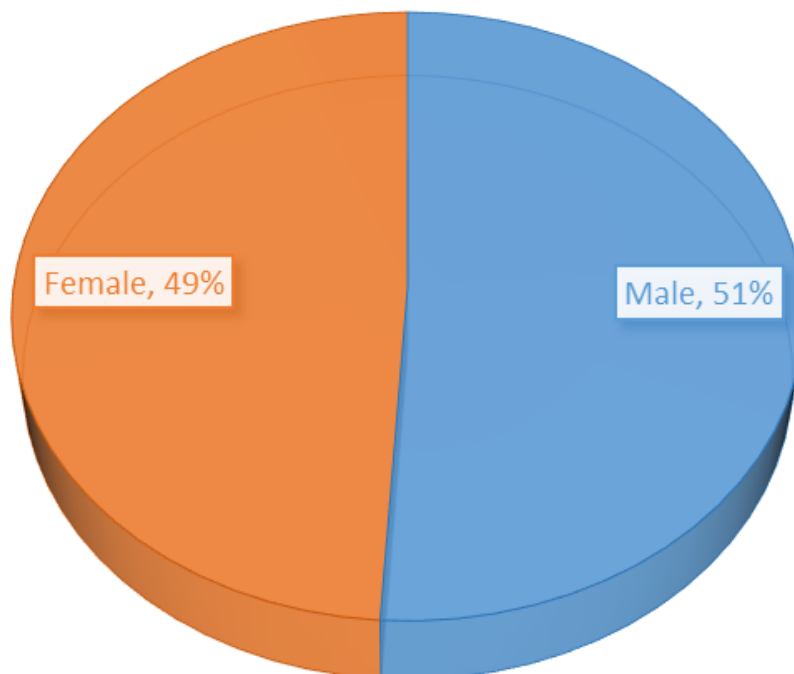


From the findings, majority (51%) of the respondents were male while 49% of the respondents were female. This implies that even though most of the responses emanated from males there was gender balance.

### 4.3.2. Distribution of Respondents by Age

The study sought to establish the age of the respondents and the findings are as shown in Table 4.3

**Table 4.3. Distribution of Respondents by Age**

| Age of Respondents | Frequency(n) | Percentage (%) |
|---|---|---|
| 24 years and below | 2 | 1.7% |
| 25-29 years | 6 | 5.2% |
| 30-34 years | 44 | 38.3% |
| 35-39 years | 26 | 22.6% |
| 40-44 years | 18 | 15.7% |
| 45-49 years | 12 | 10.4% |
| Above 50 years | 7 | 6.1% |
| **Total** | **115** | **100%** |

According to the findings, 38.3% of the respondents were between 30-34 years, 22.6% were between 35-39 years, 15.7% were 40-44 years, 10.4% were 45-49 years, 6.1% were above 50 years, 5.2% were between 25-29 yrs. and 1.7% respondents were below 24years years old. This depicts that most of the respondents were aged enough and thus could offer high quality information because of their experience.

### 4.3.3. Distribution of participants by Level of Education

The respondents were requested to indicate their level of education. The findings on analysis of respondent's level of education have been presented on figure 4.3.

**Figure 4.3. Distribution of participants by Level of Education**
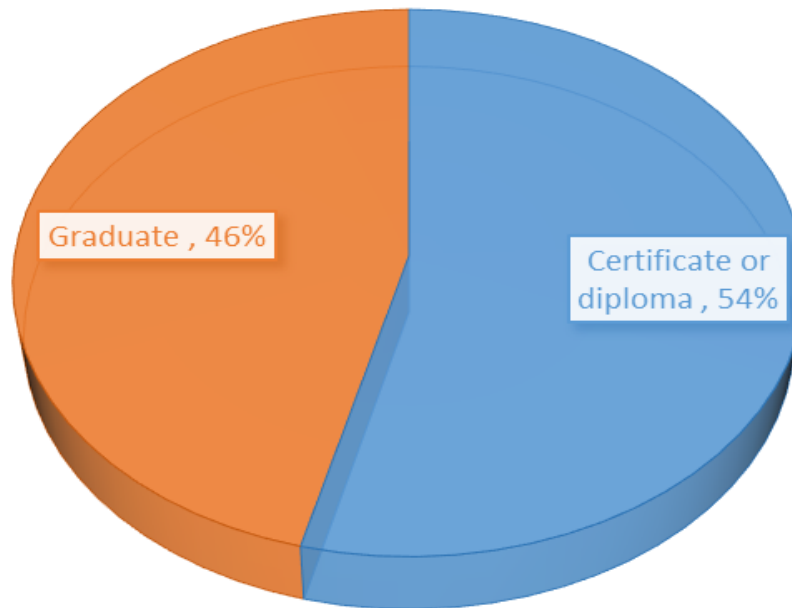


From the findings, majority (54%) of the respondents had certificate/diploma level of education, while 46% were graduates. This implies that respondents were well knowledgeable and hence higher chances of getting reliable data.

## 4.4. Level of Knowledge of Sexual Violence

This section presents findings on level of knowledge of sexual violence. The findings are presented in the subsequent sections:

### 4.4.1. Adequate Knowledge on Sexual Violence among Pupils

The respondents were requested to indicate whether teachers possess adequate knowledge on sexual violence among pupils. The findings are shown in figure 4.4.

**Figure 4.4. Adequate Knowledge on Sexual Violence among Pupils**
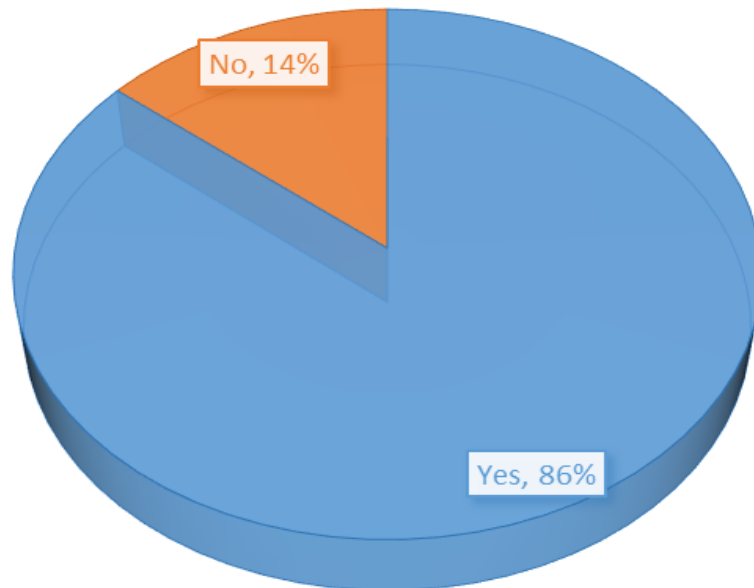


From the findings majority (86%) of the respondents indicated that teachers possess adequate knowledge on sexual violence among pupils while 14% were of contrary opinion. This depicts that teachers possess adequate knowledge on sexual violence among pupils. The possession of information was attributed to the fact that they had been trained on matters to deal sexual violence among pupils in primary school.

### 4.4.2. Types of Child Abuse

The respondents were requested to indicate the various types of child abuse. According to the respondents the various types of child abuse included physical abuse, emotional abuse, psychological abuse, and sexual abuse.

### 4.4.3. Knowledge on High Rates of Sexual Violence among Children

The respondents were requested to indicate the knowledge they have on the reasons why the rates of sexual assault among children in primary school are higher than those among the general population. According to the respondent's cases of sexual violence are high and no single day passes without a report of an assaulted child. The respondents further stated that the media report cases of assaulted children in primary school. They have attributed this to the lack of the children ability to protect themselves from the perpetrators of the acts.

