

**ETIOLOGY OF CHILD SEXUAL ABUSE AMONG PUPILS IN EMESA  
SUB-LOCATION KISII COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF ARTS, HUMANITIES,  
SOCIAL SCIENCES AND CREATIVE INDUSTRIES IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE CONFERMENT OF  
MASTER OF SOCIAL WORK OF MAASAI MARA UNIVERSITY**

**2021**

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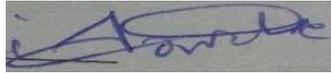
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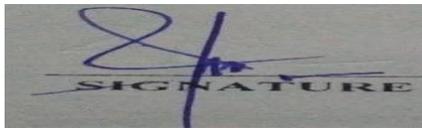
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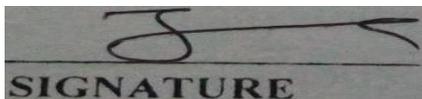
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## **DEDICATION**

I dedicate this work to my Dad, Mum, Wife and three brothers who have exceedingly invested in my education.

## **ACKNOWLEDGEMENTS**

I sincerely acknowledge my Father Deacon Isaiah Orucho Muregi and my Mother Lilian Kerubo Orucho who have dearly invested in my studies, particularly their spiritual, emotional and financial support. Secondly, I acclaim the exertions of my supervisors: Dr. Onyiko Kennedy Karani and Dr. Joseph Misati who have been very contributory during the development of this work. Thirdly I also appreciate Dr. Muniko Zephaniah and Dr. Zeddy Lemein my internal examiners and Dr. Jonson Mavole my external examiner for their constructive inputs to this research. Fourthly, I wish to thank all the lecturers in the School of Arts, Humanities, Social Sciences and Creative Industries under the leadership of Prof. Kodak Bernard Otieno for their contribution at different levels of defense.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AMREF</b>	:	African Medical and Research Foundation
<b>ANPPCAN</b>	:	African Network Prevention and Protection against Child Abuse Neglect
<b>CBS</b>	:	Central Bureau of Statistics
<b>CSA</b>	:	Child Sexual Abuse
<b>CHMT</b>	:	County Health Management Team
<b>CSEC</b>	:	Commercial Sexual Exploitation of Children
<b>FGM</b>	:	Female Genital Mutilation
<b>HIV</b>	:	Human Immunodeficiency Virus
<b>KNBS</b>	:	Kenya National Bureau of Statistics
<b>MOH</b>	:	Ministry of Health
<b>NACOSTI</b>	:	National Commission for Science, Technology and Innovation
<b>NCPD</b>	:	National Council for Population and Development
<b>PTSD</b>	:	Post-Traumatic Stress Disorder
<b>SEA</b>	:	Sexual Exploitation of Adolescents
<b>SPSS</b>	:	Statistical Package for Social Scientists United
<b>UNICEF</b>	:	Nations Child Education Fund
<b>UoK IERC</b>	:	University of Kabianga Institutional Ethics Review Committee
<b>WHO</b>	:	World Health Organization

## ABSTRACT

Child sexual abuse (CSA) is both a social and public health concern locally and globally. A mutual mistaken belief on child sexual abuse is that, it is uncommon occurrence committed against girls by male strangers in both rural and urban areas in Kenya. Notwithstanding myriad research on CSA, little is known about its etiology. In the recent past in Kenya, sexual abuse has been noted in schools most of which the perpetrators go scot-free. It occurs at all levels of the society affecting not only girls but also boys. The purpose of this study therefore was to investigate the etiology of child sexual abuse among pupils in Emesa sub-location. The study was based on four objectives, that is; to identify the etiology of sexual abuse among pupils in Emesa sub-location in Kisii county, to determine the prevalence rate of sexual abuse among pupils in Emesa sub-location, to explore the awareness level of pupils about sexual abuse in Emesa Sub-location in Kisii County and to examine mitigation strategies of sexual abuse among pupils in Emesa Sub-location in Kisii County. The study was informed by the Attachment Theory which suggests that children's lives are centered initially on their parents, the family environment being their primary agent of socialization. Systematic random sampling was used to select the respondents to ensure that the sample was a representative. The study utilized descriptive survey design. The target population was 700 pupils out of which a sample size of 100 (14 percent) pupils was selected from three primary schools in Emesa Sub-location, which include: Kabonyo, Nyabisase and Emesa primary schools. The study used questionnaires and interview schedules as tools for data collection. Both qualitative and quantitative data was collected and analyzed by textual analysis and the use of descriptive statistics using SPSS and presented through percentages, means, standard deviations and frequencies respectively. There is a significant relationship between the etiology and child sexual abuse since 80.9% of the respondents agreed walking to school, pornographic content in mobile phones and TVs, parental negligence, single parenthood, orphanage, social disorganization and poverty are the main causes of CSA. The study found out that threats from perpetrators were preventing the disclosure of child sexual abuse. The research recommends that research, programs and policies should focus on child protection. The patriarchal narrative of manhood needs to change and boys should read from a different script on their roles and place in the society. A dialogue on what it means to be a man, woman, boy or girl and socially assigned roles should be started. Finally, additional research is needed to identify potential protective contextual factors that can be utilized to dissuade adults from sexually exploiting children. The beneficiary of this study are teachers, parents, clan elders and social administrators. This study contributed to the knowledge base on the etiology of child sexual abuse, shedding light on the mitigation strategies and informing on culturally competent practice preventing child sexual abuse.

## **CHAPTER ONE**

### **1.0 Introduction.**

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, scope of the study operationalization of variables and definition of terms.

### **1.1 Background to the Study**

Child abuse as recorded in literature in many parts of the world continues to affect the children conventionally. The abuse dates back to ancient civilizations as seen in the reports of female genital mutilation, infanticide, neglect, abandonment and child trafficking. Child abuse is a worldwide problem that occur in various forms which is profoundly entrenched in cultural, economic and social practices. It occurs in different forms which are: physical, emotional neglect and sexual abuse (Alicia and Joaquin, 2006). Child physical abuse involves the acts of omission by caregivers, teachers, parents or a third party that intentionally causes physical harm to the child, this inhibits the physiological development of the child. Child Emotional abuse is manifested when the caregivers fail to furnish the child with appropriate and supportive environment, apprehensible in acts that have antagonistic effect on the emotional health and development of the child (Dolores et al., 2020). Child neglect occurs when the parent or the caregiver has the resources and capacity to provide the basic needs of the child but deprives the child the necessities thus amounting to child abuse when the it reaches the levels where the child cannot surface (Shirley et al., 2020). Child sexual abuse is the palpable stead of adults to use the child for sexual gratification. It is not infrequent for children who have been abused to display the manifestations of infection, constipation, abdominal pain,

recurrent urinary tract infection, genital injury and behavioral problems (Mariane & Carolina, 2016).

Child sexual abuse (CSA) is a universal delinquent which incisions transversely the entire status margins vacillating from communal, economic, cultural and political (Gabriela et al., 2020). This has continued to affect pupils on a daily basis. Even though the present prevalent appraisals of CSA are based on official data sources (e.g., social welfare, children office, governmental institutions, rescue centers, etc.) these appraisals only account for corroborated or reported cases leaving behind the unreported cases especially in the rural areas (Douglas & Finkelhor, 2011). As a matter of fact, according to these estimations, CSA affects 2 out of every 100 children (Douglas and Finkelhor, 2011). Although studies have been done on the effects of sexual violence against children both the long term and short-term effects, data that explores the etiology and mitigation strategies of CSA among pupils is lacking. Moreover, how the children cope differs across cultures which risks them of developing long-term psychiatric problems in pupils who have undergone the violence (Shapiro et al., 2012). Part of the antagonistic impinge of CSA are the avoidant coping stratagem like depression, attempted suicide, substance use, high sexual desires or hyposexuality. However, the manifestation of these effects during the transition period of adolescence and their variations across cultures and ethnic groups remains unknown among the pupils. In Social work practice, keen case conceptualization and correct assessment leads to fruitful treatment plan. Therefore, it's important to look at these differences from strength perspective within the cultures of the pupils who have experienced sexual violence. Consequently, taking note of the adverse effects of child sexual violence and the cultural considerations attached to it provides an insight to

the mitigation strategies, symptomatic management and a mitigant of the associated long-term complications of CSA such as hypersexuality that pervades in adulthood.

According to WHO 2006, CSA has long-term antagonistic effects on the physiological and psychological and development of children. Researchers have found out that childhood sexual violence has a complementary relationship with the undesirable outcomes such as irritability, extricability, viciousness, capriciousness, tetchiness, depression, hypersexuality, hyposexuality substance abuse and somatic (Wilson, 2010).

According to Stoltenborgh et al., (2011), the average global prevalence of CSA is estimated to be 11.8%. Other studies have shown that the worldwide prevalence of CSA ranges between 7.6 and 8.0% among males and 15.0 and 19.7% among females (Barth et al., 2013). In south America, the prevalence of CSA is similar among the female and male that is 13.8% and 13.4%, respectively; (Stoltenborgh et al., 2011). This rate is inconsistent with other continents where the prevalence rate of CSA among female tends to be higher than male (Akinyemi et al., 2017). Africa for instance, has the highest rates of CSA which is 19.3% for males, 20.2% for females and this might be even higher owing to the fact that most cases are unreported. In Europe, rate of CSA is (5.6% for males, 13.5% for females) whereas in Asia the rate of CSA is (4.1% for males, 11.3% for females). Within North America, the estimated prevalence rates approximate the global averages at 8% among males and 20.1% among females (Stoltenborgh et al., 2011). Therefore, the prevalence of CSA across the globe as demonstrated in the continental estimates is high which calls for an exploration of its etiology and the mitigation strategies.

It is important to note that approximating the prevalence of sexual violence against children is intricate due to distinct factors. That is, there is no universal defining criterion on what

CSA constitutes and rift between the official and self-reported cases on abuse (Haileye, 2013). The classification of CSA on different demographic scale is also another factor that complicates the prevalence estimates. For instance, in South America, reporting of CSA cases is very scares. Even in the regions where the reporting rate is high, characterization of CSA is still problematic in those area

According to Masilo (2018) the age of the child is a strong etiology of child sexual abuse. In Europe, girls have a high prevalence to sexual abuse when they are young by someone close to them than boys (Banducci, 2014). Moreover, the girls with no formal education and those neglected by parents as a result of poverty are significantly more likely to be sexually abused. Most researches have demonstrated that children than do not live with their parents' experience high rates of sexual abuse compared to those that live with their parents (Mariane, 2016)

Most perpetrators who abuse children sexually are often male known to the victim with rates indicating a higher prevalence in girls than in boys (Olafson, 2011). Tillman et al., (2016) found out that girls are two to three times more likely to be sexually abused compared to boys. Nonetheless this approximation is tied to the low rates of reporting, cases that cannot be substantiated and the social stigma on boys' sexual abuse (Young, et al., 2011). Moreover, the methodological issues where much focus of the previous researchers on sexual abuse experiences of female victims is also a contributing factor to this difference. The hypothesis that girls and boys can be sexually abused has not been sufficiently explored (Barth et al., 2013). Nonetheless, prevalence rates have continued placing girls as more at risk of sexual

violence than boys. The vulnerability to sexual abuse decreases with age for boys and it's at peak during adolescence whereas in girls it increases with age (Finkelhor, 2015).

In Africa, research has demonstrated that there is a crucial foundation derived from the childhood experiences in the life of a person (Yahaya et al., 2013). The cultural and harmful traditional practices such as FGM, early marriages, gender typing and male dominance have continued to place girls to be more vulnerable to sexual abuse than boys (Alabi and Bahah, 2013). In Nigeria for instance, there are many problems that face girls such as e family abuse and domestic violence, sexual abuse, rejection, neglect, FGM, forced marriages, forced prostitution, and child labour (Akinyemi, et al., 2017).

The family is a group of people who are closely related and care for one other (Amy, et al., 2020). According to Roberto and Kirsten (2020), a family is the genesis of the society and that as such, it plays a fundamental role in a child's socialization, survival, growth, protection, and development. UNICEF, 2002 equates the family to a sanctuary - a place where individuals seek love, care, protection, belonging, and shelter. Whereas it is morally and constitutionally expected of parents and other care givers to provide love, care, and protection to their children, this has not always been the case. Unfortunately, gone are the days when children could feel safe in their homes as they are often sexually abused within the family system. According to Jelena, et al., (2020), most incidences of child sexual abuse occur at home, a place that is expected to protect the children. A report by Statistics South Africa (2016) reveals that 40.0 percent of child sexual violence occurred in their homes during the 2014/15 period. Literature and various reports from court cases show that children have been, and continue to be sexually abused by the people that are supposed to provide them with safety, love and care. These

people are uncles, aunties, biological fathers or mothers, stepfathers, grandfathers, brothers and sisters (Masilo, 2018).

According to the Kenya's central bureau of statistics 2019 census, children between the age of 10-17 comprises of 24.5 percent. This population is in the hands of the adults and caregivers for guidance and mentorship. Social workers, community health volunteers, sociologists and teachers should regularly assess the history of sexual abuse in children and report to the relevant authorities including providing referrals to rescue centers where the abused children can be contained as the healing process both physical and psychological is initiated (Lindsay & Jennifer 2017).

In Emesa sub location, Child sexual abuse has been tied to several of antagonistic effects which include: hyposexuality, hypersexuality, drug abuse, suicidal tendencies, poor academic performance, anomie and depression. In spite of a surfeit of research on CSA, there is insignificant knowledge about the etiology and mitigation strategies of child sexual abuse which is essentially the research gap that the researcher sort to fill. This is due to the fact that CSA intricates the health development of pupils, yet its etiology, prevalence, awareness and mitigation has been burdensome to establish among pupils in Emesa Sub-location schools.

## **1.2 Statement of the Problem**

Child sexual abuse is an increasing global epidemic that has continued to affect pupils physically, socially, emotionally and psychologically. There is a higher prevalence of CSA in girls as compared to boys. Surprisingly, most of the perpetrators are known to the victim. This is a public health problem and it is detrimental to children psychosomatic health. Pupils are harassed and abused sexually on their way to school and at school every term, with girls

particularly being more vulnerable. It manifests as verbal, emotional and psychological distress, molestation, onfall, coercion, exploitation, prejudice and discrimination. According to the Kenya Alliance for Advancement of Children report in 2019 and the report from the National Council for Population and Development Youth Survey in Kisii County in 2017, child sexual abuse has been on an increase in Kisii county particularly in Emesa Sub-location with teachers and close relatives reported to be the main perpetrators. These are the people who could be considered as the pupils' role models and custodians. Much of the scope and scale sexual abuse remains hidden because of fear of discrimination, stigma and intimidation from the teacher. This is despite the Government of Kenya enacting the sexual offences Act 2006. The sexual harassment has negatively affected the education of pupils due to psychological torture, low self-esteem for the affected pupils unwanted pregnancies and infections. The mainstream of the research carried previously on CSA has been done in inner-cities and little on the causes of child sexual abuse has been covered. Consequently, this study endeavored to inquire the etiology of child sexual abuse among pupils in Emesa sub-location, Kisii County, Kenya which is in a rural set up.

### **1.3 Purpose of the Study**

The main purpose of this study was to investigate etiology of Child Sexual Abuse among pupils in Emesa Sub-location in Kisii County, Kenya

#### **1.4 Objectives of the Study**

- i. To identify the etiology of sexual abuse among pupils in Emesa sub-location in Kisii County.
- ii. To determine the prevalence rate of sexual abuse among pupils at Emesa sub-location in Kisii County.
- iii. To explore the awareness level of pupils on sexual abuse in Emesa Sub-location in Kisii County.
- iv. To examine mitigation strategies of sexual abuse among pupils in Emesa Sub-location in Kisii County.

#### **1.5 Research Questions**

- i. What is the etiology of sexual abuse among pupils in Emesa sub-location in Kisii County?
- ii. What is the prevalence rate of sexual abuse among pupils at Emesa sub-location in Kisii County?
- iii. What is the awareness level of pupils on sexual abuse in Emesa Sub-location in Kisii County?
- iv. What are the mitigation strategies of sexual abuse among pupils in Emesa sub-location in Kisii County?

#### **1.6 Justification and Significance of the Study**

Child sexual abuse is a widespread public health concern that is increasing in the rural areas. In Emesa sub location, Child sexual abuse has been linked to several adversative effects which include: hyposexuality, hypersexuality, drug abuse, suicidal tendencies, poor academic performance, anomie, early marriages, early pregnancies and STIs. In spite of a surfeit of

research on CSA, there is insignificant knowledge about the etiology and mitigation strategies of child sexual abuse. Therefore, this study endeavored to investigate the etiology of child sexual abuse among pupils in Emesa Sub-location. The results from this study will shed light to Social Workers, parents, clan elders, chiefs, assistant chiefs, teachers and the greater community on the Etiology of child sexual abuse on pupils. It focused on learners of age bracket 10-17 years in primary schools since they have a high likelihood of being sexually abused and cannot give consent or make decisions on their own. When etiology of child sexual abuse is determined, the community will find it easier to mitigate sexual abuse based on the ways identified as the primary causes of sexual violence among pupils. The findings of this study might be of great significance to the policy makers, local administrators, parents and teachers as an eye opener to the mitigation strategies of CSA. Most importantly, the findings might be usefully to the Ministry of Education in creation of public awareness on CSA and its prevention. Further, the study provided new knowledge on the mitigation strategies of child sexual abuse.

### **1.7 Scope of the Study**

The study investigated the etiology of child sexual abuse among pupils in Emesa Sub-location in Kisii County. This sought to bring a solution to sexual violence against children. It concentrated on pupils in primary schools of age bracket 10-17 years since they are in the adolescent age and likely to be sexually abused.

### **1.8 Limitations of the Study**

According to Drost (2011), limitations are the potential vincibility's of the study that the researcher has no control over. The study was limited to descriptive research design that relied on the opinions, experiences and attitudes of the respondents. The overreliance on the

interview schedules and the questionnaires as the main tools for data collection was a limitation. There was a likelihood that the study could suffer from the limits of these tools. Secondly, some of the respondents become apprehensive to give information for fear of victimization, judgement and disclosure. However, the researcher gave them assurance that their information would not to be disclosed to anyone. Some parents were reluctant to sign parent consent form to allow their children participate in the study. The researcher therefore explained to them the significance of the process to allow them participate.

### **1.9 Definitions and Operationalization of variables of the study**

The variables of this study were operationalized and used as follows to give a blueprint of what the researcher was out to investigate as per each objective. Various terms definitions were tailored to suit this study.

#### **1.9.1 Objective 1:**

#### **To Identify the Etiology of Sexual Abuse Among Pupils in Emesa Sub-Location in Kisii County**

IV- Etiology

DV- Sexual abuse

Etiology – This is an investigation or study on the causes, origins, the rationale in support of the way that things are, or the way they function. Sexual Abuse - is the dominant position of an adult or older person that allows him or her to force or coerce a child into sexual activity against the wish of the child.

