

**PERCEPTIONS ON THE ROLE OF GUIDANCE AND  
COUNSELING IN ADDRESSING GIRL CHILD SEXUAL ABUSE  
IN PUBLIC PRIMARY SCHOOLS IN SUBA AND  
MBITA SUB COUNTIES, KENYA**

**BY**

**TABITHA ATIENO OCHIENG'**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION IN GUIDANCE AND COUNSELING**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**MASENO UNIVERSITY**

**© 2017**

## DECLARATION

### DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for the award of a certificate, diploma or degree in any other University or Institution.

**Student:**

Tabitha Atieno Ochieng'      Sign\_\_\_\_\_ Date\_\_\_\_\_

**PG/MED/0155/2011**

### DECLARATION BY THE SUPRVISORS

This thesis has been submitted for examination with our approval as University Supervisors.

1. Prof. Agak John. O.      Sign\_\_\_\_\_ Date\_\_\_\_\_

**Department of Educational Psychology  
Maseno University**

2. Dr. Kabuka Eric K.      Sign\_\_\_\_\_ Date\_\_\_\_\_

**Department of Educational Psychology  
Maseno University**

## **ACKNOWLEDGEMENTS**

First and foremost I wish to thank the Almighty God for bringing me this far. It has taken His hand to do this work to this end.

During the period I undertook this work, I got invaluable assistance from various people whom I wish to acknowledge here. First, I want to acknowledge my supervisors, Prof. John O. Agak and Dr. Eric Kabuka for all the guidance and encouragement they offered.

I wish to also thank all the lecturers from the department of Educational Psychology and School of Education at large. They made contributions in ways they may never know to the success of this work.

I would also like to thank the head teachers and Guidance and Counseling Teachers of Suba and Mbita Schools that I interacted with. They made my work of data collection enjoyable in a hardship area. The terrains were rough but they guided me, kept me company and offered all the necessary support.

I wish to thank very sincerely my friends and colleagues from the department, Elizabeth and Justin. They supported me through both serious and light moments and when it was necessary, they gave me a shoulder to lean on.

To everyone who contributed to this work in one way or another, I want to wish you God's richest blessings.

## **DEDICATION**

I dedicate this work to my loving husband, Prof Alex. O. Okoth, and my dear children, Joel, George and Crystie.

## ABSTRACT

In Kenya, up to 31.9% of girls have experienced sexual abuse. Reports from Suba Child Help Line indicate that in 2015 alone, they handled 1,251 cases of child abuse and of these, 651 (52%) were girl-child sexual abuse cases. Guidance and Counseling (G&C) services should help individuals make intelligent decisions and understand themselves so they work towards realizing their potentials. G&C services have been put in place in schools yet there are still many cases of Girl-Child Sexual Abuse. Purpose of this study was to examine perceptions on the role of guidance and counseling on girl child sexual abuse in public primary schools in Suba and Mbita sub counties, Kenya. Objectives of the study were to; Determine Teachers' and Pupils' perceptions on prevalence rates of girl-child sexual abuse in public primary schools of Suba and Mbita sub counties, Determine the perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse and to establish perceptions on Teachers' participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse. The study was based on a conceptual framework showing how G&C may influence vulnerability to girl-child sexual abuse. G&C was the Independent Variable and Sexual abuse the Dependent Variable. The Intervening Variables were; Ministry of Education (MoE) policies, School Management and Girl-Child personality. Descriptive survey design was used. Study population consisted of 3000 girls in STDs 7 and 8, 88 head teachers and 88 G&C teachers. Using Krejcie and Morgan formula, a sample of 307 pupils was used from 9 Primary schools. Purposive sampling of 9 G&C teachers and 9 head teachers was done from the sampled schools. Reliability coefficient of 0.769 of the instruments was obtained after a test-retest was done. Data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics such as frequencies, percentages and means. Qualitative data was transcribed and coded into themes and sub themes. The results obtained from the research reveal that there is a high prevalence of girl child sexual abuse, though the girl pupils do not perceive it as affecting them; that family backgrounds, poverty and cultural values contribute to vulnerability. Teachers have used the little time they can get to provide G&C services to the pupils. Findings of this study may be of significance to the pupils of Suba and Mbita in revealing further why they are vulnerable to sexual abuse, to G&C teachers in reassessing their roles and to the Ministry of Education in formulating policies that may help to strengthen guidance and counseling and to reduce prevalence rates of girl-child sexual abuse. The recommendations are that The Ministry of Education should train and post teachers to deal with G&C as part of the curriculum. Further, time and facilities should be provided for the provision of G&C services and the G&C teachers given a lighter load so as to enable them spend quality time with the pupils.

## TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE.....	i
DECLARATION .....	ii
ACKNOWLEDGEMENTS .....	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF ABBREVIATIONS AND ACRONYMS .....	ix
DEFINITION OF OPERATIONAL TERMS .....	x
LIST OF TABLES.....	xi
LIST OF FIGURES .....	xii
LIST OF APPENDICES.....	xiii
<b>CHAPTER ONE : INTRODUCTION.....</b>	<b>1</b>
1.1Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study .....	6
1.3.1 Objectives of the Study.....	6
1.3.2 Research Questions .....	6
1.4 Assumptions of the Study .....	7
1.5 Scope of the Study .....	7
1.6 Limitations of the Study.....	7
1.7 Significance of the Study .....	8
1.8 Conceptual Framework.....	8
<b>CHAPTER TWO : LITERATURE REVIEW.....</b>	<b>11</b>
2.1 Introduction.....	11
2.2 Prevalence of Sexual Abuse.....	11

2.3 Poverty, Cultural Values and Family backgrounds and girl-child vulnerability to sexual abuse.....	14
2.3.1 Poverty .....	14
2.3.2 Cultural Values .....	18
2.3.3 Family Background.....	21
2.4 Teachers’ Participation in the provision of guidance and counseling .....	23
<b>CHAPTER THREE : RESEARCH METHODOLOGY .....</b>	<b>31</b>
3.1 Research Design.....	31
3.2 Area of Study .....	31
3.3 Study Population.....	32
3.4 Sample Size and Sampling Techniques .....	32
3.5 Instruments for Data Collection.....	33
3.5.1 Questionnaire for Pupils (QP).....	33
3.5.2 Interview Schedules for Head Teachers (HTIS).....	33
3.5.3 Interview schedules for G&C teachers .....	34
3.6 Reliability and Validity of the Research Instruments .....	34
3.6.1 Reliability.....	34
3.6.2 Validity .....	35
3.7 Data Collection Procedures.....	35
3.8 Ethical Issues .....	35
3.9 Data Analysis .....	36
<b>CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS .....</b>	<b>37</b>
4.1 Introduction.....	37
4.2 Questionnaire Response Rate .....	38
4.3 Perceptions on prevalence rates of girl-child sexual abuse in Primary Schools of Suba Sub County.....	39
4.4 Perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse. ....	44
4.4.1 Perceptions on poverty as contributing to vulnerability to sexual abuse.....	44
4.4.2 Family Background and its perceived influence on girl child sexual abuse...49	

4.4.3 Perceptions on Cultural values as contributing to vulnerability to sexual abuse.....	54
4.5 Perceptions on Teachers’ participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse. ....	60
4.5.1 Teachers’ perceptions of their roles in handling guidance and counseling. ....	64
4.5.1.1 Counseling Pupils with Personal Issues.....	64
4.5.1.2 General Guidance.....	65
4.5.1.3 Developing the guidance and counseling programs. ....	65
4.5.1.3 Teachers reporting the sexual offences .....	66
4.5.1.4 Talks on reporting procedures .....	66
4.5.1.5 Talks on precautionary measures.....	67
4.5.2 Challenges that teachers face in the provision of guidance and counseling. ....	67
4.5.2.1 Time .....	68
4.5.2.2 Lack of facilities .....	68
4.5.2.3 Attitudes of pupils.....	69
4.5.2.4 Inadequate training.....	69
4.5.2.5 Teaching load and other responsibilities.....	70
<b>CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>71</b>
5.1 Summary of findings.....	71
5.3 Conclusions.....	72
5.4 Recommendations.....	73
5.4.1 Ministry of Education .....	73
5.4.2 In-Service Training .....	73
5.4.3 Extensive sensitization on prevention.....	73
5.5 Recommendations for further research.....	74
<b>REFERENCES.....</b>	<b>75</b>
<b>APPENDICES .....</b>	<b>80</b>



## LIST OF ABBREVIATIONS AND ACRONYMS

The following is a list of abbreviations and acronyms used in this study;

<b>ANPPCAN</b>	African Network for Prevention and Protection against Child Abuse and Neglect
<b>CPSA</b>	Child Protective Service Agencies
<b>CRCP</b>	Child Rights and Child Protection
<b>CSA</b>	Child Sexual Abuse
<b>CSAE</b>	Child Sexual Abuse and Exploitation
<b>DEO</b>	District Education Officer
<b>FASCOBI</b>	Family Support Community Based Initiatives
<b>FAWE</b>	Forum for African Women Educationalists
<b>FPE</b>	Free Primary Education
<b>HPI</b>	Human Poverty Index
<b>ILO</b>	International Labor Organization
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>MDG</b>	Millennium Development Goals
<b>MoHEST</b>	Ministry of Higher Education, Science and technology
<b>MSCA</b>	Michigan School Counselors' Association
<b>NEWI</b>	Nyanza Education Women Initiative
<b>SGC</b>	School Guidance and Counseling
<b>SISTA</b>	Sisters Informing Sisters about Topics on AIDS
<b>TAC</b>	Teachers Advisory Centers
<b>TIVET</b>	Technical, Industrial, Vocational and Entrepreneurship Training
<b>TTC</b>	Teachers Training College
<b>UNICEF</b>	United Nations Children Education Fund
<b>USAID</b>	United States Agency for International Development
<b>WHO</b>	World Health Organization

## DEFINITION OF OPERATIONAL TERMS

<b>Defilement</b>	Having carnal knowledge of a child below the age of 18. A child that age does not give consent, according to law.
<b>Disco Matanga</b>	Refers to discos (music and dance) that accompany funerals. They go on for a number of days before and after burials
<b>Girl-child sexual abuse</b>	Is the involvement of young girls in sexual activities they may not give informed consent to. This may include early marriage.
<b>Guidance and Counseling</b>	Is the therapeutic processes where pupils come out of problem situations or develop coping mechanisms with the help of a teacher or significant other.
<b>Incest</b>	Is sexual intercourse between a child and a person very closely related to him/her.
<b>Programs &amp; activities</b>	Are what students are engaged in like discussions, seminars and talks on matters concerning their social and academic wellbeing.
<b>Sexual Abuse</b>	Is when a person coerces another into sexual activity. The victim is a minor and may not fully understand or give informed consent to this.