*During the interview*, the paralegal said that;

> *"The rate of violence among children is high because the perpetrators go unpunished and thus more and more children get abused".*

According to the children officer;

> *"The reaction from males in authority, on sexual violence targeting girls and women has sometimes been casual. Many teachers charged with sexual violence will have usually abused more than one child. Unfortunately, the Commission does to focus on collating data on abused children in its discipline adjudication and documentation."*

### 4.4.4. Action Taken On Cases of Sexual Violence in Schools

The respondents were requested to indicate whether they know of any actions that are taken in case of sexual violence in school. The findings are as shown in figure 4.5

**Figure 4.5. Action Taken On Cases of Sexual Violence in Schools**
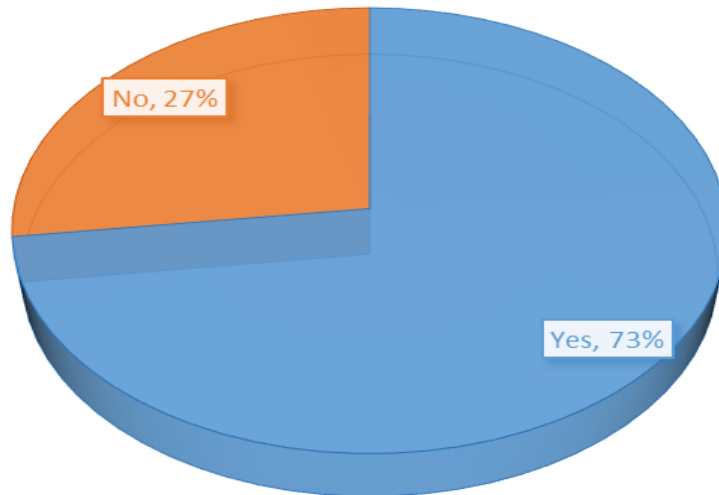
From the findings majority (73%) of the respondents indicated that they knew of the actions that are taken in case of sexual violence in school while 27% were of contrary opinion. This depicts that the respondents knew the actions that are taken in case of sexual violence in school. According to the respondents the cases of sexual violence have been reported to the children officer within Dandora, others indicated that the cases were reported to the chief, while others indicated they reported to the children hotline number and health facility. In addition, the respondents indicated that the cases were handled internally within the staff members and the cases that were beyond them were reported to the police to take the necessary actions.

### 4.4.5. Encountering Cases of Sexual Violence

The respondents were requested to indicate whether they ever came across cases of sexual violence in this school. The findings are as shown in figure 4.6

**Figure 4.6. Encountering Cases of Sexual Violence**
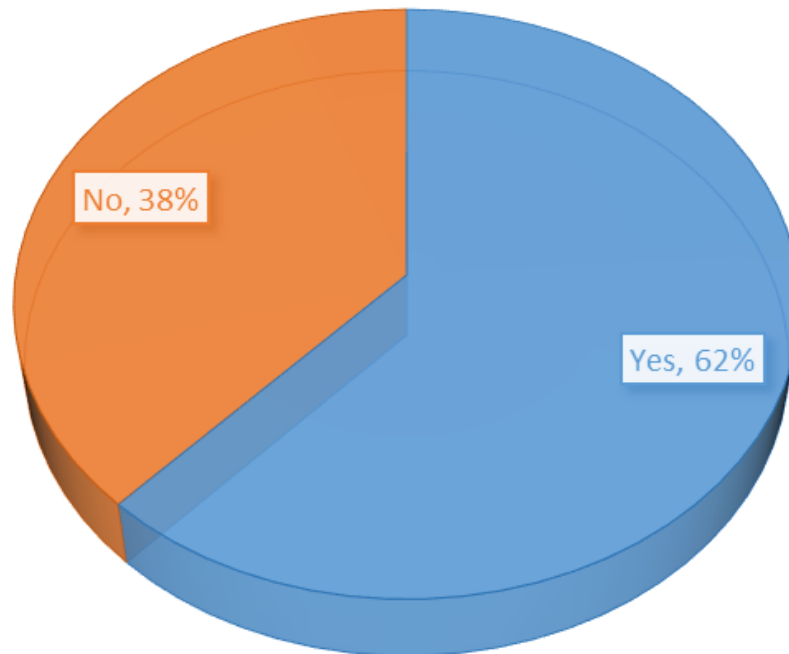


From the findings, majority (62%) of the respondents indicated that they came across cases of sexual violence in schools while 38% were of contrary opinion. This depicts that the respondents had come across cases of sexual violence in schools. The respondents further explained that the cases of sexual violence reported by the pupils mostly occurred away from schools. Most of the abusers were from the community the child came from and relatives.

**4.4.6. Referral of Cases of Child Sexual Violence**

The respondents were requested to indicate whether they knew where to refer a case of child sexual violence. From the findings the respondents indicated that they knew where they would refer a case of child sexual violence. They further stated that the cases are reported to the police then to the hospital. Other indicated that the cases are referred to children hotline numbers for further actions.

### 4.4.7. Level of Agreement on Level of Knowledge of Sexual Violence

The respondents were requested to indicate the extent to which they agree with statements on level of knowledge of sexual violence amongst primary school teachers. The responses were placed on a five Likert scale where 1=strongly disagree, 2-disagree, 3-moderate, 4=agree, while 5=strongly agree. The findings are shown in the table 4.4.

**Table 4.4. Level of Agreement on Level of Knowledge of Sexual Violence**

| | 1 | 2 | 3 | 4 | 5 | Total | | Mean |
|---|---|---|---|---|---|---|---|---|
| **Statements** | **%** | **%** | **%** | **%** | **%** | **%** | | |
| Teachers require training to become empowered to comply with child protection requirements and agendas | 66.1 76 | 20.9 24 | 1.7 2 | 1.7 2 | 9.6 11 | 100.0 | 115 | 3.61 |
| Explicit training concerning sexual violence would appear most urgent as teachers' report to be least prepared to address sexual violence | 33.0 38 | 48.7 56 | 5.2 6 | 3.5 4 | 9.6 11 | 100.0 | 115 | 3.78 |
| Teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families | 41.7 48 | 33.0 38 | 10.4 12 | 7.0 8 | 5.2 9 | 100.0 | 115 | 3.99 |
| Teachers who have knowledge, skills and positive attitudes towards child protection can contribute to the | 34.9 40 | 33.0 38 | 19.1 22 | 3.5 4 | 9.6 11 | 100.0 | 115 | 3.57 |

| safety of their students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers with recent training on sexual violence report more confidence recognizing indicators, are more knowledgeable about reporting duties and more prepared to follow reporting guidelines | 33.0 38 | 27.8 32 | 22.6 26 | 3.5 4 | 13.0 15 | 100.0 | 115 | 3.70 |

Key: N=Number of respondents, 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

From the findings the respondents agreed that teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families (mean=3.99), followed by explicit training concerning sexual violence would appear most urgent as teachers' report to be least prepared to address sexual violence (mean=3.78), teachers with recent training on sexual violence report more confidence recognizing indicators, are more knowledgeable about reporting duties and more prepared to follow reporting guidelines (mean=3.70), teachers require training to become empowered to comply with child protection requirements and agendas (mean=3.61), and teachers who have knowledge, skills and positive attitudes towards child protection can contribute to the safety of their students (mean=3.57). This depicts that teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families.

