



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

# TEACHERS' ROLE AND PERCEPTION IN CASES OF CHILD SEXUAL ABUSE IN NIGERIA

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## **ABSTRACT**

**Keywords:** Child Sexual abuse; Teacher's role, Sex education

**Aim:** This study is an advancement on previous knowledge to investigate teachers' understanding of their role in the cases of Child Sexual Abuse (CSA). It examines the child's protective initiative adopted in the school, and to understand the challenges teachers encounter when handling sexual abuse cases in Nigeria.

**Theory:** Feminist theoretical framework of sexual education concerning CSA-prevention

**Method:** The study adopted qualitative method and interview-based design, an exploratory approach in nature. Data were collected through in-depth interviews with eight teachers based on non-probability purposive sampling. Lastly, thematic analysis was carried out to highlight similarities and differences in the data.

**Results:** It was discovered that teachers perceived they have role to play in curbing CSA. Thus, these roles differ as identified in this study which include educating, identifying sexually abused students, investigation, reporting, counselling, and organizing in-service. In addition, it was found that preventive measure like preventive programme, sensitization, public awareness and student-teacher and parent-teacher relationships were incorporated by schools and targeted towards the victims and perpetrators. While non-disclosure, the uncooperative attitude of parents, access to medical check-up and lack of evidence were some of the challenges faced by teachers in the case of CSA.



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## **FORWARD**

Since child sexual abuse (CSA) has been declared a public health issue, the role of a teacher has been recognized since students spend most of their time in school. The researcher here (me) is also a teacher. I recognize that one of the problems facing young students in society is CSA. This topic is worth researching, as I have witnessed one or two cases reported by the students during my years of teaching experiences. Thus, this could be assumed to be my motivating factor to investigate what constitutes teachers' responsibilities in the cases of CSA. My interest was to contribute to the existing literature as most of the studies do not talk about the prevention of CSA from the perspective of teachers in the Africa context, especially in Nigeria.

**List of abbreviations**

CSA	Child Sexual Abuse
NAPTIP	National Agency for the Prohibition of Trafficking in Persons
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WHO	World Health Organisation
SE	Sex Education

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# CHAPTER ONE

## 1.0 Introduction

### 1.1 Background

The term Child Sexual Abuse (CSA) is synonymous with child molestation, rape, grooming, sexual assault, sexual violence, and sexual exploitation, etc. For decades now, there is no general definition regarding CSA (Haugaard, 2000). Haugaard (2000) suggests that the controversy surrounding the meaning of "abuse" might inhibit further research, treatment, and legal or public advocacy on the subject matter. This study uses the WHO's definition for CSA, the WHO defines it as

"... the involvement of a child in a sexual activity that he or she does not fully comprehend, cannot give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. This activity evidenced child sexual abuse between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person." (World Health Organization, 2003, p.75).

Such sexual activities with a child could be contacted and non-contact. Contact abuses are penetration (insertion of penile or object into a child's anus or vaginal) and non-penetration (fondling, kissing, and touching child's sexual body), while non-contact abuse includes making verbal comments on a child's sexual organs or exposing a child to pornography (Finkelhor, 1994).

CSA is a global problem that negatively affects proportions of children across all ages, culture, society, and countries (Modelli, et al., 2012; Pereda et al 2009; World Health Organization, 2003) with approximately 7.9% of male and 19.7% of female had experienced CSA before the age of eighteen (Pereda et al 2009). Similarly, a recent annual study estimated that 120 million women under the age of 20 have experienced forcefully sexual contact worldwide according to the annual report of (World Health Organization, 2020). The occurrences of CSA are documented in all countries and continents. The result of meta-analysis focusing on 22 countries illustrated that child sexual abuse cases were high in Africa (34.4%), next are America, Oceanic, and Asia with 10.1% and 23.9% respectively, while the lowest rate was from European countries (9.2%) (Pereda et, al 2009).

The reality of this sexual abuse on children has become a public health issue across the globe. According to Anderson, Mangels & Langsam (2004). CSA has been declared as a public health problem because of the negative effect associated with it, particularly psychological trauma and suffering experienced by the affected children. We can categorize the effect of sexual abuse into early stages, short-term and long-term effects (Browne & Finkelhor, 1986). Among the effects are anxiety (Levitan, et.al. 2003; Browne & Finkelhor, 1986); depression, self-destruction, low self-esteem, and self-isolation (Browne & Finkelhor, 1986), and psychological trauma (Courtois,1988). While those survivors with experience of unprotected sex might have a greater chance of being infected with HIV/AIDS or STI (see Lewis 2012; Miller, 2008).

Apart from the above effects mentioned, CSA could also affect the educational status of the victims. Woolfolk (2010) says in most classroom settings, there are students with a history of sexual abuse, and this would one way or the other affect their academic performance. For instance, a study focused on the academic performance of thirty (30) children out of which fifteen (15) have sexually been abused. The t-test result shows that the abused children performed poorer compared to that of non-abused children (Bonanno, 1993). Secondly, most of these abused students display a high level of disruptive behavior which could lead to punishment and dismissal of the child (Council of Europe, 2010). Though, this is not applicable to all the victims, as some of them try to study hard as a way of keeping themselves busy or avoid unnecessary thinking regarding such unpleasant situations they might have experienced (Hall and Lloyd, 1993).

CSA has a devastating lifetime effect because of the negative connotations the society communicated to the child. According to Finkelhor & Browne (1986), such negative connotations could be stigmatization which may “grow out of the child’s prior knowledge or sense that the activity is considered deviant and taboo, and it is certainly reinforced if, after disclosure, people react with shock or hysteria, or blame the child for what has transpired” (p.533). Another one is shame that most of the survivors always try to cope with in the society. This shame could result to personal attack leaving the survivor with feeling of defective and defeated in the society (Negrao, Bonanno, Noll, Putnam, & Trickett, 2005).

Different authors have identified several factors that can increase the risk for child sexual abuse. The risks of CSA are higher among girls than boys (Fergusson et al., 1996; Putnam, 2003) age (12 years and above), physical challenge, ethnicity, race, socioeconomic background (Putnam, 2003):



"unhappy family" "living without a natural parent" "region" "inadequate sex education" (Finkelhor,1994). All these factors have also been recognized as factors that could contribute to a child's vulnerability to CSA.

Literature supports the fact that most of the offenders of sexual abuse are related to their victims, which makes it easier to penetrate them. For example, Finkelhor, (1994) notes in his study that family (such as father, mother, brother, sister, cousin, neighbors, and friends) constitute the highest percentage of abusers when compared to strangers. Most times, sexual abuse activities always occur in the offender's home or victim or another person (Snyder, 2000).

The major aim of this current study is to identify teacher's roles in the situation of CSA. Efforts in helping sexually abused children as a collective responsibility of the school administrators, counsellors, teachers, school nurses, special education professionals, school personnel, social workers, and among others (see Crosson-Tower, 2003). Goldman & Grimbeek (2001) suggest that teachers are preferable professional childhood educators and custodians that could contribute immensely to children's safety. The authors explain further that after the parents, educators with their professional experiences are usually able to know first, any forms of abuse through their closeness, regular, and nonstop communication with the students. Therefore, teachers must recognize their responsibility towards abused students for the following justifications: "legislation mandates it, professionalism demands it, and empathy for children subject to cruelty and pain morally and ethically necessitates it" (McIntyre, 1990, p.305).

It is also important that "educators and other staff who work directly with children have an excellent opportunity and a grave responsibility to identify and properly report suspected cases of child abuse or neglect" Soeffing, (1975) in Garbarino & Authier (1987, p.70). Another important role of a teacher is to educate students on prevention programmes on CSA. Crosson-Tower (2003) claims that "teachers find that interjecting into their classroom activities specific types of information designed to help all children can be of great benefit to abused and neglected children" (p.57). Most of the school-based programmes focus on the concept and general understanding of CSA, approach to reject such offer, and how to encourage students to disclose it to a trustworthy adult (Scholes, Jones, Stieler-Hunt, Rolfe & Pozzebon, 2012). School programmes are also provided for parents or families who are involved in any form of abuse (see Crosson-Tower, 2003).

However, Garbarino & Authier (1987) lament that, most of the schools focused on the study programme and school discipline as their fundamental objectives (Garbarino & Authier, 1987). Again, the increase in student's workload in school to prepare them for the international marketplace has relegated student's general welfare (Lumpkin, 2008). McIntyre (1990) believes that as schools are being pressured to provide more than education, which means addressing social problems that indirectly affect the students would be expected from the teachers as well.

In this case, teachers need to see their responsibility beyond providing learning programmes or discipline in the school. Their role should include addressing other social problems that are important to student's life.

#### **1.1.1 Child Sexual Abuse: Nigeria as a Case Study**

CSA is term as a criminal offense under section 31 of the Nigerian Child's Right Act (CRA) 2003, with life imprisonment as punishment against penetrator that is above eighteen years of age and found guilty. Though, such provision is not available for children under the age of eighteen years who violates this law and which the author said is contrary to the "shariah culture" in some part of the country (Mohd & Amuda, 2011).

The controversy surrounding the definition of a child in Nigeria inhibits the prosecution of perpetrators and protection of the affected children. CRA categorized a child as a person under the age of 18 years and forbids child prostitution (Nigerian Child's Right Act, 2003). According to Human Rights Council (2018), the definition of a child is not the same in all the states because of the plural legal system in Nigeria. For instance, a child under Nigerian customary law is a person who has not experienced the puberty stage thus giving room for more interpretation. Secondly, prostitution was criminalized under Islamic law mostly practice in the northern part of Nigeria without providing a clear definition.

In Nigeria, CSA cases are under-reported despite the magnitude of issues facing adolescents in the country (Okunlola, et.al., 2020). According to UNICEF (2015) reports, one out of ten male and one out of four female Nigerians had experienced cases of sexual violence at the early stage of their life. The UNICEF reports illustrate the fact that children in Nigeria face CSA as a challenge. In fact, most of the reported cases are found in clinical reports or retrospective studies (see Bubaje, et. al. (2012); Akinlusi, et, al (2014); Abdulkadir, et.al, (2011)). For example, a retrospective study carried out by Bubaje, et, al. (2012), showed that out of 33,313 cases reported within 15 months,

only 3 males and 17 females were actually cases of CSA. In a similar study approach, Akinlusi, et, al (2014) highlight in their review that 39,770 cases were retrieved from the gynaecological department, Lagos State Teaching Hospital. Meanwhile, 287 cases were used for statistical analysis and the results showed that 83.6% of the cases are CSA, 73.1% have a closed relationship with the victims and 54.6% abuse activities happened in most of the neighbours' houses.

In non-clinical studies, Ikechebelu, et.al, (2008), descriptive research conducted among 186 young female vendors in cities of Awka and Nnewi Anambra State, it was discovered that 130 out of the total respondents had experienced sexual abuse. The victims have different experiences; penetrative intercourse, forced and willingly comprised 17.2%, 28.1%, and 56.3% respectively. In another study, with the sample of 398 teenagers were surveyed in the western part of Nigeria, the result showed that 25.7% of the respondents have been sexually abused, while 7.5% of the cases were penetrative contact abuse and 46.2% were forcefully abuse (David, et.al 2018).

There are different factors that cause CSA in Nigeria. Achunike & Kitause (2014) identify factors that increase rape in Nigeria which include peer group influence, falsehoods about sex, exposure to modernity, poverty and economic factors, poor parental upbringing, and others.

On many occasions, international communities have alerted the Nigerian government concerning the magnitude of CSA in the country. From the report of (Human Rights Council, 2018) Mexico recommended to the Nigeria government to launch campaigns targeting communities and families with the objective of establishing areas of protection for the protection of the rights of children with greater efficiency. In the same report, Slovenia and Moldova have advised the Nigerian government to take necessary actions to prevent and eradicate any forms of attack against the children.

## **1.2 Statement of the Problem**

For a long time now, child safety and treatment service have been perceived as the collective responsibility of the social welfare, police, and medical professionals (Phasha, 2008). The role of a teacher regarding the issue of child abuse among teenagers has not been clarified in Nigeria. Therefore, this study is focused on teachers' responsibility in the situation of sexual abuse among the children. McIntyre (1990) posits that teacher are qualified personnel that can provide supportive guidance and safety for their students, especially the sexually abused ones. Teachers are enlightening in a CSA intervention curriculum and at the same time include it in the student

classroom programme (Scholes, Jones, Stieler-Hunt, Rolfe & Pozzebon, 2012). The same authors agreed that in the prevention of CSA, parents and professional organizations have a role to play, while the role of teachers is more important because students spend much of their time in school. This helps the instructor to witness the actions, intellectual, social, and emotions of the students. Though, schools are not often as safe as the public assumed them to be. It could in fact happen that teachers and peers could sometimes be the perpetrators of CSA (World Health Organisation, 2012). A study in Malawi captured in World Health Organisation (2012) showed that forty primary schools were sampled, thirty-two schools reported to know one of their teachers who has propositioned a female pupil for sexual intercourse. In the same study, teachers from twenty-six schools claimed that they have heard cases of male teachers impregnating a female student.

There are numerous reasons why teachers are behind in their ethical responsibility. Most of the perpetrators are family members or associates who, because of the fear of retribution, find it impossible for the family to reveal those events. And if the child tells the parents about it, they hardly report it to the police (Mathews, 2011). Again, since certain signs of violence are compatible with innocent explanations or other ways of victimization, "cases are difficult for practitioners to distinguish" (Mathews, 2011).