## LIST OF TABLES

<b>Table 4.1.1:</b> Interviews with the head teachers.....	42
<b>Table 4.2 :</b> Interviews with guidance and counseling teachers.....	43
<b>Table 4.3:</b> Perceptions on poverty as contributing to vulnerability to sexual abuse...	45
<b>Table 4.4 :</b> Interviews with the teachers .....	48
<b>Table 4.5:</b> Perceptions on family back ground and vulnerability for girl child sexual abuse .....	50
<b>Table 4.6:</b> Opinions on cultural values and vulnerability to sexual abuse.....	55
<b>Table 4.7 :</b> Pupils’ opinions on the provision of guidance and counseling .....	61
<b>Table 4.8 :</b> Teachers’ perceptions of their roles in handling guidance and counseling .....	64
<b>Table 4.9 :</b> Challenges facing teachers in the G &C department.....	68

## LIST OF FIGURES

<b>Figure 1.8:</b> Conceptual Framework.....	10
--	----

## LIST OF APPENDICES

<b>Appendix 1:</b> Pupils' Questionnaire.....	80
<b>Appendix 2:</b> Interview Schedule for Guidance and Counseling Teachers.....	84
<b>Appendix 3:</b> Interview schedule for head teachers.....	85
<b>Appendix 4:</b> Map of the Study Area.....	86
<b>Appendix 7:</b> Letter of Approval .....	88

## **CHAPTER ONE : INTRODUCTION**

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

Child Sexual Abuse (CSA) is a universal problem with grave life-long outcomes. The term CSA includes a range of activities like intercourse, oral-genital contact, pornography, indecent exposure, incest, rape, etc. In this study the researcher looked mainly at defilement rape, incest and early marriage as indicators of girl-child sexual abuse.

The issue of Child Sexual abuse is intricate and challenging to study. Estimates vary widely depending on the country under study, the definitions used, the type of CSA studied and the extent of coverage. Sexual violence is seen to occur in all ages, in all socio-economic classes and nearly in all countries with differences in magnitude. Estimates of prevalence range widely with studies suggesting that 12-40% of females and 4-16% of males in the United States of America (U.S.A) have experienced at least one instance of sexual abuse in childhood or in adolescence. Among child sexual abuse victims identified by Child Protective Services Agencies (CPSA) in 1990, 75% were girls and 25% were boys (Thematic Report, 2012). A study conducted at the University of Barcelona in 2009 on the prevalence rates of child sexual abuse in community and schools revealed that an estimated 19.7% of women globally experienced sexual abuse prior to the age of 18. The USA prevalence rates were 25%. The highest prevalence rate of child sexual abuse geographically was found in Africa, whose rates were 34.4% (University of Barcelona, 2009).

Approximately 1.8 million adolescents in the U.S have been victims of sexual assault. Research conducted by CDC estimates that approximately 1 in 6 boys and 1 in 4 girls are sexually abused before the age of 18. In a 2012 maltreatment report of the victims

who were sexually abused, 26% were in the age group of 12-14 years and 34% were younger than 9 years. The research also recorded that 35.8% of sexual assaults occur when the victim is between the ages of 12 and 17. Child Maltreatment (2012).

Girl-child sexual abuse is closely linked to HIV/AIDS prevalence. Juma et al. (2014). The National Average prevalence rates for HIV in Kenya stood at 6.04% in 2013 while in Nyanza, highest HIV prevalence and incidence rates are found in the fishing communities surrounding the lake according to a study by Dworkin et al. (2013). In Homa Bay County, the prevalence rate was at 25.7% and the neighboring County, Migori, had a HIV prevalence rate of 14.7%. Suba and Mbita Sub Counties, the area of study had a prevalence rate of 37%, an indication that there is a serious HIV/AIDS prevalence in the region. Suba and Mbita Sub Counties are within the Lake Region. A number of schools around this place are situated near the lake and the pupils there are exposed to the beach culture of fishermen and the lifestyle of fish for sex. The fishermen handle a lot of money and are a major source of temptation to the girls. (Nagata, 2011). Guidance and Counseling should provide skills that will empower the girls with coping mechanisms and survival skills in such environments so they don't give in to abuse. This study therefore sought to establish the role of G&C in addressing sexual abuse in Mbita and Suba Counties.

There are varied factors that contribute to vulnerability of the girl-child to sexual abuse. Economic poverty appears to be a major driver of protection violations. Studies have shown that children involved in harmful forms of labor typically come from families that suffer poverty levels. In terms of family violence, the UN Regional Consultation Study (2005) noted that households in West and Central Africa are often characterized by crowding, intermingling of relatives and financial difficulties which

may promote violence. There are socio-cultural attitudes which are often based on age but compounded by gender. Sexual violence against children appear to affect girls more than boys. Incest in the region remains surrounded by taboo and shamed silence but a study in Benin found that 32% of children interviewed had experienced sexual abuse in the family. In Cameroon, up to 20% of incest cases were perpetrated by fathers. Much of what is published assumes that violence is mostly at home but there are indications that girls suffer abuse even in schools. The three factors; Poverty, Cultural Values and Family Backgrounds are perceived to contribute to the vulnerability of girls to sexual abuse in these regions.

According to UNESCO (2008), for any guidance program to meet the needs of all students, it must be developmental, preventive and remedial rather than only crisis oriented. For this to be achieved the teachers who offer the service must be adequately trained with clear job descriptions. In Uganda, G&C is a component within the primary school curriculum to which every teacher trainee gets exposed in the course of the two years of training (Opiro, 2005).

School guidance and counseling programs have been introduced to assist students overcome the challenges they experience at home and at school. Further, Oyieyo (2012) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the schools to provide solutions to all the issues that affect their children. UNESCO (2002) adds that “African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people”.



Mutie and Ndambuki (2004) opined that the effectiveness of guidance and counseling in a school depends largely on the systematic organization, proper maintenance and regular use of the G&C center. Ideally the center should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed. The situation on the ground in many schools, according to Arudo, is that there is no room allocated for guidance and counseling and no materials available. Arudo (2008). There are teachers assigned the duty of talking to pupils and many of these teachers feel ill prepared to handle guidance and counseling due to inadequate training. Wango (2006) also observed that talks given to students in Kenyan schools were often vague. This led to a mismatch between issues that required guidance and counseling and those that were addressed by the guidance and counseling programs. The current study sought to determine the perceptions on the role of guidance and counseling in addressing girl-child sexual abuse in public primary schools of Suba and Mbita Sub-Counties.

## **1.2 Statement of the Problem**

The Ministry of Education places emphasis on increasing of completion rate through reduction of dropout. It ensures that Guidance and Counseling Services are established in schools but in Migori County which neighbors Homa Bay County, it was reported that more than 100 Primary School girls dropped out of school to get married during the three week teachers' strike in September, 2012. Guidance and Counseling in Kenya is considered as developmental and preventive as opposed to intervention only at a critical moment of one's life. In spite of implementation of Guidance and Counseling at all levels of Education, Girl-child sexual abuse still exists. In Mbita and Suba Sub counties, there are still reports of early marriage, rape,

defilement and incest. These vices largely go unreported either because of cultural issues or the fact that the perpetrators are older than the girls and the girls feel helpless. Guidance and Counseling should arm the girls with survival techniques and coping strategies in the face of sexual abuse and should empower them to report in case abuse happens. This study explored perceptions on the role of guidance and counseling on girl-child sexual abuse in the public primary schools of Mbita and Suba Sub- Counties.

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

The purpose of this study was to explore perceptions of the role of Guidance and Counseling in addressing girl-child sexual abuse in primary schools in Suba and Mbita Sub Counties, Kenya.

#### **1.3.1 Objectives of the Study**

Objectives of the study were to:

- i) Determine Teachers' and Pupils' perceptions on prevalence rates of girl-child sexual abuse in public primary schools of Suba and Mbita sub counties.
- ii) Determine the perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse.
- iii) Establish perceptions on Teachers' participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse.

#### **1.3.2 Research Questions**

This research was guided by the following questions:

- i) What were the Teachers' and Pupils' perceptions on the prevalence rates of girl-child sexual abuse?
- ii) What was the perceived extent to which poverty, cultural values and family backgrounds played a role in vulnerability to sexual abuse.
- iii) What were the perceptions on teachers' participation in G&C in addressing prevalence rates of girl-child sexual abuse?