## 4.5. Attitude on Sexual Violence

This section presents findings on attitude on sexual violence. The findings are presented in the subsequent sections:

### 4.5.1. Observing Child Abuse and Taking Action

The respondents were requested to indicate whether they have observed child abuse and whether they took action. The findings are shown in figure 4.7

**Figure 4.7. Observing Child Abuse and Taking Action**
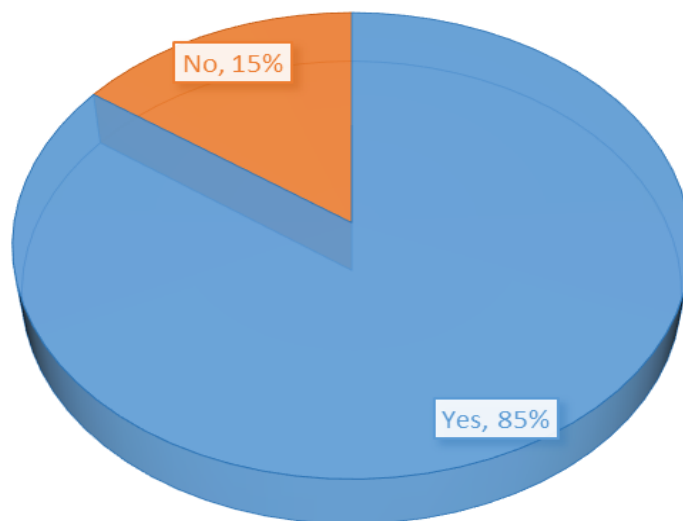


From the findings majority (85%) of the respondents indicated that they had observed child abuse and they took action while 15% were of contrary opinion. This depicts that the respondents had observed child abuse and they had taken action. They explained further that they took the child who was abused to the hospital and reported the matter to the police where eventually they became witness in the court.

### 4.5.2. Reporting of the Child Abuse Case

The respondents were requested to indicate whether they reported a case of child abuse they encountered last. The findings are shown in figure 4.8

**Figure 4.8. Reporting of the Child Abuse Case**
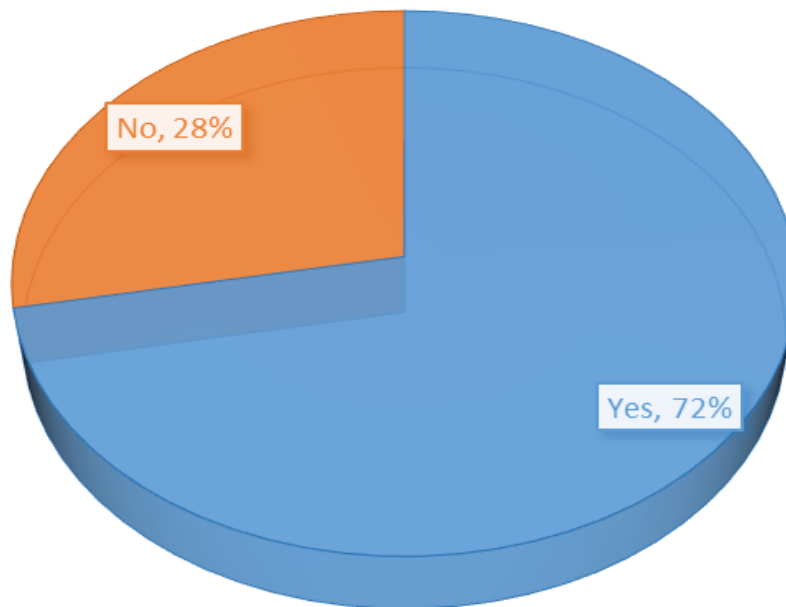


From the findings majority (72%) of the respondents indicated that they reported a case of child abuse they encountered last while 28% were of contrary opinion. This depicts that the respondents had reported a case of child abuse they encountered last. They explained further that they took the child who was abused to the hospital and reported to the police.

### 4.5.3. Consequences of Sexual Violence Among Children

The respondents were requested to indicate the consequences of sexual violence among children they are aware of. According to the respondents the consequences include poor performance in class, fear and trauma of people whom the child sees as a potential abuser, low poor esteem, early pregnancies, suffering from STDs and HIV/AIDS. In addition, the respondents indicated the child may suffer from physical injuries as the perpetrator uses force to abuse the child.

**4.5.4. Support Services to the Violated Children**

The respondents were requested to indicate whether most children who encounter sexual violence in school or out of school have appropriate support services. The findings are presented in figure 4.9

**Figure 4.9. Support Services to the Violated Children**
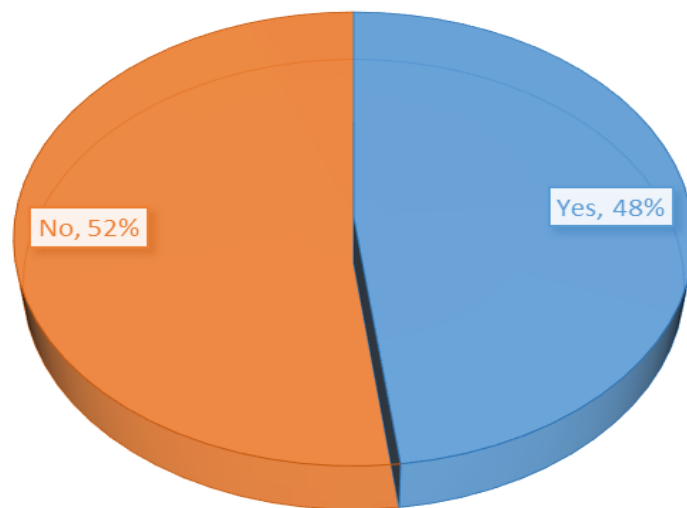


From the findings majority (52%) of the respondents indicated that most children who encounter sexual violence in school or out of school do not have appropriate support services while 48% were of contrary opinion. This depicts that most children who encounter sexual violence in school or out of school do not have appropriate support services. The reasons attributed to this are that in most cases people are not willing to get involved in such cases and majority of the perpetrators are family members.

The children officer affirmed that;

> *"The abused children both at school and outside school never receive the appropriate services since the action is not revealed to the public. The children suffer in silence as some of the perpetrators are family members hence do not want to be ashamed in public. Some of the abused girls are forced to keep quiet by their parents as they are forced to be married by the abuser. The*

*abuser at times may even pay the parents of the abused children to ensure they remain silent on the matter."*

**4.5.5. Extent of Agreement on Attitude on Sexual Violence**

The respondents were requested to indicate the extent to which they agree with statements on extent of agreement on attitude on sexual violence. The responses were placed on a five likert scale where 1=strongly disagree, 2-disagree, 3-moderate, 4=agree, while 5=strongly agree. The findings are shown in the table 4.5.

**Table 4.5. Extent of Agreement on Attitude on Sexual Violence**

| | 1 | 2 | 3 | 4 | 5 | Total | | Mean |
|---|---|---|---|---|---|---|---|---|
| **Statements** | **%** | **%** | **%** | **%** | **%** | **%** | **N** | |
| Teachers are trained to recognize signs of victimization and assist students to report incidents of violence | 17.4 20 | 10.4 12 | 13.9 16 | 17.4 20 | 40.8 47 | 100.0 | 115 | 3.52 |
| Teachers' attitudes and beliefs concerning some aspects of victimization can contribute to understanding the severity of the situation and reflect their willingness to intervene | 12.2 14 | 7.0 8 | 3.5 4 | 50.4 58 | 27.0 31 | 100.0 | 115 | 3.68 |
| Pre-service teachers' attitudes regarding sexual violence has an influence on their willingness to respond to students' disclosures of sexual victimization | 8.6 10 | 8.6 10 | 8.6 10 | 34.8 40 | 39.1 45 | 100.0 | 115 | 3.58 |
| Pre-service teachers' experience with violence might affect their attitudes concerning victimization and decision to report violent acts among students | 17.4 20 | 5.2 6 | 12.2 14 | 27.8 32 | 37.4 43 | 100.0 | 115 | 3.50 |
| Many students continue to perceive school staff members as unresponsive and ineffective in responding to | 13.9 16 | 3.5 4 | 7.0 8 | 36.5 42 | 39.1 45 | 100.0 | 115 | 3.79 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| dangerous and intrusive situations, which further reinforces their reluctance to report sexual victimization | | | | | | | | |
| The increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being | 12.2 14 | 1.7 2 | 5.2 6 | 34.8 40 | 46.1 53 | 100.0 | 115 | 3.82 |

Key: N=Number of respondents, 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree (SA).