The number of teachers with sexual harassment awareness expertise and experience is poor. Research that centered on the awareness, behaviors, and instruction of preschool teachers in China on CSA prevention found that only 5 percent of teachers completed training, while 4 percent had knowledge of it. Therefore, to avoid the phenomenon, teachers require sufficient preparation and encouragement to improve their skills and self-confidence (Mathews, 2011). In fact, "childhood sexual assault is a dynamic experience of life" (Putnam, 2003, p.269) that demands a further focus and preventive measures Wurtele, & Kenny (2010) suggests that "child sexual abuse is a pervasive social issue that impacts victims, households, neighbourhoods, and culture adversely" (p.1).

Another concern here in this study is the child protective initiative that these teachers provide for the safety of these students. While studies regarding these are lacking in Nigeria, Scholes, Jones, Stieler-Hunt, Rolfe & Pozzebon (2012) believe that most of the "child protective initiatives" incorporated in school are from foreign countries which might not be adapted for another country. Again, introducing diverse preventive programmes in the school has made teachers undoubtful about what constitutes a best practice.

A starting point of this thesis is that the importance of teachers cannot be overemphasized since they could recognize the deficiencies students face in society and provides a supportive and starring role for these teenagers; it is thus essential that this study examines different ways teachers perceive their responsibility about CSA in Nigeria. This study will improve the knowledge about child protective initiatives in school and about the problems teachers face when handling such cases.

### **1.3 Aims and Purpose of the Study**

This study is an advancement on previous knowledge; therefore, the general aim of the study is to explore the understanding of teacher's roles in the cases of CSA, that is, by looking at different ways teachers perceive this responsibility. Secondly, to find out the child protective initiative adopted in the school and to understand the challenges teachers encounter when handling sexual abuse cases.

### **1.4 Research questions**

The research questions put forward to achieve the objective of this study were framed to suit exploratory qualitative design since my intention is to discover new understandings of the phenomenon being studied. The following research questions are as follows.

- What are the various ways teachers perceive their responsibility in the situation of CSA?
- What is the child protective initiatives introduced by the school to reduce the increase of CSA cases?
- What problems do teachers identify when handling the cases of child sexual abuse?

### **1.5 Significance of the study**

The results of this report would generally contribute to the existing literature and generate further studies on the subject. Findings from a recent review have shown that more research on child sexual abuse in Nigeria still needs to be carried out. The studies available are retrospective or reported clinical studies (see Okunlola, et al, 2020). There is a need to speed up in the research area to achieve the 2030 agenda of Sustainable Development Goals (SDGs) on sexual violence. For the government, policymakers, and teachers, it would also be an enormous benefit. The government would see a need for educators to participate in organized workshops and in-service training to enable them to improve in the areas of child safety and CSA prevention. Policymakers

can draw on the recommendations and formulate best practices on child protective initiatives to solve the problem. It has been observed by (Ramabu, 2020) that “most of the studies on children and sexuality are in the context of HIV/AIDS and gender-based violence and focusing primarily on adolescent girls” (p.2). The studies will consequently be contributing to the bulk of these research by focusing on teachers’ roles perceived them in relation to CSA cases in Nigeria. These will likewise be building on the ideas and concepts in research studies in line with child protection.

This study would provide teachers with information that can support and better prepare them for their responsibility in the management and prevention of the situation. In particular, an understanding of the fundamental initiative programmes informs of school-based programmes to be implemented relating to child safety. Also, this study identified problems that individual teachers encountered when dealing with cases of sexual abuse among their students. There is room for teachers to improve their services and supports for both the victims and perpetrators as this study would provide recommendations relating to the findings of this study.

### **1.6 Theory and Methodology**

According to Robinson (2013) the feminist viewpoints criticize the view that sex and sexuality education is not important to children's life, and they are based on discursive, preconceived, normative assumptions about childhood, childhood innocence and sexuality. Based on this, the research work is set in a feminist perspective using the three dimensions of power; political power, emotional power of victims and adults of Emily Driver (1989) to understand the CSA prevention.

This thesis is executed using a qualitative method and interview-based nature one based on the essentialist realism paradigm.

### **Structure of the research study**

#### **Chapter One**

Chapter one of this research study offers insight into the background of CSA both in overall and streamlined Nigeria settings. The statement of the problem further clarifies the specific reasons for the choice of Nigeria as a case study. I ensured that I maintain the aims and objectives of the study within an achievable medium. The focus was on the understanding of teacher's responsibility in the cases of CSA, child protective initiative provided by these teachers and the challenges hindering their roles. The research question section covers the targeted research population, asking

the specific question that achieves the intended purpose of the research. The final part in chapter one, the significance of the study explains how finding and data can submit to the body of knowledge and will go to understanding CSA better, but to summarize in a general theme I also explain how the research work will be a further push towards the 2030 agenda of Sustainable Development Goals (SDGs) on sexual violence.

## **Chapter Two**

Chapter two entails the literature review and theoretical framework. A feminist theory was adopted to analyse the relation of sex education to the prevention of CSA. Again, this study utilizes the feminist perspective to guide the data analysis.

## **Chapter Three**

Chapter three is where the research method is formulated. The qualitative approach is considered best as part of my approach, it suits the socio reality that is in the study, I opt for essentialism as a philosophy to guide the approach of the research as well. The research design is also discussed under this chapter, I pinpoint that my research is carried out in Abuja the capital city of Nigeria specifically for the familiarity of the area and size. The sampling techniques, this part relates to how participants are picked for the data gathering. The chapter reveals the choice of the research to be a non-probability purposeful Sampling approach the reason being that it is a research technique that allows the research to pick their participants. I combine deductive with inductive analysis in this chapter which is mostly used in qualitative analysis.

## **Chapter Four**

The chapter four of the research study summarizes the research findings. It also develops themes in order to extract the details and point in the research findings. For research question one, the research extract six sub-themes from the data, this includes educating, identify sexually abused students., investigation, counselling, organizing in-service training and reporting etc. while for research question two, four sub-themes were identified by the researcher: preventive programme, student-teacher and parent-teacher relationships, sensitization, and public awareness. For the final research question, the research findings reveal four sub-themes in this part: non-disclosure, the uncooperative attitude of parents and no evidence. Chapter four in summary offers the findings of

the study; it reveals the overall goal and fulfils the objectives and aim of the research through analysis and extraction of information from the raw data of the respondent submission.

## **Chapter Five**

In chapter five of the research paper, I discuss the summary of the entire research work and offer a conclusion and recommendation of the research work. It becomes important also that the suggestion to further research is given in this context, to establish the importance of continuity in the research line of CSA, especially with study and area of samplings. Lastly, the limitation of the study was discussed.



## CHAPTER TWO

### Literature Review and Theoretical Framework

#### 2.0 literature Review

The school is becoming a dumping ground for issues that society has failed to address. One of the issues is CSA, which has become a burden on the teachers. According to Whatley & Trudell (1989) teachers are expected to fill in the gaps left by the government, parents, community health education, and among others. For teachers to meet up with this challenge, their role is vital, and the child protective initiative introduces to the schools for preventing CSA. It is also important to know the challenges teachers might face when carrying out these duties. All these fundamental factors have been documented in the previous studies which were identified and discussed in this review.

#### 2.1 The Role of Teacher's Responsibilities: Reporting, Identifying, and Educating.

The school is an ideal location for responding to circumstances that endanger children's well-being and growth. Among the roles of a teacher is to report any suspected case of CSA to the child protective agency or enforcement agency. Mathew (2011) says teachers are expected to report or disclose alleged sexual harassment in many jurisdictions, which gives them a major role in child protection. Research has suggested that teacher's behavior influence their decision to report such case. A survey study with a sample of 568 teachers from 29 countries showed that 74% of the teachers have had suspected cases of child abuse and out of these teachers, 90% of them reported it to the school authority (Abrahams et al, 1992). In another quantitative study was carried out in Australia to investigate the "determinant of teachers' reporting behavior". 239 out 296 teachers employed from 15 schools had experienced and reported cases of child abuse and neglect in past years of their career, while 117 teachers had reported in the previous 12 months. The most common form of abuse reported among the teachers is neglect while CSA has the lowest number of reported cases (Goebbels, Nicholson, Walsh & De Vries, 2008). The CSA with the lowest report cases might be because of lack of evidence and inability of the teachers to detect such cases among their students. However, a study cited in the work of Goebbels, Nicholson, Walsh & De Vries (2008) showed that 84% of child abuse and neglect in schools in the US are not reported.

As research suggests, the reasons for this might be because of the manner of approach or level of interaction of teachers with the students or inadequate training on how to report cases of abuse (Kesner & Robinson, 2002).

The role of teachers includes detecting any form of sexual abuse among their students. A study with 470 teachers (Mathews, et al., 2009) found that 321 respondents had never suspected cases of CSA, while 145 had suspected such cases at one time in their service years. In the US, a self-report questionnaire was given to participants to test their ability to identify signs of child abuse. The result shows that 25.8% of the participants are not certain if they could recognize signs of CSA while 72.6 % claimed they recognize it (Bryant, 2009). This survey underlines the fact that teachers are becoming aware of their responsibility in identifying cases of CSA. Phasha (2008) suggests in her study that teachers should get closer to their students to know them better or keep in touch with them every time which will foster identification of suspected cases among the students.

Apart from suspecting or reporting cases, research shows that teachers are involved in preventing CSA. The effective approach to prevention of sexual abuse requires implementation of primary, secondary and tertiary interventions according to Kindler & Schmidt-Ndasi (2011), Knack, Winder, Murphy & Fedoroff (2019), and Anderson, Mangels & Langsam (2004). The primary prevention focuses on educating the child (sex education) and the public before the incidence of abuse occur, while secondary prevention is tailored towards those at risk of initiating the action, and tertiary prevention aims at providing treatment programs to victims of abuse (Knack, Winder, Murphy & Fedoroff, 2019). In a similar view, effective primary prevention efforts are crucial in "teaching children to recognize, resist and report sexual victimization" (Wurtele & Kenny, 2010: p.131). This strategy also helps to "eliminates the stigma of identifying specific children or families as being at risk" of any forms of sexual abuse (Wurtele, 2009. P.3).

According to Reppucci & Herman (1991) posit that it is likely that teachers who teach physical education, health biology, and home economics talk about sex education as this is mostly incorporated into these subjects. The successful delivery of a sexuality education curriculum depends on the teachers handling the subject in the school.

Research has demonstrated that sexuality education is a promising tool for preventing and reducing the risk of sexual abuse among children and it is necessary to start it at an early age. According to Miller et al (1998), early sexuality education for young people is important before they become

sexually active, it is more likely to affect the reinforcement of protective factors and delayed initiation into sexual activities on those that are already sexually active. Again, intensive sexuality education is generally acknowledged as one of the most important factors influencing young people's sexuality decisions according to (Baker, 2019).

In addition, the UNESCO (2018) reports state that sexuality education improves the awareness and attitude of adolescents about sexual behavior and reproductive health. A study carried out by Constantine and his colleagues (2015), focused on the short-term effects of a rights-based sexuality education curriculum for high school students in the US. The study employed a cluster-randomized trial with a sample of 1750 participants, in which they were divided into two groups, intervention, and control and each of the groups was exposed to either basic sex education or a right-based program. The result of pre and post-test showed that students that received the right-based program demonstrated greater knowledge about sex talk, sexual health services, self-efficacy.

However, research suggests that sex education alone is insufficient to influence behavioral change in most situations, since school-based interventions are less successful when adolescents are already engaged in sexual activities, according to (Napierala Mavedzenge et al., 2011).

## **2.2 Child protective initiative: school-based education, content and delivering.**

Besides teachers' roles, other efforts have been made to prevent the children from being sexually abused. Research suggests that preventive program in the form of school-based education is incorporated in the school. Walsh et al (2015) posit that school-based education programs have been existing in-school programs as far back as the 1980s, but the effectiveness needs further scrutiny. For instance, Ogunfowokan & Fajemilehin (2012) conducted a quasi-experimental study, where a school-based education program was developed and tested among girls to determine its effectiveness in improving their knowledge and attitude on sexual abuse. The study revealed that there is a "significant increase in the knowledge mean scores of the girls at the first postintervention stage and this increase was maintained at second post-intervention stage" (p.459). However, there is no significant effect of this intervention on the students' attitude after the first and second post-intervention phases. The reason for this might be because of students' misconception that males always have dominion over females.

These programs vary in their content and delivery. For example, a study focusing on both the teachers and parents' perception claimed that the use of media (posters and speech or dialogue) are the major strategies in educating the children about CSA (Okoroafor, 2012). Communication approaches, drawing, and playing games like cards, ladders, and snakes are identified in the work of (Fitriana et al. 2018). The author also notes the use of media such as flipcharts and videos to educate students. Other strategies identified by researchers include media (movies) and discussion (stories, songs, and brochures) (Neherta et al. 2017), reading of storybooks (Kucuk et al, 2017) stories and pictures (Citak Tunc et al. 2018), and telling stories with pictures (Zhang et al. 2014).

Many studies have identified the contents of school-based education. According to Kolh (1993), school-based programs focus on personal safety, self-esteem, body integrity, resistance, appropriate and inappropriate touching. In the study of Finklehor & Dziuba-Leatherman (1995), the children admitted that school-based programs covered topics on sexual abuse, strategies to stop perpetrators, disclose to adults, good and bad touch, yell, and scream, and among others.