#### **Etiology was operationalized in this study as:**

Whether or not the following risk factors have exposed the respondent's CSA:

- i. Child neglect
- ii. Drug and substance abuse
- iii. Poverty
- iv. Social disorganization

### **Types of Sexual Abuse**

Child sexual abuse includes a number of sexual offenses which include:

- a) **Sexual Assault-** this is an offense in which an adult uses a minor for the purpose of sexual gratification; for example, rape (including sodomy), and sexual penetration with an object.
- b) **Sexual Exploitation-** this is an offense where an adult victimizes a minor for advancement, sexual gratification, or profit; for example, prostituting a child, and creating or trafficking in child pornography.
- c) **Sexual Grooming** -this is the social conduct of a potential child sex offender who seeks to make a minor more accepting of their advances and later abuse the minor.

### **1.9.2 Objective 2:**

**To determine the prevalence rate of sexual abuse among pupils at Emesa Sub-Location in Kisii County.**

IV- Prevalence

DV- Sexual abuse

**Prevalence:** This is the rate at which a given population is likely to be affected a particular condition. The total population is compared to the number found to be affected by a condition under investigation. Usually, the prevalence rate is expressed as a fraction or as a percentage. In this study, prevalence referred to the portion of the children were sexually abused.

## **Operationalized variables**

### **Prevalence**

- i. Point prevalence** – the part of the pupils is sexually abused during the period of investigation.
- ii. Period prevalence** – Part of the pupils in Emesa Sub-location that have been sexually abused within one year before the investigation
- iii. Lifetime prevalence** – Part of the pupils that at some point in their lifetime have experienced sexual abuse.

### **1.9.3 Objective 3:**

To explore the awareness level of pupils on sexual abuse in Emesa Sub-location in Kisii county

#### **IV- Awareness**

#### **DV- Sexual abuse**

**Awareness:** It is the state of knowing something, such as the awareness that sexual violence exists

#### **Operationalized variable**

Awareness on:

- i. Sexual abuse**
- ii. Forms of abuse**
- iii. The perpetrators of abuse**
- iv. The effects of abuse**

#### **1.9.4 Objective 4:**

**To examine mitigation strategies of sexual abuse among pupils in Emesa Sub-location in Kisii County**

#### **IV- Mitigation**

##### **DV-Sexual abuse**

**Mitigation.** The act of lessening the force or intensity of sexual abuse. It is the elimination or reduction of the frequency, magnitude or severity of exposure to sexual violence or minimization of the potential effect of sexual exploitation.

**Strategy.** This is a set of intended actions designed to accomplish a specific long-term or overall goal. In this context, a strategy referred plans that will be used to prevent child sexual abuse incidences.

##### **Operationalized variables**

##### **Mitigation of sexual abuse.**

The main mitigation strategies of child sexual abuse include:

- i. Registering sex offenders
- ii. Notifying the communities on the presence of sex offenders
- iii. Background survey during recruitment of teachers
- iv. Control of movement and places of residence of the perpetrators
- v. Introduction of long prison sentences as a deterrence.

### **Strategies to reduce sexual abuse**

Educational programs in school need to be introduced to equip the pupils with the necessary skills on identifying dangerous situations, approaches on refusing the abusers, how to break an interaction and summon aid.

**Abuse:** Abuse refers to the improper treatment or usage of something or someone for a wrong purpose. In this study, abuse was used to refer to the inappropriate touch of a pupil's private parts, forcing a pupil to have sexual intercourse with or without the consent of the pupil.

**Child:** A person under the age of 18 years who is directly under a parent or a guardian. A child cannot make a decision on his/her own and therefore cannot give consent to sexual intercourse.

**Child Sexual Abuse:** This is the violation of a child's right by involving him or her into sexual activity which the child doesn't understand fully, cannot give informed consent to because of the developmental unpreparedness. This goes against the social normal and is in violation of the law governing the society (World Health Organization, 2006).

**Pupil:** In this study, a pupil referred to a person formally engaged in learning, especially one enrolled in primary school under the supervision of a teacher.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the general review, literature review based on the objectives, research gap, theoretical framework and conceptual framework. The literature review provides the reader with an overview of major academic work done on the subject of child sexual abuse thus creating a knowledge gap to fill.

#### **2.1 General Literature Review**

CSA is global prodigy which cuts across all status boundaries ranging from social, economic, cultural and political. This has continued to affect pupils on a daily basis. Even though the present prevalent appraisals of CSA are based on official data sources (e.g., social welfare, children office, governmental institutions, rescue centers, etc.), these appraisals only account for corroborated or reported cases leaving behind the unreported cases especially in the rural areas (Douglas and Finkelhor, 2011). As a matter of fact, according to these estimations, CSA affects 2 out of every 100 children (Douglas and Finkelhor, 2011). Although studies have been done on the effects of sexual violence against children both the long term and short-term effects, data that explores the etiology and mitigation strategies of CSA among pupils is lacking. Moreover, how the children cope differs across cultures which risks them of developing long-term psychiatric problems in pupils who have undergone the violence (Shapiro et al., 2012). Part of the antagonistic impinge of CSA are the avoidant coping stratagem like depression, attempted suicide, substance use, high sexual desires or hyposexuality. However, the manifestation of these effects during the transition period of adolescence and their variations across cultures and ethnic groups remains unknown among

the pupils. In Social work practice, keen case conceptualization and correct assessment leads to fruitful treatment plan. Therefore, it's important to look at these differences from strength perspective within the cultures of the pupils who have experienced sexual violence. Consequently, taking note of the adverse effects of child sexual violence and the cultural considerations attached to it provides an insight to the mitigation strategies, symptomatic management and a mitigant of the associated long-term complications of CSA such as hypersexuality that pervades in adulthood.

According to Stoltenborgh et al., 2011, the average global prevalence of CSA is estimated to be 11.8%. Other studies have shown that the worldwide prevalence of CSA ranges between 7.6 and 8.0% among males and 15.0 and 19.7% among females (Barth et al., 2013). In south America, the prevalence of CSA is similar among the female and male that is 13.8% and 13.4%, respectively; (Stoltenborgh et al., 2011). This rate is inconsistent with other continents where the prevalence rate of CSA among female tends to be higher than male. Africa for instance, has the highest rates of CSA which is 19.3% for males, 20.2% for females and this might be even higher owing to the fact that most cases are unreported. In Europe, rate of CSA is (5.6% for males, 13.5% for females) whereas in Asia the rate of CSA is (4.1% for males, 11.3% for females). Within North America, the estimated prevalence rates approximate the global averages at 8% among males and 20.1% among females (Stoltenborgh et al., 2011). Therefore, the prevalence of CSA across the globe as demonstrated in the continental estimates is high which calls for an exploration of its etiology and the mitigation strategies.

In developed countries, there is more research on the mitigation of sexual violence against children compared to the developing countries. For instance, in Malaysia, a study on CSA found out that children below the age of eleven would not say no and share their abuse

experiences whereas those above fourteen years demonstrate a significant protection skill and refusal approaches (Tee and Ashley 2020). According to Menjívar and Walsh (2017), a study in El Salvador found out that Topics on sexual violence prevention distributes preventive messages effectively to the public in the museum exhibits. A study by Ayala, et al. (2009) demonstrates that in children have insufficient information on the CSA mitigation and self-protection skills. This calls for a need of a study on the preventive strategies of CSA to equip the pupils with the knowledge and skills on the refusal approaches among the adolescents, preschoolers and pupils with mild retardation (Barlow and Schrader-MacMillan, 2010) Education programmes on CSA prevention were found to benefit the learners by equipping them with the skills for self-protection and increasing their knowledge on the effects of sexual abuse (Zhang et al., 2014).

According to Bruce (2011), even if research demonstrated the ability of pupils to learn the prevention strategies, to demonstrate if sexual abuse mitigation translates to knowledge acquisition is a significant challenge. There is inadequate evidence to show that the reported child sexual abuse victimization can be mitigated by sexual abuse prevention educational programs. Nonetheless, retroactive prospect unfolds that pupil who get involved in the sexual abuse prevention programs in school, reported a higher rate of CSA disclosure and reduced rate of violence (Butchart, et al., 2006). Consequently, the possession of knowledge and skills on self-protection is useful to the pupils when they are faced with the threat of sexual abuse. Collin-Vezina et al., (2013) found out that the vulnerability of children to sexual abuse increases between age 8 to 12 year this suggests that the sexual abuse prevention programs should be started at or before early school age.

In Africa, due to the underdevelopment and poor socio-economic state of many countries, pupils are at a higher risk of sexual abuse as compared to the developed countries. The weak protection policies and the underreporting of cases subjects the pupils to a more severe plight than in the western countries. It is worth noting that when comparing Africa to other continents in the world, the proportion of the pupils at risk of sexual abuse, early marriage, FGM, poverty, labour exploitation, disease, depression, substance abuse and malnutrition is on an increase (Centers for Disease Control and Prevention, Kaiser Permanente 2016). The hostility of the African environment, subjects many pupils to economic struggle as they grow and their childhood is manipulated by factors that adversely limit their physiological, psychological, emotional, social and economic development. These harsh economic conditions subject children to abject poverty and others end up in the streets to beg and look for other ways of survival which increases their chances of being sexually exploited.

## **2.2 Etiology of Sexual Abuse among Pupils**

According to Swaby (2009), etiology of CSA ranges from cultural factors in the community such as child battering, FGM, sexual exploitation and male chauvinism to family-level factors like child neglect, poverty, marital violence, social disorganization and non-nuclear family. All these are the contributing factors to the etiology of CSA. Child-level factors such as economic position, age, disability, physical and psychological health, and gender contribute to CSA.

### **2.2.1 Child Neglect**

According to WHO (2006), Child neglect is any verified or suspected outrageous deed or omission by a parent, guardian or caregiver that impoverishes a child of basic age-appropriate needs and thereby results, or has reasonable potential to result, in physical or psychological harm. When the children are neglected by the parent, girls suffer more than boys from the neglect.

Child neglect involves abnegation, relinquishment, inappropriate child supervision, unsatisfying a child's emotional and psychological needs, failure to provide basic necessities such as food, shelter, clothing and education. Child neglect is mostly indicated by insufficient care that can be observed by someone close to the child. Teachers for instance, can detect the signs of neglect by observing the child's physical appearance and emotional comfort. There is a high rate of child neglect and maltreatment in the developing countries due to poverty level.

Whereas other substantiated forms of child maltreatment such as physical, psychological, verbal, economic and cultural abuse have decreased significantly in the recent past, rates of child neglect have declined. Between 2000 to 2017, the rates of reported physical abuse decreased by 42 percent and rates of justified sexual violence diminished by 62 percent, however, rates of substantiated child neglect fell by just 5 percent showing that it's still high. For that matter, social workers and community health volunteers believe that neglect merits more attention from social researchers, government legislators, and medical practitioners. Since neglect is an act of omission, it poses a big challenge in its identification.

Many parents who neglect children do not do so deliberately. Studies indicate that parenting that is neglectful may come forth from a persons' early developmental experience during childhood in the environment with limited coping mechanisms and resources. Family dynamics is also a contributing factor to neglectful parenting. This study conceptualizes that child neglect leaves a child susceptible for sexual abuse from the perpetrators due to the prevailing conditions such as availability and age.

### **2.2.2 Poverty**

According to Edwards (2019), the various types of child maltreatment have a close relationship with poverty. These types of maltreatment include, sexually exploiting children, using children as laborers, child neglect which comes as a result of a parent not able to provide sufficiently their children's basic needs, homelessness, Increased rates of child-on-child abuse because they are left under no supervision, and sexually exploiting children. In Kenya, according to the police reports 2019, there are approximately 10 000 reported child sexual violence each year. The Ministry of Labour and Social Protection of Kenya survey (2019) reported that its only 14 percent of the child sexual abuse cases are reported that's approximately three cases in every twenty abuses. Consequently, this implies that there is under estimation on the cases of child sexual abuse reported. The reasons for this under-reporting include: Poverty- especially in families living in poor social-economic states who depend on the abuser to give them money to buy basic necessities. This silence both the victim and the victim's family for fear of withdrawal of the support (Anderson, 2017)).

Most families In Emesa sublocation are undergoing economic hard times. The inability by these families to provide basic necessities to the pupils such as decent schools uniform, food

and sanitary pads makes the pupils vulnerable to abuse. Many school going children especially girls' resort to involving themselves in sexual activities in exchange for money to buy these basic needs. The abuse impacts the daily life of the pupil when it happens. The reaction to sexual abuse is uniquely based on every survivor. Generally, sexual abuse has both the long-term and short-term effects on the physical health and psychological development of the pupil. CSA has emotional reactions by victim that include, mortification, guilt, surprise, low self-esteem and feelings of insulation. The long-term health dangerous manifestations such as PTSD, anxiety, depression, suicidality and eating disorders are a consequence of the psychological effects of sexual abuse. The Physiological effects of child sexual abuse include, obstetric fistula later in life, early pregnancies, STIs and boy injuries. this as an economic impact such as the medical expenses on the pupil upon contracting the STIs. In the long run, sexual violence has an economic impact such as the cost required by the victim's family to treat the pupil upon contracting STIs and the time wasted on medication.

### **2.2.3 Drug and Substance Use**

According to Miller (2017), the complexity in establishing the relationship between parental substance abuse and child sexual violence is due to the perpetrators safe facing mechanisms. Studies indicate that both male and female can be perpetrators of child sexual abuse as a result of alcohol abuse.

Olafson (2011) found out that pupils who have an history of sexual abuse are more like to abuse drugs in adulthood as compared to those who experienced other forms of childhood maltreatment even without a family history of drug abuse. According to O'Neil (2020), the intensity of child sexual abuse is accompanied with early substance abuse as a coping

mechanism. Therefore, children abuse drugs a coping mechanism which may intern present adverse effects as a result of the abuse such as addiction and mental disorders. A study by Novak (2020), found out that excessive drinking mediates the relationship between child sexual violence and suicidal tendencies.

Parents who abuse alcohol and other drugs are more likely to abuse their children sexual due to impaired judgement than those who do not. A child with the experience of sexual abuse during may be at a risk of alcohol abuse later during adulthood. The demonstration of this relationship is best seen in women with childhood sexual experiences. This is contributed by a number of factors that influence this relationship of sexual experiences and drug abuse such as coping skills; violation of social norms; and psychological problems, such as posttraumatic stress disorder. The emotional effects of child sexual abuse and neglect may lead drug abuse problems later in the child's life (Lalor and McElvaney (2010). There is a significant relationship between all types of child maltreatment to high levels of drug abuse (Maniglio, 2013).

According to Testa & Smith (2009), parental drug abuse may be associated with the physical or sexual abuse of children. The early experience of being abused during childhood increases a pupil's risk for substance abuse during old age. This is clearly shown on women who previously suffered sexual violence in childhood days.

#### **2.2.4 Social Disorganization and Sexual Abuse**

Social disorganization is a state community which is characterized by a general breakdown of effective social norms and control resulting in a deficiency on functional integration between people, conflicting social attitudes, personal and social maladjustment.

According to Kawalerowicz and Biggs (2015), key structural factors that diminish community-level self-regulatory capacity are neighborhood poverty, residential instability, family disruption; population density and proximity to urban areas. Consequently, communities with strong informal social networks are able to monitor and regulate sexual violent behavior (Odallo et al., 2018). Therefore, structural factors that increase the complexity of community social organization and undermine informal social networks enhance the range of sexual violent behaviors pursued by residents (Law et al., 2018).

Poverty deprives social institutions like the family of its resources needs for its sustainability and other organizations in the neighborhood (Noel et al., 2012). Social disorganization conceptualizes that some of the destructive effects of immigration, industrialization and urbanization lead to changes in the social structure through social evils like ethnic diversity, residential instability and neighborhood poverty. Consequently, the resultant structural changes diminish the social cohesion of neighborhoods and reduce the power of the social norm and the informal social control required to regulate deviant behavior. This leads to CSA. Consequently, therefore, high ethnic difference gives rise to social detachment. This in return leads to structural hindrances and cultural adjustment that downplay social organization. Kawalerowicz and Biggs (2015) also tracked social disorganization to requisite peculiar to the urban areas which leads to high population density because this was the only places where the poor could afford to live. The social network was disrupted due to this high population.

Urbanization is adversely associated with the unintelligibility of the normative environment. (Browning, et al., 2016). The increase in urbanization gives rise to an environment that facilitates high levels of sexual violent actions by creating greater anonymity with minimal risk of being know. The matriarchal non-traditional family structures households is linked to social disorganization. According to the extramarital research conducted in Zambia, Social disorganization has received support (Roberts, 2017). Social disorganization will be used to understand how the breakdown of social normal leads to anarchy especially sexual abuse among pupils.

### **2.3 Prevalence of abuse**

According to Olafson 2011, the prevalence rate of child sexual abuse is higher in girls than in boys and most of the abusers are known to the survivor who are commonly male. Girls are more susceptible to sexual abuse than boy that is, three to four times more likely to be sexually abused than boys (Barth et al., 2013; Finkelhor, 2015). However, these approximations are as a result of underreporting, social stigma about the sexual abuse of boys and unsubstantiated cases. Further methodological issues have had a focus on CSA studies on female survivors resulting to these differences (Tillman et al., 2016). In this regard, research on CSA on boys has not been adequately explored (Barth et al., 2013). Nevertheless, the prevalence rates have placed girls at a higher risk of CSA than boys. For boys the risk of sexual abuse is highest during adolescence but for girls it increases with age (Finkelhor, 2015). Studies show that 6 percent all pupils are sexually abused each year (Finklehor 2015), but due to underreporting, this might be higher. However, this doesn't nullify the fundamental reality that sexual violence against boys and men is rampant.

Although it is globally conceded that sexual violence on pupils is manifested in all countries and societal level, dependable statistics on CSA is limited (Holtzman and Menning, 2014). According to Noel et al., (2012) 46 percent of women have experienced attempted or consummated compulsive sex by an intimate partner or ex-partner at one point in live. Domestic violence and rape have contributed highly to a tune of approximately 5–16 percent of healthy years of life forfeited to women of reproductive age.

There is noticeable under documentation and underreporting of CSA therefore the true scale of the problem cannot be traced from the published statistics. This has also created a difficulty in the comparison of studies. The reasons for underreporting are subtle and nuanced but typically they include fear of vengeance or outlaugh, and a lack of boldness in investigators, social workers, community health volunteers, police and health workers (Bowen et al., 2015). Data on CSA against boys is limited because boys are less likely to reports sexual violence compared to girls. Based on underreporting, getting accurate rates of the incidence rates and prevalence estimation of child sexual abuse is very difficult. According to Oseni, Lawani, & Oyedeji (2016), CSA is seldomly reported at the time when the violence occurs and sometimes it's never reported. Moreover, in many countries, there is no dependable reporting system for sexual violence. This set up is pounded by the fact that the definitions of CSA dissent among countries, making comparisons difficult. The available data from other regions of the world suggest that between 7 percent and 36 percent of girls, and between 3 percent and 29 percent of boys, at one point in live, have suffered from sexual violence.

Most studies show that Sexual Violence against girls is 2–3 times more widespread in the world than that against boys, of he reported cases of CSA, only 10–15 percent involves boys, a finding which demonstrates gap between reporting and occurrence of CSA in boys. In the

international criminal activity, child prostitution and women trafficking has become one of the fast-growing concerns. According to official proximations, between 1 and 2 million women and children are trafficked each year globally for forced labour, domestic servitude or sexual exploitation. Generally, the susceptibility of women of lower economic status to sexual slavery, trafficking and sexual harassment is higher than for those with stable income (Akinyemi *et al.*, 2017).