From the findings the respondents agreed that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being (mean=3.82), followed by many students continue to perceive school staff members as unresponsive and ineffective in responding to dangerous and intrusive situations, which further reinforces their reluctance to report sexual victimization (mean=3.79), teachers' attitudes and beliefs concerning some aspects of victimization can contribute to understanding the severity of the situation and reflect their willingness to intervene (mean=3.68), pre-service teachers' attitudes regarding sexual violence has an influence on their willingness to respond to students' disclosures of sexual victimization (mean=3.58), teachers are trained to recognize signs of victimization and assist students to report incidents of violence (mean=3.52), and Pre-service

teachers' experience with violence might affect their attitudes concerning victimization and decision to report violent acts among students (mean=3.50). This depicts that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being.

### 4.5.6. Addressing Issue of Sexual Violence

The respondents were requested to indicate whether they believe the school does an adequate job of addressing the issue of sexual assault among pupils. The findings are shown in figure 4.10

**Figure 4.10. Addressing Issue of Sexual Violence**
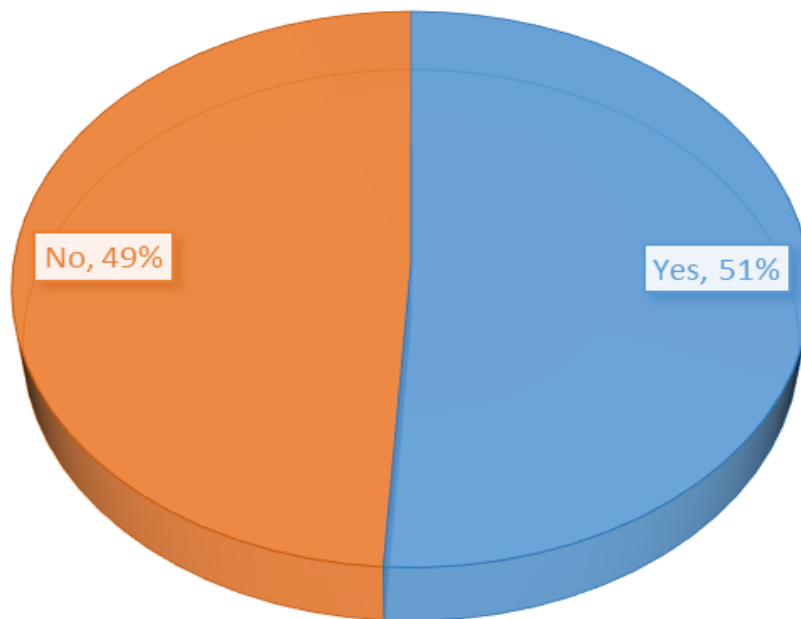


From the findings majority (51%) of the respondents indicated that they believe the school does an adequate job of addressing the issue of sexual assault among pupils while 49% were of the contrary opinion. This depicts that schools do an adequate job of addressing the issue of sexual assault among pupils. This is done through sensitization of learners and teaching staff of the vice.

Despite this sensitization more need to be done in most schools for the vice to be completely eliminated. This would ensure that the pupil live a conducive environment where they are able to enjoy their rights and freedoms without interference or harassment.

This position is shared by child psychologist who said that;

> *"The school fails to do an adequate job of addressing the issue of sexual assault among pupils. The schools fail to provide avenues through which the children can express their grievances. Some of the schools even collaborate with the perpetrators and fail to prosecute the teachers involved in sexual violence. Major improvements need to be done as strict rules should be imposed without fear or favour to ensure the pupils get justice."*

## 4.6. Practices Undertaken to Address Sexual Violence

This section presents findings on practices undertaken to address sexual violence and the findings are presented in the subsequent sections:

## 4.6.1. Written Process of Taking Measures to Protect Children from Abuse

The respondents were requested to indicate whether their schools have a written process of taking measures to protect children from abuse. The findings are shown in figure 4.11

**Figure 4.11. Written Process of Taking Measures to Protect Children from Abuse**
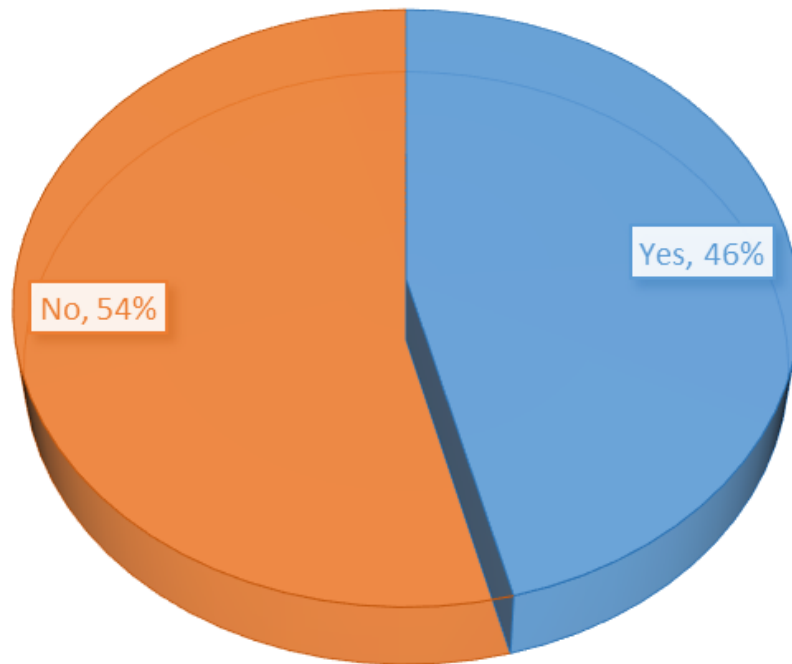


From the findings majority (54%) of the respondents indicated that the schools do not have a written process of taking measures to protect children from abuse while 46% were of the contrary opinion. This depicts that the schools do not have a written process of taking measures to protect children from abuse. The respondents went even further to indicate that such process is not recognized and does not exist in the school programs.

**4.6.2. Written Reporting System on a Child Abuse**

The respondents were requested to indicate whether their schools have a written reporting system when a child abuse occurs. The findings are shown in figure 4.12

**Figure 4.12. Written Reporting System on a Child Abuse**
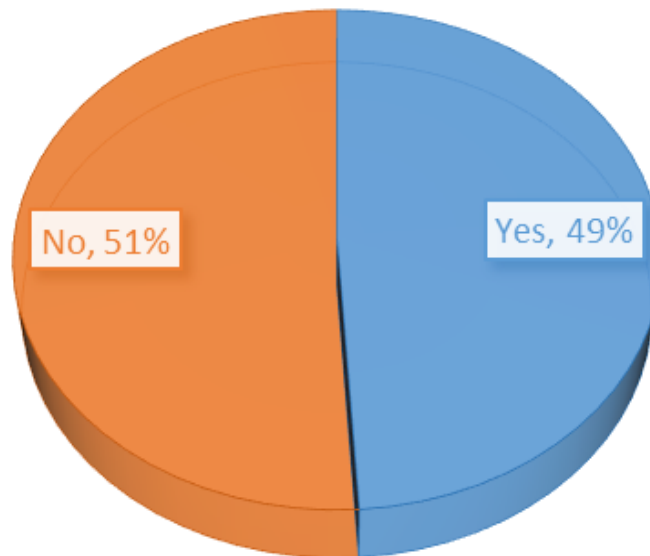


From the findings majority (51%) of the respondents indicated that the school does not have a written reporting system when a child abuse occurs while 49% were of the contrary opinion. This depicts that the school does not have a written reporting system when a child abuse occurs. The respondents further stated that they have not even heard of such a reporting system.