### **2.3 Problem: Parents' Attitudes, Non-Disclosure, Nonevidence**

There is no doubt that school authorities and teachers do not encounter some difficulties when handling cases of child sexual abuse. One of the challenges teachers face is the uncooperative attitude of the victim's parents when cases are reported in the school. Phasha (2008) asserted that parents hardly give the school authority consent or permission to report any case of CSA to the enforcement agency. Poverty, drop income, or jail term for penetrator in cases where he or she is the breadwinner of the house are major reasons why parents turn down teacher's efforts to help the victims.

Another challenge teachers face is nondisclosure or report of sexual abuse from the victims. For instance, a national survey of 4339 participants focused on the disclosure rate of students in Sweden. From the sample size, approximately 1,505 females and 457 reported to have experienced sexual abuse, 1493 participants claimed to have told no one before, while those who disclose it were 80.5% of which only their friends know about it. In the same study, the result showed that 6.8% of the students have reported the case to the police or social authorities (Priebe and Svedin, 2018). Olafson & Lederman (2006) claim that children who shared their experience with people regarding sexual abuse and the case were taken to court are mostly "not representative of sexually abused children" (p.29).

Research has highlighted the reasons why children are not informing their teachers or adults regarding their experience of sexual abuse. Oseni, Lawani, and Oyediji (2016) reported a case on the sexual abuse of a minor in Nigeria by identifying the challenges and consequences of sexual abuse on the child. The child is a 17-year-old, year one university student. Adopting an investigative approach, the study found that the child has been sexually abused repeatedly for two years. It was established that reasons for the non-report of the case by the child result from fear of stigmatization and punishment by her father. However, the study was narrow as it only focused on a single child which may not be sufficient to undertake a wide conclusion. Again, McElvaney, Greene, and Hogan (2013) analyzed factors influencing informal disclosure of child sexual abuse experiences. Data were collected from twenty child victims of sexual abuse and fourteen parents through in-depth semi-structured interviews. The study revealed that fear of being disbelieved, being asked, the problem of shame/self-blame, concern for self and others, and peer influence discourage the disclosure of sexual abuse. Similarly, Morrison, Bruce, and Wilson (2018) analyzed factors impeding the disclosure of sexual abuse by a child. Based on a qualitative approach, seven works of literature on barriers preventing child sexual abuse disclosure were systematically analyzed. Factors such as fear of what will happen, fear of legal battles, fear of disbelief, concern for self and others, and fear of stigmatization towards the abused were found to impede the disclosure of sexual abuse among children.

Chandran, Bhargava, and Kishor (2018), empirically looked at the barrier guarding the silence of underreporting of child sexual abuse in India. The study employed a qualitative approach to analyze different empirical works of literature that were conducted in the subject area. It was established that fear of stigmatization, nonchalant attitudes of guidance, fear of legal entanglements, and poor cultures resulted in underreporting of the case of child sexual abuse in India. Again, Wangamati, Sundby, Izugbara, Nyambedha, and Prince (2019) investigated the challenges faced by service providers in supporting sexual abuse victims in Kenya. The study adopted qualitative methodology through in-depth interviews and analyzed with descriptive statistics. It was found that challenges such as poor infrastructure, the lack of effective coordination, corruption among officials, and harmful patriarchal norms are some of the challenges that hinder the reporting of child abuse and its reduction.

Lack of evidence to file for further investigation has delimited the teacher's decision on reporting cases of sexual abuse. In a quantitative study carried out by Bryant & Amy Milsom (2005) 263 school counselors affirmed that they do not report cases of CSA because of the belief that there was a lack of evidence to back their claims. Another study focused on four major aspects of child abuse: physical, neglect, sexual, and emotional abuse. It was discovered that among factors influencing teacher's decision not to report cases of abuse is the issue of evidence (Bryant, 2009). Bryant & Amy Milsom (2005) suggest that reporters such as teachers are likely to report cases of sexual abuse among their students if there is solid or concrete evidence. Studies have identified different ways evidence can be proved for successful prosecutions. Evidence could be provided in the following ways: medical and physical evidence, abuser confession, an eyewitness and corroborative evidence (Walsh, Jones, Cross, & Lippert, 2010).

## **2.4 Conclusion**

The literature review takes a summary look at the role of teacher's responsibilities in reporting, identifying, and educating as related to CSA. The study of (Mathews, et al., 2009) answers the reality face by teachers in cases of CSA and how teachers are starting to realize the consciousness of their role and duty to report CSA. Also, I relate the literature of (Kindler & Schmidt-Ndasi (2011), Knack, Winder, Murphy & Fedoroff (2019), and Anderson, Mangels & Langsam (2004) on the discovery of teachers' role as not only limited to reporting but likewise preventing the occurrence of CSA through primary, secondary and other learning level education about CSA.

I also take a quick review of Miller et al (1998) and (Baker, 2019) to understanding the role of sex education in the reality of the CSA. I pinpoint the idea and the importance placed by stakeholders like (UNESCO), sex education as a precursory measure in the eradication of CSA. The readiness and competencies of teachers are important in the delivery of sex education to the students. Aderemi (2014) investigated teachers' views on sexuality and sexuality education for disabled students in Nigeria. According to the teachers, sex education is not in the school curriculum, but they usually initiate or refer to it if there are any suspected cases of sexual activities. The study also identified factors that are affecting the smooth delivery of sex education to the students such as inadequate skill and teacher's attitude.

The research also understudies the literature surrounding school base programs, to understand how well the role they play, thus teachers need to have a fundamental knowledge of "best practice"

about CSA prevention before implementing it in the classroom (Scholes, Jones, Stieler-Hunt, Rolfe & Pozzebon, 2012). In the case of Nigeria, there is a need for the teacher to understand how sexual abuse activity with teenagers occurs and manifests in this region before providing a safety and prevention program to the children. This systematic review exposes challenges teachers face in tackling the ugly situation which is a wake-up call to acquire more knowledge and training to be able to perform their duty effectively.

## **2.5 Theoretical Framework**

Feminist Perspectives on Child Sexual Abuse is observed to start to form the rise of feminism. According to (López, 1995), Feminist Organization in the United States happens to be a pioneer in CSA prevention and were the first to address the development of social and professional interest in prevention. The radical feminist theoretical model thus began these efforts according to (Bolen, 2003; Hamish & Molding, 2011; Whittier, 2002), they tag it empowerment; Radical feminist has mentioned above perceive CSA in the context of male dominance and imposition of male power their idea sees the developments, conceptualizing of CSA epidemic as a product of patriarchy and sexism. This reflects on the early prevention motifs and Sex education of the time, it follows that the programs developed from this view and framework rest on the assumption that increasing the power of children and that of the adolescents, by ensuring their access to information on CSA and improving their sense of ownership and control over their bodies. Essentially the ultimate power and pressure of prevention rested initially on children.

This attitude to prevention presents a certain weakness that recent feminism is trying to mitigate. Emily Driver (1989) in one of her studies aims to find answers for concerns of child sexual abuse. She emphasizes the abilities that adults have to start fighting this situation. According to her, the first tactic is to gain political power. Driver (1989) relies on the activities of female campaigners who petitioned the British Parliament in the 1970s and raised concerns about child prostitution, which led to the 'age of heterosexual consent for women raised from 13 to 16 in 1865.' (Driver 1989, 170). The essence of these is also reflective in curriculum studies in school and address parent's objection to certain studies being too inappropriate for the age group. According to (Robinson 2013) The Feminist viewpoints criticize the view that sex and sexuality education is not important to children's lives, and they are based on discursive, preconceived, normative assumptions about childhood, childhood innocence, and sexuality. The development of sexual literacy for children is a key component of child sexuality.

The second strategy of power is emotional power. This is the ability to empathize with a child who has been abused. This can be done by analyzing their resistance to sexual abuse. According to Driver. Ultimately, feminists relate that adults when it comes to a certain age of CSA are more responsible to empathize with the child and thus are more in need of being educated in regard to prevention. Consequently, Parents, Teachers, and Grown-ups in the community must be exposed to this child's angle of viewing CSA in Sex Education.

Driver's third point (1989) is power over our emotions. Driver (1989) believes that it is difficult to talk about the topic as adults. "Naturally: a common survival strategy in reaction to a situation that causes fear is not acceptance or confrontation, but denial and flight" (Driver 1989, 175). This dread hinders many Adults from taking action. Often the legal process and institutions are the source of these fears (Driver 1989, 176). Drivers point at the need for Adults themselves to refocus on the issue and by beginning to adopt a child-centered approach. Feminist framework according to Driver (1989) help to clarify ideas and to assist in the improvement of the different practices of preventions of CSA.

As can be observed from the above. Sex Education especially from a Feministic Perspective offered a wide range of discursive issues but mostly from an Adolescent point of view and they address more the treatment of the victims. In truth, for children's cases, there is really little education programs can do, except the training of their givers in the environment and community, meaning for certain sets of age group, sex education is more effective both the preventions and treatment strategies when they are directed to the Adult. Drives help to understand the essential area of focus for this education as it will enable the Adult to perceive things from the level of the child in other to offer better protection, care, and treatment, in line with the objectives of the feministic perspectives in regards the nature of the child.

#### **2.5.1 The role of teacher's responsibilities: Perspective of feminists**

The study attempt here is to utilize the feminist perspective on CSA to understand the reality of the issues raised by the participating teachers in this study. As earlier stated, Emily Driver (1989) point of view of power in the three-dimension mentioned will serve as the base of the in-depth understanding of these situations. For emphasis, these dimensions are political power, emotional power regarding victims and adults in the community.



## **Political Power**

A need to offer this sort of power is reflected in some of the participant points and suggestions. Political powers as regard CSA can be presented in several ways one of which is a wave of federal, state, and local legislation that requires sex offender registration, residential restrictions, and community notification. In the United States, this began in 1990 and continues until the present day. (Bageley, 2008). Some sort of this type of view was also reflected by the teachers, one of the teachers particularly mentioned a government agency NAPTIP involved in the persecution of the perpetrators. These agencies as most of the teachers affirm are involved in the process of going about educating the teacher, student, and parents on several mediums of reporting of CSA and how to take up such matters. Teacher F1 and M1 particularly relate this view in their testimonies.

According to Olafson (2004) in cultures around the world and with varying intensity, to be sexually assaulted is to be dishonoured, defiled, and permanently stigmatized. Victims rather than perpetrators are likely to experience debilitating shame, victims are often blamed, and perpetrators more often than face no punishment. This assertion is also reported slightly by the teachers in their observation of the CSA cases in their schools. Some of the teachers relate the victims reluctant to disclose these cases, thus ensuring that perpetrators are not punished as observed by Teacher F3 who affirmed that teachers have to go out of their ways to ensure that victims are comfortable and confident to disclose the act even when symptoms of CSA are observed.

This absolute lack of will, understanding of facts and fear of cultural reality rob victims of CSA and their protectors of the political power they could exercise in the reduction of the cases and steps of prevention, prosecution, and treatment of CSA.

## **Emotional Power of Victims**

One thing observed from the teachers' inputs is that there is a consensus similarity among their perceived role as a teacher after the incident has happened. In other words, almost all the participants relate the feeling that their role seems to end after reporting the cases. None of the teachers relates the importance of their role after the incident especially in relation to the wellbeing of the victims emotionally and psychologically. In fact, one of the teachers claims that the bulk of his duties as a teacher is enormous enough to keep track of the wellbeing of victims after the incident. Another teacher notes it is worth agreeing as to the need of understanding and ensuring

the emotion of the teacher but quickly adds that this duty is the solemn responsibility of the school guidance counsellors.

The general observation of this research is that there is a general assumption that the role of caring, catering and monitoring of the victims' state of mind rest largely on agencies and bodies non-governmental or governmental responsible or charged with this responsibility. Some of these bodies like NAPTIP as mentioned by most of the participants are assumed to be solely responsible for taking care of that area.

Although the research questions are focused on the Teacher role and duties as regards CSA, by extension the parents and grownups seem to always carry on like the teachers after the act is done and when the perpetrators are brought to book. These general assumptions that the child will pull through offer a disregard to ensuring the psychological wellbeing of the victim both at home in the school or in the community.

## **Emotional power of adults**

It is necessary to split the emotional power into two to have a cursory look at other realities. Adults are more likely to be able to prevent the occurrence of CSA and in a better position to punish offenders. Hence the emotional power they perceive has a great impact on CSA. During the interview for instance some of the participants spoke with passionate emotion relating to the topics of CSA. In some of their suggestions as to how to get the children to open up some of the teachers' talks about assuring the victims and letting the victims feel less shame by directly telling them it's not their (victim) faults.

Although this action is harmless, the result is of the opposite of the intended, it is observed by feminist that saying it was not the victim faults as an emotional and psychological feeling of powerlessness which is usually counterproductive to the long-run wellbeing of the child.

In addition, a larger percentage of the teachers relate their frustration as to the perceived uncooperativeness of the parents to accept the situation. While in some cases mothers are observed to be less likely to admit and accept that CSA is happening under their roof. Others try to even protect the perpetrators especially when they happen to be a close relation. This reality is one of the frustrating themes of the effort of teachers in reducing CSA. One example is of a particular teacher act to lure the perpetrators into a un rebuttable situation to aid prosecution set traps that

will ensure that there will be zero worry about deniability. Just to ensure that emotions are not rallied in by parents or adults who may be unwilling to admit.