#### **2.4 The Awareness Level of Student on Sexual Abuse**

Though the contemporaneous awareness of pervasive sexual violence of children dates back only to the late 1990s, child sexual abuse is a social problem in Emesa sub-location that has been of concern in the recent times. Many surveys on CSA shows that sexual violence is a common and significant problem in the world (Landolt, et al., 2016). In Kenya, although there is limited large-scale national survey on sexual violence, some recent local hindsight studies based on convenience sampling of pupils reveals that the problem of CSA is not exceptional (Galindo et al., 2017).

Due to the fact that sexual violence against children is so ubiquitous, and blunts the health and psychosocial wellbeing of children , a number of CSA prevention programmes have been conducted in schools and at community in the USA, Canada and some other countries since 1977 to increase public awareness of the CSA problem (Finkelhor, et al., 2015).Such interventions need sufficient formative research, particularly among teachers, parents and care givers who play a fundamental role in education, child growth and development. The knowledge of teachers, parents and other caregivers on CSA preventions directly influences the child's prevention awareness. Therefore, this study raised important questions on the

collective role of all social institutions on prevention of sexual violence against children. It looked at what do social institutions know about CSA prevention, when is it appropriate for teachers, parents and caregivers to talk to pupils on CSA and their attitudes towards CSA prevention education in schools. The pupils who are not aware of the various forms of sexual abuse or where to report when the vice occur are most often abused because of enticements from the perpetrators.

## **2.5 Mitigation Strategies of Sexual Abuse**

The strategies for Child sexual abuse prevention are targeted towards a reduction of the underlying causes and the risk factors by strengthening the protective factors (WHO,2006). In spite of the scientific knowledge on the efficacious of such generalship coming from income countries, an understanding on the confrontation of the risk factors can form a good starting point on designing the intervention of the low-income earning countries in Africa. At societal level, the factors that create an environment for flourishing of CSA such as harmful traditional cultural practices like FGM need to be addressed by all stakeholders. Most early marriages are as a result of this cultural practice that sets a mental apprehension in the CSA perpetrator that after undergoing the ‘cut’, the victim is ready for marriage.

Reducing economic inequalities is a key strategy to prevention of CSA. Studies show that sexual violence against children mostly occur in poorer communities and households as compare to the high-income endowed communities. The perpetrators will tend to take advance of the economic hard times and the inadequacies of the children to meet the basic needs and exchange favours for sexual gratification otherwise known as transactional sex (WHO, 2006). The measures to reduce poverty and inequality ought to be put in place to guarantee the fight

against transactional sex among children. Residential mobility that aims at reducing the concentration of poverty to a particular area by providing low-income families with incentives and supportive environment for economic development need to be put in place by the government.

According to Finkelhor (2009), there are two initiatives to stop sexual violence against children that focuses on two main strategies: offender management and school educational programs. The offender management initiatives include registering sex offenders, apprising the society on their presence, getting the background history before employment, Limiting and monitoring places where offenders live and lengthening the prison sentences for the offenders (Finkelhor, 2009). Though there is won approval from the general public, social workers, the government and policy makers on the effectiveness of these initiatives, there is little evidence to show their effectiveness in mitigating sexual violence (Evans et al., 2014). Nonetheless, these initiatives, stereotypes the perpetrators as pedophiles, guileful strangers who plunder children in environments where they cannot be caught or seen but in essence, the population is very dynamic (Finkelhor, 2009). Most perpetrators are well known to the victims, many are juveniles. However, once caught, majority have a lower likelihood of re-offending. The prevention strategy is one of the shortcomings of this method of CSA mitigation (Wang, 2017). The most recommend way to catch the perpetrators is by using the law enforcement resources since it concentrates intensive management efforts on the abusers that are at a higher risk of re-offending.

Introducing the School educational programs will teach pupils on such skills as how to identify perilous situations, refuse an abuser s approach, break off an interaction, and summon help (Masilo, 2018). These programs also aim to promote disclosure, rise self-esteem, create

awareness among the pupils, reduce self-blame, and mobilize observers. These programs achieve part of their goals in prevention of sexual violence against children. According to Abel and Harlow, (2001), people can acquire these concepts once they are well oriented to them in school. These programs promote disclosure and minimize self-blame among the children who are victims of sexual violence. Nevertheless, studies are inconclusive about whether education programs reduce victimization or not. Consequently, therefore the gap for this study is the mitigation of child sexual abuse.

## **2.6 Research Gap**

In Emesa sub-location, Sexual abuse is a profound stressor that complicates the development and health of pupils, yet its prevalence has been difficult to estimate among pupils in school populations. The sexual harassment has negatively affected the education and health of pupils due to psychological torture, low self-esteem for the affected pupils, unwanted pregnancies and infections. Most of the research carried before on sexual abuse has been done in urban setting covering the predisposing factors leading to sexual abuse or effects of sexual abuse on health and/or education targeting mostly adolescents. None of these has covered etiology of child sexual abuse especially on school going pupils which is essentially the study gap that the research seeks to fill.

## **2.7 Theoretical Framework**

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. Social Work theories of sexual violence and abuse vary according to how they inform the study based on the applicable tenets. This study will be

guided by one social work theory since it adequately informs the study based on its tenets that will explore each objective and this theory is Attachment theory.

### **2.7.1 Attachment Theory**

An attachment is a strong dependency or a bond between people. This theory was mutually coined by Ainsworth & Bowlby in 1973. Developmental psychology, psychoanalysis and ethnology formed the basis for the development of the tenets of the theory. This revolutionizes our conception and view on a child's tie to a parent or caregiver and its disruption due to violence, isolation, neglect, bereavement and separation. Mary Ainsworth gave an empirical and innovative methodology that tested Bowlby's ideas and gave the theory the new directions it has taken. According to Ainsworth, the attachment figure is a secure base through which a child explores the world through observation and socialization. Furthermore, she proposed that maternal sensitivity to children signals plays a key role in the growth and development of the child.

According to this theory, the healthy development of the child both physiologically and psychologically is dependent on the early affection bond between child and the parent or caregiver (Bowlby, 1973). A consistent sense of social security is realized when the child holds an attachment behavioral system that is important in eliciting comfort and maintaining proximity to the parent or caregiver (Bowlby, 1973). The child needs someone to turn to when it needs protection thus finding a secure base. A balance between exploration and proximity-seeking behaviors is achieved by the child through the secure base that the child maintains. Socialization and continues interaction make the children know what to expect modify their behaviors appropriately. Bowlby stated that it's in the primary caregiver that a child's needs

for safety and security are placed. A model for meeting these needs by children is provided by the caregiver.

This theory holds that the blueprint for developing other social relationships of the child is founded on the early relationships with the significant caregiver. The romantic pattern in later life is grounded on the internal working models which essentially guides the child in relating to other people. The early experiences with the caregiver are conceptualized through internal working models. This forms a self-introspection as to whether the self is seen as worthy of love and support or the valuation of other people as honesty, trustworthy and committed in later life (Bowlby, 1973). The interpretation and prediction of adult relationship experiences by a child is based on these internal working models (Gunilla and Berit 2009). Attachment theory proposes four categories of infant attachment style whereby three are insecure attachment and one a secure attachment category. Secure attachment in children is attributed to high competency and functioning in later life. The disorganized orientation, avoidant and resistant-ambivalent are the insecure attachment styles that manifest later in a child's life (Susan, et al., 2012).

The attachment theory framework will help the research to view pupils within the context of their interactions with the social environment, thereby explaining human behavior in relation to the reciprocal relationships among members in the society (Margaret, et al., 2013). The family is the genesis of the society and a person's most significant environment where a child is attached to the caregiver or parent. The family is the primary agent of socialization since children's lives are initially centered with their caregivers or parents (Melissa, 2017). Children adopts behaviors be it positive or negative when someone close to them that thy love, respect

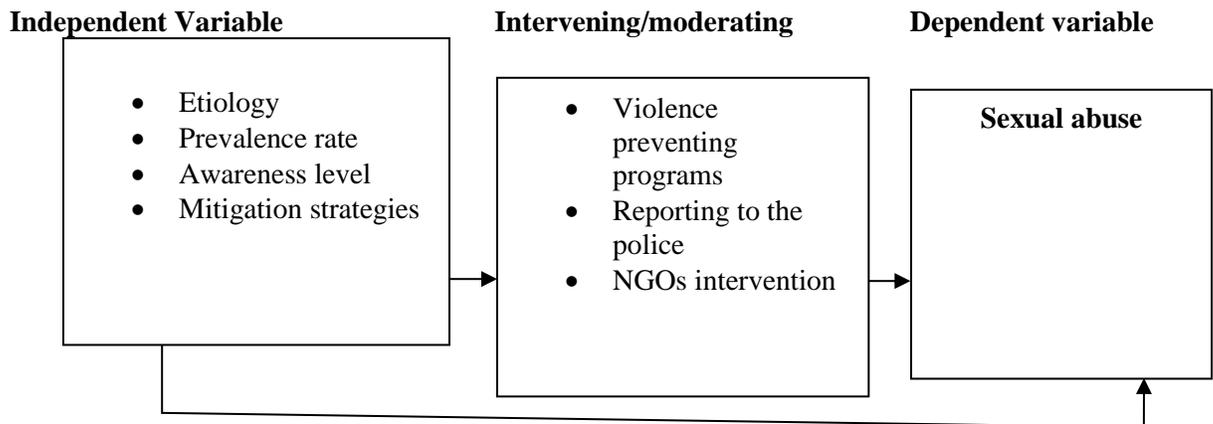
and trust displays that behavior. Consequently, sexual abuse experiences by caregivers and parent against children is not an exception.

When children who have been experiencing sexual abuse from caregivers become adults, there is a higher likelihood to abuse their children since they were brought up in an environment where they were sexually abused with no support or awareness that sexual abuse is an antisocial behavior. This is a long-term effect of sexual abuse which might take long to heal (Xiu-jing, 2020). The four key tenets of the theory will be used to explore and explain each objective, that is, experience as an essential factor in attachment will explore the etiology of child sexual abuse. Adaptiveness will explore the prevalence rate of child sexual abuse, social interaction as a cause of attachment will explore the extent of awareness of students on sexual abuse and Transactional process will explore the mitigation strategies of sexual abuse. However, this theory does not adequately show the interaction of the variables in this study therefore the study will also utilize the conceptual framework.

## **2.8 Conceptual Framework**

There can be alterations to the independent variables severally as desired whereas a dependent variable partly or fully depends on the independent variables. In this study, sexual abuse which is the dependent variable acts in response to the independent variables which are etiology, prevalence rate, awareness level and mitigation strategies. Below is a Conceptual framework on the Etiology of child sexual abuse among pupils in Emesa Sub-location in Kisii County.

**Figure 2.1: The Conceptual Framework**



**Source: Author (2020)**

### **2.8.1 Etiology**

This study conceptualizes that etiology of CSA ranges from cultural factors in the community such as child battering, FGM, sexual exploitation and male chauvinism to family-level factors like child neglect, poverty, marital violence, social disorganization and non-nuclear family. All these are the contributing factors to the etiology of CSA. Child-level factors such as economic position, age, disability, physical and psychological health, and gender contribute to CSA. Derived from the attachment theory, experience as an essential factor in knowing the causations and a place to find a secure attachment demonstrates the children knowledge on sexual violence through the learning process. Government intervention will help reduce the likelihood that pupils will be sexually abused by filling all the loopholes and the risk factors that predetermine sexual abuse.

### **2.8.2 Prevalence Rate**

This study conceptualizes that the vast majority of victims of sexual abuse in Emesa sub-location are pupils, mostly girls and perpetrators being men though boys are also sexually

abused by female adults. Adaptiveness of the child to the social environment as a key element during attachment is used to understand the frequency at which sexual abuse occur among the children and the coping patterns developed in the underlying social conditions. The non-governmental institutions and human service providing agencies need to intervene and lower the prevalence rate of pupils to all forms of abuse. This will lower the risk of early pregnancies, infections and psychological traumas associated with child sexual abuse. A focus on Point prevalence will reduce physical sexual abuse, period prevalence will reduce Emotional sexual abuse and lifetime prevalence will reduce psychological sexual abuse.

### **2.8.3 Awareness Level**

The study sort to establish the relationship between the level of awareness of student on sexual abuse and rate of abuse on students. Due to the fact that CSA is so prevalent and impairs the health and welfare of pupils, a series of CSA prevention programs need to be put in place to increase public awareness of CSA problem. Such interventions require adequate inclusion especially of parents who place an important role in child development. Social interaction as an important component of attachment explores how children learn the norms, beliefs, expectations and moral way of life in the society. Through socialization, parents, teachers and local administrators teach the children at home, in school and during community gatherings respectively the effects of sexual abuse and ways of staying safe which consequently lowers the far-flung of abuse. It's important to note that when the level of awareness of pupils on sexual abuse is high, this will help them report any related sexual enticements to the parents, teachers or assistant chiefs who may intern report to the police. This will lower rates of sexual abuse.

#### **2.8.4 Mitigation Strategies**

This study conceptualizes two initiatives to mitigate child sexual abuse, that focuses primarily on two strategies. These are offender management and school educational programs. The offender management initiatives include registering sex offenders, apprising the society on their presence, getting the background history before employment, Limiting and monitoring places where offenders live and lengthening the prison sentences for the offenders. Transactional process during attachment in children best explores the avoidant attachment stage that shows minimal or no stress during the separation of a child. Taking the child away from the environment of abuse helps to reduce sexual abuse a preventive strategy and limits the perpetrator from accessing the child. When these initiatives are put in place by the government, all forms of child sexual abuse will in turn reduce.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The chapter covers the methodology and research design that explains how the study was conducted. It presents the research design, area of study, target population, Sampling Techniques and Sample Size, research site, sample size and sampling procedure, research instruments, pretesting, data collection methods, analysis, presentation and ethical considerations.

#### **3.1 Research Design**

The study used a descriptive survey. Descriptive research design is a scientific method that involves an observation and description of a behavior of a subject without manipulating it in any way (Mugenda, 2003). This study used descriptive survey design because of its many advantages. One, it enabled the research to get original information from the study population directly since it relied on their opinions, attitudes and experiences on sexual abuse to facilitate the collection of the required data. Secondly, the researcher also obtained both qualitative and quantitative data that made it possible to investigate the etiology of child sexual abuse among pupils.

#### **3.2 Area of Study**

According to the Kenya Alliance for Advancement of Children report in 2019 and the report from the Kenya National Adolescents and Youth Survey in Kisii County in 2017, child sexual abuse has been on an increase in Kisii county particularly in Emesa Sub-location with teachers and close relatives reported to be the main perpetrators. This necessitated the choice of the study area to investigate the cause of CSA and possible preventive measures to this

unpropitious deed. The study was conducted in Emesa Sub-location in Kisii County. The sub-location has three primary schools which include: Emesa, Nyabisase and Kabonyo Primary schools. The schools are located 32, 30, 31, kilometers from Kisii town centre respectively. Gesonso primary school in the neighboring Nyakemebene sub-location was used to conduct the pilot study. Emesa Sub-location was selected because of its rampant cases of child sexual abuse.

### **3.3 Target Population**

The research targeted 700 pupils of grade 5-8 from three different schools in Emesa Sub-Location, this included 280 pupils from Emesa Primary school, 200 pupils from Kabonyo primary school and 220 pupils from Nyabisase Primary school. The need to have respondents that can comfortably respond to the questions in the questionnaire guided the choice of this group. Respondents were of age bracket 10 to 17 years. This group of pupils had an understanding on how to fill in a questionnaire therefore yielded the required information for the research. The pupils who were unable to fill the questionnaire were guided by the research. The study also targeted 100 parents, 1 assistant chief, 6 village elders and 3 headteachers.

### **3.4 Sampling Techniques and Sample Size**

There are three primary schools namely Emesa, Kabonyo and Nyabisase primary school respectively in Emesa Sub - Location. The research selected all the three primary schools. Therefore, the sample sizes for this study were three primary schools. In each of the schools, three categories of respondents participated in this study, namely: pupils, head teachers and parents. The research used systematic sampling to select the pupils that participated in this study from the registers of pupils obtainable from the respective schools. For each of the pupil

selected, their parent/guardian also participated in the study. This is based on the assumption that each child has a parent/guardian.

Therefore, the research used convenience sampling to select the parents/guardians to participate in the study. The sample size for primary school pupils were 100 pupils. This was equivalent to 100 parents conveniently sampled as well. This is a 14 percent of the population and is in line with (Yilmaz, 2013) who pointed out that a sample size of between 10 – 30 percent is representative in descriptive studies. The research also used purposive sampling to select the village elders, headteachers and the assistant chief who were key informants for this study. The village elders were 6 representing all the six clans in Emesa sub-location, the headteachers were 3 and 1 assistant chief

**Table 3.1: Sample Size**

Population category	Target Population	Sample Size	Percentage (percent)
Emesa primary	280	40	40
Kabonyo primary	200	29	29
Nyabisase primary	220	31	31
<b>Total</b>	<b>700</b>	<b>100</b>	<b>100</b>

**Source: Ministry of Education, Kisii County (2020)**

### **3.5 Data Collection Instruments**

This study used questionnaires (Appendix D and E) and interview schedules (Appendix F) as the fundamental research instruments. The questionnaires had open and closed ended questions. According to Abma, et al., (2016), a questionnaire is the most appropriate tool for data collection due to its ability to collect vast information with a rationally accepted span of time. The sources of information are held confidential since it provides anonymity of both the respondents and areas of residence. It guarantees confidentiality of the source of information through anonymity (Graeff, and Baur, 2020). The research interviewed the assistant chief, head teachers and six village heads representing the following six villages in Emesa sub-location; Ababare, Abagisero, Abagwasi, Ababita, Abasinange and Abamachoge. These key informants were purposively sampled because they were leaders of schools where pupils are taking their studies and villages where pupils hail from and therefore and therefore must be privy of the etiology of child sexual abuse cases within their jurisdictions further, they are well conversant with the local cultural knowledge. The questionnaires were issued to the pupils and their parents because they had adequate time to well thought answers while the key informants i.e., head teachers, assistant chief and village elders were interviewed because of the nature of their work and busy schedules.

The questionnaires and interview schedules were divided into two sections that is Section A and B. Section A contained the social demographic data of the respondents while section B focused on questions that were derived from the research objectives on etiology, prevalence, awareness level and mitigation strategies.

### **3.6 Piloting of the Research Instruments**

The purpose of the pilot study is to establish the efficiency and effectiveness of the research instruments (Claire and Joy,2017), to enable the researcher identify any ambiguous or unclear items to restate them and for clarity to the respondents. The researcher conducted a pilot study to establish that the research instruments for data collection yielded the required results. Thereafter the questionnaires and interview schedules were prepared and administered to a group of selected pupils, parents and key informants within 10 percent of sample area. The results of the pretest were used to improve the questionnaire and interview schedules before the actual study was done.