#### **1.4 Assumptions of the Study**

This study assumed that:

1. There is girl-child sexual abuse in Suba and Mbita Sub-Counties
2. There are qualified G&C teachers in public primary schools in Suba and Mbita Sub- Counties.

#### **1.5 Scope of the Study**

This study was conducted in Suba and Mbita Sub Counties. This area of study was formerly Suba District. The study was confined to public primary schools. The private schools were not included because they are not representative of the conditions affecting all the pupils in the area. Most of the private schools are considered to be for rich parents and issues such as poverty that the study sought to investigate may not fully apply. However, every effort was made to ensure that the sampling used was adequate and representative to collect information required for drawing conclusions. The head teachers, teachers in charge of guidance and counseling and girl pupils were preferred because they were best placed to give their opinions on issues of abuse and how the girl-child is affected.

#### **1.6 Limitations of the Study**

According to Rubin and Babbie (2016) limitations are conditions beyond the control of the researcher that may place restrictions on the study and their applications to other situations. Due to the very sensitive nature of the study, the pupils could hold back some information which would interfere with the reliability of the results. The researcher encouraged the respondents to be honest and promised confidentiality. The pupils were assured that the information gathered would only be for the purposes of

the study and would not be divulged to any other persons. The respondents were also instructed not to write their names on the papers for the sake of anonymity.

### **1.7 Significance of the Study**

Findings and recommendations of this study may be of significance to the pupils of Suba and Mbita in revealing what increases their vulnerability to sexual abuse, to G&C teachers in identifying the perceptions of pupils on their vulnerability, and to the Ministry of Education in formulating policies that may help to strengthen guidance and counseling and to reduce prevalence rates of girl-child sexual abuse.

### **1.8 Conceptual Framework**

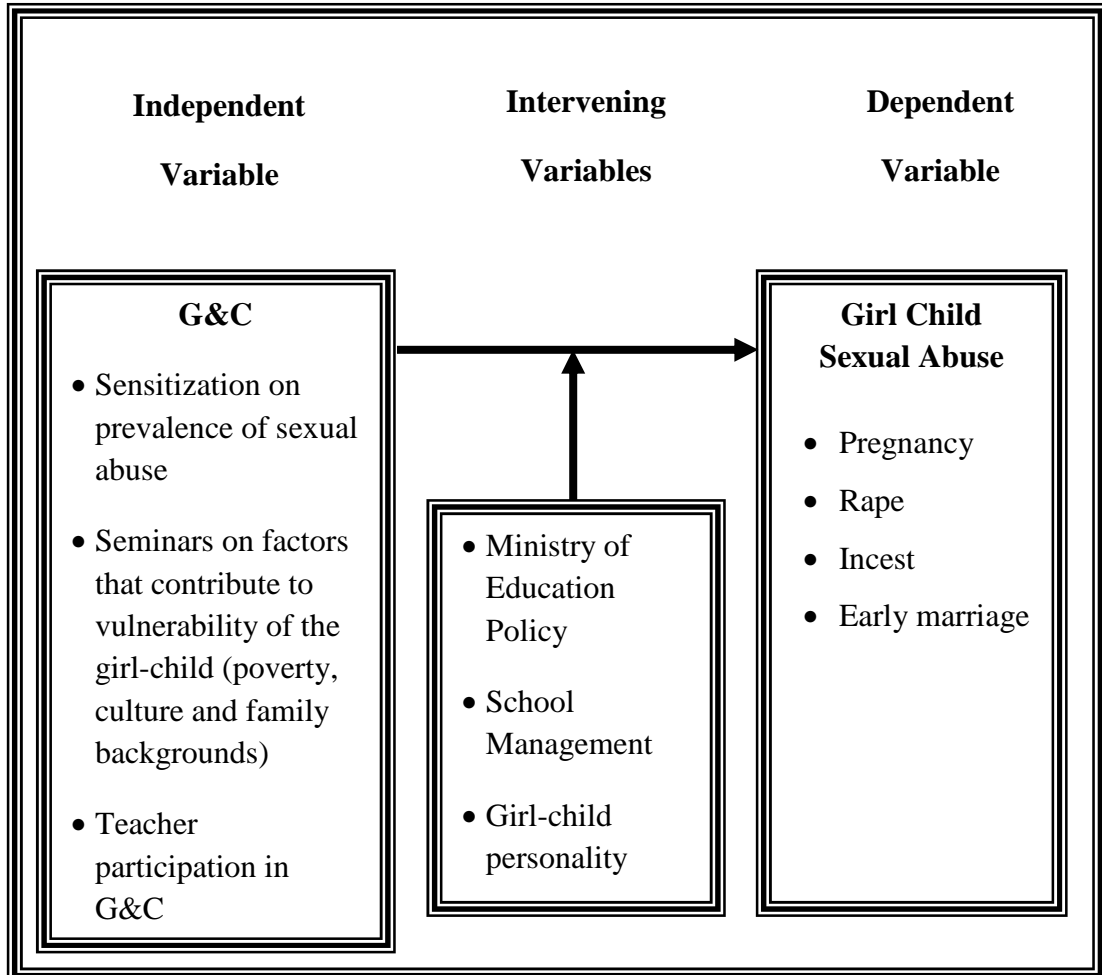
This study was on perceptions on the role of G&C in addressing girl-child sexual abuse. The study was pivoted on an interaction between guidance and counseling and certain factors in the community that predispose the girls to vulnerability to sexual abuse. The factors are poverty, cultural values and family background. The study suggests that in the provision of guidance and counseling, teachers should help the pupils appreciate themselves and not allow others to take advantage of their poverty, that some cultural practices in their communities are retrogressive and have been outlawed and so they should not feel bound to uphold them, and the family background may not be the best but that as individuals they can make decisions to change their lives and eventually improve the lives of the family members. Effective provision of guidance and counseling should then reduce the vulnerability of the girl child to sexual abuse. Independent variable was G&C. In the provision of G&C services, it is expected that girls will be sensitized to the problem of sexual abuse, they will be guided to understand the factors that make them vulnerable to sexual abuse such as poverty, cultural values and family backgrounds; the girls should be

taught survival skills and coping strategies in the event that they are faced with situations of abuse.

Intervening variables were the Ministry of Education policy, School Management and the personality of the girl-child. The G&C teachers may offer the services but if they fail to get support from the ministry in terms of policy and facilities then their work may have no impact. The school management also ought to give support by giving the G&C teachers less load and fewer other responsibilities so they can have time to attend to pupils. The girl-child should be willing to learn and to appreciate the services offered. She needs to apply the survival skills whenever a situation confronts her. Should she fail to embrace what guidance and counseling offers then she may still end up being vulnerable to sexual abuse.

Dependent variable was girl-child sexual abuse. If G&C services are offered effectively then it is expected that there will be a reduction in the number of rape cases, defilement and incest. Cases such as early marriage would be reduced as the girls will be able to refuse and even report these to the authorities. There will be an interaction of the variables. The independent variable and intervening variables may influence the dependent variable in the sense that there may be a drop in the prevalence rates of sexual abuse or an increase in the number of abuse cases reported. However, if there is no support from the ministry or the school management or if the girl-child ignores the counsel and accepts to be abused then girl-child sexual abuse prevalence is likely to remain where it is or even increase.

The researcher has shown the interaction of the independent, Intervening and dependent variables in Figure 1.8.



**Figure 1.8:** Conceptual Framework.

**Source:** Researcher, 2016.

## **CHAPTER TWO : LITERATURE REVIEW**

### **2.1 Introduction**

Chapter two of this thesis reviewed relevant literature. First it reviewed literature on prevalence rates of girl-child sexual abuse, then literature on the factors that may contribute to vulnerability of girls to sexual abuse. Specifically it looked at poverty, cultural values and family background. Lastly, literature on guidance and counseling was reviewed to see if the services are offered in schools and if there are any challenges met by the teacher counselors.

### **2.2 Prevalence of Sexual Abuse**

Sexual abuse is prevalent across the world, cutting through cultural and societal boundaries, and it has injurious impact on human development. A study conducted in the US by Diaz & Manigat (1999) revealed that approximately half of all children who are sexually abused are between the ages of 6 and 12, with the median age for girls at the time of the abuse at 9.6 years.

In a review of studies in the US, a sexual abuse rate of 20%-25% for women and 5%-15% for men was determined. The age range of victimization was from infancy through 17 years, with a peak range of 7-13 years and a mean of 9 years (Cohen & Mannarino, 2000). Another study conducted in 2009 from the University of Barcelona analyzed 65 research studies across 22 countries to estimate an “overall international figure for girl child sexual exploitation”. The findings of the study estimated that 19.7% of women globally experienced sexual abuse prior to the age of 18; U.S rates were 25.3%; and the highest prevalence rate of child sexual abuse geographically was found in Africa. This was estimated at 34.4%, South Africa being the leading country with 43.3%.