## CHAPTER THREE

### Research Methodology

#### 3.0 Introduction

This chapter critically describes the research approach and specific methods within which the current study is applied. It is important to identify the philosophical framework that influences this research approach and the specific methods used in this study. Essentialism rooted in realism has been used to guide this study. According to Saywitz and his colleagues (2001) essentialism as a “methodology is suitable for a study whose aim is to explore and acquire an insight into the nature, or essence, of human phenomenon, effects, or relationships (p.199). The realists believe that reality may be discovered in the actual world we inhabit, and knowledge can be learned through experience and reason (Charlene, 2006). This method allows researchers to gain insight into the phenomenon being study, thereby making adequate recommendations on teachers’ roles in cases of CSA from the perspective of feminist theory. The feminist theory on power develops by Emily Driver (1989) concerning CSA was served as a guide for a critical understanding of the findings of this research.

Through the philosophical ideology, I could position myself within the ontological perspective by reporting diverse and multiple perspectives as keywords develop in the results, while in the aspect of epistemological consideration, the researcher was trying to get close to the "field where the participants live and work" to have more ideas on the phenomenon (Creswell, & Poth, 2016). Again, the direct subjective experience

In this chapter, I begin by giving a detailed description of the research approach that informed this study. This is followed by describing research methods such as sampling techniques, data collection and analysis. Afterward, ethical consideration is discussed as part of the research methodology.

### 3.1 Research Approach

The current study adopted qualitative research, an exploratory since the intention of the researcher was to discover new understanding, ask questions and evaluate a different perspective of the phenomenon under study (Yin, 1994; Adams & Schvaneveldt, 1991).

Qualitative research according to Creswell & Creswell (2018) refers to a method for "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.4). Qualitative research refers to the "development of concepts which help us understand social phenomena in natural rather than experimental settings, giving due emphasis to the meanings, experiences, and views of all the participants" (Pope & Mays, 1995, p.43).

According to Creswell (2005) qualitative study is a type of educational research in which the researcher relies on the view of participants, asks broad, general questions, collects data consisting largely of words (or texts) from participants, describes and analyses these words for themes, and conducts the inquiry in a subjective, biased manner (p. 39). It uses texts, phrases, and conversation to construct concepts that help people understand social issues (Azungah, 2018)

The purpose of conducting qualitative research is to "address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds" (Fossey, Harvey, McDermott & Davidson, 2002, p.1). Atieno (2009) insists that a qualitative approach is highly appropriate if the aim of the study, "is to learn from the participants in a setting or a process the way they experience it, the meanings they put on it, and how they interpret what they experience, the researcher needs methods that will allow for discovery and do justice to their perceptions and the complexity of their interpretations" (p.16). Besides, the nature of the topic, research questions and data gathering can only be answered effectively through the qualitative method.

The strength of this method is that it allows the participants to bring up issues that are most important to them (Choy, 2014). With a qualitative approach, the researcher gathers data by himself rather than relying on an instrument designed in previous studies (Creswell & Creswell, 2018). Thus, giving the researcher an opportunity to revise the research direction and theoretical framework as new information emerges (Anderson, 2010).

However, one of the criticisms of this approach claims that "researchers could have been influenced by a particular predisposition, affecting the generalizability of the small-scale study" is one of the criticisms of this method (Bryman 1988 in Carr, 1994, p.717). Another disadvantage of this approach is that the result of this study cannot by chance be tested to know if it is "statistically significant" (Atieno, 2009).

This study adopted an interview-based method and was carried out in the city of Abuja, Nigeria. This approach could be the appropriate method to carry out this investigation which gives opportunity for purposive sampling.

### **3.2 Sampling technique**

A non-probability purposive sampling approach was used to recruit participants into this study. Purposive sampling is the process of "identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest" (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2013, p.534). Purposive technique involves a researcher's deliberate selection of participants based on their ability to reveal a specific idea, theme, or phenomenon being studied (Robinson, 2014).

Before coming to Sweden to study international master's in educational research, I remember that I have an area of interest already which prompted me to visit some government schools so I can get in touch with them in the future. My intention was to find out if they have teachers that the government or school has sent out on training regarding child sexual abuse.

The future is here; I contacted the heads of school via phone call to introduce myself again, but now as a researcher and the purpose of the call which was to interview some of their teachers in my research study. Though, this part was the hardest task being that I was in Sweden and trust and identity of the researcher is very important for them to know.

The recruitment of participants (teachers) was based on basic criteria set for this study. These criteria are stated as follows; 1) Having training, knowledge, and experience regarding CSA 2) Teachers teaching at schools where the students' age range is (5-18 years old) and mixed schools (boys and girls). For instance, a finding showed that 89% of female adolescents are sexually

exposed, while 81% of the victims are between the ages of 12-17 (Finkelhor, Hammer & Sedlak, 2004). 3) Other criteria were the importance of willingness and readiness from the participants, and the ability to interpret their experiences and thoughts in a meaningful manner (Spradley, 1979).

The researcher selected teachers he could keep in close communication with and at the same time that could provide in-depth information and improve the validity of the study (Crouch & McKenzie, 2006). Thus, making the number of participants a small sample. According to Gall, Gall & Borg (2007) "a small sample is used to develop a deeper understanding of the phenomenon being studied" (p.178). The recruitment of these teachers was done through the influence of the school administrators.

### 3.2.1 Participants

In this study, eight (8) teachers were interviewed from four (4) different government owned schools. Out of these participants, six were female and two males. All the participants have gone for training or workshop at one time before on the topic related to child sexual abuse. Again, the selected teachers were all teaching in Junior Secondary Schools, and these were selected based on the criteria set for this study. The table1 below shows the characteristics of the participants.

Table 1: Participants Information

Identification	School name	Sex	Duty
F1	Green and green	Female	Teaching & Counselling unit
F2	Green and green	Female	Teaching & Head of first aid unit
F3	Green and green	Female	Teaching & Form teacher

M1	Green and green	Male	Teaching & Form teacher
F5	Black and white	Female	Teaching & Form teacher
F6	Black and white	Female	Teaching & Form teacher
F7	White and white	Female	Teaching & form teacher
M2	Blue and blue	Male	Teaching & labour master

### 3.3 Method of data collection

In qualitative study, there are various techniques researchers use in collecting data which include observations, interviews, documents, and audio-visual digital materials (Creswell & Creswell, 2018). Here the researcher is interested in obtaining information and understanding of issues relevant to the general aims and specific questions of a research project (Gillham, 2000, p.2). To achieve this, interview was chosen as the singular method of data collection in this study.

#### 3.3.1 Interview

"An interview is a conversation, usually between the interviewer seeking responses for a particular purpose from the interviewee" (Gillham, 2000, p.1). Kvale (1983) defines an interview as "whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p.174). The motive towards using interview techniques is to "see the research topic from the perspective of the interviewee, and to understand how and why they come to have this particular perspective (Cassell & Symon, 2004, p.11).



The number of participants sampled for this study prompted the use of in-depth interviews with open-ended questions. An In-depth interview involves conducting "intense individual interviews with a limited number of respondents to examine their viewpoints on a specific concept, initiative, or circumstance" (Boyce & Neale, 2006, p.3).

The interview questionnaire was structured by the researcher with open-ended questions. According to (Seitz, 2015, p. 2), open-ended questions provide ways to "capture the perspectives of participants in their own terms and expose the meaning and importance of their acts". These questions are sorted into two (2) sections. The first section covered the participants' experiences and what they think about their roles in cases of CSA, while the second section covered tools to handle cases of CSA and what difficulties in handling these cases. Again, the open-ended questions are related to the research questions and theoretical framework that guide this study.

There are different activities before, during and after the interview sessions. First, a concise overview of the current study and details about the interview such as consent form, interview guide etc. was sent to individual participants by email. And frequent phone calls to remind the participants regarding the interview. The interview was conducted individually at their own convenient time; thus, the whole exercise took about two (2) weeks. Each session was approximately 30 to 40 minutes. Also, there were follow-up questions generated from the information given by some interviewees for further explanations.

The interview session was interesting as I assured the participants again that all the information collected from them would be treated confidentially. Though, they were a kind of reluctant at first to talk, being that some interviewees knew the researcher (me) in person. Also, I tried as much as possible to make them elaborate, expatiate, or explain their points for better clarification.

The interview session was conducted online due to the wide spread of the pandemic in that year (2021) which has restricted the movement of people all over the world. Zoom videoconferencing was used as a means of conducting interviews and recording them as well. The Zoom platform has the qualities of both capturing and storing sessions, according to Archibald et al. (2019). Also, I made some notes as a backup during the interview session in case of any interruptions.

### 3.4 Data analysis

According to Wong (2008), data analysis is searching and organizing the observation texts or interview transcripts systematically to increase the understanding of the phenomenon. This involves "presentation of key themes supported by quotes from participants' text as the primary form of analysis and reporting of their data" (Bazeley, 2009, p.6). Here, the collected data has been analysed by using Braun & Clark's (2006) stages of thematic analysis.

The first step was to familiarize myself with the data collected from the field study, thus I made sure that all the eight (8) interviews were conducted before venturing into data analysis. This process involves transcribing the recorded interviews word-for-word and reading and rereading individual interview transcripts to have the general ideas of the data. There was a constant reading at the second stage by moving "back ward and forward between the entire data set" Braun & Clark's (2006) to pinpoint and underline salient point. I made sure that the salient points generated in the initial code were all related to the research questions and theoretical framework that guided this study. Also, this stage aids the identification of themes which were first identified in the data set. Next to this stage was about searching for themes that apply to this study. This stage was important as "pieces of reflective thinking, ideas, theories, and concepts often emerge as the researcher reads through the data" (Wong, 2008).

Another stage in this analysis was to organize the data and independently categorize the themes for review. Here, the themes without enough evidence or being redundancy in the initial code were eliminated, while I included the potential themes in the analysis. After this critical review, I named and defined the themes one by one to clearly understand. And lastly, the presentation of results was systematic analysed and connected to the "existing literature or theoretical or conceptual frameworks, the scope, and boundaries of the results" (O'Brien, et, al. 2014, p.1248) in chapter four of this study.

I could achieve this thematic analysis (see chapter four), by using a variant of QSR qualitative data analysis called NVIVO. This software was very helpful in identifying potential themes and drawing conclusions from the emerging themes. Secondly, it allows "examining the data similarities and differences, and grouping together conceptually similar data in the respective nodes" (Wong, 2008).

To capture the themes that describes the phenomena from the data set, I engaged in both inductive and deductive analysis. Traditionally, a researcher using a qualitative approach works inductively, that is, he or she systematically identifies patterns, categories, and themes from the ground-up and gradually increases into more information. However, one could not say that there is particular methodology that fit in all for identifying patterns. Therefore, combining deductive with inductive analysis which is mostly used in qualitative analysis is to confirm the conclusion of this study.

### **3.5 Ethical consideration**

The word "ethics" is a moral principle and guiding conduct, which is held by a group or even a profession" (Wellington, 2015). According to Hickey (2018), "research ethics provide a guideline or set of principles that support researchers in conducting research so that it is done justly and harming no one in the process" (p.8). Ethical consideration has become a practice in the educational field in which no researcher can carry out a study without making a reference to it (Sharwa, 2017).

I cannot overemphasize its importance in educational research as "boundaries can be unknowingly crossed, sensitivities may be unwittingly offended, and losses of privacy can unintentionally happen. The balancing act is acknowledging the pitfalls without falling into them "according to (Padgett, 2017). In addition, there are no overarching guidelines to govern research, but an alternative to directing our research work is to collect and discuss various stories of study experiences (Ellis, 2007).

Since ethical issues are of importance in educational research, I put this into consideration throughout the entire research process, from the beginning of the study, data processing and analysis, last report, sharing, and storing of data (Creswell & Creswell, 2018). However, before the start of this study, a research proposal was submitted to the Department of Education and Special Education for approval and defended by (me) the researcher. This process also involves a thorough review of ethical consideration on the topic under studying.

This study employed the ethical principles and guidelines formulated by the Swedish Research Council. More so, I was very conscious throughout the research process of adhering to the traditional act of "do no harm," according to Ellis (2007). The following ethical issues such as

informed consent and voluntary participation and confidentiality were considered viable in this study (see De Vaus, 2001).

### **3.5.1 Informed consent**

Informed consent is an ethical and legal requirement for research involving human participants. Consent was sought from the participants (teachers) before scheduling an interview with them. My task as a (researcher) or main instrument for data collection is to notify the participants of the general concept of the study, length of the interviews, duration of the study, the adherence to confidentiality and damage or gain to the participants (Padgett, 2017). In addition, I made the participants realize that their functions are voluntary and their commitment to this research. Participants were also told that the interview session would be captured for review.

I sent a specified consent document containing all the above information to individual participants to act on and sign prior to the interview sessions. I have written the consent form in the official language of the government, which is the language of contact in offices or schools. Attached to this form was a clearance letter showing approval to carry out this study.

The telephone often conveyed orally the substance of the study, so that the participants could have a clearer interpretation of the study. Likewise, before the data collection, I was open to answering questions from the participants.