### 4.6.3. Signing of Code of Conduct

The respondents were requested to indicate whether they signed a code of conduct when they were hired. The findings are shown in figure 4.13

**Figure 4.13. Signing of Code of Conduct**
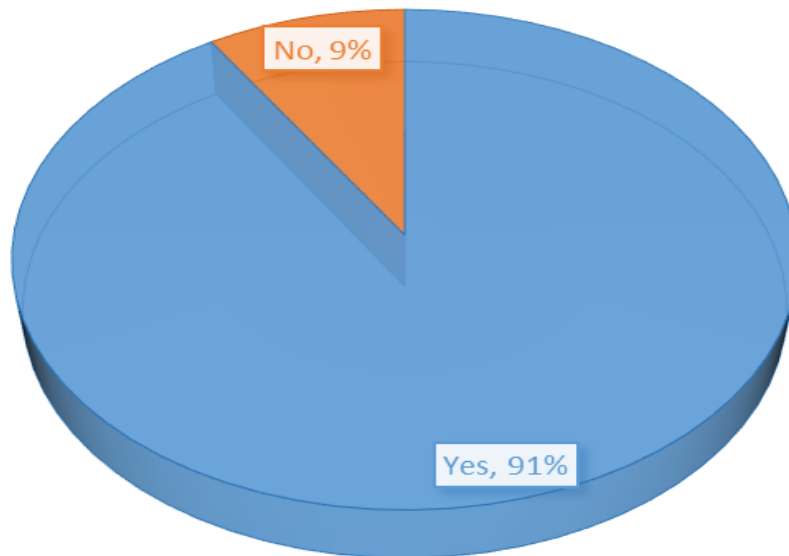


From the findings majority (91%) of the respondents indicated that they signed a code of conduct when they were hired while 9% were of the contrary opinion. This depicts that the respondents signed a code of conduct when they were hired. The code of ethics enables them to always follow the rules set out in relation to the job and the mandate given.

**4.6.4. Measures Taken to Protect Children from Child Abuse**

The respondents were requested to indicate some of the measures teachers can take to protect children from sexual violence. According to the respondents some of the measures included sensitizing children on sexual violence especially during life skill lessons. The children are taught on the importance of reporting when the abuse occurs. They are also taught how they should respond when the perpetrators of the actions have attacked them.

During the interview, the social worker said that;

> *"Teachers need to establish policies and practices in the school or daycare that reduce the risk of sexual violence. Policies can mandate background checks for job applicants and volunteers, and set guidelines about how adults interact with children. For example, some policies place limits on when and if an adult may be alone with a child or youth without another adult present. Others may allow adults to touch children only within sight of other adults. Teachers should encourage parents to provide accurate, age-appropriate information to their kids. Many children don't know that certain types of touching are dangerous or harmful because they've never been told. For safety's sake, children must learn the difference between appropriate and inappropriate touching, the accurate names of body parts, and which secrets are okay to keep and which secrets are dangerous if kept."*

## 4.6.5. Improvements Made on Effectiveness of the Measures to Prevent Sexual Violence

The respondents were requested to indicate the improvements made to enhance the practice on effectiveness of the measures to prevent sexual violence among the pupils. According to the respondents' primary prevention has been identified as a priority in challenging sexual violence but there is a lack of understanding around what primary prevention is and is not. The respondents further stated that although the evidence base lacks many examples of successful primary prevention programs for the sexual assault sector, some work has been done on identifying the elements required for effective primary prevention. These include: comprehensiveness, community engagement, theory-driven programming, contextualized programming, and evaluation.

According to the child psychologist;

> *"To enhance the practice on effectiveness of the measures to prevent sexual violence among the pupils reporting of the vice should be put at the forefront. Reporting suspected abuse can mean that the abuse of a child will end or will be prevented before a child is harmed. It can mean that the person who offended or was at risk of offending, the child who was hurt or at risk, and the child's family can all get the help and intervention they need. Parents rely on teachers and child care providers to be knowledgeable about child development, behaviors and*

*safety issues. A parent may not always be able to recognize when their child is showing concerning behavior."*

## 4.6.6. Extent of Agreement on Practices Undertaken by Teachers to Address Sexual Violence

The respondents were requested to indicate the extent to which they agree with statements on practices undertaken by teachers to address sexual violence in primary schools. The responses were placed on a five likert scale where 1=strongly disagree, 2-disagree, 3-moderate, 4=agree, while 5=strongly agree. The findings are shown in the table 4.6.

**Table 4.6. Extent of Agreement on Practices Undertaken by Teachers to Address Sexual Violence**

| Statements | 1 | 2 | 3 | 4 | 5 | Total | | Mean |
|---|---|---|---|---|---|---|---|---|
| | % | % | % | % | % | % | N | |
| Sex education has helped teachers to address the issue of sexual violence in schools | 17.3 20 | 5.2 6 | 5.2 6 | 34.8 40 | 37.4 43 | 100.0 | 115 | 3.65 |
| Schools provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence | 17.5 20 | 1.7 2 | 3.5 4 | 34.8 40 | 42.6 49 | 100.0 | 115 | 3.89 |
| Various programs have been developed to address the issue of sexual violence among pupils in primary schools | 10.4 12 | 5.2 6 | 5.2 6 | 29.6 34 | 49.6 57 | 100.0 | 115 | 3.76 |
| Successful introduction of school-based sexuality education requires commitment on the part of school authorities to ensure that suitable teachers are selected and supported to | 8.7 10 | 19.1 22 | 13.9 16 | 20.9 24 | 37.3 43 | 100.0 | 115 | 3.80 |

| | 1 | 2 | 3 | 4 | 5 | | N | |
|---|---|---|---|---|---|---|---|---|
| deliver sexuality education | | | | | | | | |
| Understanding the goals of sexuality education, is useful in elimination of risk at one end and vulnerability reduction at the other | 6.9 8 | 0 0 | 22.6 26 | 27.8 32 | 42.6 49 | 100.0 | 115 | 3.60 |
| Teachers are simply expected to deliver sexuality education despite lack of training, experience or personal aptitude | 10.4 12 | 0 0 | 17.4 20 | 34.7 40 | 37.4 43 | 100.0 | 115 | 3.57 |

Key: N=Number of respondents, 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree (SA).

From the findings the respondents agreed that schools provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence (mean=3.89), followed by successful introduction of school-based sexuality education requires commitment on the part of school authorities to ensure that suitable teachers are selected and supported to deliver sexuality education (mean=3.80), various programs have been developed to address the issue of sexual violence among pupils in primary schools (mean=3.76), sex education has helped teachers to address the issue of sexual violence in schools (mean=3.65), understanding the goals of sexuality education, is useful in elimination of risk at one end and vulnerability reduction at the other (mean=3.60), and that teachers are simply expected to deliver sexuality education despite lack of

training, experience or personal aptitude (mean=3.57). This depicts that schools provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence.

### 4.6.7. Areas the Government Should Improve to Fight Sexual Violence

The respondents were requested to indicate the areas they think the government should improve in various schools in order to fight sexual violence. According to the respondents the government should introduce sex education in the curriculum to ensure children are taught on matters of sex. This would ensure that they are aware of what is best for them and when they should participate. In addition, the government should improve safety and monitoring in schools; it should also establish and consistently apply workplace policies and also address community-level risks through environmental approaches and ensure justice prevails in cases of sexual violence.

According to the children officer;

> *"The area the government needs to improve is the prosecution of the perpetrators irrespective of their status. All states have laws that require certain professionals to report suspected cases of child abuse to the police or to child protective services. Laws vary by state, but teachers and child care providers are almost always legally mandated to report suspected child abuse. The government should ensure that the law is clear and that anyone found with such actions of sexual violence should be dealt with appropriately."*

### 4.7. Discussion of Findings

### 4.7.1. Level of Knowledge of Sexual Violence

The study found that teachers possess adequate knowledge on sexual violence among pupils. The possession of information was attributed to the fact that they had been trained on matters to deal with sexual violence among pupils in primary school. As teachers engage in the process of fulfilling professional obligations and embed teaching and learning of child protection content in their repertoire of practice, it is argued that educators also require understanding of what

constitutes relevant and effective sexual violence prevention initiatives (Trudginer & Crawford, 2014). While parents and other professionals have a significant role to play, the teachers' role in prevention is critical as children are mandated to attend school and educators have the most contact with children outside their families. Teachers also witness the social and emotional indicators, inappropriate behaviors and academic consequences (Cromer & Goldsmith, 2012) and are in a position to implement prevention strategies as part of their daily classroom pedagogy and practice. The study found that the various types of child abuse included physical abuse, emotional abuse, psychological abuse, and sexual violence. The study found that the cases of sexual violence are high and no single day passes without a report of an assaulted child. The media report cases of assaulted children in primary school. They have attributed this to the lack of the children ability to protect themselves from the perpetrators of the acts.