### **3.7 Validity of the Research Instruments**

According to Franz et al., (2013), Prior to data collection, the validity of the research instruments ought to be confirmed. To validate the research instruments, the researcher checked on content, construct and face validity. The supervisors thereafter reviewed the research instruments (questionnaires and interview schedules). The content validity ensured that the researcher covered all the appropriate areas to be explored. In construct validity, the researcher endeavored to ensure that the question items in the questionnaires and interview schedules measures the construct it was out to investigate. For face validity, the researcher ensured the general presentation and outlook of the research instrument in font size and spacing to make them appealing to the respondents. The ambiguous items on the research instruments were rephrased before the actual data collection.

### **3.8 Reliability of the Research Instruments**

According to Orodho (2015), reliability of a measure is the degree to which the procedure of measuring produces the same results over a repeated number of times. This enhances the dependability, accuracy and adequacy of the research instruments. The reliability was checked through the piloting. According to Lee, et al., (2016), Test-retest reliability is the common measure of the reliability of the research instruments. A group of respondents with the same characteristics with the subjects of the study was chosen for pilot study. The questionnaires were administered and interviews conducted and the results were recorded on two different occasions in an interval of fourteen days (two weeks). The first test is referred to as T1 and the second test T2. The scores on the two different tests were then correlated. This correlation is known as test-retest-reliability or coefficient of stability. Cronbach Alpha test was computed using the collected data. The research instruments recording a reliability score of 0.7 were accepted for the study. The alpha index for all sections of the Pupils' questionnaire was 0.764, the alpha index for all sections of the parent's questionnaire was 0.834 and the alpha index of all sections in the Key informant's interview schedule was 0.941 all averaged at 0.846. This level is above the acceptable minimum of 0.50 and above the recommended value of 0.7 (Polit, 2014). This therefore shows that the internal consistency of the measures used adequately measured the study variables.

### **3.9 Data Presentation**

The research used both quantitative and qualitative methods to present data since both approaches were useful. For quantitative data, bar graphs, tables and percentages were used. To analyze qualitative data, the researcher recorded in descriptive manner all the responses

provided by respondents and key informants. T-test was used to show the relationship between etiology, prevalence, awareness, mitigation and sexual abuse for only quantitative data. The results of the study were presented in pie charts, tables and descriptive statistics. Qualitative was presented under descriptive analysis in prose.

### **3.10 Data Analysis Plan**

Quantitative data collected was analyzed by the use of descriptive statistics using SPSS version 21.0 computer software data base and presented through percentages, means, standard deviations and frequencies.

Qualitative data was analyzed using textual analysis, where data was categorized into related themes and patterns. Here, the researcher related ideas, concepts, behaviors, interactions, incidences and terminologies were identified and organized into coherent categories and summarized into meaningful texts. Related responses were then summarized and presented in prose form with relevant excerpts.

### **3.11 Ethical Considerations**

Child Sexual abuse is a sensitive research topic since minors are involved in the study. Therefore, the researcher observed ethical issues in the designing, collecting, and analyzing data. The researcher obtained an introductory letter from Maasai Mara University Board of Postgraduate Studies to introduce him to UoK IERC (University of Kabianga Institutional Ethics Review Committee) for ethical clearance letter which he presented to The National Commission for Science, Technology and Innovation (NACOSTI) for research permit and Kisii County Government for authorization to conduct research in Kisii County. The permit

from NACOSTI which authorized him to conduct out the research in Kenya was obtained. The County commissioner authorized the assistant chief of Emesa Sublocation to allow the research in Emesa Sub-location. Authority from the County Secretary of Kisii County government on behalf of the governor was sort to allow the research to be conducted in Kisii County. The Ministry of Education of Kisii County government gave authority to the headteachers of the stated schools to allow the research to be conducted. Since the research was dealing with minors, the researcher gave the pupils *Parent/Guardian Consent forms* to seek authorization from their parents to allow them participate in the study. The researcher also gave all the respondents (pupils, parents and key informants) *Participant consent forms* to fill before filling the questionnaires or beginning interviews. A trained social worker was present throughout the study to handle respondents whose emotions were evoked by some questions asked. Anonymity and confidentiality of the information that respondents gave was observed.

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

**4.0 Introduction**

This chapter focuses on data analysis, interpretation and presentation. As such study sought to identify the etiology of sexual abuse among pupils in Emesa sub-location in Kisii County; to determine the prevalence rate of sexual abuse among pupils at Emesa sub-location in Kisii County, to explore the awareness level of pupils on sexual abuse in Emesa Sub-location in Kisii county and to examine mitigation strategies of sexual abuse among pupils in Emesa Sub-location in Kisii County. The data was gathered from questionnaire as the research instrument. The questionnaire was designed in line with the study objectives. The study employed various statistical tools for extracting information on etiology of child sexual abuse among pupils in Emesa sub-location Kisii County, Kenya.

**4.1: Demographic Characteristics of the Respondents**

The respondents that were targeted by this study were pupils and their parents. The researcher also sought the insights of the Assistant chief, village elders, and Primary school head teachers who doubled up as key informants. The results of the demographic details of the respondents are proceed are presented below.

**4.1.1 Response rate**

**Table 4.1: Response Rate**

<b>Category</b>	<b>Questionnaires distributed</b>	<b>Return rate</b>
Pupils	100	100%
Parents	100	100%
Key informants	10	100%

**Source: (Author 2020)**

According to the information provided in the table above, it shows that the questionnaires distributed out to the entire respondents were returned accordingly hence attaining 100% response rate. This implies that the researchers accordingly trained the respondents appropriately on the proper way of filling in the instrument.

#### **4.1.2: Gender of the pupils**

The respondents sampled in the study comprised of both male and female pupils. Consequently, they were required to indicate their gender by ticking on the spaces provided in the questionnaire. Table 3 shows the distribution of the respondents by gender.

**Table 4.2: Gender of the Pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	14	15.5	15.5	15.5
	Female	86	84.5	84.5	100.0
<b>Total</b>		<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: (Author 2020)**

According the table above, majority of the pupils surveyed were female which was represented by 84.7 percent. This is in line with Landolt, et.al., (2016) who observed that most victims of sexual abuse are females.

**Table 4.3: Age of the Pupils**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 10 years old	2	1.9	1.9	1.9
	10-17 years	98	98.1	98.1	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: (Author 2020)**

The study reveals that the majority of the respondents were between 10 and 17 years of age which comprised of 98.06%. This implies that they are of the teenage age, thus there is a need to establish the causes of sexual abuse from this age bracket stated. However, 1.9 % were below years of age. The reason for this is that some pupils join school early.

#### 4.1.3: Age of the parents

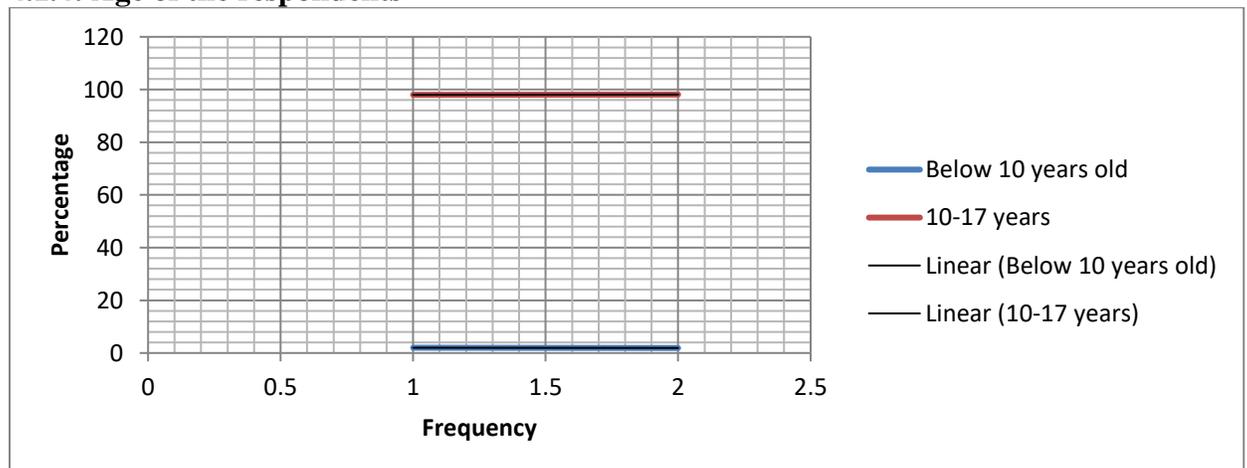
**Table 4.5: Age of the Parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	30	28.6	28.6	28.6
	Female	70	71.4	71.4	100.0
	Total	100	100.0	100.0	

**Source: (Author 2020)**

Majority of the parents surveyed in this study were a female which was represented by a whopping 71.43%.

#### 4.1.4: Age of the respondents



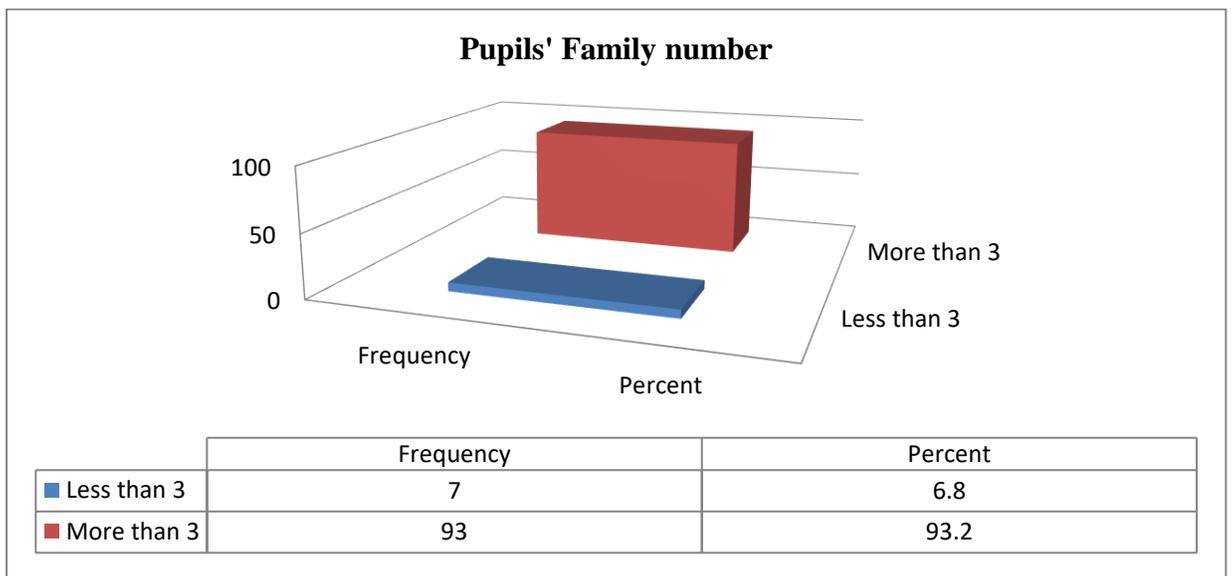
**Figure 4.1: Age of the Pupils**

**Source: (Author 2020)**

Accordingly, it revealed that the majority of the respondents were between 10 and 17 years of age which comprised of 98.06% implying that they are of the teenage age thus, there is a need to establish causes of sexual abuse from this age bracket stated.

The research findings also revealed that the majority of parents were between the age of 20-29 which was represented by 35%. 30% of the parents were in the age bracket of 30-39 while 20% represented the parents of age bracket of between 40 - 49. However, the parents in the age brackets of 50-59 and 60-69 each represented 10% and 5% respectively.

**4.1.5: Average Numbers of Children per Family**



**Figure 4.2: The Number of Children in a Family**

**Source: (Author 2020)**

The research findings reveal that 93.20% of the families from Emesa Sub-location have been found to be having more than 3 children in the household while the 6.80% have less than 3 children of the households.

**4.1.6: Class level of the pupils**

**Table 4.6: Class Level of the Pupils**

Class of pupils				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	5	1	1.0	1.0	1.0
	6	57	58.3	58.3	59.2
	8	42	40.8	40.8	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

Source: (Author 2020)

The pupils who participated in the research were mainly from classes 5, 6, and 8. In proportion, class 6 had 58.25% of the pupils that took part in giving responses while class 8 took 40.78% of the total sample population that was surveyed.

#### 4.1.7: Parental level of Education

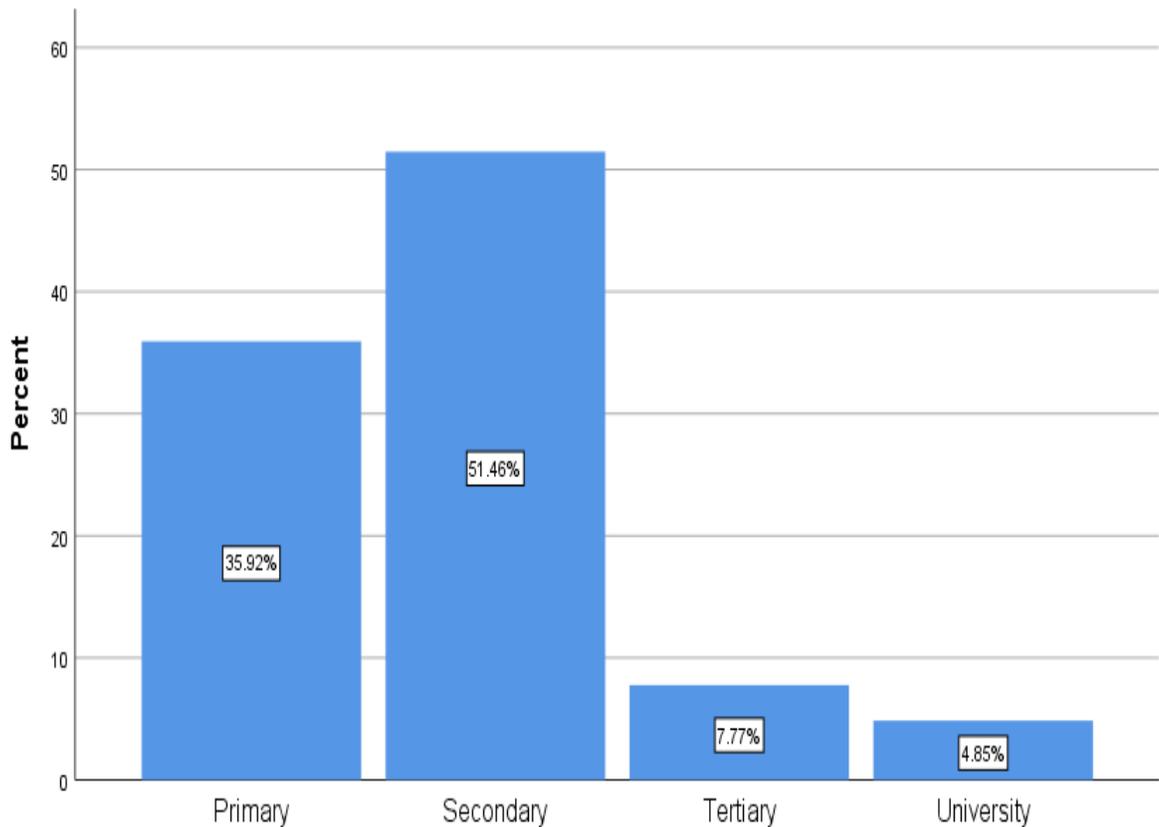


Figure 4.3: Parental Level of Education

Source: (Author 2020)

The research findings indicate that 51.46% of pupils cited that their mothers' level of education was secondary school thus there is need to know the etiology of the sexual abuse to equip them know how to protect themselves. 35.92% recorded that their parents' level of

education was primary school. 15.91% recorded that theirs was tertiary while University level of education was represented by 4.55%.

The higher percentage of parents did not get to tertiary education. Therefore, this study will on etiology of sexual abuse and its findings will really equip them on how to cope up this malady.

#### 4.1.8 Religion of the respondents

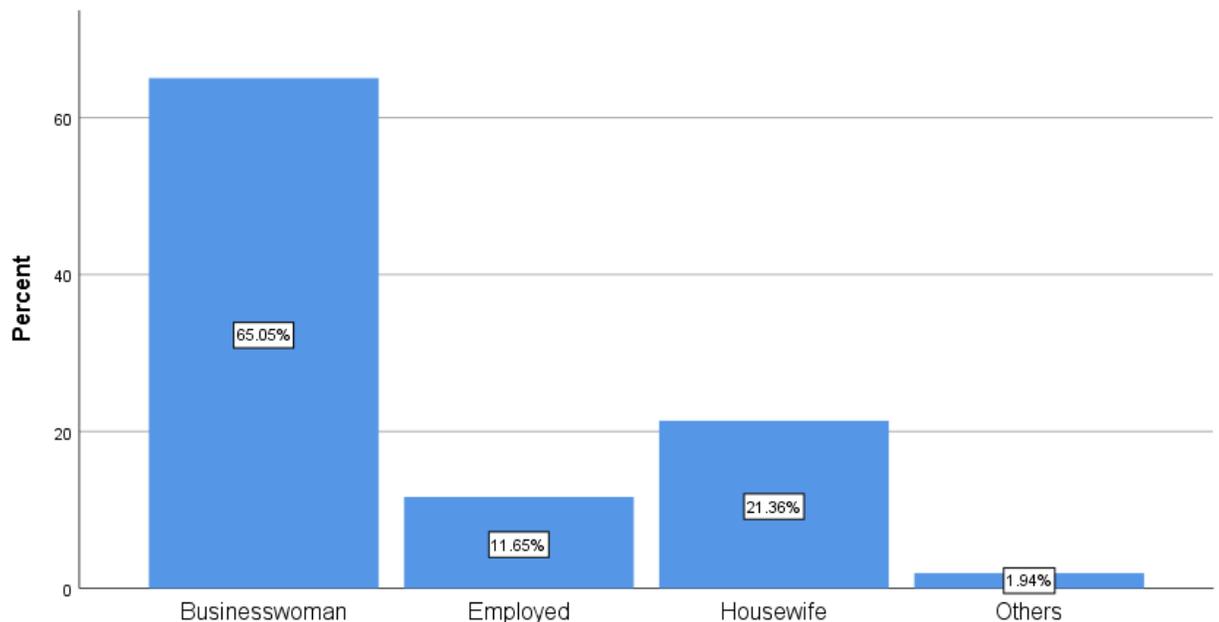
The research findings show that majority of the respondents (97%) were Christians.