### **3.5.2 Voluntary participation**

The basic "principle of informed consent" implies that participants must fully know participation in a study is voluntary, and they may withdraw at any stage (Vanclay, Baines & Taylor. 2013). I approached the participants to discuss my research interest and informed them that participation in this study is voluntary, which they could pull out if the need arises. In fact, they were eager and agreed to share their experience being a parent, teacher, and advocate fighting against child sexual abuse in society.

### **3.5.3 Confidentiality**

Confidentiality in research simply means non-disclosure of information obtained from the participants (interviewees) accidentally or purposefully, so I would identify them in the study (Wiles, et al., 2008). Likewise, I made sure that all the characteristics of interviewees are never disclosed or linked to the data I gathered from them (Padgett, 2017). For instance, all the participants' names and places of work were represented with pseudonyms.

Another important consideration for this study has been to ensure the participants how the information collected from them would be used and stored. I archived the interview transcripts on my personal computer with a password after reviewing and analysing them, so that anyone would not have access to them. Though, I planned to store this information for up to 5 or 10 years before discarding it (see Creswell & Creswell, 2018).

Finally, before justifying the report, a manuscript by email was sent to individual participants who are willing to have a look at the research results. This is to discourage information from being revealed that could turn untrue or even cause harm to participants (Creswell & Creswell, 2018, p.95).

## CHAPTER FOUR

### 4.0 Presentation of Results

This chapter reveals the findings of this research work. It entails the themes that are derived from the research investigation. Each research questions were discussed in relation to the themes and sub themes that emerge from the research findings, through the participants and the exercise of researching the interview questions. Direct quotation and paraphrasing of the participants responses to the research question are used and quoted to give credence to the themes. As these themes are being interpreted from the teachers' revelations.

### 4.1 Research question one

#### **What are the various ways teachers perceive their responsibility in the situation of CSA?**

##### 4.1.1 Educating

Even though CSA is not part of the official curriculum, teachers do perceive educating students on matters regarding CSA as part of their role. *Teacher M2* confirmed this when he said:

As a teacher, you have a role to play as regards imparting morals and sex education on what to avoid being a victim of CSA. In as much as parents have a huge role to play, teachers are professional who have been trained and they should utilize their professional training to curb CSA.

Another teacher said, “we educate the children in the school through teaching them the various forms of abuse and also encouraged them about the importance of speaking out when they are experiencing any form of such abuse irrespective of who these abusers might be to them.” (*Teacher F4*)

A particular teacher mentioned that sex education is used to educate the students on CSA. According to Jones (2011) sexuality education may be refers to school-based lessons on moral lectures or learning that usually delivers during physical sexual interactions or causal conversation. In what most of these teachers relied on is what Jones (2011) called sexuality education discourse which include physical hygiene, sexual morality, sexual risks, biological science, and among others. Teacher F6 who has estimated the advantage of sex education in the school stated that, “we do not have sexual abuse again because of the sex education and mentoring.” The same teacher

notes that when she comes across a topic that is related to CSA, she quickly reminds the students regarding it:

Teachers have a lot to do to prevent this child sexual abuse because it is part of what I have already said before because there are some topics that we have that is related to these sexual abuses. We should let them know what they are supposed to do when they get to some stage what they are supposed to do and when they are not supposed to do and the kind of friend they should be relating to because friends also matter because some children learn a certain thing from their friends, they learn all those sexual abuses. So, we should always tell them how to prevent it because telling them also encourages them to know the kind of friend to relate to. (Teacher F6)

Furthermore, *Teacher M2* explained that his school do organize interactive sessions as a way of educating these students.

Teacher and students interact about CSA. Teachers are invited to share their experience, give some tips to students, and educate them more on sex education. The student gets to learn from other teachers and themselves as well. They are also given the liberty to share a likely experience of abuse according to.

However, some teachers see education as a tool to mitigate the rise of CSA in society. In *Teacher F6* views “we normally use this as a tool of sensitization in my school.”

#### **4.1.2 Identify sexually abused students**

As teachers are aware that victims of sexual abuse hardly report such cases in the school due to fear of trust, stigmatization, and others. Hence, teachers believe they have a task ahead of them to frequently monitor these students. According to *Teacher F1* and *Teacher F3* from the green school, these two teachers believe it is their utmost responsibility and that of guardians or parents to identify sexual abuse among the students. According to them, teachers need to be vigilant and

monitor these students every time to be able to identify such cases in the school. The following quotes expressed the teachers' views:

It is the responsibility of teachers, gender officers, guardians, and parents to identify sexual abuse in the students. (*Teacher F1*)

It is one of the responsibilities of teachers to monitor and able to identify sexual abuse among our students. (*Teacher F3*)

Contrary to the above comments, a male teacher from the same school admitted that teachers have a role to play in the situation of CSA but not to the extent of “going to find out if they have a case like that, I do not think teachers will do something like that going to find out if there is a case, of course, we are not praying for such kind of situation to happen” (*Teacher M1*) Another male teacher was on a similar page with *Teacher M1*, according to him “it is not the right or duty of the counsellor/teacher to identify any person (s) that has been raped or that has experienced body abuse but can only act when such a case is reported because there are no clear-cut signs to identify a victim of such ungodly act.”

He went further to explain that a teacher can only identify with abused students when “they exhibit some change of behavior in class, the teacher/counsellor cannot easily conclude that the student has been abuse, rather, it is the duty of the teacher/counsellor to find out what is has gone wrong with such a student.” (*Teacher M2*)

#### **4.1.3 Investigation**

In this study, teachers see the investigation as an important part of their role when handling cases of CSA. They believed that wherever there are suspicious or reported cases of CSA, the first step they take is to investigate the matter. This process would enable them to know the truth of the matter before involving authorities such as child welfare agencies or police. Where a teacher is investigating a suspicious case, the teacher needs to make the student feel comfortable so that he/she could speak up. The following comments expressed teachers' views on the importance of the investigation.

I think the first thing is to investigate the matter, the case to be sure is the truth. I need to investigate the matter. Then after which we go further in



addressing the issue investigation to be sure of the truth of the matter. I said an investigation will be the first thing to be done in finding out more about the case. (*Teacher F2*)

The steps to handle the case are that I will invite the child who is the victim and the offender. Listen to their point of view. As a consultant and a counsellor, I need to view their difference before I send for their parents or the principal of the school to be involved in the case. (*Teacher F5*)

The advantage of investigation is that “it could unravel how it happened and those involved” as said by one teacher (*Teacher M2*).

One interviewee narrated how she investigated a case in her school, during our conversations, she was emotional and says that “when I heard about the case, I was shocked, so I summoned the girl for further interrogation. This is because I wanted to get to the root of the matter and know exactly how to handle such a delicate issue.” (*Teacher F3*) She explains further the following steps when investigating or interrogating a student:

As an instructor, I would carefully interrogate the child, I would make her feel comfortable to confide in me. I would consider where to take her to so she could be free to open up. Child Sexual Abuse is a delicate issue, victims sometimes find it difficult to open up because of a lack of trust or fear of the unknown. I will erase these from the mind of the victim. (*Teacher F3*)

From the above quote, it seems clear to the teacher that detecting CSA is the most important thing, and that the fears of the child about the consequences of opening up are irrational. Again, it is obvious that the teacher wants to help the victim so that he or she will not feel ashamed or guilty, but the teacher’s procedure might also bring the child in new trouble. Lamb (1986) condemns this teacher’s approach that “telling sexually abused children that the experience of abuse was “not their fault,” since such well-intentioned assurances can diminish the sense of power and control that the children may feel in addition to their guilt” (p.303).

#### 4.1.4 Reporting

Reporting the cases of CSA is one responsibility placed upon teachers and which they are aware of. Crosson-Tower (1992) says that the government laws and policies supported mostly the involvement of teachers in reporting any forms of suspected cases of sexual abuse. “It is important for the teacher not to investigate the child's situation, as other authorities such as police and child welfare agencies have this role” (Mathews, 2011, p.16) As far as a teacher has confirmed an incident, he/she immediately hands over the case to these enforcement agencies to take further action. Though, some teachers believe it is not their duty to report directly to these enforcement agencies but the school counsellors. A teacher recalled a particular incident in which she invited the parent of a victim to the school without him knowing the purpose of the invitation, and the same teachers have also invited enforcement agencies to take the matter up. According to him “police and the agency in charge I think NAPTIP arrested those involved and that child till now is under the care of the federal government.” (*Teacher M1*)

Also, the school authority mostly invites these recognized agencies in charge of child welfare when the case is beyond their power. For example, *Teacher F1* said, “what the school counsellor cannot handle she forward it to a child’s welfare or NAPTIP to get involved in it.”

Teacher F1 believed that teachers should report the cases of sexual abuse to the school counsellor for proper investigation. She has this to say during the interview with me.

When a child is being abused or when there is a case of this nature in school, most are times. We refer the case to the school counsellor. So, these school counsellors can pick it up from there. We cannot just involve the parent in it immediately. It will not matter whether it is in the school or around the school or in the home of the children. We let the school counsellor know about it when it is brought to the school.

From the above interview transcript this could mean that counsellors are seen as professionals to handle the case better in the school.

When I asked a teacher how she would advise a colleague with little experience on how to handle cases of CSA. She said, “such teachers with little experience on how to handle the case of CSA will be advised to refer such cases to the counsellor of the school or meet with a more experienced teacher.” (*Teacher F4*)

#### 4.1.5 Counselling

Among the role of a teacher is to provide guidance and counselling to the students. Teachers counsel students both academically and concerning their well-being in the school. Part of the students’ well-being is how they can protect themselves from any forms of sexual abuse. Apart from these students, teachers, parents, and others are also counsel by the teachers if the need arises.

*Teacher F3* admitted that in one of the training she went to that “they were advised to engage in individual counselling sessions for these girls where they have one-on-one interaction with their instructors.” While *Teacher F4* suggested that “the first step is to counsel the child in question, by letting her understand it is not her fault that she was being abused. This is the first step before asking her to narrate her ordeal.”

Another teacher felt counselling should not go for only students, but it should be extended to the teachers too. This view could be affirmed in the words of *Teacher F5*, in her advised she said that “counselling plan for the student during a lecture while teachers during a brief meeting.”

Also, I asked the interviewees if they have counselling sessions targeting towards the perpetrators. Only one teacher admitted that effort is being made in most cases to counsel the perpetrators. In her words, she said “we do not have opportunity to counsel rapists but mostly will deal with the victims and also with the guardians or the parents of the victim, will advise and counsel them to be closer to their wards”. She explained further that “when we have Parents’ -Teachers Association (PTA) meeting the school principal allows the school counsellor to talk to the guardians and parents to please if a ward is living with you, do not see her has a stranger, be closer to her so that she can be sharing are experiencing with you has a parent or guardian.

I think the inability of this teacher to counsel these perpetrators as resulted to general advice inform of counselling giving to the guardians or parents of these students during PTA meetings. This is a good idea as most of the abusers are within the family such as father or stepfather (Fácio Jr, Cury & Spessoto, 2020)

#### 4.1.6 Organizing in-service training

Some teachers see the need to organize in-service training for their colleagues, who have little or no experience regarding any situation of CSA. In-service training is a situation where the trained or knowledgeable teachers on this subject discuss and share their experience with other teachers. This concept is a way of updating the teachers to be more advocates and vigilant in their role regarding CSA.

A teacher indicated that wherever cases of CSA are reported in the school, he always makes an effort to retrain and sensitize these teachers so that they can support these children with necessary information on CSA. The teacher told me that “when I hear cases of CSA like, I try to mobilize teachers to intensify effort in my school for more advocacy, sensitization and also emphasize the re-training of teachers.” (*Teacher M2*) Another teacher expressed her view, which was in line with that of Teacher M2. According to her, “we can just organize may be in-house training for the other teachers advising them to be more vigilant, you know as teachers we supposed to be vigilant.” (*Teacher F2*)

## 4.2 Research question two

### **What is the child protective initiatives introduced by the school to reduce the increase of CSA cases?**

In recent times, teachers have incorporated different initiative programmes, usually, informed of educational settings to support student’s ability to recognize and resist the abusive situation. And to encourage the victims among the students to disclose their status for teachers to know the intervention they could recommend for such students. This section presents different initiatives introduce for students to mitigate sexual abuse among the students.

#### 4.2.1 Preventive programme

Preventive programmes have been introduced into the schools as part of extra-curriculum activities as mentioned by the interviewees (teachers). Most of these programmes are established to educate and provide information to students on how to resist, report, and protect themselves from any form of sexual harassment.

Three out of four teachers interviewed from green and green junior secondary school mentioned “girls’ club” as one of the major programmes present in their school. The three teachers gave their views on the “girls’ club”-programme.

And as I told you before we have a girl club which was not so before the seminar we went to. It was when we came from this seminar, a girls' club was organized and most of all we do is awareness, and we give a platform for this student to tell us what they are going through even if they cannot say it's in the group. we give them room to come and open up an action plan. (*Teacher M1*)

After the workshop organized by SOAR Initiative, an organization to break the silence surrounding sexual violence, especially against children. We are prompted to organize a girls' club which will help us to get close to the girls and teach them about sexual harassment from anyone either relatives, strangers, or acquaintances, how to handle it and how to report it (*Teacher F3*).

Yeah, like I told you that we have a group a girls club group whereby we talk to our children. We enlighten them about this issue of child sexual abuse try to build in them confidence so that whenever they are being harassed outside, they should always feel free to come to the school, to the school counsellor, and reports whatever cases they might have (*Teacher F2*). We do it through club and society (*Teacher F2*).