In a survey done in India, 1 out of 4 girls is sexually abused before the age of 4; 19% are abused between ages 4 and 8; 28% between the ages of 8 and 12 and 35% between ages 12 and 16 (7<sup>th</sup> All India Education Survey, 2002). In a survey conducted in South Africa, 11% of the respondents reported being raped, but a further 72% reported being subjected to forced sex (UNICEF, 2009). Data from different regions of SSA suggest high prevalence of child sexual abuse (CSA). Up to 67% of girls in a study in Botswana have experienced sexual abuse. Of the 4,412 girls surveyed in Malawi, 24% have experienced sexual abuse. Life time exposure to sexual abuse was reported by an average of 23% of 13-15 year old school children from Namibia, Swaziland, Zambia, Zimbabwe and Uganda (Child Research and Resource Centre, 2009).

A study in Kenya by Pattman & Chege (2003) found that children as young as six or seven years had some sexual experience. Police report releases of 2008 in Kenya sighted that 165 children were defiled monthly. The report further indicated that incidents of defilement rose by 37% compared to the previous year. A survey carried out by UNICEF and Kenya Government in the towns of Kilifi, Diani, Mombasa and Kwale from October 2005 to March 2006 revealed that 15,000 girls in the four coastal towns were engaged in casual sex for cash. Out of this number, 30% were aged between 12-18 years. The current study had respondents of ages 12-14 and dealt with school population as opposed to out of school population in the previous study.

Kisumu District was selected by Advocacy and Networking programs in 2008 for purposes of promoting girl child education. This was due to the high rates of teenage pregnancies and related dropout. At the National level, teenage pregnancy rates stood

at 23%, while for Nyanza it was 29% with Kisumu District being the leading in the Province (Onyando & Omondi, 2008).

A study done by Plan in Homa Bay County established that transactional sex stood at 8% among youth 18-24yrs and children 15-17yrs. The study further established that orphaned girls and those from poor backgrounds were most affected. Plan Kenya, (2012). Plan Kenya further established that girls are given money to the tune of Kenya shillings 2,300 – 5,000 per month and gifts like clothes, mobile phones, shoes, sanitary pads, body lotions, school fees, school uniform, learning materials, high grades in exams, jewelries, fish to take home, food and drinks, treats/outings and free rides by the “boda boda” motorcycle taxi riders in return for sex.

Onyando and Omondi (2008) studied a population of girls in Secondary Schools of the entire Nyanza Province. The studies revealed that nearly 25% of all girls below 15 years of age are forced into their first sexual encounter. There are also reports from the T.S.C that over 1000 teachers have been relieved of their duties for sexually abusing girls aged between 12-15 years in Kenyan Primary Schools. Other reports from the African Population and Health Research Center (APHRC) indicate that 22.2% of girls whose first sexual encounter was forced were aged 15 years and below while those who were above 15 years of age were only about 12.5%. The study by Pattman and Chege (2003) dealt with an out of school population. Onyando and Omondi (2008) studied a population of girls in secondary schools of the entire Nyanza Province. The out of school population is different from the school population which should benefit from guidance and counseling from the teachers. Secondary school girls are also more mature and are able to make more informed choices than the primary school girls but further, the results arrived at from a study covering a whole Province may not be the same as those from a specific region like Suba and

Mbita that have unique cultural practices. This study therefore sought to look at how G&C addresses girl-child sexual abuse in the primary schools in Suba and Mbita Sub counties.

### **2.3 Poverty, Cultural Values and Family backgrounds and girl-child vulnerability to sexual abuse.**

This section reviewed literature on the various factors perceived to contribute to vulnerability of the girl-child to sexual abuse. There are multiple, complex factors that make girls vulnerable to sexual abuse. A study from Botswana on factors that contribute to child sexual abuse listed several factors: Among these were poverty, poor parenting and neglect, social change, beliefs and myths, family disharmony and a cycle of abuse (Wengi, 2006). In this study, the researcher looked at the perceptions of pupils on three specific factors, namely; poverty, cultural values and family backgrounds as contributing to vulnerability of the girl-child to sexual abuse.

#### **2.3.1 Poverty**

Poverty has been traditionally understood to mean the lack of access to resources, productive assets and income, resulting in a state of material deprivation (Kline 2013). Poverty occurs at different levels-individual, family and societal levels and it has several debilitating effects. People living in poverty and those who lack economic power are vulnerable to sexual violence. Poverty may increase one's vulnerability to sexual crimes (Shumba 2011). The reasons for entering prostitution are diverse but women selling sex often belong to vulnerable groups of society and the lack of alternatives to gain a living is recognized as a strong driver to enter prostitution. Homelessness, economic urgent need and lack of sufficient resources are seen as the primary causes for people to enter prostitution.

Poverty is a precursor to child sexual abuse. It is seen as a factor that creates conditions in which abuse can take place more easily. According to reports from the Caribbean, money, poverty, and greed are the causes of child sexual abuse (UNICEF reports from the Caribbean, 2010). According to a report by UNESCO, schools in Ghana recorded poverty (34.6%) was identified by respondents as a factor that influences child sexual abuse (UNESCO, 2010). Endemic poverty leads to worsening living conditions and make the girls more vulnerable to sexual abuse and exploitation (UNICEF, 2010).

The International Labor Organization (ILO), 2001 conducted a rapid assessment of juvenile prostitution in Tanzania. Similarly, a study done by UNESCO (2010) found out that 56% of all secondary school girls had exchanged sex for money. A combination of extreme poverty and a large number of child headed households led to girls being subjected to sexual abuse (Myers, Well and Lorch 2010). In Tanzania, it was noted that some parents encouraged their children to engage in commercial sex by telling them to go 'look around' and when they brought money, no questions were asked (Kisanga, 2012).

According to a National Survey by UNICEF (2010), among females aged 18-24 who experienced sexual violence prior to age 18, about 7% had ever received money in exchange for sex. Another 8.3% reported having received goods such as gifts, food or favors in exchange for sex. In Kenya, poverty remains one of the biggest challenges in dealing with CSA. A large number of Kenyans (58%) live below the poverty line (Kenya Decent Work Country Program, 2013-2016). The Kenyan poverty profile also reveals strong regional differences in the geographical distribution of poverty. The coalition on Child Rights and Child Protection (CRCPC) estimates that Kenya has

600,000 of the world's 100 million abused children. Poverty has been pointed out as a major factor contributing to sexual abuse (Orao, 2004). High levels of poverty and the number of children orphaned by HIV/AIDS have contributed to the high prevalence of child labor in Kenya, with 41.3% of children between 10 and 14 years being exploited for cheap labor, which also predispose them to sexual abuse. Sex tourists access these children at the tourist accommodations (Child Research and Resource Center, 2009). In a study done in several secondary schools in Kenya, it was reported that a number of learners lacked basic needs. The situation got worse for girls who were unable to afford such necessities as sanitary pads. This lowered their self-esteem and kept them out of class for a number of days. Parents or guardians were left with no option but to encourage the girls to drop out of school and get married (Arudo, 2008). Further, Ruto (2009) opined that family poverty predisposes the girl-child to sexual abuse. A girl-child that comes from a needy family is more likely to be vulnerable to being deceived to give sex favors in return for monetary gain (Ruto, 2009).

A study conducted in Kisumu reported that head teachers had opportunities such as government policies, political goodwill, personnel and facilities to promote girl child participation in secondary education but they still faced challenges such as poverty and girl child drop out (Dawo & Simatwa, 2010). In a study by Plan International Kenya (2012) in Homa Bay, the respondents cited household poverty as a major causal factor of transactional sex. Parents are unable to provide for their families. The low household income has rendered everyone in the family vulnerable but girls are seen to be more vulnerable than boys. This situation worsens during drought and low business seasons when prices of food commodities go up. The children observed that their parents either adopted an "I don't care" attitude or became very cruel, forcing

them into transactional sex or child marriage. Some parents were noted to be encouraging their children into the practice of transactional sex to support their family.

Rassi and Nyamu (2012) looked at perceptions on girl-child risky behaviors and role of guidance and counseling. They used Descriptive Survey Design just like the current study. Their study population was 1385 form two girls. Girls in primary school face similar challenges of abuse. The researchers cited poverty as one of the factors contributing to the risky sexual behavior and Suba and Mbita Sub Counties are among the poorest Sub Counties in Kenya, with a poverty index of 50% against the National Index of 42%. Nagata (2011). Poverty is therefore a reality in this region thus the current study sought to look at the perceptions on the role of guidance and counseling in helping the girls deal with poverty.

Owuor (2014) looked at the role of G&C in addressing girl-child sexual abuse but her study was done in Secondary Schools in Nyando District. Her study population was 420 which is comparable to the study population in the current study which was 307. She used the descriptive survey method which the current study also employed. The researcher mentioned that the girl child should have the efficacy to develop principles and learn to say no to potential abusers. The current study sought to find out if guidance and counseling is empowering girls to have these life skills. Dawo & Simatwa in their study of 2010 reported challenges such as poverty and girl child school dropout. The Kenyan Poverty Profile indicates strong regional differences in the geographical distribution of poverty and from other reviewed literature, Suba and Mbita are some of the poorest Sub Counties. Suba and Mbita Sub Counties have poverty rates of 50% against the Kenya National rate of 36%. The girl-child was at a higher risk of temptation to offer sex in return for something as simple as lunch

(Lutomia and Sikolia, 2007) and the younger girls in Primary Schools had an even higher risk of temptation. This study therefore sought to look into how G&C is helpful to girls in primary schools to help them cope with the problem of poverty.