**Table 4.7: Religion of the Parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	97	97.1	97.1	97.1
	Muslim	3	2.9	2.9	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

Source: (Author 2020)

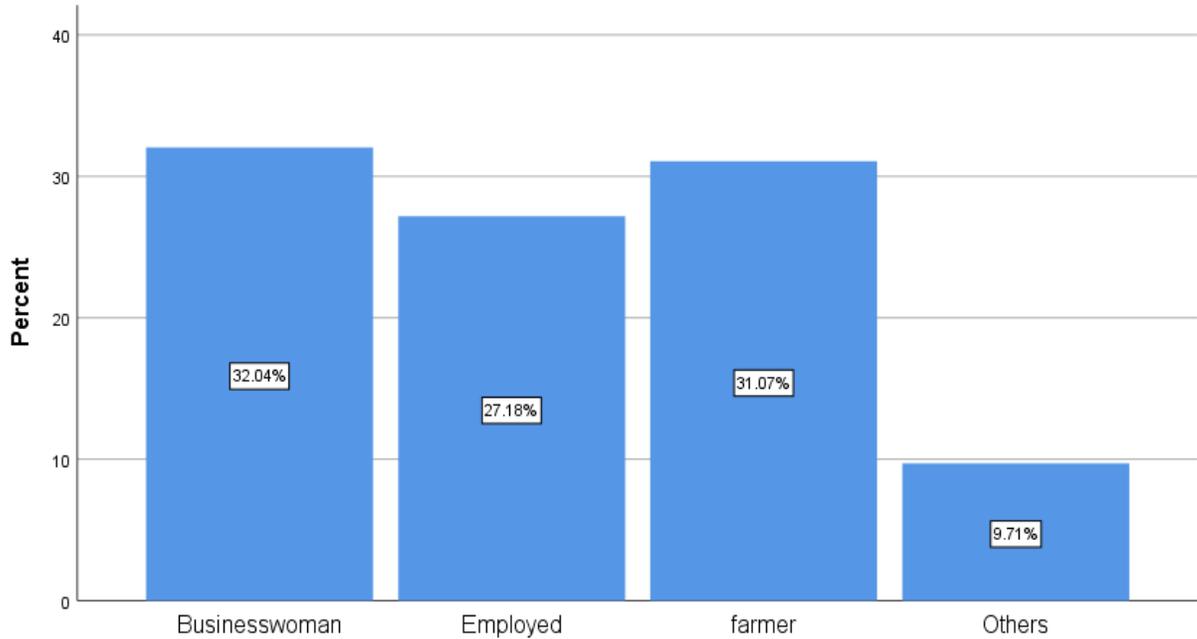
#### 4.1.9 Parental Occupation



**Figure 4.4: The Mothers' Occupation**

Source: (Author 2020)

Majority of the mothers are involved in businesses and this was represented by 65.05%. Remaining mothers are employed, housewives, and other income generating activities as represented by 11.65%, 21.36% and 1.94% respectively.



**Figure 4.5: The Fathers' Occupation**

**Source: (Author 2020)**

It is important to note that from the figure above, fathers are main the bread winners of their families. The findings show that 32.04 % of the fathers were businessmen and 27.18 % are employed while 31.07% are peasant farmer who depends on agriculture. The remaining 9.71 % of the fathers depend on other activities to earn a living and provide essentials for their families.

#### 4.1.10 Relatives of the Pupil

**Table 4.8: The Percentage of Pupils being Supported by Other Relatives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	22.3	22.3	22.3
	No	77	77.7	77.7	100.0
	Total	100	100.0	100.0	

**Source: (Author 2020)**

According to the information tabulated above, 77.87 % of the pupils indicated that their parents have other relatives that support them in the life of the school and advices that deems proper for their stay.

**Table 4.9: Mother Level of Education Cross Tabulation**

Count						
		Mother level of education				Total
		Primary	Secondary	Tertiary	University	
Family no	less than 3	2	4	1	0	7
	More than 3	35	49	7	5	96
Total		37	50	8	5	100

**Source: (Author 2020)**

**Table 4.10: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.936 <sup>a</sup>	3	.817
Likelihood Ratio	1.205	3	.752
Linear-by-Linear Association	.022	1	.883
N of Valid Cases	<b>100</b>		

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.565 <sup>a</sup>	4	.815
Likelihood Ratio	2.070	4	.723
Linear-by-Linear Association	.464	1	.496
N of Valid Cases	<b>100</b>		

**Source: (Author 2020)**

The research revealed there is a statistical significance between the family numbers of members and the education of the mother. This is revealed as the p-value of  $0.817 > 0.05$  this implies that there is enough evidence to explain the numbers of the households depending on the level of education of mother.

**Table 4.12: Father's Level of Education Cross Tabulation**

Count		Father's level of education					Total
		Primary	Secondary	Tertiary	University	6	
Family no	less than 3	3	2	2	0	0	7
	More than 3	27	41	20	7	1	96
Total		30	40	22	7	1	100

**Source: (Author 2020)**

## 4.2 Etiology of Sexual Abuse

### 4.2.1 Pupils opinion on Etiology of Sexual Abuse

**Table 4.12: Pupils Opinion on Etiology of Sexual Abuse**

	Count	Row N %								
Walking to school risks me to sexual abuse	12	16.7 %	12	11.8 %	26	25.5 %	15	14.7 %	32	31.4%
A mobile phone exposes me to sexual abuse	11	10.8 %	6	5.9%	18	17.6 %	18	17.6 %	49	48.0%
Most of the TV programs and videos that I watch exposes me to sexual abuse	11	10.8 %	12	11.8 %	18	17.6 %	9	8.8%	47	46.1%
Poverty in our family makes me vulnerable to sexual abuse	13	12.7 %	8	7.8%	23	22.5 %	12	11.8 %	46	45.1%
Single parenthood has exposed me to sexual abuse.	15	15.6 %	7	6.9%	41	40.2 %	9	8.8%	25	24.5%
Alcohol and drug abuse make me susceptible to sexual abuse	15	15.6 %	16	15.7 %	21	20.6 %	14	13.7 %	30	29.4%
Social disorganization in our clan is a major cause of sexual abuse.	13	12.7 %	14	13.7 %	13	12.7 %	14	13.7 %	48	47.1%
Parental negligence is a major cause of sexual abuse in my clan	10	9.8%	22	21.6 %	20	19.6 %	9	8.8%	41	40.2%

**Source: (Author 2020)**

The study findings reveal that 46.1 % of the pupils were of the opinion that walking to school exposes them to sexual abuse while 65.6 % of the respondents cited that the gadgets, they use especially the phone as a source of sexual abuse. Thus, the parents need to monitor their sons and daughters on the use of those gadgets. Also, most of the TV programs and videos they watch were cited as possible etiologies for sexual abuse at 54.9 %. Poverty in most families is also an etiology to as attested by 56.9% of the pupils that participated in this study. The study also reveals that parental negligence is a major cause of sexual abuse in the clan while 43.3 % attributed social disorganization of the clans is a major cause of sexual abuse. Finally, 60.8 % said that alcohol and drug abuse also make them susceptible to sexual abuse.

The researcher also surveyed the parents of the pupils that participated in this study. The findings reveal that 80.9% of the parents said that walking to school put their children at a risk of sexual abuse. 80% lamented that the gadgets their children use especially the phone exposes them to sexual abuse thus a key role for them to monitor their sons and daughters on the use of those gadgets. Also, 60.9% of the parents alluded that TV programs and videos that the pupils watch as an etiology of sexual abuse. 91.5% and 84.8% of the parents agreed that poverty and parental negligence exposed pupils to sexual abuse. 43.9% of the parents attributed sexual abuse social disorganization of the clans and 84.7% blamed it on alcohol and drug abuse, while 55.5% said that being a single parent actually may encourage the etiology of sexual abuse to their kids.

In an interview with the assistant chief on the causes of child sexual abuse in her office, her opinion was in agreement with those of other 6 clan elders that walking to school, mobile

phones, TV programmes, parental negligence, single parenthood, orphanage and poverty are the main causes of child sexual abuse in Emesa Sub-location. As stated by the excerpt below;

“We have had a big problem in Emesa Sub-Location concerning child sexual abuse. Most of the reported CSA case have close similarities among the clans here. For instance, last week a case was reported from Riangubo village where a class 8 pupil was sexually abused on her way to school in the morning at around 5:30 am as she was rushing to attend the morning preps... Some months ago, the clan elder of Bobare also reported to me that a *bodaboda* rider has been taking advantage of the economic hard times of children in one family that lost their parents in accident to abuse them sexually in exchange for money to buy the basic needs... I also think that mobile phones and TV programs especially the ones that show pornographic content expose the children to sexual abuse... Lastly, parents that are always absent for their children makes them susceptible to abuse by the perpetrators”.

The researcher also sought to investigate the commonly abused drugs by the abusers in Emesa Sub-location, one of the clan elders from Bosinange stated that the local beer commonly known as *changaa* was the mostly abused drug which cultivated the perpetrators to abuse the children sexually. Khat and Bhang were also reported to be the commonly abused drugs by the abusers. This is stated in the excerpt below;

“*Changaa* is one of the widely abused drugs here... Most unemployed youths spent a good part of the day in the *changaa* brewing homes. Once drunk, they wait for pupils in the evening in dark places or narrow paths and abuse them sexually with threats to kill them if they report it to anyone. Bhang smoking and chewing of Miraa is also a problem when it comes to child sexual abuse.”

### 4.3 Prevalence Rate of Sexual Abuse in Emesa Sub – Location

**Table 4.13: Pupils' Opinion on Prevalence Rate of Sexual Abuse**

	Yes		No		Don't Know	
	Count	Row N %	Count	Row N %	Count	Row N %
Has anyone ever made you have sex by using force or threatening to harm you or someone close to you	7	6.9%	84	82.4 %	10	9.8%
Has anyone made or tried to make you have sexual intercourse or sexual contact when you did not want to by simply being overwhelmed by someone's continual pestering and verbal pressure?	16	15.7%	75	73.5 %	7	6.9%
Has anyone attempted but not succeeded in making you take part in any of the unwanted sexual experiences?	23	22.5%	69	67.6 %	10	9.8%
Have you ever experienced any unwanted or uninvited touching of a sexual nature since you began school? This includes forced kissing, touching of private parts, grabbing, fondling, and rubbing up against you in a sexual way, even if it is over your cloth	18	17.6%	80	78.4 %	4	3.9%
Has anyone ever made or tried to make you have sexual intercourse or sexual contact when you did not want to by making threats of nonphysical punishment, such as lowering a grade, damaging your reputation, or being excluded from class for failure to comply	14	13.7%	80	78.4 %	8	7.8%

**Source: (Author 2020)**

The research findings have revealed that 82.4% of the pupils have never had sex with anyone by coercion or threats, 73.5% denied that nobody has ever made or tried to make them have sexual intercourse or sexual contact when they did not want by either continue pestering or verbal pressure. However, 15.7% agreed they have been coerced to have sex by someone known to them, 22.5% said agreed that some persons had tried but not succeeded in making them take part in unwanted sex, 67.5% of the pupils rejected that nobody has attempted to force them take part in unwanted sexual intercourse, and 17.6% pupils have experienced unwanted or uninvited touching of sexual intercourse since they began school. 78.4% of the pupils denied that they haven't experienced sexual intercourse while 78.4% rejected that some persons have made or tried to make them have sexual intercourse or sexual contact when they did not want to by making threats of nonphysical punishment, such as lowering a grade, damaging your reputation, or being excluded from class for failure to comply while 13.7% agreed that they had been through this kind of situation.

Also, 89.5% of the parents indicated that some children are sexually abused by older children. Most people who sexually abuse children do not belong to the child's family as agreed by 70.5% of the respondents while 23.8% of the respondents rejected it. 92.4% of the parents alluded that most sexual abuse happened when the pupils are alone at night or outside their home.

It was fairly disagreed and agreed that boys who get sexually abused are homosexual and equally that children from reputable families that are not the victims of sexual abuse. 51.4% of the respondents lamented that those children who report being victims of sexual abuse are

not necessarily placed in foster care following these revelations. The findings further show that 57.2% agreed that few children are victims of sexual abuse as 57.2% of the parents disagreed that only young children are victims of this sexual abuse and 51.4% of the parents disagreed that majority of sexual abused are retarded or mentally ill.

In an interview with one of the headteacher on his opinion on the prevalence rate of child sexual abuse among pupils in Emesa sub-location, his opinions were in line with the responses from the clan elders and the assistant chief. It was noted that some pupils had reported that at one time in life they had been forced to engage in sexual intercourse with someone close to them due to continued pestering and verbal pressure. He also noted that coercion and maltreatment is also common among the child sexual abuse cases. Some teachers were reported to have abused the pupils sexually by the use of threats i.e. lowering a pupil's grade or exclusion from the class if the pupil does not accept to be involved in the sexual activity. He pointed out that child sexual abuse rate is high during the weekends and holidays when the students are not in school. Surprisingly, boys were reluctant to disclose their sexual abuse experience because they feared being labelled as instigators which could lead to family separation. Nevertheless, there are some cases that are reported during the weekdays, as stated by the except below:

“Many pupils have suffered in this Sub-location particularly in this school in silence. Mostly, the perpetrators take advantage of the pupils when they are not in school during the weekends and holidays to abuse them through enticements. Nonetheless some abuse occurs even during the weekdays in the evening... Continued verbal pressure and threats from teachers on lowering the pupil's grade is also very common since the pupils easily give in” It is worth nothing that boys are always reluctant to disclose their sexual violence experience because they fear being labelled as instigators which could lead to family separation, most of them suffer in silence”.

#### 4.4 Awareness on Child Sexual Abuse

**Table 4.14: Pupil Awareness on Sexual Abuse**

	SD		D		NS		A		SA	
	Count	Row N %								
My parents always talk to me on sexual abuse and its consequences	5	4.8%	0	0.0%	6	5.7%	33	31.4%	61	58.1%
Teachers in school always talk to us on sexual abuse and how we need to stay safe.	2	1.9%	1	1.0%	5	4.8%	30	28.6%	67	63.8%
Watching pornographic videos leads to sexual abuse	8	7.6%	2	1.9%	5	4.8%	30	28.6%	60	57.1%
Exposing private parts increases risk to be sexually abuse	15	14.3%	2	1.9%	16	15.2%	23	21.9%	49	46.7%
Being alone in dark places increases chances of sexual abuse from perpetrators	6	5.7%	1	1.0%	16	15.2%	31	29.5%	51	48.6%
Child Sexual abuse leads to early pregnancies and SDIs	2	1.9%	1	1.0%	16	15.2%	25	23.8%	61	58.1%

Both boys and girls can be sexually abused	1	1.0%	1	1.0%	7	6.7%	46	43.8%	50	47.6%
Child Sexual abuse is both a social and public health concern	5	4.8%	5	4.8%	9	8.6%	41	39.0%	45	42.9%
Child sexual abuse leads to low self-esteem, psychological disorders and trauma	4	3.8%	2	1.9%	22	21.0%	34	32.4%	43	41.0%
Even a close family member can abuse a child sexually.	2	1.9%	2	1.9%	3	2.9%	48	45.7%	50	47.6%

**Source: (Author 2020)**

The findings revealed that 80.3% of the pupils receive advice from their parents about sexual abuse and its consequences. 88.3% of the pupils from Emesa sub locations reported that teachers in school always talk about sexual abuse and how to stay safe. The pupils are also aware that watching pornographic videos leads to sexual abuse as reported by 45.1% of the population. Further, exposing their private parts and being alone on private dark places increases chances of contact with perpetrators as cited by 63.8% and 73.5% of the pupils respectively. 79.4 % of pupils agreed that child sexual abuse leads to early pregnancies and STIs. Also, 58.9% of the pupils said that both boys and girls are at a risk of being sexually abused, 40.9% of the pupils said that child sexual abuse is both social and public concern. Sexual abuse leads to low self-esteem, psychological disorders and trauma as 62.7% of pupils

agreed. It was interesting to learn that close family member are key perpetrators of CSA as reported by 65.7% of the pupils.

Also, 89.1% of the parents surveyed indicated that they talk to their children about sexual abuse and its consequences while 84.4% of the parents reported that teachers in school always talk about sexual abuse and how to stay safe. The parents also agreed with fact that watching pornographic videos leads to sexual abuse. This was represented by 85.7% of the parents surveyed. Exposing their private parts leads to sexual abuse and being alone on private dark places increases chances of sexual abuse by perpetrators as represented by 68.6% and 78.5% of the parents. It is important to note that 81.9% of parents agreed that child sexual abuse leads to early pregnancies and STIs. 91.4% said that both boys and girls are at a risk of being sexually abused and 81.9% said that child sexual abuse is both social and public concern. Finally, CSA as reported by 93.3% of the parents thought that close family members are sexual abuse perpetrators.

The findings from the Clan elders on the interview conducted at the assistant chief's office revealed that most parents always talk to their children on sexual abuse and its consequences. They also reported that teachers in school always talk to pupils on sexual abuse and how to stay safe. One of the elder's clan elders interviewed observed that:

“Most parents in my clan talk to their children on sexual abuse although fathers shy off from discussing sexual abuse with their daughters and leave it to the mothers... Teachers in school always talk to the pupils on sexual abuse and guide them on how to avoid falling victims of the abuse. The teachers also tell them where to report when they have such experiences both at home and in schools.”

On this, the assistant chief's opinion was that, the family as the primary agent of socialization should play its educative role to their children on the morally acceptable norms. She further noted that her office organizes community barazas regularly to talk to the parents/ guardians on Child sexual abuse. Therefore, she was confident that parents always talk to their children

without fear on sexual abuse, its consequences and ways of staying safe from the abusers as indicated in the excerpt below.

“I am very confident that from the regular community barazas that we hold in the sub-location, parents talk to their children on sexual abuse... We always invite experts from the ministry of gender and social protection to educate the parents...It’s the responsibility of each parent therefore to guide their children at family level...”

The elders also pointed out the fact that watching pornographic videos leads to sexual abuse.

They noted that when the pupils especially girls in the adolescent age bracket expose their private parts, they become more susceptible to abuse from the perpetrators because of the predisposing factors. A clan interviewed observed that:

“The pupils are always aware that watching pornographic content from their phones and TV gives them the urge to practice what they have just seen... We have always warned parents on buying their pupils phones or controlling the content that the pupils watch on TV. Older children especially in class 7 and 8 who watch pornography mostly abuse the young children in lower classes or even their siblings”

They further reported that walking alone in dark places increases chances of getting sexually abused by the perpetrators. They all accepted that child sexual abuse leads to early pregnancies and STIs. All the elders reported that both boys and girls are at a risk sexual abuse although the risk is higher on the girls as compared to the boys as indicated by an elder in the following excerpt:

“When pupils especially girls in the adolescent age bracket expose their private parts, they become more susceptible to abuse from the perpetrators because of the predisposing factors. Secondly, walking alone in dark places increases chances of sexual abuse by perpetrators... Child sexual abuse has very bad effects on the pupils because it leads to early pregnancies, forced marriages and STIs this negatively effects the education of the girl child... I also want to agree with my colleagues that both boys and girls are at a risk sexual abuse although the risk is higher on the girls as compared to the boys.”