*Teacher F2* elaborates on the importance of this girls' club in their school. According to her

We told some of our children as in the girls' club that we are running now wherever they see something or experience something strange, they should always say something and do something. They should not be quiet no matter the person because most of these people you see will even try to threaten them.

From the teacher's point of views, it seems the knowledge teachers acquired from different seminars or workshops which focused on prevention of child sexual abuse has helped them to introduce the programme that could fit in to support their students.

Another programme noted in this study is mentor and mentee programme where each student is attached to a particular teacher for mentoring. Here, the students have a designated time to meet his/her mentor and the meetings could be every week. One interesting thing about this programme is that it involves only two parties which will help the teacher to know his/her students very well. Again, the programme is not only targeting topics related to CSA but other areas that might be of benefit to the students. A teacher from the White and white school has her view on the mentor and mentee programme. According to her:

We have a programme called mentor and mentee. We often call Male children and female children together we will call them separate. Some will handle the female children some will handle the male. Those already above like Nine Year we call them, we do counselling for them because we have a programme for them every week that we used to do. Whether you are leaving with your guardian or you are living with your parent you are living with anybody. They should tell us anything that they are passing through as in their home, so we do this programme in our school for the male and female children. (*Teacher F6*)

The introduction of these programmes into school extra-curriculum has been a great idea according to the teachers interviewed so far. The programmes are becoming strategies used by teachers to protect the students from being sexually abused. For example, a teacher said that “teachers can maximize the Girls’ Club to curb Child Sexual Abuse, they can educate students via the platform and create more advocacy (*Teacher F3*). The advantageous of these programmes as given the teachers more opportunity to get closer thereby increasing the number of students who need and render help to these students by knowing about what they are going through.

There are no generic preventive programmes as these schools have their programmes which depend on their choice. Though, teachers claimed that this programme was suggested by organizations who are professionals in handling cases of sexual abuse according to two of the teachers.

#### 4.2.2 Student-teacher and parent-teacher relationships

Building long-lasting relationship with both the students and the parents were noted as part of the strategies used by teachers to gain more trust from them, especially from the students. A qualitative study carried out in South Africa revealed that teacher who have a positive relationship with students could foster disclosure from them. Thus, teachers could only achieve this if they are honest, friendly, have respect and interest in the student’s life and pay the student visit if the need arises according to (Phasha, 2008). One of the teachers believes that the level of his relationship with students during teaching would encourage the students to disclose any form of problems they are facing. He said that

As a teacher we have our primary and by that, I mean for instance am a Maths teacher I teach mathematics so I am focused on teaching mathematics every day and everything so what will make a child open up to me if she is into that kind of situation I think the level of my relationship with the children in the classroom will result to that closeness I agreed with you when you said some children will not be able open up yes you find some percentage of them like that but I believe for you to be a teacher teaching a subject you need to have a relationship a rapport with these students you should be able to trust that you are teaching the right and as

they do one way or the other they should be able to express themselves to you one way or the other. (*Teacher M1*)

He explained further that the type of relationship he has with his students is that of family bond, therefore, there is no reason why students would not be able to walk up to him and discuss their problems with him. He added this,

Also, I happen to be a form teacher and categorically I meet with my students every day and am not just meeting with them I have a bond with them I told them they are my family so for my kind of class now I believe every one of my students should be able to tell me I believe based on the relationship we have we are not just having a teacher to student relationship I make it to look as if is a family thing. (*Teacher M1*)

From the above quote, it seems to the teacher that child find it easier to confide in family members rather than in teachers. Although, this assertion may not be true, one may quickly understand that the victims of CSA may fear the stigmatization that may come from the publicity of the trial and investigation of the case. The child often fear been tag as complicit in the scenario or been label as a CSA case by fellow students and sometimes even teachers.

Another teacher has a similar view with *Teacher M1*, according to her, she sees these students as her own biological children. This is because the time these students spend with her in the school is higher compared to that of their parents at home, except only on weekends that the schools are closed. So, teachers could play the role of a parent by providing support and knowledge these students needed about abusive situations. In her view, she said

By number one, a teacher should see him or herself as a new reality, that is you see yourself as a parent to teach her the moments. They are with us. They are our children. We should take care of them the way we are taking care of one of our children. And another thing is that whenever we should move closer to these children. So, by the time you move close to them check. They will be able to pour it for the teachers as an Auntie and Uncle. This is what I am passing through they'll be able to tell us and another one



is that. We should not be too harsh, we should not be too strict to the children because if a teacher is too strict, the student will not say what is in their mind, but as you watch them. A teacher could observe how the child used to behave before. How is behaving now? We should be able to watch our children the students that we have in the class. (*Teacher F6*)

In the area of parent-teacher relationship, only one teacher shared her opinion in respect to this.

For me as a teacher for the teacher to have a good relationship with the parents because if a teacher perceives anything negative. Within the child in the school, teacher is supposed to reports to call the parents and tell them. This is what I am observing with your child. This is the behavior of your child that I'm seeing pertaining to that child. That is one way that I can address it so that we will know the way forward me as a teacher and the parent can now join hands together to address the problem. and come up with a way forward on how we can do it. So that the problem will be eradicated. (*Teacher F6*)

#### 4.2.3 Sensitization

It could emerge from the interview transcripts that most of the teachers admitted that they are responsible for preventing CSA. To this effect, schools always make sure they sensitize their students on a periodic or weekly basis. This periodic sensitization could mean occasional seasons such as Christmas, birthday party, valentine day, and among others. Teachers believe that these special days are mostly times children fall victims to sexual abuse. Therefore, teachers always try to sensitize and advise their students on what to and what they should not do on these special days. For instance, a male teacher could recall how a mistress in their school was advising the students on how to spend their seasonal holidays or breaks and how to avoid any form of danger, such as sexual abuse. According to him

I could remember valentine's day was Sunday before Sunday in our assembly Ground. One of our senior mistresses talked to the girls in the assembly Ground and if I could remember what she said she started with when a girl and a boy fights who wins. Everybody echoes a boy. So, and

She just draws or paints a scenario about sexual stuff. and she says valentine is coming so if a boy and a girl fight who will win everybody say a boy, so she ended up by saying girls stay in your home. Do not go for valentine. (*Teacher M1*)

Therefore, “sensitizing students on the dangers or probably tell them that this and this is something you should not do” according to (*Teacher M1*) could reduce sexual abuse among the students. The age group of students under the care of this teacher is between 9 to 13. Rudolph, et al (2018) consider this age as older children that could comprehend sophisticated ideas compared to lower age. Therefore, according to the same authors “it is possible that adolescents may be more able to negotiate the interpersonal complexities and identify the nuances of an abusive situation/relationship and react appropriately, and it is also possible that high schoolers may experience less negative emotional reactions to information about CSA; however, these assertions are yet to be tested” (p.98).

While weekly sensitization could be seen as a means of reminding the students on how to protect, resist and disclose any form of abuse around them. This weekly sensitization mostly rendered on “gender assembly” as noted by (*Teacher F2*) and (*Teacher F5*). One interesting thing about this gender assembly is that male is separated from the female so they can have an in-depth conversation with the students. *Teacher F2* sees gender assembly as one of the measures they have put in place to sensitize students through that means. During the interview, she said

we are responsible for preventing it and that is why a lot of measures have been put in place by the school. You know, we have a lot of activities even gender assembly is one of the tools how we talk to our students both boys and girls we enlightening them on this issue so that they will not be caught unaware whenever such comes to their way, so we are responsible in preventing it and if all schools can do this, I believe it would drastically reduce the rate of child sexual abuse in our society. (*Teacher F2*)

It is obvious that these teachers designed this “gender assembly” to target both the victims and perpetrators. For decades now, women and girls have been tagged as the victims of sexual abuse, while men or boys are seen as perpetrators in the society (see Karaian, 2014). Therefore, this platform is to communicate to these students separatory on CSA discourses.

#### 4.2.4 Public awareness

A public awareness campaign from external bodies is a strategy most schools relied on. There are some government agencies or non-governmental organizations (NGOs) who go round the schools to create awareness and sensitize both students, parents, and teachers on child trafficking which could leads to sexual abuse among the adolescents. *Teacher MI* admitted this fact that not once or twice these organizations have made effort to stage a campaign on topic on child trafficking in their school. Thus, he has this to say when I asked him if there is any activity present in their school to address CSA cases involving parent or teacher.

Okay for action plan as I have said before okay twice in our school now.

That I am aware twice about three times now we have had people from I think NAPTIP or so, these are organization on a child trafficking and all of that I think about three times they visited our school for awareness, and they came with materials. they came with materials for the students, and it is a general thing. Not just for the girl child but for all they came for awareness. (*Teacher MI*)

#### 4.3 Research question 3

##### **What problems do teachers identify when handling the cases of child sexual abuse?**

The role of teachers in preventing child sexual abuse as discussed earlier shows that teachers are aware of their responsibility and taking proactive measures in helping sexually abused students to overcome the negative effects of this abuse. At the same time, to increase awareness on how students can prevent themselves from not being abused in society. However, based on the experiences of the teachers, there are numbers of difficulties they encounter when handling such cases which includes non-disclosure, an uncooperative attitude of parents, access to medical check-up, and no evidence.

#### 4.3.1 Non-disclosure

It emerges in this study that teachers are aware that sexually abused children barely come out or speak out to report cases of sexual abuse to their parents, teachers, school authority, or enforcement agency. The reasons for non-disclosure or delays in disclosure from these students could be associated with the issue of trust, fear of stigmatization, or inability of the students to predict how the teacher will react to such a case. In one of the interviewees, a teacher expressed his frustration as to how difficult the task to make the victims speak out wherever they find themselves in such an ugly situation. According to the teacher,

Victims are always scared to speak out for fear of the unknown. They sometimes find it difficult to trust who they are speaking with and fear of not knowing the steps the teachers might take. Also, they fear stigmatization. (*Teacher M2*)

Furthermore, a teacher from green and green school who discussed her experience with me also has a similar comment with that of *Teacher M2*. She pointed out that the “*inability of the child to speak out*” (*Teacher F3*) is one of the difficulties she faces when handling cases of CSA.

Another factor that teachers see as challenging to understand how these students could come out to disclose this issue with them is the lack of skills and procedure to handle such cases effectively. This factor was noted when a teacher said, “*getting the victims to speak is a difficult task, sometimes it requires some level of professionalism and technicalities.*” (*Teacher M2*)

It could be deducted from *Teacher M2* quote that dealing with the cases of CSA requires some certain quality and professionalism from the teachers to perform his or her roles effectively. This could be that teachers need to engage themselves with training or skills required to prevent students from being abuse.

#### 4.3.2 The uncooperative attitude of parents

Lack of cooperation or uncooperative attitude of some of the parents was noted as important factors that undermine the role of teachers in meeting the challenges of sexually abused students. Most teachers were not pleased with the way parents intervene wherever cases of sexual abuse are reported in the school. Parents always come up with different excuses that have been frustrating

the effort of the teacher in this area. The following excerpts show that teachers have handled one or two cases relating to lack of cooperation from the victims' parents. For example, *Teacher M2* said

most embarrassing of this (CSA) is parental involvement which is a taboo in most Yoruba speaking states. I know about a particular case that happened in a nearby school, the child was being abused by one of her relatives that came to spend some time with the family. The parents were not always at home, the mother who happens to be a trader travels a lot while the father is often busy working from Monday to Friday, he only comes home during the weekend. This gave the abuser ample time to lure the girl into it. On this fateful day, the girl just came back from school and in a bid to change her uniform, shower, and attend to her homework, she was suddenly held behind by her relative. According to her, it was not the first time the relative has been engaging in that type of expensive joke with her. They were the only ones at home, so it was easy for the relative to have his way. The next day was Friday when students engage in sporting activities, the teacher noticed her quietness and after several attempts to know what could be wrong with this smart and hardworking girl, she discovered she has been abused. (*Teacher M2*)

He added this when I asked him the reason why he could not investigate or follow up on this case any longer. He said,

it was the unwanted intervention of the parents that halted the process. The parent did everything humanely possible to withdraw the case from the school, for reasons best known to them. It was quite an unfortunate development This is common in most CSA cases, parents bring in several excuses like religion, tradition, family, and so on. (*Teacher M2*)

There are other excuses noted by teachers that parents always capitalize on such as family name and the child being stigmatized. *Teacher F2* mentioned that:

As in, maybe some of the things, I will just say is based on the little cases we had, we discovered that in some cases what made us not go further in the case are the mothers, you know most cases the girl child is the one at risk. And when such a case comes up like that, maybe it is an uncle that is trying to harass the child or the father or pastor or somebody close to the family. Once you call their attention to the case, they would be disturbed about the image it will create, often repeating "we do not want this to go beyond this so that the child will not be stigmatized" so that the family and the child will not be stigmatized. So, this is one of the major challenges that we are facing and as a result of this, we discovered that they are not ready to take the case further to protect their family name. (*Teacher F2*)

*Teacher M1* also emphasized how some mothers always support their lovers who often are the stepfather to their daughters. These perpetrators could sometimes be the lover of the victim's mother or breadwinner of the house and losing such kind of people might cause the victim's family a lot of problems if they end up in jail. *Teacher M1* painted a scenario that:

I have been involved in one as I said before, for instance, the abuser happens to be the husband of the victim's mother if the abuser, for instance, if the abuser is now the mother's husband who is the stepfather to the girl. If you bring such a case to the school most of the time the mother of the girl takes side with her husband so what do you do one do? what is to be done? when the person who is supposed to nail the abuser is standing with the abuser and you know from what we have seen so far when the abused is standing alone that means the case cannot be thoroughly dealt with, a child who is telling her mother your husband is abusing me and the mother is saying is lie keep quite do not say that again, what do you do, what do you do, your hands are tight. (*Teacher M1*)

Another teacher named (*Teacher F3*) believes that "parental factor or family background" which could mean cultural, education and financial status can influence the lack of cooperation from the victim's parents.