### **2.3.2 Cultural Values**

Cultural and social norms are rules or expectations of behavior within a specific cultural or social group. Different cultural and social norms support different types of violence. In the U.S.A, for example, sexual violence such as rape is shameful for the victim and will very likely prevent disclosure. In Pakistan, sex and sexuality are taboo subjects. In South Africa, girls are responsible for controlling a man's sexual urges and sexual activity, including rape, is a show of masculinity (UNESCO, 2010)

Traditional beliefs that men have a right to control or discipline women by physical means place girls at risk of sexual abuse. There is also a strong evidence of an association between alcohol consumption and violent behavior. These norms around alcohol use and expected outcomes may also encourage and justify violent acts (Thompson, 2012). It is a common view that cultural issues need to be considered in examining abuse and neglect. This is because what is considered harmful for children is dictated by the morality of the dominant culture. There are cases where the official view of harmful practices censures behavior which may be permissible in other cultures. For instance, a Vietnamese father in Northern California was charged with sexual abuse for playfully touching the genitals of his 6 year old son. The case was later dismissed when he explained that in Vietnam, touching genitals of young boys is an expression of fondness and not a crime (Gray 1992).

Traditional fostering based on the culture of entrusting children to wealthier relatives or families to provide a better education is a culturally accepted phenomenon within

Africa. This practice is widespread in the East African Countries. It is noted that Tanzania rates highest in this practice (72%), followed by Uganda (70%), Kenya (70%) and Burundi (26%). In such situations, children may be vulnerable to other forms of sexual abuse. The abusers may also invoke this practice in order to take children away from their parents (UNICEF, 2010).

In Zimbabwe, traditional practices including the marriages of children to older men in exchange for food or money known as 'kuzvarira', pledging a girl into marriage and virginity testing known as 'kuripa ngozi' are still common practices. This practice of virginity testing is not criminalized. 'Chiramu', is practiced privately just like incest. It is perceived as according sexual rights to the unmarried sisters of the wife. Further, some traditional healers prescribe sexual intercourse with minors as treatment for some diseases like HIV/AIDS (Rex 2008). A study done in Tanzania involving 60 MPs revealed that 65% of the respondents felt that witchdoctors were making defilement of children or incest a condition for their customers in attaining wealth or solving their problems. Further, 35% of the MPs surveyed believed that the perceived increase in rape and CSA are due to an influx of foreign cultures which involve dressing: - girls are wearing mini-skirts, skin tights, and transparent clothing which attract young men or boys (Kisanga, 2012).

In Kenya, the average age at which children marry is 18, and up to 48% of girls are married by age 20. However, girls in poor communities are more likely to be child brides; marriages are often early and forced, sometimes even at the age of 13. Families often arrange marriages to older men who offer high bride price. (Kinyanjui, 2016) Yet another cultural practice is that girls are expected to do house hold chores, like taking care of their younger siblings and the sick. This is often at the expense of their education. There is a low value placed of girls' education. The Patriarchal



Kenyan society values boys more than girls and girls. Girls tend to accept their low status with apathy and at times drop out of school (Kinyanjui, 2016.)

Early marriage and other cultural practices that are likely to affect a child's life are prohibited by the children's act. In places like Suba and Mbita, these practices are still common and very few people take the trouble to report them to any authorities. The cultural practices end up contributing to school dropout rates. A study by Oluande (2010) reported a gross enrolment rate in Mbita and Suba Sub-Counties at 33% and 25% respectively for 2014 against national gross enrolment rate of 47.8%. Transition Rates from 2010 to 2014 were 39.4, 41.2, 40.4, 54.5, 59.2 for Mbita while for Suba was 56.2, 54.4, 61.1, and 59.2 which are lower than national transition rates of 68.9, 69.4, 68.4, 76.8 and 80.4 for the same period.

A research by Juma et al. (2014) looked at cultural practices and sexual risk behavior among adolescents in the area of Mbita and Suba Sub-counties. The study reported among other issues that the Luo culture prohibits children who have reached puberty from sleeping in the same house as the parents. The children were often asked to find suitable sleeping arrangements for themselves. It was further reported that some of them ended up at the neighbors where, according to the children, there was a lot of influence to have sex. The study further revealed that boys who slept in their brothers' houses often sneaked in their girl-friends at night. The study by Juma had 78 adolescents and 68 parents, 9 teachers and 9 teacher counselors, making a total of 164 respondents. The study by Juma et al was purely qualitative as opposed to the current study that used a combination of qualitative and quantitative approaches. The numbers of the adolescents under study were only 78. It was hoped that having a higher number of girls participating would yield different results.

### **2.3.3 Family Background**

National survey in the U.S of 1000 parents found that 7.4% of children who lived with one parent had been sexually abused compared to only 4.2% of children who lived with both parents. Another study of 156 victims of child sexual abuse found that the majority of the children came from disrupted or single parent homes (Goldman et al, 2003). He further noted that being raised by a single parent without the support of the extended family also tended to increase vulnerability. House hold overcrowding in the family and the presence of other violent relationships within the home are other factors that increase vulnerability (Plan International, 2012). In approximately 90-95% of child rape cases in South Africa, the perpetrator is either directly family related as in the child's biological father, step father or close friend of the family.

Studies show that the peak age of vulnerability of a girl child falls between 7 and 13 years (UNICEF, 2010). Across cultures, between 40-60% of sexual abuse in families involves girls under the age of 18. According to Canadian International Development Agency (CIDA), Child sexual abuse in Botswana occurs with other problems including disordered family relationships, emotional or physical abuse of children and introduction of different father figures. It is further reported that prevalence of sexual abuse is higher in disorganized families (CIDA, Botswana, 2005). Female Genital Mutilation takes place in other settings, but it is most strongly defended in the home. Between 73.6% (Nigeria) and 99% (Benin) of circumcisions are performed in Sub Saharan Africa. Reports of children being abducted for early marriage are common in Burundi, DRC and Ethiopia.

The importance of parental involvement is emphasized in attempts to reduce risks in adolescents. It is expected that parents and guardians are in regular contact with their children and therefore in a good position to influence the young peoples' behavior. Chinelo et al. (2014). The researchers have further suggested that there is a link between young peoples' sexual behavior and levels of parental monitoring, parent-child communication and parental discipline. Chinelo et al (2014).

Waithaka (2004) investigated the causes of child sexual abuse in Kibera and reported the following; that 66% of the respondents lived in one roomed houses which accommodated up to 10 people. Privacy did not exist in such homes and children were exposed to sexual activities at an early age. Her study showed that there are high chances of children from such homes being more prone to sexual abuse. She further talked of societal disintegration in that parents are so busy trying to make ends meet therefore have no time to look after their children. In addition she also cited social disintegration in which single parents who practice prostitution make their children vulnerable to sexual abuse.

A 2009 study from Kenya states that lack of stable family structures push girls to look for security elsewhere and they get lured into relationships which have devastating effects on their lives. Many of the girls end up in abusive relationships. Further, parents have been faulted with abdicating or ignoring their parental duties. Weakened family fabrics and fluid family situations, worsened by non-protective social environments have evaded the code of conduct that regulated behavior (Ruto, 2009). Rawayo (2014) also observed that the social fabric has been broken down and family values keep changing. The modern parent has very little time for the children. Bolu, (2015) pointed out that the family is the bedrock of any society. A stable and

well developed childhood can be guaranteed by a stable family. In another study by Plan Kenya (2012) it came out that funerals “matangas” are usually turned into night discos that run for days creating an opportunity for transactional sex. Equally mentioned was lack of proper sleeping places for children especially in the villages. Parents leave their children to search for “suitable” sleeping places among their relatives and neighbors. This creates room for the children to visit their “boyfriends and girlfriends” at night. From the study by Juma, et al (2011), it was reported that 37% of Kenyan adolescents aged between 15-19 years have engaged in sex. By age 19, the study reported, 36% of the adults have given birth. Families in Suba and Mbita Sub Counties are faced with increased instability, increased numbers of single parents and increased number of orphans. There is very little literature on the family as contributing to sexual abuse in Suba and Mbita. The current study sought to find out if the pupils perceived family background as contributing to their vulnerability to sexual abuse.

#### **2.4 Teachers’ Participation in the provision of guidance and counseling**

The major goals of counseling are to promote personal growth and to prepare students to become motivated workers and responsible citizens. The counseling services are designed to facilitate self-understanding and development. Teachers are responsible for the cognitive and objective curriculum while counselors are responsible for the affective and subjective curriculum’ (Idowu, 1990). Oniye (2013) further states that the challenges facing typical youth in Nigeria could be addressed through the provision of comprehensive guidance and counseling to the teacher trainees. It is essential that teachers be made to appreciate the influence of their personality on the rate of assimilation of their students.

This awareness can only be assured by the provision of practical and comprehensive guidance and counseling training program to the teachers. The National Policy of Education in Nigeria has emphasized the training of interested teachers in Guidance and Counseling. Grade II Teachers Colleges and Advanced Teachers' Colleges among other institutions have outlined professional training for teachers to equip them for effective performance (Ogunsanmi, 2011). Government of Botswana sees G&C as an integral part of the education of children which should be included in the teacher training programs. A study done in Ethiopia indicated that availability of trained personnel and clear job descriptions as well as written plans are necessary for the implementation of the G&C programs. According to the researcher, all interviewees except one pointed out that there were neither clear job descriptions nor written plans attached to the guidance office (Alemu, 2013). In Uganda, Guidance and Counseling is a component within the primary school curriculum to which every teacher trainee gets exposed in the course of the two years of training (Opiro, 2005).

Oyieyo (2012) observed that guidance and counseling is important because it works an insight on working knowledge, skills and attitudes. It is necessary to assist young people to deal with challenges and realities they face in their ever changing environment, understand themselves and realize their potentials. Learners are counseled to alter any maladjusted behavior.