#### 4.5. Mitigation Strategies of Child Sexual Abuse

**Table 4.15: Mitigation Strategies for Child Sexual Abuse**

	SD		D		NS		A		SA	
	Count	Row N %								
Sex offenders should be prosecuted	4	3.9%	1	1.0%	17	16.7%	15	14.7%	65	63.7%
The community should be notified about the presence of sexual offenders	0	0.0%	3	2.9%	4	3.9%	13	12.7%	82	80.4%
Background employment check should be conducted before employing any teacher	0	0.0%	6	5.9%	18	17.6%	12	11.8%	66	64.7%
Places where sex offenders live should be controlled	4	3.9%	8	7.8%	10	9.8%	12	11.8%	68	66.7%
Long term prison sentences should be imposed for sex offenders	3	2.9%	5	4.9%	1	1.0%	7	6.9%	86	84.3%
The Assistant chief should report the perpetrators brought to her to the police for further legal action.	4	3.9%	2	2.0%	0	0.0%	12	11.8%	84	82.4%
Pupils should be equipped with skills on how to identify dangerous situations	2	2.0%	4	3.9%	11	10.8%	12	11.8%	73	71.6%
Pupils should be educated on refuse an abuse approach	2	2.0%	3	2.9%	8	7.8%	13	12.7%	76	74.5%
Religious institution has a role to play in educating the society on morals to prevent child abuse.	3	2.9%	6	5.9%	15	14.7%	16	15.7%	62	60.8%
Sex education should be introduced in	2	2.0%	6	6.1%	7	7.1%	12	12.1%	72	72.7%

school to equip learners with information on its effects										
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**Source: (Author 2020)**

78.4% and 93.1% of the pupils feel that sexual offenders should be prosecuted and the community should be notified of the presence of sexual offenders respectively. 76.5% of the pupils expressed their fear that background employment should be checked before employing any teacher and 78.5% of the respondents said that places where offenders stay should be controlled in order to reduce this sexual abuse habit. Also, 91.2% of the respondents said that assistant chief should report the cases of perpetrators brought to her office for further legal action while 94.2% of the respondents agreed that pupils should be taught skills that will help them identify risky situations to enable prevent themselves. Then 83.4% of the pupils felt that pupils should be educated on how to refuse sexual advances and 76.6% of the respondents agreed that religious institution have a role to play in educating the society on morals to prevent child abuse.

According to the parents surveyed, 56.2% of parents revealed that sexual offenders should be prosecuted while 72.4% of the parents felt that the community should be notified of the presence of sexual offenders. Further, 76.3% of the parents expressed their fear that background employment should be checked before employing any teacher. 81.0% of the respondents said that places where offenders stay should be controlled in order to reduce this sexual abuse habit, 87.6% of the respondents said that assistant chief should report the cases of perpetrators brought to her office for further legal action and 94.3% of the respondents agreed that pupils should be taught skills that will help them identify dangerous situations to

enable prevent themselves. Further, 81.0% of the parents reported that pupils should be educated on how to refuse sexual advances, 92.4% of the respondents agreed that religious institution have a role to play in educating the society on morals to prevent child abuse, and 83.9% of the parents agreed that sex education should be introduced in school to equip the learners with information on its effects.

Further, the researcher sought the opinions of the clan elders, the area assistant chief and the headteachers of the schools that participated in this study. The findings from the interviews showed the clan elders were of the opinion that the offenders should be prosecuted with the chief and the community be notified of their presence. This is in line with the parent's opinions. One of the clan elders interviewed said that:

“I think the sexual offenders should be prosecuted in the office of the assistant chief and the community be notified of their presence. During the community barazas the clan elders and the assistant chief should make the names of the perpetrator's public so that the parents, guardians, teachers, social workers, community health volunteers and pupils are aware to be cautious...”

The headteachers and the assistant chiefs agreed that that background employment should be checked before employing any teacher. The clan elders noted that places where offenders stay should be controlled in order to reduce the risk of sexual abuse. The headteachers noted that the assistant chief should report sexual abuse cases presented to her to the police to ensure that the perpetrators are aligned in court. They also noted agreed that pupils should be taught skills that will help them identify dangerous situations for personal protection and prevention.

In an interview with the assistant chief, she noted that:

“I have some cases in my office where teachers have abused the learners sexually through coercion and threats of physical injury or punishment to the learner... I think it's important to do background survey of a teacher before recruiting them in schools... The teachers that have been found with sufficient evidence of abusing children should be deregistered from the teachers service commission and be charged in court according to the law”

All the Key informants reported that pupils should be educated on how to refuse sexual advances and demonstrated that religious institution have a role to play in educating the society on morals thus preventing child sexual abuse. The headteachers noted that sex education should be introduced in school to equip the learners with information on its effects. The headteachers were of the opinion that the family should take the pivotal role in helping the victims avoid getting abused by the perpetrators, this is due to the fact that the family is closely linked with the children owing to the fact that it's the first agent of socialization and the genesis of the society thus it can closely monitor the behaviors of children. One of the head teachers stated that:

“Once sexual abuse cases have been reported to the assistant chief’s office and the perpetrators found, she should report them to the police and ensure that they are aligned in court... In school, pupils should be taught skills that will help them identify the perpetrators”.

## **4.6 Discussion of Findings**

### **4.6.1 Etiology of child sexual abuse**

According to Swaby (2009), etiology of CSA ranges from cultural factors in the community such as child battering, FGM, sexual exploitation and male chauvinism to family-level factors like child neglect, poverty, marital violence, social disorganization and non-nuclear family. Etiology of child sexual abuse was one of the top most objectives in this study. This exploratory objective provided a strong support for the existence child sexual abuse among pupils. Even though the study used copious sample on etiology of sexual abuse, it has been noted that there is a close relationship between the experience of sexual abuse and the social attribute such as poverty (Edwards, 2019). From the study, it was the depicted that 46.1% of the pupils advocated that the walk to school endangers their life at a peril of sexual abuse. Child-level factors such as age of the child, disability, physical and psychological health, and gender contributed to CSA.

According to Carol Bower (2003), the various types of child maltreatment have a close relationship with poverty. These types of maltreatment include, sexually exploiting children, using children as laborers, child neglect which comes as a result of a parent not able to provide sufficiently their children's basic needs, homelessness, Increased rates of child-on-child abuse because they are left under no supervision, and sexually exploiting children. The study found out that there is a close relationship between poverty and child sexual abuse. Most abusers were seen to take advantage of the pupils that had economic hard time to sexually exploitation them in exchange for money to buy the basic needs.

Social disorganization was reported as a motivating factor that led to sexual abuse thus the society needs to be restructured and social norms be put in place that guide the conduct all member. The religious institutions should not only be concerned on the spiritual nourishment of their members but also their moral growth.

The literature review reveals that the main causes of child sexual abuse are: child neglect, poverty, harmful traditional practices such as F.G.M, drug and substance abuse and social disorganization. The findings from the study reveal that the main causes of child sexual abuse are walking to school, technology, single parenthood, orphanage, social disorganization and poverty. From the attachment theory, experience as an essential factor serves a solid foundation for understanding the child within its environment and explains past experiences with the caregiver or significant other and how they shape the child development. When such people that the child trusts and tend to make sexual suggestions, the child may find it difficult to say no for fear of punishment or annoying the perpetrator. The study agrees with literature review that poverty, social disorganization and parental negligence leads to CSA. It contributes to knowledge gap by pointing out that walking to school in the morning hours

increases the likelihood of a child to sexual abuse as agreed by 80.9 % of the parents. The study also finds out that technology that the possession of mobile phones among the pupils and perpetrators increases the risk of sexual abuse. When the pupils or perpetrators watch pornographic content in the mobile phones, they will tend to practice what they have watched as agreed by 65.6% and 80% of pupils and parents respectively. The study also contributes to the knowledge gap that Single parenthood due to divorce or bereavement risks a child to sexual abuse since children are best brought up by both parents as agreed by 55.5% of parents.

#### **4.6.2 Prevalence Rate of Child Sexual Abuse**

Globally, there is stigma in reporting CSA among the pupils, this is partly viewed in terms of the shame it could bring in the event that a close family member was perpetrator (Mayer & McHugh, 2016). According to this study, boys were reluctant to disclose their sexual violence experience because they feared being labelled as instigators which could lead to family separation. The abusers where close family members to the children who they depend on making it difficult for them to report the case. There was a noted reluctancy by the authorities in terms of response to child abuse cases making the vice go unpunished. Social disorganization was reported as a motivating factor that leads to sexual abuse thus the society need to be restructured. According to Zhu et al., (2015) the verbal threats such as causing physical injury and/or withdrawing a favour from the survivor on reporting the abuse prevented the disclosure of these cases by the pupils.

The disclosure of sexual violence is dependent on the protection of the victim from the perpetrator that if for disclosure to be effective, the government should protect the survivor upon report and take him/her to a safe place where the perpetrator cannot access. The

development sequelae of the child is influenced by social support, the lower risks of mental health risk are associated with high social support (Coll, 2015). Surprisingly, the survivors mentioned close family members as the perpetrators and were reluctant reporting them for fear of punishment and disbelieve from the society. The finding that most child sexual abuse is done by someone well known to the survivor was reiterated since neighbors, teachers, relatives and friends were mentioned frequently as perpetrators. Some of the respondents revealed that they had been involved in abusing children sexually.

According to Olafson (2011) the prevalence rate of child sexual abuse is higher in girls than in boys and most of the abusers are known to the survivor who are commonly male. Girls are more susceptible to sexual abuse than boy that is, three to four times more likely to be sexually abused than boys (Barth et al., 2013). The research findings have revealed that the prevalence rate of girls' sexual abuse was three to four times more than boys this is in line with the scientific studies done before. It is worth nothing that 82.4% of the pupils have never had sex by someone who forces or threatens, 73.5% denied that nobody has made or tried to make them have sexual intercourse or sexual contact when they did not want by either continue pestering or verbal pressure. However, 15.7% agreed they have been coerced to have sex by someone known to them, 22.5% said agreed that some persons had tried but not succeeded in making them take part in unwanted sex, 67.5% of the pupils rejected that nobody has attempted to force them take part in unwanted sexual intercourse, and 17.6% pupils have experienced unwanted or uninvited touching of sexual intercourse since they began school. 78.4% of the pupils denied that they haven't experienced sexual intercourse while 78.4% rejected that some persons have made or tried to make them have sexual intercourse or sexual contact when they did not want to by making threats of nonphysical punishment, such as

lowering a grade, damaging your reputation, or being excluded from class for failure to comply while 13.7% agreed that they had been through this kind of situation. The children who experience sexual abuse often face violence on multiple aspects within the family (such as interparental violence and physical maltreatment).

Despite the multitudinous antagonist effects of Child sexual abuse, indefinite number of children seek help, conceivably because they are not conscious of the availability of the services, non-availability of the services, or the associated stigma (Masilo, 2018). Although the control of and response to child sexual abuse has been seen traditionally as the responsibility of law enforcement and social welfare, the schools, community and the health sectors can integrate sexual abuse mitigation and care into routine programmatic activities by building clear links to social services to achieve maximal benefit for social measures. Therefore, in an event of a teacher threatens to lower a student grade in exchange for sexual favors, the headteachers need to take necessary disciplinary action with the employer so that the children are protected and ensure learning in an abuse free environment. The clan elders and assistant chief need to take a stern disciplinary action against the perpetrators who touch the pupils their private parts and/or abuse them sexually. The social workers, community health volunteers and counsellors need to have an improved identification of those children experiencing sexual violence and the subsequent delivery of counseling and seeking legal assistance for the victims.

Attachment ensues once a child has a secure, consistent, reciprocal relationship with an ideal person naturally the child's principal caregiver. When the caregiver is sensitive to the child's needs and responds in ways that are warm, cultivating therefore making the child feel safe, the child begins to use this individual as a secure base from which to explore and, when necessary,

as a anchorage of protection and coziness Adaptiveness of the child to the Social environment as a key element during attachment is used to understand the frequency at which sexual abuse occur among the children and the coping patterns developed in the underlying social conditions.

The findings of this study agree with the literature review that the prevalence of CSA is higher in girls than in boy, CSA increases with age in girls and decreases with age in boys, boys are always reluctant in reporting their sexual abuse experiences for fear of being labelled as instigators or causing family separation and that threats from the perpetrators of physical harm or injury scares the pupils from reporting CSA experiences. However, the findings differ with the literature review that teachers are the main perpetrators of child sexual abuse rather it was found that close family members were the main perpetrators of CSA which is an important contribution to the knowledge gap

#### **4.6.3 Awareness Level of Pupils on Child Sexual Abuse**

According to Galindo et al., (2017), the knowledge of teachers, parents and other caregivers on CSA preventions directly influences the child's prevention awareness. The research found that 80.3% of the pupils received advice from their parents about sexual abuse and their consequences. 88.3% of these pupils reported that teachers in school always talked about sexual abuse and how to stay safe. The pupils also agreed that watching pornographic videos leads to sexual abuse as reported by 45.1% of the populations. Exposing their private parts leads to sexual abuse and being alone on private dark places increases chances of sexual abuse by perpetrators as show from the findings of the study in 63.8% and 73.5% respectively. Further, the research found that 79.4% of pupils agreed that child sexual abuse leads to early

pregnancies and SDIs. It was found that 58.9% said that both boys and girls are at a risk of being sexually abused and 40.9% said that child sexual abuse is both social and public concern. Sexual abuse leads to low self-esteem, psychological disorders and trauma as 62.7% of pupils agreed. Even close family member can abuse a child sexually as reported by 65.7% of the findings from the study. On average, sexual violence against children occurred at the age of 13 years. According to Greathouse, et al., (2015) most child sexual harassment occurs between the ages of 9 and 13. This is due to the fact that most participants in the study had unwanted sexual experience by coercion as opposite to material gain. A girl's risk for transactional sex with an abuser increase after the age of 14 (Soto, 2016). This finding is further supported by the high number of respondents (24% of female and 17% of male) admitting that seduction, money and allurements were involved in the sexual violence.

The study findings agree with the literature on CSA awareness and the attachment theory developed earlier social interaction as an important component of attachment places children at a better position to learn the norms, beliefs, expectations and moral way of life in the society. Through socialization, parents, teachers and the local administrators teach the children at home, in school and during community gatherings respectively the effects of sexual abuse and ways of staying safe which consequently lowers the far-flung of abuse. Secondly, the stakeholder knowledge on child sexual abuse mitigation directly influences the child's knowledge through a dissemination of the information through the media, community gatherings and in schools. This study adds to knowledge gap that CSA leads to psychological trauma, lowering the self-esteem of the pupils which in return leads to poor academic performance

#### **4.6.4 Mitigation Strategies of Child Sexual Abuse**

According to Finkelhol (2009), there are two initiatives to stop sexual violence against children that focuses on offender management and school educational programs as the major strategies. The offender management initiatives include registering sex offenders, apprising the society on their presence, getting the background history before employment, limiting and monitoring places where offenders live and lengthening the prison sentences for the offenders. Though there is won approval from the general public, social workers, the government and policy makers on the effectiveness of these initiatives, there is little evidence to show their effectiveness in mitigating sexual violence. This study found out that 78.4% of pupils suggested that sexual offenders must be taken through the legal process while the community should be notified of the presence of sexual offenders as 93.1% of the pupils recommended. 76.5% of the pupils expressed their fear that background employment should be checked before employing any teacher. It was also discovered that 78.5% of the respondents were for the opinion that places where offenders stay should be controlled in order to reduce this sexual abuse habit. 91.2% of the respondents said that assistant chief should report the cases of perpetrators brought to her office for further legal action 94.2% of the respondents agreed that pupils should be taught skills that will help them identify dangerous situations to enable prevent themselves. 83.4% of the pupils reported that pupils should be educated on how to refuse sexual abuse approach.76.6% of the respondents agreed that religious institution has a role to play in educating the society on morals to prevent child abuse, this finding is a cause for concern to policy formulators.

A study by Finkelhor (2009) outlines the mitigation strategies to curbing CSA abuse as: offender registration, community notification, mandatory background check, residency

restriction, sentence lengthening and civil commitment, enhanced detection and arrest, mental treatment community reintegration. The WHO (2006) highlights the prevention strategies of CSA as those efforts targeted towards the prevention of the underlying causes and risk factors such as harmful traditional cultural practices like Female Genital Mutilation (FGM), reducing economic inequality, reducing the environmental risk factors and relationship strategies such as adequate parenting. The findings of this study are in agreement with the studies done by Finkelhor (2009) and WHO (2006) since they point out that to curb child sexual abuse, the risk factors such as poverty, parental negligence and harmful traditional cultural practices should be addressed. The attachment theory framework helped the researcher to view pupils within the context of their interactions with the social environment and the transactional process thereby explaining human behavior in relation to the reciprocal relationships among members in the society giving a blue print the mitigation of the abuse upon identification of the abusers. The findings recommend on offender registration, community notification, mandatory background check for teachers, residency restriction and sentence lengthening which is in line with the literature review. Additional knowledge is brought forth by the findings on the role of the religious institutions on the morality of members in the society and nourishing them on the religious expectations and what it means to be morally upright which in return will fight CSA. Secondly, the findings point out new knowledge on a need for a dialogue between the key stakeholders in education such as parents, teachers, policy formulators and social workers on the introduction of sex education in all the key social institutions to equip children on the refusal approaches and perpetrator identification.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the summary, conclusions, recommendations of the study based on the objectives and suggestions for further study Sub-location in Kisii County.

#### **5.2 Summary of Findings**

The purpose of this study was to investigate the Etiology of Child sexual abuse among pupils in Emesa Sub-Location which is in Kisii County, Kenya. The Study used descriptive survey research design. This design was appropriate for the study since data was collected without influencing the independent and dependent variables in the study. A sample of 100 pupils, 100 parents and 10 key informants were obtained for the study. The study utilized questionnaires and interview schedules for data collection.

The first objective sought to identify the etiology of sexual abuse among pupils in Emesa sub-location in Kisii County. The study revealed that the main causes of child sexual abuse are walking to school, pornographic content in mobile phones and TVs, parental negligence, single parenthood, orphanage and poverty. Therefore, there is a significant relationship between the etiology and child sexual abuse since pupils, parents/guardians and Key informants agreed equally on these causes.

The second objective of the study endeavored to determine the prevalence rate of sexual abuse among pupils at Emesa sub-location in Kisii County. The study revealed that the prevalence rate of child sexual abuse is higher in girls than in boys and most of the abusers are known to the survivor who are commonly male. Girls are more susceptible to sexual abuse than boy

that is, three to four times more likely to be sexually abused than boys. There was no significant relationship between prevalence rate and child sexual abuse since most of the pupils denied that they have never had sex with someone who forces or threatens. They also denied that nobody has made or tried to make them have sexual intercourse or sexual contact when they did not want by either continue pestering or verbal pressure. This suggests that prevalence rate is not critical in determining child sexual abuse. However, some of the pupils agreed that they have been coerced to have sex with someone known to them.

The third objective sought to explore the awareness level of pupils on sexual abuse in Emesa Sub-location in Kisii County. The study revealed that the knowledge of teachers, parents and other caregivers on CSA preventions directly influences the child's prevention awareness. The research found that most of the pupils received advice from their parents about sexual abuse and their consequences. Pupils reported that teachers in school always talked about sexual abuse and how to stay safe. The pupils also agreed that watching pornographic videos leads to sexual abuse. This clearly shows that the pupils were aware of CSA and ways of staying safe. Therefore, there is a significant relationship between the awareness level of children and sexual abuse.