In these excerpts, it is obvious that teachers were repeatedly spoken of how mothers' lack of cooperation has been a challenge in protecting these students from being sexually abused. On many occasions, parents put different factors into consideration not to grant the teachers the opportunity or permission to do proper investigations or report CSA cases to the enforcement agency.

The assumption one can derive from the report of these participants is that some mothers often frown at such cases happening in their domain. Partially because of the role society expect them to play especially when the victims are girl child. These mothers shy from the supposed failure the cases will paint of them. Another assumption is that these mothers will not take any steps to bring the abusers to justice if they found this out showing how the participant reports they behave to the cases when the child reports to the school and the school call them up.

#### **4.3.3 Access to medical check-up**

For decades now, they have categorized child sexual abuse as public health problem damaging the health of adolescents across the globe. Children who are lucky to survive during the act might have a greater chance of short- or long-term health consequences. Here, a teacher from junior secondary school expressed his concerns about the immediate health consequences of sexual abuse. According to him, “lack of required materials such as recording gadgets and drugs for first aid treatment. As earlier stated, an immediate medical check-up for the victim is paramount to find out the health condition.” (*Teacher M2*)

Another teacher shares her experience of one of her students molested and infected with a sexually transmitted disease. She said:

One of the difficult ones is a case of a student who has an infection and later had to be treated the girl in question was abused by her Uncle. the case was later handled more carefully and was ok and normal. (Teacher F6)

#### 4.3.4 No evidence

That sexual abuse is incredibly increasing among adolescents has left most of the teachers with a question of why people still turn their back to these children whenever they fall victims, while others are sceptical about their stories when they come forward to narrate their experience. For instance, One Ghanaian study on sexual harassment found that student participants were aware of public discussions on women's rights and sexual harassment, but still tended to blame the victim (Aryeetey, 2014). These abusers are believed to be prominent or influential people in the family or society, who always have their way of not being punished. Second, sexual abuse with adolescents mostly occurs at the secretive scenes, making it difficult for the victims to have concrete evidence against the abuser. One interviewee as this view to say that:

The most difficult thing about the position of the people the abuser makes it very difficult even though when the abuser is saying it the people around may not want to believe it, they will think you have put words into this child to come and say it. So, the position of the people involved in abusing the child does not make it easy for anybody to handle such cases. (Teacher F1)

Regarding this evidence, two teachers from the same school gave similar testimonies of how a teacher was placed under a watch to know if a male teacher is really abusing the female students. Having gotten concrete evidence or testimony of witnesses against the teacher, the school authority did not take it politely with the teacher and transferred him to another school.

Incidentally, the testimony given attests to the fact that the teachers often have to go the extra mile to prove the abused stories before they can be punishable. But even the punishment is often light and not consequential enough as a result of the whole setup of the incidents usually.

The two teachers' experience is:

The first experience I had was related to another teacher, the child reporting such abuse. They even have to set up the teacher so that others will believe what they are saying, so she planned with her friends not to mention their names the name of the school, or the child's name. She planned with her friends and when they were done with the teacher, she



sends the friend to come and call us teacher to witness, that same thing so we have seen them. I have seen as a teacher and I've heard different cases as well.

I think I've heard of a case in my school, whereby that teacher was harassing the student. The student complained, and they put a watch on him. He was not aware, and he was caught and in no time. he was transferred and in no time. I think that is an action against abuse on the girl child, and ever since then, such a scenario has never happened in our school.

The importance of evidence cannot be overemphasized as this enables the teachers or school authority to take proper action against the penetrators. Though, the so-called teachers are sometimes sceptical to believe these students when they make a complaint regarding cases of sexual abuse. This could be shown in the tone of the two teachers during the interview as they admitted that the penetrator (a teacher) was put on watch before the truth was uncovered, which stands as evidence to further the investigation.

## CHAPTER FIVE

### 5.0 Introduction: Discussion, Conclusion, Recommendation and Limitations of the Study

#### Discussion

This thesis is an advancement on previous knowledge focusing on teacher's role and perception in cases of child sexual abuse in Nigeria. The following research questions as stated in chapter one was generated from the major objective of this study (i) what are the various ways teachers perceive their responsibility in the situation of CSA? (ii) what is the child protective initiatives introduced by the school to reduce the increase of CSA cases? and (iii) what problems do teachers identify when handling the cases of child sexual abuse? Thus, this discussion presented under below would be well-defined around these research questions.

#### 5.1.1 The role of teacher's responsibilities

The following themes were highlighted in the from the findings regarding what teachers interpret as their individual roles, this includes educating, reporting, investigation, identify sexually abused students, counselling, and organizing in-service training.

##### *5.1.1.1 Educating*

Besides basic curriculum or educating learners in conventional areas, teachers are involving in preventing learners from being sexually abused, contracting HIV/AIDS, drug abuse, involved in a sexual act, or getting pregnant (Whatley & Trudeil, 1989). This is peculiar to what the teachers discussed in the interview as they educate the students on preventing sexual abuse through sex education. Nigeria was named among the countries that are signalling implementing sex education programs to their students (see UNESCO, 2009). UNESCO (2009) sampled 87 studies across the globe, it was discovered that many of the selected countries have a standardized sex education program that addresses a variety of topics such as STDs, HIV/AIDS, STIs, and birth complications (see Talib, Mamat, Ibrahim, & Mohamad, 2012).

Reis and her colleagues (2011) state in their study that "evidence from intervention efficacy research accumulated during the past 20 years shows that some, but not all, sex education curricula can effectively reduce adolescent sexual risk behaviour" (p. 478). Though, the same authors claim that unless sex education is introduced at earlier age which may have a stronger impact on the adolescent sexual behaviour.

#### ***5.1.1.2 Reporting***

Reporting cases of CSA to child protective agency or enforcement appears to be part of teachers' responsibility as discovered in this study. Teachers make some inquiry in form of investigation to ascertain the truth of the matter before handling it over to these agencies.

#### ***5.1.1.3 Investigation***

As stated before, teachers are involved in investigating process of suspected cases of CSA, even though that is not part of their role according to (Mathews, 2011). The findings show that most of the teachers make inquiry regarding any reported cases in their respective schools before inviting police. It was discovered that the approach of telling the victims that is not their faults to help them forget their experience could them into trouble in the future.

#### ***5.1.1.4 Identify sexually abused students***

Teachers have different perspectives on who's responsibility is to identify suspected cases of sexual abuse among the students. Or is it the students (victims) that supposed to report such situation to their teachers. Most of the female teachers believe is part of their duty to get closer to these students so they can identify if there are such cases. Research has suggested that sexually abused students hardly speak out to share their experiences with adults and those who do so only tell their friends (see Priebe and Svedin, 2018). Indeed, teachers are well aware that students hardly bring up cases of CSA to them (Phasha, 2008). The teachers' perceptions were similar to the work of (Phasha, 2008) who reported that "learners emphasized that a teacher should be the one to approach a learner when s/he starts to suspect that something could be wrong because learners are often scared to initiate a conversation about sexual abuse (p.310). However, the only two male teachers in this study frown against the ideas of going around the classroom to check if there are students that are victims of sexual abuse.

#### ***5.1.1.5 Counselling***

Another responsibility of the teachers regarding issues of CSA discovered in this study is counselling both the victims and their abusers. Counselling is mandatory for all students whether he or she is experiencing any problems or not (Okeke, 2003; Ifelunni, 1997). In the study of Phasha (2008) the students believe is the duty of the teachers to provide a safer environment and counselling in all ramifications. Though, the teachers admitted that it was difficult to counsel these abusers as they hardly cooperate or denies the allegations.

#### ***5.1.1.6 Organizing in-service training***

This study revealed that some of the teachers who have the knowledge and training on CSA trying to train or retrain other teachers so they can help in handling suspected cases in school. As Phasha, (2008) claim that there is a shortage of well-trained practitioners in the field of child safety and care. In this case, teachers need training and support to gain the skills and confidence to handle complex situation like CSA (Mathews, 2011). A study in South Australia revealed that educators who undergo training have more confidence in identifying abuse, reporting skills and respond appropriately to any case of child abuse (Hawkins and McCallum, 2001).

#### **5.1.2 Child protective initiative: Prevention programmes and strategies**

This study provides evidence that all the schools used as a sample have different child protective initiative prevention programmes are incorporated as part of the school activities. Teachers identify and describe these initiatives present in their schools. In one of the schools, the participants described how they introduced girls club as a platform to educate and get closer to the female students. From the perspective of the teachers, it assumed that this programme is designed to target towards the victims (female) as previous research suggests that they are the potential risks compared to their male counterparts (see Putnam, 2003). Evidence that male are also possible victims of sexual abuse may be lacking in Nigeria, but international studies have clarified this. A study carried out in a neighbouring country, Ghana precisely, the results showed that boys made up approximately half of those who were sexually abused as children (see Child Research and Resource Centre, 2009).

Unlike girls' club, another teacher said that their school subscribed to mentor and mentee programme which all the students must participate in. The teacher claimed that the school organized this programme for male and female students. This programme gives the students opportunity to share their experiences on both academic and external factors (such as sexual abuse) to the mentors (teachers). Indeed, Cowan and his colleagues (2019) believe that these kinds of "CSA programmes might be limited because of constraints on funds and time" (p.201).

It was also discovered in this study that teachers sensitize their students beyond education. They increased awareness on daily basis, weekly and periodic to change the attitude of the perpetrators and personal safety of the students. More so, this sensitization is mostly targeting towards seasonal period like valentine day as one of the teachers said. Böhm (2016) posits that "professionals

regarded their own education as an important source of information and were highly motivated to disseminate knowledge about children's" (p.42) safety and prevention of CSA.

As part of the initiative incorporated in the school, teachers highlighted the importance of public awareness which is similar to the above sensitization organized by the teachers themselves. While this public awareness is organized by external body in collaboration with the school to create awareness or sensitize both the students and the teachers on CSA.

Additionally, teachers discussed how student-teacher and parent-teacher relationships are initiated in their school as a strategy to get information from the students especially if there are any suspected cases of CSA. The teacher believes this would foster disclosure from the victims. Though, it was assumed that if the students refused to open up to the teacher regarding their relationship or bond they share, the teacher might be disappointed and blame the students. In this case, one could feel victim blaming and responsabilization in the approach the teachers applied in handling the complex situation. The spread of responsibility largely contributes to victim blaming, in which the cause of the offense is identified in the child's action (Böhm, 2016). Angelides (2004) debunks this notion that it is important to take the "child's perspective" seriously rather than "adult perspective". This would enable the teacher to "prevent children from venting, symbolizing, and working through the guilt and shame that compounds the trauma" (p.161).

### **5.1.3 Problem's teachers identify when handling the cases of child sexual abuse.**

When asked what they perceive as the major problem of performing their duties effectively, all the teachers have similar response such as non-disclosure, the uncooperative attitude of parents, access to medical check-up, and no evidence.

#### ***5.1.3.1 Non-disclosure***

Non-disclosure or delays in disclosure was a great concern for most of the teachers in meeting the challenges of the victims in their various schools. As stated in the literature review, a survey carried out in Sweden showed that out of 4339 students who have been victims of sexual abuse, only 80% disclose these experiences to their friends only, while 1493 did not disclose it to anyone (Priebe and Svedin, 2008). This is a similar claim with the Nigerian teachers that students hardly speak out regarding their experiences. The direct causes were noted by these teachers such as stigmatization and issue of trust, thus this finding is line with the previous studies (see Oseni, Lawani and Oyediji (2016); Morrison, Bruce, and Wilson (2018). It was also discovered in the

study that the teacher's reactions to receive such news from the students could make them to change their mind to speak out. Like one of the teachers said, "they sometimes find it difficult to trust who they are speaking with and fear of not knowing the steps the teachers might take". Phasha (2008) suggests what teachers should do in this situation, according to the author, teachers should endeavour to listen carefully to the story of the victims with calmness and sympathy without revealing any feelings of astonishment or disgust that the children might misunderstand and blame themselves.

In the findings, teachers also raise concerns about inadequate and professionalism on their part. That is, they believe that this task requires adequate skills which would help them to make the children speak out and handle cases appropriately. Mathews (2011) founds lack of teachers' training and self-confidence as the problems in fighting against the menace of CSA in Australia, which is also peculiar to Africa countries, especially in the case of Nigeria.