The study found that that the respondents knew the actions that are taken in case of sexual violence in school. The cases of sexual violence have been reported to the children officer within the Dandora, others indicated that the cases were reported to the chief, while others indicated they reported to the children hotline number. In addition, the respondents indicated that the cases were handled internally within the staff members and the cases that were beyond them were reported to the police to take the necessary actions. The study found that the respondents had come across cases of sexual violence in schools. They further explained that the cases of sexual violence reported by the pupils mostly occurred away from schools. Most of the abusers were from the community the child came from and relatives.

The study also found that the respondents knew where they would refer a case of child sexual violence. They further stated that the cases are reported to the police then to the hospital or vice versa. Other indicated that the cases are referred to children hotline number for further actions.

The study found that teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families. Explicit training concerning sexual violence would appear most urgent as teachers' report to be least prepared to address this form of abuse (Walsh et al., 2015). The need for training was further highlighted recently by Mathews (2011), who conducted a study in Australia, consisting of 470 participants, to find descriptive evidence about teachers' experience of pre-service and in-service training about sexual violence, their self-rated estimation of the adequacy of the training to both identify indicators of sexual violence and to follow reporting procedures, their self-rated confidence in identifying indicators of sexual violence, and their self-rated knowledge of indicators of sexual violence (Mathews, 2011).

### 4.7.2. Attitude on Sexual Violence

The study found that the respondents had observed child sexual violence and they had taken action. They explained further that they took the child who was abused to the hospital and informed the police where they became witness in the court. School staff personnel play a critical role in addressing and preventing sexual victimization in school settings (Craig et al., 2011). Teachers are trained to recognize signs of victimization and assist students to report incidents of violence. The increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being (Duffy et al., 2014). However, in spite of programs and school policies which address the importance of preventing school violence, several studies documented that educators failed to fulfill such obligations (Shakeshaft, 2012). The study also found that the consequences include poor

performance in class, fear and trauma of people whom the child sees as a potential abuser, low poor esteem, suffering from STDs and HIV/AIDS.

In addition, the respondents indicated the child may suffer from physical injuries as the perpetrator uses force to abuse the child. The study found that most children who encounter sexual violence in school or out of school do not have appropriate support services. The reasons attributed to this are that in most cases people are not willing to get involved in such cases. The study found that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being.

The study also found that the school does an adequate job of addressing the issue of sexual assault among pupils. This is done through sensitization of learners of the vice. Despite this sensitization more need to be done in most schools for the vice to be completely eliminated. This would ensure that the pupil live a conducive environment where they are able to enjoy their rights and freedoms without interference or harassment. Craig and colleagues (2010) suggested that teachers' attitudes and beliefs concerning some aspects of victimization can contribute to understanding the severity of the situation and reflect their willingness to intervene. Little research has been done examining pre-service teachers' attitudes regarding sexual violence and the influence it has on their willingness to respond to students' disclosures of sexual victimization. Therefore, investigating the association between attitudes and readiness to intervene is of particular importance since these attitudes will later determine the effectiveness of preservice teachers' interventions once entering the teaching profession.

### 4.7.3. Practices Undertaken to Address Sexual Violence

The study found that the school does not have a written process of taking measures to protect children from abuse. The respondents went even further to indicate that such process is not recognized and does not exist in the school programs. The study also found that the school does not have a written reporting system when a child abuse occurs. The respondents further stated that they have not even heard of such a reporting system. The study found that the respondents signed a code of conduct when they were hired. The code of ethics enables them to always follow the rules set out in relation to the job and the mandate given.

The study found that some of the measures of preventing sexual violence among children included sensitizing children on sexual violence especially during life skill lessons. There is growing awareness that school systems and teachers, by virtue of their accessibility to children and expertise in child development, are in a unique position to identify possible sexual violence cases and intervene on behalf of the children (Riggs, 2012). Most schools have introduced sexuality education undertaken by teachers to address the issue of sexual violence. According to UNESCO (2009), the primary goal of comprehensive sexuality education (CSE) is to equip children and young people with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. In addition to learning about the risks of pregnancy and sexually transmitted infections (including HIV), children and young people also need to learn about the risk of sexual exploitation and abuse in order to recognize these when they occur, to protect themselves as far as possible and to identify and access available sources of support.  The children are taught on the importance of reporting when the abuse occurs. They are also taught how they should respond when the perpetrators of the actions have attacked them. The study found that the primary prevention of sexual violence

among children has been identified as a priority in challenging sexual violence but there is a lack of understanding around what primary prevention is and is not. The respondents further stated that although the evidence base lacks many examples of successful primary prevention programs for the sexual assault sector, some work has been done on identifying the elements required for effective primary prevention

The study found that that school provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence. The study further found that the government should introduce sex education in the curriculum to ensure children are taught on matters sex. This would ensure that they are aware of what is best for them and when they should participate. In addition, the government should improve safety and monitoring in schools, it should also stablish and consistently apply workplace policies and also address community-level risks through environmental approaches.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1. Introduction

This chapter presents summary, discussion, conclusion and recommendations on influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi.

### 5.2. Summary of Findings

This section presents the summary of the findings and they are discussed in subsequent headings:

### 5.2.1. Level of Knowledge of Sexual Violence

The study found that teachers possess adequate knowledge on sexual violence among pupils. The possession of information was attributed to the fact that they had been trained on matters to deal sexual violence among pupils in primary school. The study found that the various types of child abuse included physical abuse, emotional abuse, psychological abuse, and sexual violence. The study found that the cases of sexual violence are high and no single day passes without a report of an assaulted child. The media report cases of assaulted children in primary school. They have attributed this to the lack of the children ability to protect themselves from the perpetrators of the acts.

The study found that that the respondents knew the actions that are taken in case of sexual violence in school.  The cases of sexual violence have been reported to the children officer within the Dandora, others indicated that the cases were reported to the chief and police station, children hotline request team and others health facilities. In addition, the respondents indicated that the cases were handled internally within the staff members and the cases that were beyond

them were reported to the police to take the necessary actions. The study found that the respondents had come across cases of sexual violence in school. They further explained that the cases of sexual reported by the pupils mostly occurred away from school. Most of the abusers were from the community the child came from.

The study also found that the respondents knew where they would refer a case of child sexual violence. They further stated that the cases are reported to the police then to the hospital or vice versa. Other indicated that the cases are referred to children hotline request team for further actions. The study found that teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families.

## 5.2.2. Attitude on Sexual Violence

The study found that the respondents had observed child abuse and they had taken action. They explained further that they took the child who was abused to the hospital and informed the police where they became witness in the court. The study found that the respondents had reported a case of child abuse they encountered last. The study also found that the consequences include poor performance in class, fear and trauma of people whom the child sees as a potential abuser, low poor esteem, suffering from STDs and HIV/AIDS and early pregnancies.

In addition, the respondents indicated the child may suffer from physical injuries as the perpetrator uses force to abuse the child. The study found that most children who encounter sexual violence in school or out of school do not have appropriate support services. The reasons attributed to this are that in most cases people are not willing to get involved in such cases and that the perpetrators were family members. The study found that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting

have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being.

The study also found that the school does an adequate job of addressing the issue of sexual assault among pupils. This is done through sensitization of learners and teaching staff of the vice. Despite this sensitization, more need to be done in most schools for the vice to be completely eliminated. This would ensure that the pupil live a conducive environment where they are able to enjoy their rights and freedoms without interference or harassment.