The Ministry of Education Position Paper on guidance and counseling (2000) has outlined some general objectives for guidance and counseling. Some of these are to;

- i) Provide adolescents with healthy living information
- ii) Equip the girl-child with life skills to enable them address challenges like pregnancy and early marriage which lead to school drop outs; sexual abuse and harassment.
- iii) Equip the students with skills, attitudes and knowledge to enable them cope with accelerated changes of social-culture, socio-economic and technological changes in society. This study sought to find out if G&C offered in primary schools are equipping the pupils with the right skills, attitudes and knowledge to address the challenges they face in their society thus the need for the study.

A study by Ndirangu (2007) observed that an effective guidance and counseling program should be led by a trained counselor and requires the cooperation of teachers, teacher counselors and administrators. She further suggested that services such as appraisal and orientation should be part of the program and this is only possible if the teachers have the necessary training (Ndirangu, 2007). According to the Kenyan development plan of 1979-1983, G&C should be offered as part of the Training Curriculum in all TTCs and Universities. All teachers are to be trained as G&C personnel and the teacher trainees have to take a compulsory course in G&C as part of their training. It states among other things that all teachers should be trained as G&C personnel; that in-service courses for practicing teachers should be conducted; that all teachers should participate in G&C activities as part of their normal duties and that parents and other competent members of the community should be involved in the provision of G&C (Simon, 2010).

School counseling services in Kenya are mostly provided in high schools and, to a small extent in Primary schools (Government of Kenya, 2009). In Primary schools, teachers are appointed by school principals. These appointments are based on personal qualities as opposed to professional training. Further, it was observed that counseling is mainly offered during breaks, lunch breaks and after school (Pickup et al, 2001). The fact that guidance and counseling ought to be offered at all levels yet in practice it is mostly provided in secondary schools created a gap for this study.

Guidance and Counseling in Kenya is considered as developmental and preventive as opposed to the intervention only at a critical moment of one's life. In view of this premise, G&C services which aim at assisting an individual with self-understanding and understanding of the environment for maximum adjustment in life are provided throughout the education system from pre-school, primary, secondary and universities throughout the year (Republic of Kenya, 2002). However, a study done by Nyamwaka (2011) indicated that 57.1% of the respondents got their G&C training as part of teacher training program. Up to 42.9% of the guidance counselors got their training through seminars and workshops. From the same study, 57.1% felt that the training was adequate while 42.9% considered the training grossly inadequate for them to be able to carry out their duties effectively (Nyamwaka, 2011). Waititu (2010) reported that 89% of teachers were qualified to teach in Secondary Schools and 59% of these had no formal training in guidance and counseling yet they offered the services in their respective schools. Another 35% of the respondents in this study indicated that they needed more training (Waititu, 2010). Yet another study done in Nyamira indicated that 38.1% of the teacher counselors were trained while 61.9% were untrained (Nyamwange, Nyakan & Ondima 2012). There is still a serious lack of G&C services in many schools in Kenya. Most of the teachers are untrained. "Any

teacher, regardless of training, is called upon to do some ‘talking’ to students who actually require counseling” (Oluande, 2010). Another study by Arudo reported that in some institutions, counselors were picked from wives of pastors, old female teachers, elderly teaching staff and any willing teachers ready to offer their services. He further reported that in other institutions, the counselors were only there by name. In yet others, the deputy teachers held both the counseling and discipline dockets. This made it impossible for students to open up to them (Arudo, 2008).

According to UNESCO (2002), teacher counselors should design comprehensive programs, counseling services and use assessment procedures with a gender perspective. Lack of training of counselors in gender analysis may lead many providers of guidance to render and/or organize activities that may continue to maintain and enforce the already existing stereotype. Waititu and Khamisi (2010) conducted a study in secondary schools and it compared single sex schools with co-educational schools. The current study was done in Primary schools and targeted only the girls.

The target population was only 24 teacher counselors whereas the current study had a larger target population of 307 and only targeted girl pupils as respondents. A report by African Population and Health Research Center (APHRC, 2013) indicates that 22.2% of girls who have suffered sexual abuse are below 15 years (Primary School age), while 12.5% of the girls who have suffered abuse are of ages 15 and above secondary school age. Oyieyo (2012) did a study on influence of guidance and counseling on students’ discipline in public secondary schools in Kabondo Division, Kenya. As the results indicate, 38.9% of the teachers stated that educational guidance was offered, while 33.3% stated that career guidance was offered. This shows that



many teacher counselors have greater interest in the academic achievement of the students than in any other area. Psychological and social guidance is also offered as it promotes peace of the mind to create good chances for concentration in learning, though it is not given the priority.

Okola (2005) carried out a study on the factors hindering effective provision of educational counseling services in Trans-Nzoia District and their effects on the effective provision of guidance and counseling services in secondary schools in the District. The study revealed that: Kenyan schools have very few reference resources for guidance and counseling; trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the program effectively and some teachers and head teachers avoid the responsibility of running such a program.

The study findings indicated clearly that there is an unequal representation among teacher counsellors with a greater majority being females. In addition, the teachers indicated that the time allotted for guidance and counselling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4.00 pm. Moreover, the guidance and counselling sessions were not frequent since in most schools, the session were held when need arose. The findings further indicated that only a few students, especially females sought counselling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and counselling. This was attributed to several factors, the main being heavy workload by both teachers and students which made it difficult to accomplish effective guidance and counselling, Wambui (2015). Idowu (1989) sees learning as the acquisition of new behavior or a change in behavior

whether negative or positive. It also includes acquisition of knowledge of information, skills and cultures. This means that the students are to be made aware of their own cultures and practices. They should be made aware of the provisions of the law, some of which go contrary to cultural practices. Bolu (2015) also suggested that the need for guidance and counseling for students emerges from the changes taking place in every sphere of life, e.g. school dropout, suicide, divorce, single parenthood. The mentioned factors have been reported to exist in Mbita and Suba Sub-Counties and therefore suggest an even stronger need for guidance and counseling.

Kenyan Schools apparently face similar challenges in the offering of guidance and counseling to their students/pupils. Most common among the challenges are the Teacher Qualifications, the availability of facilities and materials, and funds for running the programs. The Ministry of Education in Kenya hopes that several issues bedeviling the education sector can be handled through guidance and counseling. This study sought to see how teachers used guidance and counseling to address the problem of girl-child sexual abuse in Suba and Mbita Sub-Counties.

Akinde (2012), on the other hand defines guidance and counseling as a process of helping an individual become fully aware of himself and the way in which he responds to the influences of his environment. The question is how the pupils in Suba and Mbita areas supposed to relate to cultural practices such as early marriage, incest, and preference of boys over girls and other forms of sexual abuse? This creation of awareness is to be dealt with by the counselors and it created a knowledge gap for this study.

Guidance and counseling helps students to become aware of personal identities, perceive clearly the nature of their person, experience their world and their

surrounding according to Wambui (2015). Her study had a sample size of 555, it had more Guidance and Counseling teachers than the current study but it was carried out in secondary schools and in Githunguri, Kiambu as opposed to the current study that was done in Suba and Mbita Sub-Counties.

## **CHAPTER THREE : RESEARCH METHODOLOGY**

### **3.1 Research Design**

This study adopted a descriptive survey research design. Descriptive survey is a design in which information is obtained about attitudes, perceptions, behaviors and values concerned with narration of facts from the respondents (Shuttleworth, 2008). Using descriptive survey the researcher was able collect first hand data from the participants. The survey was cost effective because several participants answered the questionnaires at the same time (Oso and Onen, 2011). Descriptive survey helped with data to determine the perceptions on prevalence of abuse and the perceptions on how certain factors affected the pupils' vulnerability to sexual abuse.

### **3.2 Area of Study**

The area under study was formerly Suba District. Currently the area covers Suba and Mbita Sub-Counties in Homa-Bay County. The region is located in the South Western part of Kenya along Lake Victoria, coordinates 0.6833°S, 34.4500°E, bordering Siaya County to the North across the Lake, Migori County to the South, Kisii and Nyamira Counties to the East. The Sub Counties cover an area of 1,056 km<sup>2</sup> exclusive of water surface. It comprises sixteen islands, the biggest in size being Mfangano and Rusinga. Suba has a population of 156,666. The primary school population is 39,697. It has a dependency ratio of 100:98 and a population growth rate of 3%. The HIV/AIDS prevalence rate is 37%, one of the highest in Nyanza region. The young people below the age of 20 years make up about 59% of the population. The Sub Counties have a poverty index of 50% and it is believed that the major cause of this is HIV/AIDS as well as cultural beliefs and practices. Among the youth and children in this area, there is a high rate of school dropout as well as early marriages and

pregnancies. The families are faced with increased instability, increased numbers of single parents and increased number of orphans. (Nagata, Jason M., et al 2011). Even though the government has tried through Free Primary Education to ensure more girls are enrolled in schools, girls in Suba and Mbita have continued to register low participation. The factors that contribute to this are majorly high poverty levels, and the cultural beliefs that girls do not have to be educated. These conditions are likely to make worse the problem of girl-child sexual abuse. FASCOBI reports from the Gwasii division of Suba Sub County point out that there are numerous cases of girl-child sexual abuse and this informed my choice of the study area. . See Appendix 4.