#### *5.1.3.2 The uncooperative attitude of parents*

Phasha (2008) posits that when it comes to handling the cases of sexual abuse, teachers need the collaboration and assistance of the child's parents as well as social workers to execute his/her duties effectively. This ideology is different from what the teachers encountered in this study; three teachers complained about the uncooperative attitude of some of the parents that mostly frustrate their efforts to handle the case of sexual abuse properly. This is in line with the qualitative study carried out by (Phasha, 2008), the study revealed that parents refused to give teachers' permission to report cases of abuse to the child protective agency. It was well-known that the reason for their refusal is their level of poverty, and sometimes these abusers could be the lovers or bread winners to the mother of the child. In this case, it is very difficult for the teachers to report the perpetrators to the enforcement agency. In the same study, according to Phasha (2008) one of the participants say "you can't do anything. I can't, eh, if I have a suspicion and want to report to the police, I am not allowed to do that without the parents' permission. If the parent says- 'No' then I cannot make a case against the perpetrator" (p.319). Further, there are other factors stated by these teachers that parents do give as excuse so that they can withdraw the case from the school which include fear of stigmatization, protecting family names, religion, tradition and among others.

### *5.1.3.3 Access to medical check-up*

Two teachers in the present study made mention of medical check-up for the victims of sexual abuse. As teachers are aware of the health consequences that sexual abuse might cause on those who survived it. They are interested in helping the victims to receive immediate medical attention which is beyond their capacity. It is assumed in this study that some victims are neglect, and their parents are not cooperating to allow teachers to report such case to child protective agency that can help these children. For example, a study in Ugandan showed that “sexual abuse victims” did not have access to “HIV prophylaxis” because of lack of funds (Akin-Odanye, 2018).

### *5.1.3.4 No evidence*

Lack of evidence was seen as one of the factors hindering teachers’ decision to make proper inquiry about a suspected case of sexual abuse and reporting it as well. Thus, it is well known that sexual assault is a hidden crime that usually occurs in private and leaves no physical evidence, making identification extremely difficult (Wurtele, 2009). And the principal actors (penetrators) such as the father or stepfather, and close or paedophilic relatives that are generous to the family are making it difficult for some of the parents especially mother to believe that they can abuse their child (Phasha, 2008). For instance, a study carried out in Southwest Nigeria, out of 387 parents sampled 90% agreed that they communicate with their children concerning “stranger danger” while 47% believed that no one can abuse their children (Ige & Fawole, 2011). This is peculiar to this study, as one of the teachers complained about lack of evidence and the position of people involved in this act (sexual abuse) do not make it easy for her to carry out proper investigation.

However, some teachers are sceptical when the students disclose case of sexual abuse to them especially when the abuser is one of their colleagues. It was discovered that students have to go extra mind to prove their innocence before the teachers could believe them and take further investigation.

## 5.2 Conclusion

This study began from what teachers interpret as their roles in the situation of handling the cases of CSA, initiative incorporated for child protection, and the challenges they encountered during this process. As this thesis was an advancement on the previous knowledge, my intention was to close the gap between the number of existing studies in Africa, especially in Nigeria and other

international communities. The philosophical framework, research method and approach and design have been useful to answer the phenomenon under studying. The researcher also defined the criteria for selection of participants, sample size, sampling strategies and ethical considerations (see chapter three of this study) to achieve trustworthiness, transparency, coherence, and impact in this study (Robinson, 2014).

This study has shown that all teachers have individual roles to play in regarding situations like CSA in the school. One obvious observation is that the role of the teacher is perceived by them to be more intone of prevention, whereas a reduced case of involvement after these acts are committed is observed. This indeed is something the teachers should know; it is important to ensure that the full course of law and the appropriate legal consequences are followed through in the effort to annihilate CSA. Previous evidence on the effect of practice on accountability for child maltreatment, in general, has been mixed, with some studies showing that seasoned teachers were more likely to register or report (Kenny 2001; O'Toole et al., 1999; Walsh et al., 2006), and others finding no association with reporting and being a seasoned teacher (Crenshaw et al., 1995; Kenny, 2004; Webster, O'Toole, O'Toole, & Lucal, 2005).

Also, the teachers must be made aware of the political power wedge to their role. Education and curriculum must reflect the reality to the students who are the likely victims of CSA and to adults who are often the perpetrators or parents and caregivers responsible for protections. According to Gibson & Leitenberg (2000) school-based educational programs about CSA concepts, self-protection, and directions to tell a trusted adult if approached or abused have been effective in increasing children's knowledge about CSA and self-protection. And thus, although attribute of this is observed in the school as regards the teacher's attestation. There may be a need to readdress it to adequately meet the recent reality on CSA. In any case, most of the training the teachers possess are low in quality and quantity as the numbers of those without any training are almost equally spread while thus laying claim to some sort of knowledge affirm that it is not as adequate as it should be.

Likewise visiting programs and family services according to (MacLeod & Nelson, 2000) that strengthen, and support mothers have the potential to reduce all forms of child maltreatment, including CSA and this in short, cater for the emotion of a victim of CSA. And this is a reliable



way that teachers can continue their involvement in the child's lives emotionally to ensure their safety emotionally, physically, and psychologically.

Further, feminist perspective as regards the adequacy of programs for victims of CSA according (Cohen, Mannarino, & Deblinger, 2006; Resick & Schnicke, 1993). Anchors on well-established treatment programs that use the construction of trauma narratives, psychoeducation, and cognitive processing to reduce the shame that many victims experience. The school training and programs observed in this research through the teacher testament are mostly lacking in most of these attributes and thus may be offering rather crude and unrefined treatments and prevention details to both CSA victims and adults in the community. That is thus less impactful to the aims of all concern to reduce and eradicate the occurrence of CSA in this study.

The study established that female teachers are more interested in handling case of sexual abuse than their male counterpart. This is because male teachers are more likely to be on the watch or even have the tendency to engage in the act while female teachers have low likelihood of abusing male students. Also, female teachers have the tendency to play mother's role as they are more passionate about female child's being abused than their male counterparts. Furthermore, most of these female teachers have one or two forms of sexual abuse making them more emotional and interested in preventing and detecting the cases of CSA. And one could assume that most of the preventative measures and psychological issues are more likely to be effectively administered by female teachers than male teachers. Again, the victims are more likely to talk about the case of abuse with female teachers placing them in a better position to help identify the case of sexual abuse.

It was also observed that most of the teachers incorporated child protective initiatives to support the safety of their students. According to Scholes and his colleagues (2012) teachers must build in-depth understandings and awareness of "best practices" around child sexual abuse prevention in order to make informed program selections and implementations as the teacher's position in school-based initiatives becomes more widely known. In addition, the programs are often tailored to address the likely victims while ignoring the possible perpetrators. This lack of strategies in form of sensitization of likely perpetrators rubs the schools the opportunity to take the chance of the programs to reorient these groups. Another thing to note is that although school programs are prevalent in all participant input what is missing is enough inclusion of adults in this. According

to (Wurtele, 2009) While school-based programs are prevalent, one significant challenge to overcome is the heavy reliance on child-focused prevention efforts that put the onus of responsibility onto children.

The approach of some of the teachers is different from the perspective of feminist on how to handle cases of CSA. For example, issue of victim blaming and responsabilization in the approach of these teachers are against by feminist approach (see Lamb,1986; Angelides, 2004). Therefore, the research concludes that these teachers need to be trained and retrained so they can have the appropriate tool to facilitate initiatives when carrying out their duties as guardians of children. And to enable them to gain more confidence in meeting the challenges of sexual abuse among the children.

### 5.3 Recommendations

One of the urgent needs of the school is to address the health of a child after the cases of CSA. Children often exhibit a lack of concentration and a drop in school grade as professional affirm are often the effect of the CSA trauma. In addressing this effect, schools are encouraged to tailor programs that will heal this mind. The literature available supports the efficacy of school interventions that concentrate on the improvement of behavior modification and problem-solving skills, such as cognitive-behavioral therapy. (Jaramillo, 2006; Saywitz, Mannarino, Berliner, & Cohen, 2000).

It is also recommended that existing programmes in the school should restructure to focus on sex education and awareness that will ensure the increase in knowledge around the emotional the emotional and political power of the child. While ensuring the increase in knowledge on CSA in line with this feminist perspective among the adult community.

Parents must also be involved in the process and schools must design programs to educate parents as well on responding to pre- and post-cases of CSA. This itself is important as the parents are often the reason in some CSA cases why these cases are not reported, especially if the other partner is the abuser. Parents must be made aware of the consequence of their actions and the tremendous help their involvement and acceptance will have on the child. Regardless of parents' actual participation in treatment, parental support can facilitate the recovery process of sexually abused children. Research strongly indicates that child survivors with parental support benefit more from

treatment than children without such support (Cohen & Mannarino, 2000; Elliot & Carnes, 2001; DePanfilis & Zurayin, 2002).

The school role must expand consequently to involve the parents or the grownup community as a whole in the process of this sensitization. According to Wurtele (2009), it is time for adults to contribute to the protection of children and the development of healthy environments by implementing multi-component, organized, preventive measures that include educators, parents, and other caregivers. And clinicians claimed these provide the greatest potential for protecting children from sexual exploitation as interdisciplinary approaches.

More so, teachers should take their primary crusade outside the school premises as many students are not enrolled in the school in Nigeria. According to UNICEF, approximately 10.5 million Nigerian children do not attend school even though primary education is free and compulsory in the region. In this case, "primary prevention programs should be developed to reach target groups, not in school, for example, by facilitating workshops in a protected community setting such as at drop-in centers for children or among religious congregations" (Böhm, 2016: p.66).

Further studies can look into the area of specific gender CSA, especially those that are not often treated because of the lack of popularity. For example, boys hardly report CSA, yet research has been shown that they experience CSA too. It is even more disillusioned when it involves older males as the whole sexual orientation becomes confusing. Future research may attempt to investigate the occurrence of these and to discover in detail the reality of these peculiar cases of CSA. Other research areas could attempt to focus on the teachers' knowledge, attitude, and practices about preventing CSA as the result of this study showed that female teachers are more interested in handling this situation compared to their male counterparts.

#### 5.4 Limitation of the study

This section discusses the limitations of the qualitative method in general, as well as the limitations of the current research. The flaw in qualitative research design or tools has been noted by many reports. Simon (2011) believes that with nearly "everything we do", we encounter limits (p.1), so this current study is not an exception. It is not possible to generalize the findings of this qualitative research to a broader population (Atieno, 2009). For instance, the research only included Junior secondary schools' teachers, the findings cannot be applied to both primary and senior secondary schools. Again, this study was carried out in the city of Abuja of which Nigeria has thirty-six states,

therefore is not generally representative. Two out of eight participants selected for this are male teachers who are small representatives compared to female teachers.

Another drawback is not enough time because the whole research works require 1-5 months to finish. One factor to consider here is the global pandemic which contributed to the delaying in recruiting participants and data collection even though it was carried out online. Again, the interviewees were so economical in their choice of words being that some of them know the researcher in person, and the nature of the topic could also be another factor.

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## Appendix 1: Interview Guide

Research topic *“Teacher’s Role and Perception in Cases of Child Sexual Abuse in Nigeria”*

Background Information:

What is your educational background?

Do you have any training or experience on CSA?

Interview questions

1. As you already know, my research project is about CSA. Is this a topic that you have thought about before in your role as a teacher?
2. What is the first thing that comes into your mind when I ask you about this concept?
3. Have you ever heard of cases of child abuse during your work as a teacher? Then: if the answer is yes: Can you tell me more about this? What happened? What did you think when you heard about this? Or, if the answer is no: Why do you think that there are no known cases at your school? Do you think children at your schools are not victims of CSA?
4. If you would hear about a case of CSA at your school, what do you think would be an appropriate first step to handle that case?
5. According to “Raising Awareness About Sexual Abuse: Fact and Statistics” approximately 30% are relatives of the child, most often brothers, fathers, uncles, or cousin, 60% are other acquaintances while 10% are strangers. What do you think have gone wrong as abusers are parents and teachers to the victims?
6. What effort as a teacher have you be making to sensitize suspected perpetrator in your school?
7. Are there any actions plan, or activities present in your school to address CSA cases involving parent or teacher? And then. Can you tell me more about that?
8. Do you think you as a teacher are responsible for preventing CSA? Do you have any tools for that?
9. With the experience you have garnered, what CSA reality do you perceive the teacher’s duty is most effective in addressing?
10. What factors in the child immediate environment do you believe can increase the incident of CSA?



11. What are the immediate issues you can identify as a teacher are the major causes of CSA?
12. What structures do you think are lacking or defect in a child community that often can lead to cases of CSA?
13. What are the difficulties that you encounter in handling the cases of CSA effectively?
14. What recommendations can you give your fellow teachers that have little experience on how to handle the cases of CSA?
15. Is there anything else you would like to say or add?

Thanks for taking part in the interview.

## Appendix 2: Information and Consent Form

### Information

Thank you for reading the information sheet about the interview sub-study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

*Please tick  
the  
appropriate  
box:*

*Yes      No*

I have been briefed about the research purpose by the researcher orally and in writing.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

I understand that my functions and commitment is voluntary, and I can withdraw if the need arises without having to give any explanation. Also, I do not have to answer all questions.

<input type="checkbox"/>	<input type="checkbox"/>
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I understand that the interview session would be recorded and take up to 30 to 40 minutes. The researcher would archive all the raw data on his personal computer with a password after reviewing and analysing it, so that anyone would not have access to it.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

I understand that all the information I provide would be treated in strict confidence. Also, my identity and that of my school will be anonymous and confidential.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

I understand that this project would be presented in the school, perhaps publish in the scholarly journals in the future.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Consent

I attest that I have read and satisfied with the above information. Therefore, I hereby consent to participate in the interview.

_____	_____	_____
Name of participant	Date	Signature
_____	_____	_____
Name of researcher	Date	Signature