### 5.2.3. Practices Undertaken to Address Sexual Violence

The study found that schools do not have a written process of taking measures to protect children from abuse. The respondents went even further to indicate that such process is not recognized and does not exist in the school programs. The study also found that the school does not have a written reporting system when child abuse occurs. The respondents further stated that they have not even heard of such a reporting system. The study found that the respondents signed a code of conduct when they were hired. The code of ethics enables them to always follow the rules set out in relation to the job and the mandate given.

The study found that some of the measures of preventing sexual violence among children included sensitizing children on sexual violence especially during life skill lessons. The children are taught on the importance of reporting when the abuse occurs. They are also taught how they should respond when the perpetrators of the actions have attacked them. The study found that the primary prevention of sexual violence among children has been identified as a priority in challenging sexual violence but there is a lack of understanding around what primary prevention. The respondents further stated that although the evidence base lacks many examples of

successful primary prevention programs for the sexual assault sector, some work has been done on identifying the elements required for effective primary prevention.

The study found that schools provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence. The study further found that the government should introduce sex education in the curriculum to ensure children are taught on matters relating to sex. This would ensure that they are aware of what is best for them and when they should participate. In addition, the government should improve safety and monitoring in schools, it should also stablish and consistently apply workplace policies and also address community-level risks through environmental approaches.

## 5.3. Conclusion of the Study

The study concluded that teachers possess adequate knowledge on sexual violence among pupils. The possession of information was attributed to the fact that they had been trained on matters to deal sexual violence among pupils in primary school. The study also concluded that teachers knew the actions that are taken in case of sexual violence in school. The cases of sexual violence have been reported to the children officer within the Dandora, others indicated that the cases were reported to the chief, while others indicated they reported to the children hotline numbers police and health facilities.

The study concluded that the child may suffer from physical injuries as the perpetrator uses force to abuse the child. The study found that most children who encounter sexual violence in school or out of school do not have appropriate support services. The reasons attributed to this are that in most cases people are not willing to get involved in such cases and majority of the perpetrators are family members. The study concluded that the increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased

the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being.

The study concluded that some of the measures of preventing sexual violence among children included sensitizing children on sexual violence especially during life skill lessons. The children are taught on the importance of reporting when the abuse occurs. They are also taught how they should respond when the perpetrators of the actions have attacked them. The study concluded that the primary prevention of sexual violence among children has been identified as a priority in challenging sexual violence but there is a lack of understanding around what primary prevention is and is not. The study concluded that although the evidence base lacks many examples of successful primary prevention programs for the sexual assault sector, some work has been done on identifying the elements required for effective primary prevention.

## 5.4. Recommendations for the Study

Following recommendations are made on the bases of the results of this study:

1. This study has indicated that knowledge level of primary school teachers is very high regarding sexual violence among primary children. This is a positive sign that a very important group of caregivers is well aware of sexual violence. It is recommended that this knowledge power of primary school teachers should be utilized by Government Agencies and Non-Government Organizations to launch awareness campaigns in other influential groups in the society.

2. Primary school teachers should be organized to work as advocates against child sexual violence and in this regard they should be sensitized through workshops and seminars.

3. As primary school teachers are knowledgeable regarding child sexual violence, they can help Children's department to identify cases of child abuse and home violence and these cases may be referred by them for protection against abuse and violence.

4. Primary school teachers may be utilized for counseling and guidance of parents who are not well aware of rights of children in relation to sexual violence.

5. Study has indicated that attitude of primary school teachers is highly positive towards rights of children. This is another good sign. This positive attitude of primary school teachers shows that their belief system regarding child sexual violence is strong. They may be asked to convince different groups of the society to deliver lectures and arrange focus group discussions in favour of Convention on Rights of Child which may have a positive impact in eliminating the vice of child molestation.

## 5.5. Recommendation for Further Studies

Opportunity for further research in the subject matter exists thus: it would be interesting to compare the findings with lower the units of analysis such as the sub-county. The population of the study would be much bigger; a second study is suggested to come up with a standard acceptable utilization levels. This will provide a standard upon which such studies can be replicated.

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# APPENDICES

## APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Hello. My name is Mauti Damaris Moragwa and I am Masters Student at the University of Nairobi, studying Medical Sociology working on my research project. The purpose of this research project is to investigate the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi. As part of this research, I will be administering questionnaires to teachers in primary school about their experiences and opinions on this subject matter. Kindly provide correct and useful data and fill appropriately as logically guided. (This questionnaire has been provided as a word document that can be filled out in soft copy and returned via e-mail; or printed, filled out and mailed). This information will help me to contribute to policy and strategies with relevant stakeholders. The questionnaire will approximately take 30 minutes to complete. The information you provide will remain confidential, for research and educational purposes only. Participation in this discussion is purely voluntary and there is no penalty for refusing to respond to any question. There is also no compensation, money or gifts, for participating in the study.

### Section A: General Information

1. Gender of the respondent

    a) Male ( )           b) Female ( )

2. Indicate by ticking your age bracket

    a) 24 yrs and below     [   ]        b) 25-29          [   ]

    c) 30-34                [   ]        d) 35-39          [   ]

    e) 40-44                [   ]        f) 45-49          [   ]

g) 50 and above             [    ]

3.  Kindly indicate your highest level of educational qualification (tick)

        a) Primary education   [    ]     b) Secondary Education

        c) Certificate or diploma [    ] d) Graduate             [    ]

**Section B: Level of Knowledge of Sexual Violence**

4.  Do the teachers possess adequate knowledge on sexual violence among pupils?

    Yes       [  ]                  No              [  ]

    If yes explain

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

5.  I can name three types of child abuse (if yes, please list below)

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

6.  What knowledge do you have on the reasons why the rates of sexual assault among

    children in primary school are higher than those among the general population?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

7.  Do you know of any action to take in case of sexual violence in school?

    Yes       [  ]                  No          [  ]

Explain either case

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

8.  Have you ever come across cases of sexual abuse in this school?

Yes      [  ]          No        [  ]

Explain either case

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

9.  Do you know where to refer a case?

Yes      [  ]          No        [  ]

Explain either case

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

10. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on level of knowledge of sexual violence amongst primary school teachers.

| Statements | S.D | D | N.S | A | S.A |
|---|---|---|---|---|---|
| Teachers require training to become empowered to comply with child protection requirements and agendas | | | | | |
| Explicit training concerning sexual violence would appear most | | | | | |

| urgent as teachers' report to be least prepared to address sexual violence | | | | | |
|---|---|---|---|---|---|
| Teachers' role in prevention of sexual violence is critical as children are mandated to attend school and educators should have knowledge as they have the most contact with children outside their families | | | | | |
| Teachers who have knowledge, skills and positive attitudes towards child protection can contribute to the safety of their students | | | | | |
| Teachers with recent training on sexual violence report more confidence recognizing indicators, are more knowledgeable about reporting duties and more prepared to follow reporting guidelines | | | | | |

## SECTION C : Attitude on Sexual Violence

11. The last time I observed a child abuse, I took action

   Yes   [ ]        No   [ ]

   Explain your answer

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………..

12. I reported the last case of child abuse that I came across

   Yes   [ ]        No   [ ]

Explain your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

13. What are the consequences of sexual violence among children you are aware?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

14. Do most children who encounter sexual violence in school or out of school have appropriate support services?

Yes   [ ]        No   [ ]

Explain your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

15. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on attitude on sexual violence amongst primary school teachers.

| Statements | S.D | D | N.S | A | S.A |
|---|---|---|---|---|---|
| Teachers are trained to recognize signs of victimization and assist students to report incidents of violence | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Teachers' attitudes and beliefs concerning some aspects of victimization can contribute to understanding the severity of the situation and reflect their willingness to intervene | | | | | |
| Pre-service teachers' attitudes regarding sexual violence has an influence on their willingness to respond to students' disclosures of sexual victimization | | | | | |
| Pre-service teachers' experience with violence might affect their attitudes concerning victimization and decision to report violent acts among students | | | | | |
| Many students continue to perceive school staff members as unresponsive and ineffective in responding to dangerous and intrusive situations, which further reinforces their reluctance to report sexual victimization | | | | | |
| The increasing awareness of the long lasting and detrimental consequences for experiencing sexual victimization in school setting have increased the need for establishing anti-violence and anti-bullying preventions programs to protect students' well-being | | | | | |

16. Do you believe the school does an adequate job of addressing the issue of sexual assault among pupils?

Yes   [ ]        No   [ ]

Explain your answer

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

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

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

**Section D: Practices Undertaken to Address Sexual Violence**

17. Does this school have a written process of taking measures to protect children from abuse?

      Yes  [ ]      No  [ ]

Explain your answer

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………..