### **3.3 Study Population**

The study population consisted of 3000 girls in classes 7 and 8, 88 head teachers and 88 G&C teachers in the primary schools of Suba and Mbita Sub Counties. The 3000 girls were targeted because they are the most affected by the problem of sexual abuse. The head teachers were also targeted because they hold administrative positions and their support to guidance and counseling would determine whether the provision of the service fails or succeeds. The guidance and counseling teachers were also targeted because they are the providers of the service. They would give information as to whether the services are provided or not and what challenges, if any, they face in the provision of the service.

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

In this study, stratified sampling technique was used to select girls in Std 7 and 8. Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. Krejcie and Morgan formula was used to further reduce the number to 341 girls from the total population of 3000. From this sample, 10% of the girls, 34 were used to do the pilot study. These 34 were excluded from the main study.

The girls were drawn from 9 schools from the five divisions of the two Sub-Counties, namely Gwasii, Mbita, Sindo, Mfangano and Lambwe. A total of 307 girls were therefore used in the study. For the head teachers and G&C teachers, purposive sampling was used. All the 9 head teachers and the 9 G&C teachers from the sampled schools were interviewed. A total of 307 girls and 18 teachers formed the sample for the study.

### **3.5 Instruments for Data Collection**

Data was collected using Questionnaires and Interview Schedules.

#### **3.5.1 Questionnaire for Pupils (QP)**

These are sets of questions which are written that are supposed to be answered by a given number of people so that data can be analyzed from the answers. Questionnaires are study tools that contain several questions on a specific issue or problem being investigated. Questionnaires are not expensive and they do not take so much time to administer. Questionnaire for pupils were used to gather information from the pupils on the prevalence rates of sexual abuse, perceived factors that contribute to sexual abuse and the availability of G&C services in the schools. A closed ended questionnaire was used (Appendix 1.)

#### **3.5.2 Interview Schedules for Head Teachers (HTIS)**

Interview schedules for the head teachers were used to collect the views of the head teachers on the role of guidance and counseling, their opinions on the prevalence of girl-child sexual abuse, what factors were perceived to contribute most to the problem, how G&C tries to address the problem, what help the administration provides for the G&C department and what steps are taken on teachers who get

involved in relationships with pupils. A structured interview schedule was used as indicated in Appendix 2.

### **3.5.3 Interview schedules for G&C teachers**

Interview schedule for the G&C teachers was used to collect data on the teachers' views on the roles of the guidance and counseling department, prevalence of girl-child sexual abuse, the common forms of abuse, factors that contribute to vulnerability, programs and activities in the department and challenges they face as a department in handling guidance and counseling. A structured Interview Schedule was used. See Appendix 3.

## **3.6 Reliability and Validity of the Research Instruments**

### **3.6.1 Reliability**

Reliability refers to the degree to which a measurement instrument can be depended upon to secure consistent results upon repeated application (Weiner, 2007). A pilot study was carried out on 34 girls using test-retest method. Test-retest reliability is measured by correlating the scores from a set of subjects who take the test on two occasions. (Kline, 2013) Test and retest were conducted two weeks apart. This is the recommended interval between tests (Rubin & Babbie, 2016). The questionnaire for data collection was administered to the girls twice with a two week gap in between. A correlation was done on the two sets of scores and a reliability coefficient index 0.796 was obtained. The 34 girls did not form part of the actual study population. This piloting helped the researcher identify areas and questions not well understood and necessary corrections were made.

### **3.6.2 Validity**

Validity refers to the degree to which any measurement, approach or instrument succeeds in describing or quantifying what it is designed to measure (Weiner, 2007).

Face validity of the instruments was ascertained by experts from the Department of Educational Psychology, Maseno University.

### **3.7 Data Collection Procedures**

Permission was sought from Maseno University, through the School of Post-Graduate studies. The researcher paid courtesy calls with notification letters to the offices of the County Director of Education and the Suba and Mbita Sub County Education Officers and left a copy of the permit. The Head Teachers of Primary schools in Suba and Mbita Sub Counties were also visited in order to book appointments. A two-week notice was given within which the Head Teachers notified G&C teachers and pupils about participation in the intended research. These appointments were then confirmed prior to the day of data collection. The researcher delivered and administered the questionnaires to the respondents and conducted the scheduled interviews. The researcher noted down the responses from the interviewees.

### **3.8 Ethical Issues**

When seeking the girls' assent, the prospective respondents were informed that participation in the study was voluntary, that there would be no problem if they chose not to participate and that they were free to skip questions that they felt uncomfortable answering. Parental consent was sought. Letters were written from the head teachers to the parents explaining the intention to do the study. The parents were asked to sign if they agreed that their children take part in the study. Those whose parents did not accept were excluded from the study.



### **3.9 Data Analysis**

Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means. In analyzing the Likert Scale, the Strongly Disagree and Disagree were put together and treated as Disagree. The Strongly Agree and Agree were combined and treated as Agree. The Undecided were treated as the Neutral; those who chose not to respond or who did not know how to answer. Qualitative data was transcribed and coded into emergent themes and sub themes. The frequencies and/or percentages of the responses were tallied and represented in pie charts.

## **CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

### **4.1 Introduction**

The main objective of this research was to determine the perceptions on the role of guidance and counseling on girl-child sexual abuse in public primary schools in Suba and Mbita Sub-Counties, Kenya. From the analyzed data, it emerged that the girls do not see factors such as poverty, family background and cultural values as contributing much to their vulnerability to sexual abuse. On the other hand the head teachers and the guidance and counseling teachers pointed out that these are some of the major factors that contribute to the vulnerability of the girls in Suba and Mbita Sub Counties to sexual abuse.

In this chapter, the researcher analyzed data based on the objectives of the study as follow;

1. Teachers' and Pupils' perceptions on prevalence rates of girl-child sexual abuse in public primary schools of Suba and Mbita sub counties
2. Perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse.
3. Perceptions on Teachers' participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse.

For objectives one and two, mean scores of between 3.5 and 4.5 showed agreements. Mean scores of between 1.5 and 2.5 showed disagreement. Mean scores of about 2.6 to 3.4 are considered to be neutral. The respondents either did not know the answers or they chose not to answer certain questions. For the third objective, the means still

applied like in the objectives 1 and 2 above but qualitative data was transcribed into emergent themes and subthemes.

#### **4.2 Questionnaire Response Rate**

The study sampled 307 girls, 9 G&C teachers and 9 head teachers. From sample of pupils, 296 dully filled the questionnaires giving a return rate of 96.4%. As for the G&C teachers and

Head teachers, a return rate of 100% was obtained in each case since all of them (9 G&C teachers and 9 head teachers) participated in the interview. This response rate was considered appropriate to make conclusion for the study. The high return rate was achieved due to concerted efforts by the researcher which involved administering the questionnaires by herself as well as making call backs to ensure the participants fully participated. Table 4.1 shows response return rate.

**Table 4.2: Response Return Rate**

<b>Category</b>	<b>Sampled</b>	<b>Returned</b>	<b>Return Rate</b>
Girls	307	296	96.4%
G&C teachers	9	9	100.0%
Head teachers	9	9	100.0%
<b>Total</b>	<b>325</b>	<b>314</b>	<b>86.9%</b>

According to Mugenda and Mugenda 60% response return rate is recommended for a study. The high response rate among the respondents was also attributed to support, cooperation and diligence from the head teachers and the G&C teachers who ensured the children were adequately informed and prepared for the study. The head teachers and the guidance and counseling teachers were also present and willing to spend time and answer the interview questions.

#### **4.3 Perceptions on prevalence rates of girl-child sexual abuse in Primary Schools of Suba Sub County.**

This section analyses, presents and discusses data relating to the first objective of the study; to establish prevalence rates of girl-child sexual abuse in Primary Schools of Suba and Mbita Sub Counties. The respondents were given several 5 point Likert Scale questions to respond to 1-Strongly Disagree,2-Disagree, 3-Undecided,4- Agree and 5-Strongly Agree. The means were computed and interpreted. The findings are as shown in table 4.2

**Table 4.3: Prevalence rate of girl-child sexual abuse**

		SA	A	N	D	SD	M	SD
Seen a number of girls drop out of school every year because of either pregnancy or early marriage	F %	151 51.0	67 22.6	40 13.5	21 7.1	17 5.7	<b>4.06</b>	<b>1.26</b>
Friends and age-mates have babies	F %	141 47.6	61 20.6	41 13.9	29 9.8	24 8.1	<b>3.90</b>	<b>1.51</b>
Marriage of girls at age 11 is common in the community	F %	36 12.2	51 17.2	32 10.8	80 27.0	97 32.8	<b>2.49</b>	<b>1.27</b>
Caressed and fondled by boda boda men when given a ride.	F %	26 8.8	44 14.9	26 8.8	91 30.7	109 36.8	<b>2.28</b>	<b>1.28</b>
At least once every week there is a report of a girl who has been raped either in the school or out there in the community	F %	33 11.1	29 9.8	19 6.4	96 32.4	119 40.2	<b>2.19</b>	<b>1.40</b>
The woman whom she really respected lured her into having oral sex with her.	F %	21 7.1	31 10.5	43 14.5	89 30.1	112 37.8	<b>2.19</b>	<b>1.22</b>
Raped by a relative	F %	25 8.4	12 4.1	44 14.9	94 31.8	121 40.9	<b>2.07</b>	<b>1.16</b>
Tried to report that a teacher was making sexual advances at her and her mother told her to shut up	F %	38 12.8	39 13.2	26 8.8	102 34.5	91 30.7	<b>2.43</b>	<b>1.26</b>
Run away or just refuse to go along when somebody tried to force her to have sex with him	F %	109 36.8	62 20.9	36 12.2	26 8.8	63 21.3	<b>3.43</b>	<b>1.68</b>
Introduced to men by an aunt who promised to buy her clothes if she could have sex with them	F %	56 18.9	44 14.9	29 9.8	63 21.3	104 35.1	<b>2.61</b>	<b>1.12</b>

(Mean =2.235).