The fourth objective of the study aimed at examining the mitigation strategies of sexual abuse among pupils in Emesa Sub-location in Kisii County. It found out that there are two initiatives to mitigate sexual violence against children that focus on offender management and school educational programs as the major strategies. The offender management initiatives include registering sex offenders, appraising the society on their presence, getting the background

history before employment of teachers, limiting and monitoring places where offenders live and lengthening the prison sentences for the offenders. However, it was noted that, the long legal system in Kenya on dealing with the sexual violence related cases has motivated child sexual abuse. This should be a great concern to the social workers, social policy formulators and community health volunteers to open a dialogue on how this can be shortened for the interest of safeguarding the rights of the children and ensuring that the victims get justice. It was also noted that these cases are settled by alternative dispute resolution at the community level by paying the survivor's family or forcing the perpetrator to marry the victim, which further endangers the life of the pupil since two wrongs do not make a right. This is done to avoid bring shame both to the victim and the perpetrator

### **5.3 Conclusions**

The following conclusions were drawn from the study findings:

The results present the causes of child sexual abuse as walking to school, pornographic content in mobile phones and TVs, parental negligence, single parenthood, orphanage and poverty. These are consistent with the conceptual framework developed earlier to show the interaction of the independent variables with the dependent variable. It was projected that the awareness of these causes by the pupils and parents could prevent child sexual abuse. The conceptualized relationship drawn from the Attachment theory that holds that the blueprint for developing other social relationships of the child is founded on the early relationships with the significant caregiver and the appraisal of previous related studies indicate that caregivers play a key role in curbing child sexual abuse.

The Attachment theory adequately addressed the distinct etiology of child sexual abuse based on its key tenets that sufficiently explored each objective, that is, experience as an essential factor in attachment explored the etiology of child sexual abuse, adaptiveness to social conditions explored the prevalence rate of child sexual abuse, Social interaction as a cause of attachment explored the extent of awareness of students on sexual abuse and Transactional process explored the mitigation strategies of sexual abuse. However, this theory did not exhaustively show the interaction of the variables in the study, therefore the study also utilized the conceptual framework.

The findings of this study indicate that CSA in this sample of respondents exists to a similar degree globally. The female suffers more sexual abuse than male. Young children and adolescents received allurements for sexual favors otherwise called “transactional abuse”. Most of the perpetrators were male who are well known to the survivor.

This search was based on the assumption of the relativity of knowledge meant to create an interaction between the researcher and the researched. The sample tested was a representative of the whole population owing to the fact that pupils and parents were involved in the study. Furthermore, data from the key informants was included. The perception of sexual abuse by the victims was noticeable. A combination of factors such as the social environment where children are brought up and the socialization process are a function of the conceptions and misconceptions on CSA. Through Socialization, we learn the societal norms and the way of life that we need to adopt. The view from the Kenyan context that children should obey without question their seniors may put them at a risk of sexual abuse in the event that the senior requests sexual favors from the minor.

Some children did not see the behavior of the perpetrators as abusive therefore they did not see it as problematic. Psychologically and emotionally, this view may be beneficial to the victim but it makes it difficult to combat the unrecognized problem.

The patriarchal mental apprehensions on sexual entitlement is a root to sexual abuse. The notion that sex is a female resource that should be exploited has contributed highly to sexual abuse among children especially girls (Patricia Carter, 2017). There was powerlessness felt by many participants in their abusive experiences making them feel obligated to move on even if they knew things were not right.

## **5.4 Recommendations**

According Font & Berger (2015), the remarkable development of children is in accordance with the society owing to the fundamental role it plays for socialization. This being the case. The society's progress is directly related to how the vulnerable members are treated in the society. Consequently, we need to make effort in ensuring that the children are living in protected environments where the perpetrators cannot take advantage of the prevailing conditions and abuse them.

### **5.4.1 Policy Recommendations**

- i. In order to mitigate child sexual abuse, the key stakeholders such as parents, teachers and local administrators need to know the etiology of sexual abuse. This will guarantee their fight against the identified causes unanimously to get a solution to this vice.
- ii. The media needs to play a key role in creation of public awareness on prevention of child sexual abuse and condemn cultural practices such as FGM that violate the girls

right making them susceptible to abuse because of the notion that they are now ready for marriage once they have undergone the ‘cut’.

- iii. The focus on the protection and assistance of children and women should be held by government policies, social welfare programs and research. The male chauvinism culture should be condemned and the society dialogue on what it is to be a man. Men should view women and children as persons of equal right to theirs and not feel the sexual entitlement on children and women dominance. The recognition of children and women’s rights and the improvement of their social position play a key role in the prevention of CSA.
- iv. The Hegemonic masculinity in Kenya should be condemned and programs that address the sexual victimization of girls based on the culture and placing boys as superior to them should be developed.
- v. The religious institutions, policy formulators, teachers and parents need to start a dialogue on the introduction of sex education both at school and societal level to equip the learners with the possible refusal technics, abuser identification, where to report in the event of abuse and the consequences of the abuse and the emphasize should not only be on girls but also boys since all can be sexually a bused.

#### **5.4.2 Recommendations for Further Research.**

The study suggests the following areas for further research.

- i. Further research needs to be done on the factors that can be put in place to impede the perpetrators from exploiting the children sexually. The risk factors may also be a good starting point in search for mitigation strategies on child sexual abuse.

- ii. For the research on child sexual abuse to be useful to the government and policy makers, methodological design of researches on CSA must correspond to the legal framework and definition of CSA in the country of investigation. This study attempted to achieve this.
- iii. A study could also be carried out in secondary schools in Emesa sub-location to establish the causes of childhood sexual abuse.
- iv. In the current study, questionnaires and interview schedules were used to investigate the etiology, prevalence rate, awareness level and mitigation strategies of Child sexual abuse. It is possible that there was biasness in the responses thus affecting the results in unknown way and perhaps focused group discussions with the pupils and parents can be used to crosscheck the consistency of the responses. Nevertheless, owing to the detailed nature of the data collection process, this impact of biased responses may be minimal
- v. A study to establish the determinants of child sexual abuse among pupils in Emesa sub-location can also be done.
- vi. A similar study can be replicated in other parts of the world to establish the causes of child sexual abuse within the context of study.

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## APPENDICES

### Appendix A: Parent/Guardian Consent for Questionnaires

Dear Parents or guardians,

I am a postgraduate student at Maasai Mara University interested in learning about Etiology of child sexual Abuse among pupils in Emesa Sub-Location. I would like to ask your child to be part of the research study. The purpose of the study is to investigate the causes of sexual abuse among pupils, it will also determine how often child sexual abuse occur in Emesa Sub-location. The study will explore whether pupils are aware of sexual abuse and examine ways of ending sexual abuse among pupils in Emesa Sub-location. The findings from the study will give insight to parents, teachers, the community and the County at large on the causes of child sexual abuse. They will also equip the pupils with refusal techniques and what they need to do when faced with sexual related suggestions from abusers.

Your child will fill a questionnaire which will take 20-30 minutes. If you do not want your child to fill the questionnaire, your child should not participate in this study. The child's identity will be protected as he/she will be given participant number.

The findings of this study might be shared with the government, schools and policy makers for purposes of coming up with mitigation strategies to curb child sexual abuse in Kisii County. Only authorized researchers will have access to the questionnaires. If you do not want your child to be in the study or your child does not want to be in the study, there will be no penalty. Your child is free to withdraw at any time.

Answering the questions will help me develop an actionable mitigation strategy to child sexual abuse in Emesa Sub-location.

By signing this form, you agree to allow your child to fill the questionnaire if he or she would like to. If you have any questions or concerns about this study, please contact me at [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) or 0702532633

Thank you,  
Justine Amadi Orucho

### ACCEPTANCE

I have read this letter explaining the details of this study. I agree that my child can participate in this study.

---

Your Name

Your Signature

---

Child's Name

Date

## ***Omoiboria gose Omotenereria Ogwancherana***

*Ase Omoibori/Omotenereria,*

*Inche ingosoma Maasai Mara University, nigongokora obotuki igoro yo'Obotibongi bw'abana Ime Yemesa Sub-location. Ninganie koboria omwana ogo abe oyomobo ase obotuki obo. Erenga enene yobotuki obo nokoringoria omochakano bwo'obotibongi bwabana besukuru, nainde nesake ang'ana inaki obotibongi obo bogokorekana ime Yemesa Sub-location. Obotuki obo mboringorie gose abana mbamanyete igoro yobotibongi nainde botuke chinchera chiogokora obotibongi bwa'abana ime Yemesa Sub-location.*

*Amachibu korwa obotuki obo mbokonye abaibori, abarimu, ekenyoro ne'county enigma igoro ninki gekigera obotibongi bwa'abana bwakoreka. Nainde mbokonye abana chisikiri chiokoanga obotibongi kero babwateranigu gose kero omonto akobaerberia babe babwo.*

*Omwana ogo naichoria amaswali aramoire chitagika 20-30. Onye totageti omwana ogo aichorie amaswali, mwanago tagoancherwa abe oyomo ase obotuki obo. Erieta riomwana ndibisu ase okoegu chinamba chiobotuki obo.*

*Amachibu korwa ase obotuki obo nabo arasangwe neserekari, chisukuru na abarosia amachiko ase eng'encho yokorigia chinchera kokoeria obotibongi bwa'abana ime Ye'county ya Gusii.*

*Abanto boka baria bancheire nabwo baranyare gokona amaswali aya. Onye totageti Omwana ogo abe oyomo ase obotuki obo, gesusuro tikeiyo. Omwana ogo nabwate obosibore bwogotiga chinsa chinde chionsi.*

*Koiraneria amaswali aya nenkonye indosie chinchera chiogokora obotibongi bwa'abana ime Yemesa Sub-location*

*Ase ogosaini efomu eye, gwanseranire omwana ogo airanerie amaswali aya onye gatagete. Onye kobwate koboria konde, indikere rioko ase [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) gose ong'akere esimi ase 0702532633.*

*Imbuya Mono*

*Justine Amadi Orucho*

### ***OGWANCHERANA***

*Nasome rirube eri rigokwanera igoro yobotuki obo. Nachheranire buna omwana one nabo akoba ase obotuki*

---

*Erieta Riago*

*Esei yago*

---

*Erieta Riomwana*

*Chitariki*

## **Appendix B: Participant Assent**

Dear Pupil/Parent,

I am a postgraduate student at Maasai Mara University interested in learning about Etiology of child sexual Abuse among pupils in Emesa Sub-Location. I would like to ask you to be part of the research study. The purpose of the study is to investigate the causes of sexual abuse among pupils, it will also determine how often child sexual abuse occur in Emesa Sub-location. The study will explore whether pupils are aware of sexual abuse and examine ways of ending sexual abuse among pupils in Emesa Sub-location. The findings from the study will give insight to parents, teachers, the community and the County at large on the causes of child sexual abuse. They will also equip the pupils with refusal techniques and what they need to do when faced with sexual related suggestions from abusers.

We would like to ask you to help us by filling the questionnaire about your experiences and opinions. Questions will be on etiology, prevalence, awareness and mitigation of child sexual abuse.

You can choose not to answer any question. Some questions might make you uncomfortable, but you do not have to answer those questions. Answering the questions will take 20- 30 minutes.

You do not have to participate in this study if you do not want to. If you think you want to participate and then later decide you do not want to at any time, there will be no penalty to you.

By signing this form, you agree to fill the questionnaire if you would like to. If you have any questions, please talk to your headteacher.

You are helping in developing an actionable mitigation strategy to Child sexual abuse in Kisii County.

### **ACCEPTANCE**

I have read this letter explaining the details of this study. I agree to participate in this study.

---

Your Name

Your Signature

---

Date

If you have any questions or concerns about this study, please contact me at [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) or 0702532633.

We will keep your name and information confidential.

Thank you

## **Translation**

*Ase Omworokiwa/Omoibori*

*Inche ingosoma Maasai Mara University, nigongokora obotuki igoro yo'Obotibongi bw'abana Ime Yemesa Sub-location. Ninganie gokoboria obe oyomobo ase obotuki obo. Erenga enene yobotuki obo nokoringoria omochakano bwo'obotibongi bwabana besukuru, nainde nisake ang'ana inaki obotibongi obo bogokorekana ime Yemesa Sub-location. Obotuki obo mboringorie gose abana mbamanyete igoro yobotibongi nainde botuke chinchera chiogokora obotibongi bwa'abana ime Yemesa Sub-location.*

*Amachibu korwa obotuki obo mbokonye abaibori, abarimu, ekenyoro ne'county enigma igoro ninki gekigera obotibongi bwa'abana bogokoreka. Nainde mbokonye abana ching'encho chiokoanga obotibongi kero babwateranigu gose kero omonto akobaerberia babe nere.*

*Ntoganie gokoboria otokonye ase okoiraneria amaswali aya igo yobomanyi na ebirengererio biago. Amaswali nabe igoro yomochakano, ekerengo, obomanyi na chinchera chiogokora obotibongi bwa'abana*

*Nabo ogochora toiraneria iswali rinde rionsi. Amaswali ande nagokore totwara omorembe korakini rende tari lasima oiranerie amaswali ayio. Ogoichoria amaswali aya nkoire chitagika 20-30. Tari lasima oiranerie amaswali aya onye totageti. Onye gokagerete notagete koiraneria amaswali aya nainde otige, gesusuro kende tikeiyo.*

*Ase okobeka esei ase rirube eri, gwancheranire koiraneria amaswali aya onye gotagete. Onyo kobwate iswali rinde, gaki kwana nomwalimu oino Omonene. Gwakonyire anene korosie chinyencho aoao chiogotanga obotibongi bwa'abana ime ye'county ya gusii*

## **OGWANCHERANA**

*Nasomire rirube eria rigokwan igoro ya obotuki obo. Nancheranire koba oyomo bwo'obotuki obo.*

---

*Erieta Riago*

*Esei yago*

---

*Chitariki*

*Onye kobwate iswali gose kogani konde ase obotuki obo gaki indikere rirube ase [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) gose aka esimi ase 0702532622*

*Erieta riago na kende gionsi igoro yago mbibe bobisi.  
Imbuya Mono.*

## Appendix C: Key Informant Interview Assent

Dear Respondent,

I am a postgraduate student at Maasai Mara University interested in learning about Etiology of child sexual Abuse among pupils in Emesa Sub-Location. I would like to ask you to be part of the research study. The purpose of the study is to investigate the causes of sexual abuse among pupils, it will also determine how often child sexual abuse occur in Emesa Sub-location. The study will explore whether pupils are aware of sexual abuse and examine ways of ending sexual abuse among pupils in Emesa Sub-location. The findings from the study will give insight to parents, teachers, the community and the County at large on the causes of child sexual abuse. They will also equip the pupils with refusal techniques and what they need to do when faced with sexual related suggestions from abusers.

We would like to ask you to help us by answering the questions about your experiences and opinions. The questions will be on etiology, prevalence, awareness and mitigation of child sexual abuse.

You can choose not to answer any question. Some questions might make you uncomfortable, but you do not have to answer those questions. Answering the questions will take 20- 30 minutes.

You do not have to participate in this study if you do not want to. If you think you want to participate and then later decide you do not want to at any time, there will be no penalty to you.

By signing this form, you agree to answer questions if you would like to.

You are helping in developing an actionable mitigation strategy to Child sexual abuse in Kisii County.

### ACCEPTANCE

I have read this letter explaining the details of this study. I agree to participate in this study.

---

Your Name

---

Your Signature

---

Date

If you have any questions or concerns about this study, please contact me at [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) or 0702532633.

We will keep your name and information confidential.  
Thank you

**Translation.**

Ase Omoiraneria,

*Inche ingosoma Maasai Mara University, nigongokora obotuki igoro yo'Obotibongi bw'abana Ime Yemesa Sub-location. Ninganie gokoboria obe oyomobo ase obotuki obo. Erenga enene yobotuki obo nokoringoria omochakano bwo'obotibongi bwabana besukuru, nainde nisake ang'ana inaki obotibongi obo bogokorekana ime Yemesa Sub-location. Obotuki obo mboringorie gose abana mbamanyete igoro yobotibongi nainde botuke chinchera chiogokora obotibongi bwa'abana ime Yemesa Sub-location.*

*Amachibu korwa obotuki obo mbokonye abaibori, abarimu, ekenyoro ne'county enigma igoro ninki gekigera obotibongi bwa'abana bogokoreka. Nainde mbokonye abana ching'encho chiokoanga obotibongi kero babwateranigu gose kero omonto akobaerbereria babe nere.*

*Ntoganie gokoboria otokonye ase okoiraneria amaswali aya igo yobomanyi na ebirengererio biago. Amaswali nabe igoro yomochakano, ekerengo, obomanyi na chinchera chiogokora obotibongi bwa'abana*

*Nabo ogochora toiraneria iswali rinde rionsi. Amaswali ande nagokore totwara omorembe korakini rende tari lasima oiranerie amaswali ayio. Ogoichoria amaswali aya nkoire chitagika 20-30. Tari lasima oiranerie amaswali aya onye totageti. Onye gokagerete notagete koiraneria amaswali aya nainde otige, gesusuro kende tikeiyo.*

*Ase okobeka esei ase rirube eri, gwancheranire koiraneria amaswali aya onye gotagete. Onyo kobwate iswali rinde, gaki kwana nomwalimu oino Omonene. Gwakonyire anene korosie chinyencho aoao chiogotanga obotibongi bwa'abana ime ye'county ya gusii*

**OGWANCHERANA**

*Nasomire rirube eria rigokwan igoro ya obotuki obo. Nancheranire koba oyomo bwo'obotuki obo.*

---

*Erieta Riago*

*Esei yago*

---

*Chitariki*

*Onye kobwate iswali gose kogani konde ase obotuki obo gaki indikere rirube ase [orucho@mmarau.ac.ke](mailto:orucho@mmarau.ac.ke) gose aka esimi ase 0702532622*

*Erieta riago na kende gionsi igoro yago mbibe bobisi.  
Imbuya Mono.*

## Appendix D: Pupils Questionnaire

<b>DATE:</b>	_____
<b>START TIME:</b>	_____AM/PM
<b>END TIME:</b>	_____AM/PM
<b>REASERCH ID:</b>	_____
<b>RESEARCH STAFF ID</b> (In attendance but not primarily conducting the filling)	_____
<b>SITE ID:</b>	_____

Do not write your name on the Questionnaire: Please tick or write the answer. You are encouraged to try and answer all the questions in this questionnaire. There is no right or wrong answer, please answer all the questions.

### Section A: Social Demographic Data

1. Gender: Female  Male
2. How old are you? Below 10 years old  10-17   
years
3. Which class/form are you in?
4. How many are you in your family?  
Brother(s)  sister(s)
5. What is the highest level of education of your mother?  
Primary school (specify class) .....  
Secondary school (please specify form) .....  
Tertiary

University

Other (please specify) .....

6. What is the highest Level of education of your father?

Primary school (specify class) .....

Secondary school (please specify form) .....

Tertiary

University

Other (please specify) .....

7. What is your religion?

Christian  Muslim

Other (please specify) .....

8. What is the occupation of your mother?

Businesswoman

Employed

Housewife

Other (please specify) .....

9. What is the occupation of your father?

Businessman

Employed

Farmer

Other (please specify) .....

10. Do you live with any of your other relatives?

Yes  No

**SECTION B**

**i). Etiology of Sexual Abuse**

Kindly indicate your most appropriate response to each of the following statements on a five-point scale, regarding the Etiology of child Sexual Abuse in Emesa Sub-location. Indicate if you: **5-STRONGLY AGREE-S. A, 4-AGREE-A, 3-NOT SURE- N/S, 2-DISAGREE-D, 1-STRONGLY DISAGREE-S. D** by crossing (×).