18. Does this school have a clear and written reporting system when a child abuse occurs?

Yes  [ ]     No  [ ]

Explain your answer

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………..

19. When I was hired, I signed a code of conduct (*Please tick one*)

      Yes    [ ]            No       [ ]

20. What are some of the measures teachers can take to protect children from sexual violence?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21. What improvements can be made to enhance the practice on effectiveness of the measures to prevent sexual violence among the pupils?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………..

22. Using a scale of 1-5, where 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree, please indicate the extent to which you agree with the following statement on practices undertaken by teachers to address sexual violence in primary schools.

| Statements | S.D | D | N.S | A | S.A |
|---|---|---|---|---|---|
| Sex education has helped teachers to address the issue of sexual violence in schools | | | | | |
| Schools provide a suitable, replicable and sustainable vehicle for the delivery of education on sexual violence | | | | | |
| Various programs have been developed to address the issue of sexual violence among pupils in primary schools | | | | | |
| Successful introduction of school-based sexuality education requires commitment on the part of school authorities to ensure that suitable teachers are selected and supported to deliver sexuality education | | | | | |

| | | | | |
|---|---|---|---|---|
| Understanding the goals of sexuality education, is useful in elimination of risk at one end and vulnerability reduction at the other | | | | |
| Teachers are simply expected to deliver sexuality education despite lack of training, experience or personal aptitude | | | | |

23. What areas do you think the government should improve in various schools in order to fight sexual violence?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

**THE END**

**THANK YOU PARTICIPATION**

Name.................................................. Date...............................................

School................................................. Position......................................

The focus of this exercise is to better understand how knowledge, attitudes and practices on sexual violence amongst primary school teachers of Dandora primary schools in Nairobi. Your input will be documented in order to make improvements in implementation, policy development and strategizing better to ways to mitigate sexual violence in schools.

My aim is to understand the influence of knowledge, attitudes and practices on sexual violence amongst primary school teachers: a case study of Dandora primary schools in Nairobi.

Anything you share will be documented for purposes of this study only. No individual comment can be attributed to a particular person.

Your participation in this interview is completely voluntary. If you are in agreement the main areas of discussion are the following:

1. What knowledge do you have on the reasons why the rates of sexual assault among children in primary school are higher than those among the general population?

2. Do most children who encounter sexual violence in school or out of school have appropriate support services?

3. Do you believe the school does an adequate job of addressing the issue of sexual assault among pupils? If not, what are some improvements you would suggest?

4. What are some of the measures teachers can take to protect children from sexual violence?

5. What improvements can be made to enhance the practice on effectiveness of the measures to prevent sexual violence among the pupils?

6. What areas do you think the government should improve in various schools in order to fight sexual violence?

## APPENDIX III: TIME FRAME

| Activity | November | December | Jan-April | April-May | June-August |
|---|---|---|---|---|---|
| Chapter one |  |  |  |  |  |
| Literature review and Methodology |  |  |  |  |  |
| Field Data Collection |  |  |  |  |  |
| Data Analysis |  |  |  |  |  |
| Report Writing |  |  |  |  |  |
| Submission |  |  |  |  |  |

## APPENDIX IV: BUDGET

|   | Items | Cost in KSHS. |
|---|-------|---------------|
| 1 | Stationery, typing papers, pens, flash disk | 7,200.00 |
| 2 | Secretarial services | 8,900.00 |
| 3 | Printing | 12,000.00 |
| 4 | Binding | 7,000.00 |
| 5 | Mobile phones expenses | 8,000.00 |
| 6 | Communication and telephone Services | 15,000.00 |
|   | **TOTAL** | **56,100.00** |

# APPENDIX V: UNIVERSITY DATA COLLECTION APPROVAL LETTER

## UNIVERSITY OF NAIROBI

### DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095
Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

P.O. Box 30197, Nairobi
Kenya
Email: dept-sociology@uonbi.ac.ke

23/4/2019

## TO WHOM IT MAY CONCERN

### RE: MAUTI DAMARIS MORAGWA- C50/7094/2017

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student the Department of Sociology & Social Work, University of Nairobi. She has presented l project proposal entitled; **"Knowledge, Attitude & Practices of Sexual Violence Among Primary School Teachers: A Case Study of Dandora Primary Schools in Nairobi."**

**Damaris** is required to collect data pertaining to the research problem from the selected organization enable her complete her thesis which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.

Prof. C.B.K Nzioka
Chairman, Department of Sociology & Social Work

# APPENDIX VI: ETHICAL APPROVAL

**Republic of Kenya**
## MINISTRY OF EDUCATION
### STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email:  rcenairobi@gmail.com
      cdenairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: **RCE/NRB/GEN/1/VOL. 1**

DATE: **20ᵗʰ June, 2019**

Damaris Moragwa Mauti
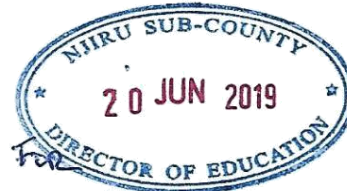University of Nairobi
P O Box 30197-00100
**NAIROBI**

RE:    **RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on **"Knowledge, attitudes, and practices of sexual violence amongst primary school teachers: A case study of Dandora Primary Schools in Nairobi).**

This office has no objection and authority is hereby granted for a period ending **7ᵗʰ June, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**MAINA NGURU**
**FOR: REGIONAL DIRECTOR OF EDUCATION**
**NAIROBI**

C.C

    Director General/CEO
    National Commission for Science, Technology and Innovation
    **NAIROBI**

# APPENDIX VII: NACOSTI

**THIS IS TO CERTIFY THAT:**
*MISS. DAMARIS MORAGWA MAUTI*
of UNIVERSITY OF NAIROBI, 42467-100
NAIROBI, has been permitted to conduct
research in *Nairobi County*

on the topic: *KNOWLEDGE, ATTITUDES,
AND PRACTICES OF SEXUAL VIOLENCE
AMONGST PRIMARY SCHOOL TEACHERS:
A CASE STUDY OF DANDORA PRIMARY
SCHOOLS IN NAIROBI*

for the period ending:
7th June, 2020

.............................
**Applicant's
Signature**

**Permit No : NACOSTI/P/19/24249/30904**
**Date Of Issue : 7th June, 2019**
**Fee Recieved : Ksh 1000**

.............................
**Director General
National Commission for Science,
Technology & Innovation**

## THE SCIENCE, TECHNOLOGY AND
## INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014,

### CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

**REPUBLIC OF KENYA**

**National Commission for Science,
Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 25172**

**CONDITIONS: see back page**

# APPENDIX VIII: RESEARCH AUTHORIZATION

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/24249/30904**

Date: **7ᵗʰ June, 2019.**

Damaris Moragwa Mauti
University of Nairobi
P.O Box 30197-00100
**NAIROBI.**

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Knowledge, attitudes, and practices of sexual violence amongst primary school teachers: A case study of Dandora Primary Schools in Nairobi)."* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **7ᵗʰ June, 2020.**

You are advised to report to **the County Commissioner, the County Director of Health Services, and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**BONFACE WANYAMA**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Health Services
Nairobi County.