<b>S/N0</b>	<b>STATEMENT</b>	<b>S.A</b>	<b>A</b>	<b>N/S</b>	<b>D</b>	<b>S.D</b>
1.	Walking to school risks me to sexual abuse.					
2.	A mobile phone exposes me to sexual abuse					
3.	Most of the TV programs and videos that I watch exposes me to sexual abuse.					
4.	Poverty in our family makes me vulnerable to sexual abuse					
5.	Single parenthood has exposed me to sexual abuse.					
6.	Alcohol and drug abuse make me susceptible to sexual abuse					
7.	Social disorganization in our clan is a major cause of sexual abuse.					
8.	Parental negligence is a major cause of sexual abuse in my clan					

**A. Prevalence Rate of Sexual Abuse.**

Below are statements to measure the prevalence rate of sexual abuse among pupils. Please answer the questions as to whether it has ever happened to you or not in the rank of 1-3, where 1 represents YES, 2 represents NO and 3 represents DON'T KNOW.

S/NO	Statement	1	2	3
1	Has anyone ever made you have sex by using force or threatening to harm you or someone close to you?			
2.	Has anyone made or tried to make you have sexual intercourse or sexual contact when you did not want to by simply being overwhelmed by someone's continual pestering and verbal pressure?			
3.	Has anyone attempted but not succeeded in making you take part in any of the unwanted sexual experiences?			
4.	Have you ever experienced any unwanted or uninvited touching of a sexual nature since you began school? This includes forced kissing, touching of private parts, grabbing, fondling, and rubbing up against you in a sexual way, even if it is over your clothes.			
5.	Has anyone ever made or tried to make you have sexual intercourse or sexual contact when you did not want to by making threats of nonphysical punishment, such as lowering a grade, damaging your reputation, or being excluded from class for failure to comply with requests for any type of sexual activity?			

**ii). Extent of Pupils' Awareness on Sexual Abuse**

Please consider each of the following statements with regard to your level of awareness on child sexual abuse in Emesa Sub-location. Indicate the response that best reflects your opinion. Indicate if you: **5-STRONGLY AGREE-S. A**, **4-AGREE-A**, **3-NOT SURE-N/S**, **2-DISAGREE-D**, **1-STRONGLY DISAGREE-S. D** by crossing (×).

S/N0	STATEMENT	S. A	A	N/S	D	S. D
1.	My parents always talk to me on sexual abuse and its consequences.					
2.	Teachers in school always talk to us on sexual abuse and how we need to stay safe.					
3.	Watching pornographic videos leads to sexual abuse					
4.	Exposing private parts increases risk to be sexually abuse.					
5.	Being alone in dark places increases chances of sexual abuse from perpetrators					
6.	Child Sexual abuse leads to early pregnancies and SDIs					
7.	Both boys and girls can be sexually abused					
8.	Child Sexual abuse is both a social and public health concern					
9.	Child sexual abuse leads to low self-esteem, psychological disorders and trauma					
10.	Even a close family member can abuse a child sexually.					

**iii). Mitigation Strategies of Child Sexual Abuse**

Kindly indicate your most appropriate response to each of the following statements on a five-point scale, regarding the mitigation strategies of child Sexual Abuse in Emesa Sub-location. Indicate if you: **5-STRONGLY AGREE-S. A, 4-AGREE-A, 3-NOT SURE-N/S, 2-DISAGREE-D, 1-STRONGLY DISAGREE-S.D** by crossing (×).

S/N0	STATEMENT	S. A	A	N/S	D	S. D
1.	Sex offenders should be prosecuted					
2.	The community should be notified about the presence of sexual offenders					
3.	Background employment check should be conducted before employing any teacher					
4.	Places where sex offenders live should be controlled					
5.	Long term prison sentences should be imposed for sex offenders					
6.	The Assistant chief should report the perpetrators brought to her to the police for further legal action.					
7.	Pupils should be equipped with skills on how to identify dangerous situations					
8.	Pupils should be educated on refuse an abuse approach					
9.	Religious institution has a role to play in educating the society on morals to prevent child abuse.					
10.	Sex education should be introduced in school to equip learners with information on its effects.					

**Appendix E: Parent Questionnaire**

**DATE:** \_\_\_\_\_  
**START TIME:** \_\_\_\_\_AM/PM  
**END TIME:** \_\_\_\_\_AM/PM  
**RESEARCH ID:** \_\_\_\_\_  
**RESEARCH STAFF ID** (In attendance but not primarily conducting the filling)  
\_\_\_\_\_  
**SITE ID:** \_\_\_\_\_

**Section A: Social Demographic Data**

- 1. Gender: Female  Male
- 2. How old are you? Below 30 years  Above years 30 years
- 3. What is your highest level of education?
  - 4. Primary
  - Secondary
  - Tertiary
  - University
  - Other please specify.....
- 5. What is your religion?
  - Christian
  - Muslim

6. Other please specify .....
7. What is your occupation?  
 Business |   
 Employed |
8. Other please specify .....

**SECTION B**

**i). Etiology of Sexual Abuse**

Kindly indicate your most appropriate response to each of the following statements on a five-point scale, regarding the Etiology of child Sexual Abuse in Emesa Sub-location. Indicate if you: **5-STRONGLY AGREE-S.A**, **4-AGREE-A**, **3-NOT SURE- N/S**, **2-DISAGREE-D**, **1-STRONGLY DISAGREE-S.D** by crossing (×).

S/N0	STATEMENT	S.A	A	N/S	D	S.D
1.	Walking to school risks a child to sexual abuse.					
2.	A mobile phone exposes a child to sexual abuse					
3.	Most of the TV programmes and videos that a child watch exposes him to sexual abuse.					
4.	Poverty in a family makes a child vulnerable to sexual abuse					
5.	Single parenthood has exposed me to sexual abuse.					
6.	Alcohol and drug abuse make a child susceptible to sexual abuse					
7.	Social disorganization in our clan is a major cause of sexual abuse.					
8.	Parental negligence is a major cause of sexual abuse in my clan					

**ii). Prevalence Rate of Sexual Abuse**

Please here are some general statements on prevalence rate child sexual abuse in Emesa Sub-location. Indicate if you: **5-STRONGLY AGREE-S.A, 4-AGREE-A, 3-NOT SURE- N/S, 2-DISAGREE-D, 1-STRONGLY DISAGREE-S.D**by crossing (×).

S/N0	STATEMENT	S.A	A	N/S	D	S.D
1.	Some children are sexually abused by older children					
2.	Most people who sexually abuse children do not belong to the child's family					
3.	Most of the time children are sexually abused when they are alone, at night, and outside their home					
4.	Only girls are victims of sexual abuse					
5.	Sexually abused boys are usually not homosexual					
6.	Children from reputable families are not victims of sexual abuse					
7.	Children who report being victims of sexual abuse are not necessarily placed in foster care following these revelations					
8.	Few children are victims of sexual abuse					
9.	Only young children are victims of sexual abuse					
10	Boys are not sexually abused					
11	A majority of sexual abuse perpetrators are retarded or mentally ill					
12	Some children are sexually abused by older children					

**iii). Extent of Pupils’ Awareness on Sexual Abuse**

Please consider each of the following statements with regard to your level of awareness on child sexual abuse in Emesa Sub-location. Indicate the response that best reflects your opinion. Indicate if you: **5-STRONGLY AGREE-S. A, 4-AGREE-A, 3-NOT SURE-N/S, 2-DISAGREE-D, 1-STRONGLY DISAGREE-S. D** by crossing (×)

S/N0	STATEMENT	S. A	A	N/S	D	S. D
1.	My parents always talk to me on sexual abuse and its consequences.					
2.	Teachers in school always talk to us on sexual abuse and how we need to stay safe.					
3.	Watching pornographic videos leads to sexual abuse					
4.	Exposing private parts increases risk to be sexually abuse.					
5.	Being alone in dark places increases chances of sexual abuse from perpetrators					
6.	Child Sexual abuse leads to early pregnancies and SDIs					
7.	Both boys and girls can be sexually abused					
8.	Child Sexual abuse is both a social and public health concern					
9.	Child sexual abuse leads to low self-esteem, psychological disorders and trauma					
10.	Even a close family member can abuse a child sexually.					

**iv). Mitigation Strategies of Child Sexual Abuse**

Kindly indicate your most appropriate response to each of the following statements on a five-point scale, regarding the mitigation strategies of child Sexual Abuse in Emesa Sub-location. Indicate if you: **5-STRONGLY AGREE-S.A**, **4-AGREE-A**, **3-NOT SURE-N/S**, **2-DISAGREE-D**, **1-STRONGLY DISAGREE-S.D** by crossing (×).

S/N0	STATEMENT	S.A	A	N/S	D	S.D
1.	Sex offenders should be prosecuted					
2.	The community should be notified about the presence of sexual offenders					
3.	Background employment check should be conducted before employing any teacher					
4.	Places where sex offenders live should be controlled					
5.	Long term prison sentences should be imposed for sex offenders					
6.	The assistant chief should report the perpetrators brought to her to the police for further legal action.					
7.	Pupils should be equipped with skills on how to identify dangerous situations					
8.	Pupils should be educated on refuse an abuse approach					
9.	Religious institution has a role to play in educating the society on morals to prevent child abuse.					
10.	Sex education should be introduced in school to equip learners with information on its effects.					

**Appendix F: Key Informants Interview Schedule**

<b>DATE:</b>	_____
<b>START TIME:</b>	_____AM/PM
<b>END TIME:</b>	_____AM/PM
<b>INTERVIEWER ID:</b>	: _____
<b>RESEARCH STAFF ID</b>	(In attendance but not primarily conducting the interview)
	_____
<b>SITE ID:</b>	_____

**PART 1: Brief Background Survey**

**I would like to start by asking you a few background questions to know you better**

**1. General demographic information**

**What is your age?** \_\_ \_\_ years old

What is your Gender?.....

What is your highest level of education? .....

What is your religion if Any?.....

Which clan do you come from? .....

Do you have children?.....

How do you earn your income?

.....

**PART II: Semi-Structured Interview**

**For this Part of the interview, I will be asking you questions to learn what you think is the Etiology, prevalence, awareness level and mitigation strategies of child sexual abuse. There is no wrong answer.**

**2. The Etiology of Sexual Abuse**

- What are the main causes of child sexual abuse?.....
- Do pupils have mobile phones?.....
- Do most families have TVs?.....
- What kind of videos do pupils like watching?.....

**3. Prevalence rate of sexual abuse**

- Who are the main perpetrators of child sexual abuse children?.....
- In which age bracket are pupils abused sexually?.....
- When are most pupils sexually abused?.....
- Are boys sexually abused?.....
- Has any child reported to you any incidence of sexual abuse?.....

**4. Extent of pupils' awareness on sexual abuse**

- Are pupils aware of sexual abuse?.....
- What are the main forms of sexual abuse in Emesa sub-Location?.....
- What is your opinion on sex education on children?.....
- What are the commonly abused drugs?.....

**5. Mitigation strategies on child sexual abuse**

- What do think should be done to curb child sexual abuse?.....
- What are some of the programmes that should be put in place to curb child sexual abuse?
- What should be done to perpetrators of child abuse in Emesa sub-Location?.....
- What is your opinion on sex education on children?.....

## Appendix G: Work Plan

	June 2019 - Dec. 2020												Jan 2021 - Dec 2021										
	NUMBER OF MONTHS																						
<b>WORK DESCRIPTION</b>	6	7	8	9	10	11	12	1	2	3	3	4	5	6	7	8	9	11					
Concept paper development	■	■																					
Concept defense and correction			■																				
Proposal development				■	■																		
Proposal defense at the Department						■	■																
Corrections								■	■														
Defense at the Faculty								■	■														
Data collection										■	■	■											
Data editing, entry and analysis													■	■									
Thesis write up and consultation															■	■							
Project presentation															■	■							
Correction and submission of final thesis																	■	■					

## Appendix H: Budget

No	Item	Description	Qty	Rate	Total (Ksh)
<b>A) TOOLS AND MATERIALS</b>					
1	Biro Pens		20	30	600
2	Pencils	Steindler Pencil	20	30	600
3	FoolsCaps	Ream	5	500	2,500
4	Photocopiers	Ream	5	500	2,500
5	Box File		5	500	2,500
6	Clip board		5	500	2,500
7	Paper Punch		1	300	300
8	Stapler		1	400	400
<b>B) RESEARCH SERVICES</b>					
10	Internet Services	Monthly	4	3,000	12,000
11	Telephone airtime	Monthly	4	3,000	12,000
12	Photocopying cost	Monthly	4	2,500	10,000
13	Printing cost	Monthly	4	3,000	12,000
<b>C) MEALS AND ACCOMMODATION</b>					
14	Meals and transport	Daily	6	4,500	27,000.
15	Accommodation	Daily	6	10,000	60,000.
<b>D) COPY OF FINAL RESEARCH</b>					
16	Field work	assistants	5	3,500	17,500.
17	Binding	Copy	10	1000	10,000.
	<b>SUB-TOTAL</b>				<b>172,400</b>
18	Contingencies and emergencies				200,000.00
	<b>GRAND TOTAL COST</b>				<b>372,400.00</b>

## Appendix I: University Introduction Letter



# MAASAI MARA UNIVERSITY

(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419  
Email: [graduatestudies@mmmarau.ac.ke](mailto:graduatestudies@mmmarau.ac.ke)

P. O. Box 861-20500  
NAROK, KENYA

Ref/MMU/AA0328/45/ VOL 1 (50)

Date: 25<sup>th</sup> February, 2020

Council Secretary,  
National Council for Science and Technology,  
P.O. Box 30623-00100  
NAIROBI-KENYA

Dear Sir/Madam,

**RE:APPLICATION FOR RESEARCH PERMIT: REG. NO. AM12/SP/MN/6183/2017,  
ORUCHO JUSTINE AMADI.**

I wish to recommend the above candidate for a permit to enable him collect data for his research. He defended his proposal at the School of Arts and Social Sciences successfully and has made the necessary corrections. The title is "*Etiology of Child Sexual Abuse Among Pupils in Emesa Sub-Location Kisii County.*" He therefore qualifies for a permit to conduct research.

Any assistance accorded to him will be highly appreciated.

Thank you

MAASAI MARA UNIVERSITY  
P. O. Box 861 - 20500  
NAROK  
25 FEB 2020  
Prof. Adu A.M. Wasike  
DIRECTOR  
BOARD OF POSTGRADUATE STUDIES

Prof. Adu A.M. Wasike  
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

## Appendix J: University of Kabianga Ethical Clearance



### UNIVERSITY OF KABIANGA INSTITUTIONAL ETHICS REVIEW COMMITTEE

Tel: 0202172665  
Fax: 051-8003970

P.O. BOX 2030-20200  
KERICHO

Ref: IERC/2020 / 004

Date: 2<sup>nd</sup> June, 2020

Orucho Justin Amadi

Dear Sir/Madam,

**RE: Etiology of Child Sexual Abuse Among Pupils in Emesa Sub-Location, Kisii County Kenya.**

This is to inform you that University of Kabianga Institutional Ethics Review Committee has reviewed and approved your above research proposal. Your application approval number is **IERC/2020/004**. The approval period is **1<sup>st</sup> June, 2020 – 31<sup>st</sup> May, 2021**.

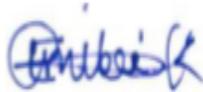
This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by University of Kabianga Institutional Ethics Review Committee.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to University of Kabianga Institutional Ethics Review Committee within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to University of Kabianga Institutional Ethics Review Committee within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.

- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to University of Kabianga Institutional Ethics Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Erick Mibei, PhD.

**CHAIRMAN, INSTITUTIONAL ETHICS REVIEW COMMITTEE.**

cc: DVC (PR&D)  
Director (Research, Extension and Linkages)

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ISO 9001:2015 CERTIFIED INSTITUTION 

Appendix K: NACOSTI License

Republic of Kenya National Commission for Science, Technology and Innovation

Ref No: 491137

**RESEARCH LICENSE**



This is to Certify that **Mr. JUSTINE AMADI ORUCHO** of Masai Mara University, has been licensed to conduct research in Kisii on the topic: **ETIOLOGY OF CHILD SEXUAL ABUSE AMONG PUPILS IN EMESA SUB-LOCATION KISII COUNTY-KENYA** for the period ending : **05/June/2021.**

License No: **NACOSTI/P/20/4205**

Applicant Identification Number: **491137**

Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

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 relevant County Director of Education, County Commissioner and 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 (thesis) within one 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  
off Waiyaki Way, Upper Kabete,  
P. O. Box 30623, 00100 Nairobi, KENYA  
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077  
Mobile: 0713 788 787 / 0735 404 245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) / [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

Appendix L: Kisii County Commissioner Approval

 REPUBLIC OF KENYA

 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 491137 Date of Issue: 05/June/2021

**RESEARCH LICENSE**

*Approved (Signature)  
ASSISTANT CHIEF OF EMESA SUB-LOCATION  
05/06/2021*

*Approved  
COUNTY DIRECTOR OF EDUCATION  
KISII COUNTY  
05/06/2021  
P.O. Box 4499 - 40200, KISII*



This is to Certify that Mr. JUSTINE AMADI ORUCHO of Mansai Mars University, has been licensed to conduct research in Kisii on the topic: ETIOLOGY OF CHILD SEXUAL ABUSE AMONG PUPILS IN EMESA SUB-LOCATION KISII COUNTY-KENYA for the period ending : 05/June/2021.

License No: NACOSTLP/20/4205

491137  
Applicant Identification Number

*(Signature)*  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code

*Approved (Signature)  
COUNTY COMMISSIONER  
KISII COUNTY  
05/06/2021*



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## Appendix M: Kisii County Approval Letter

**KISII COUNTY GOVERNMENT**

Telephone: +254 709727006  
+254 730184006  
Email: [countysecretary@kisii.go.ke](mailto:countysecretary@kisii.go.ke)  
Website: [www.kisii.go.ke](http://www.kisii.go.ke)



Kisii Municipal Building  
P.O. Box 4550 – 40200  
Kisii, Kenya

**OFFICE OF THE COUNTY SECRETARY &  
HEAD OF COUNTY PUBLIC SERVICE**

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**Our Ref:** KSI/CG/CS/D/06/20      **Vol.** XIII      **Date:** 09<sup>th</sup> June 2020

Justine Amadi Orucho  
P.O. Box 861 – 20500  
NAROK – KENYA  
Tel: 0702532633

Dear Sir,

**RE: AUTHORITY TO CONDUCT RESEARCH**

Reference is made to your letter dated 8<sup>th</sup> June, 2020 in which you did an application to conduct a research in Kisii County that is entitled:

***“Etiology of Child Sexual Abuse among pupils in Emesa Sub-location in Kisii County”.***

We are glad to inform you that the permission is hereby granted to conduct the research with effect from 9<sup>th</sup> June, 2020 to 9<sup>th</sup> July, 2020.

We hope the Research Ethics will strictly be adhered to thereof.

  
Robert M. Ombasa  
Deputy County Secretary & Head of County Public Service  
**Kisii County**

**Cc :-**

County Commissioner  
County Director of Education  
Dr. Erick Mibei, Chairman Institutional Review Committee