From the study findings, majority of the respondents at 73.6% cumulatively agreed with the statement that dropout was prevalent either due to pregnancy or early. Only 13.5% of the indicated otherwise, while another 13.5% remained neutral. This

converges with the findings explaining the high prevalence as reported by Onyando & Omondi (2008) that teenage pregnancy rates for Nyanza stood at 29%. Plan international (2012) also underscored in a study that 42.8 per cent of the married women in Nyanza got married between 15 and 17 years. With respect to early child-bearing, more than two thirds of the respondents at 68.2% of the girls agreed that their friends and age mates have had babies. Although most of the respondents (59.8%) disagreed that mostly girls get married in their community at the age of 11 years, significant number at 29.4% agreed with the statement.

This converges with Plan's findings, that most marriages occur younger ages. In fact, Birkett (2013) indicated that marriage at age 8 is a common phenomenon for girls in the developing countries. Most of the respondents at 67.5% disagreed that they have been fondled and/or caressed by boda boda men when given a ride. Of the other respondents, 8.8% were neutral and only 23.7% cumulatively supported the statement. On the issue of weekly reports of rape, majority of the respondents at 72.6% disagreed with the statement that at least once every week there was a report of a girl who has been raped either in the school or out there in the community. Only 20.9% agreed with the statement as 6.4% remained neutral. A large number of 67.9% disagreed that the woman whom they really respected lured them into having oral sex. A minority of the respondents, 17.6% agreed and the rest were neutral.

Most of the respondents at 57.7% agreed with the statements that they would run away or just refuse to go along when somebody tried to force her to have sex with him. This finding helps to explain why 25% of all girls below 15 years of age are forced into their first sexual encounter as established by Onyando and Omondi (2008). They feel helpless and overpowered and give in to sexual advances when they are not really prepared or desirous of it.

The respondents did not perceive sexual abuse to be prevalent and certainly not affecting them. They however said to have seen it in other people, say their friends and relatives. This was in direct contrast with what the teachers said. Table 4.3.1 below shows the forms of sexual abuse that the teachers thought were prevalent in the area.

**Table 4.1.1: Interviews with the head teachers**

<b>Forms of sexual abuse</b>	<b>Number/count</b>
Number of reported defilement cases	92
Number of pregnancies among girls	71
Number of girls who dropped out of school to be married	26
Number of girls who reported to have experienced incest	12
Number of sex abuse cases committed by teachers	7

Responses from interviews with the head teachers revealed a high prevalence of girl-child sexual abuse. There were a total of 92 reported cases of defilement, 71 cases of pregnancies, 26 girls who dropped out of school to get married, 12 girls who reported to have experienced incest and 7 abuse cases committed by teachers over a period of one year.

From one particular school it was reported that some parents and guardians colluded with the perpetrators to conceal abuse. The guidance and counseling teachers further mentioned that about 75% of the pupils in that particular school lived with guardians who, very often, ended up introducing them to men. Some of these guardians worked as bar-maids and the teachers reported that when the guardians were busy or away,

*“They sent the girls to work for them until they were able to report back to work. The girls are not in a position to refuse because these are the guardians who support them. All arrangements to work and sleep with the men are made by the guardians and the young girls simply obey.”*

The teachers further reported that they have had several such cases and when they tried to find out why the girls at times absented themselves from school, the girls were withdrawn from those particular schools and the teachers blamed for interference. These guardians do not advise the girls under their care against sexual abuse and they fight any attempts to guide the girls on the same.

**Table 4.2 : Interviews with guidance and counseling teachers**

<b>Forms of abuse</b>	<b>Numbers</b>
Early marriage	40
Incest	16
Defilement	132
Pregnancies	86

Interviews with guidance and counseling teachers revealed even a higher prevalence of sexual abuse. The abuse was seen in the light of numbers of girls who married early, reported cases of incest, cases of defilement and pregnancies. The reports from the guidance and counseling teachers had higher numbers of the indicators of abuse as seen on Table 4.4 than those from the head teachers. Some teachers mentioned culture in that area where girls in classes 7 and 8 were already considered to be of marriageable age and the parents were not keen to continue educating them. The girls often got introduced to men by their aunts or other relatives and encouraged to get married. From yet other teachers, there was the feeling that the girls really don't have



mentors. Their elder sisters already got married and many of them did not as much as get to secondary schools. Life to them was about getting married, getting children and taking care of the children while they do some little business. The girls do not have good motivation to keep in school and continue learning and so whenever there was the temptation to engage in sexual affairs, it was an easier option. Some girls got into this in the hope that they would get suitors to marry them.

#### **4.4 Perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse.**

This section analyses, interprets, and discusses findings on the second objective of the study; determine the perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse.

##### **4.4.1 Perceptions on poverty as contributing to vulnerability to sexual abuse**

The respondents were given several 5 point Likert Scale questions to respond to 1- Strongly Disagree, 2-Disagree, 3-Undecided, 4- Agree and 5-Strongly Agree. The frequencies are shown on the table as well as the means. Overall means were computed and given below the table. The responses are as shown in table 4.5 below.

**Table 4.3: Perceptions on poverty as contributing to vulnerability to sexual abuse**

		SA	A	N	D	SD	M	SD
Mother encourages daughter to have sexual relations with older men in exchange for money.	F	23	37	53	85	98	<b>2.33</b>	<b>0.87</b>
	%	7.8	12.5	17.9	28.7	33.1		
Boyfriend offers money to buy sanitary pads in exchange for sex	F	31	41	41	89	94	<b>2.41</b>	<b>1.22</b>
	%	10.5	13.9	13.9	30.1	31.8		
A relative brings money from unknown men and encourages her to befriend them	F	26	41	32	90	107	<b>2.29</b>	<b>1.21</b>
	%	8.8	13.9	10.8	30.4	36.1		
The school uniform is so worn out that it exposes her breasts and under clothes, encouraging the boys to touch her inappropriately	F	26	34	39	101	96	<b>2.30</b>	<b>1.18</b>
	%	8.8	11.5	13.2	34.1	32.4		
The teacher once offered to buy her food and under clothing in exchange for sex	F	36	32	28	84	116	<b>2.28</b>	<b>1.14</b>
	%	12.2	10.8	9.5	28.4	39.2		
The sister got married so that the husband could educate her and the brothers	F	21	41	43	100	91	<b>2.33</b>	<b>1.31</b>
	%	7.1	13.9	14.5	33.8	30.7		
It is alright to have sex with a man if he buys food for her family	F	25	12	54	114	91	<b>2.21</b>	<b>0.94</b>
	%	8.4	4.1	18.2	38.5	30.7		
Orphaned friend has to provide food for her siblings, therefore she engages in sex with older men to get the money	F	37	29	36	103	91	<b>2.39</b>	<b>1.47</b>
	%	12.5	9.8	12.2	34.8	30.7		
Parents never question whenever they see her with a new dress since they do not have money to buy one for her	F	26	32	36	112	90	<b>2.30</b>	<b>1.32</b>
	%	8.8	10.8	12.2	37.8	30.4		
Relatives have introduced her to some older person working in Nairobi and encouraged her to have sexual affairs with him because he will provide all her material needs	F	56	44	29	96	106	<b>2.84</b>	<b>1.02</b>
	%	18.9	14.9	9.8	32.4	35.8		

Average **mean 2.368**

The study found that most of the respondents 33.1% strongly disputed the statement that mothers encouraged their daughters to have sexual relations with older men in

exchange for money. Only 20.2% cumulatively supported the statement, while 17.9% remained neutral on the statement, this differs from the findings of Lalor (2005) which established that some parents encouraged their children to engage in commercial sex by telling them to go 'look around' and when they brought money, no questions were asked. Majority of the respondents, 61.9% cumulatively also disputed the statement or notion that boyfriends offer money to buy sanitary towels in exchange for sex. However, a significant number of 24.4% agreed with the statement. Similarly, Oroa (2014) found that poverty has been pointed out as a major factor contributing to sexual abuse especially if girls were unable to get sanitary pads from their parents.

Majority of the respondents, 66.5% generally disagreed that a relative once brought them money from an unknown man and encouraged them to befriend him. Only 20.7% of the respondents agreed. Majority of the respondents at 66.5% disagreed that their school uniform was so worn out that it exposes their breasts and under clothes, encouraging the boys to touch them inappropriately while 19.3% agreed with the statement. Over two thirds of the girls at 67.6% disagreed that the teacher once offered to buy them food and under clothing in exchange for sex, while 33.0% agreed as 9.5% remained neutral.

Again, many of the respondents, 64.5% cumulatively disagreed that the sister got married so that the husband could educate her and the brothers, while 21.0% confirmed the statement. Majority of the respondents at 69.2% disagreed with the notion that it is all right to have sex with a man if he buys food for her family. Majority of the respondents at 65.5% also disagreed with the statement that their orphaned friends have to provide food for their siblings, therefore they engage in sex

with older men to get the money, while 22.2% indicated otherwise as 12.2% remained neutral on the statement.

It was also established that majority of the respondents at 68.2% disputed the statement that parents never questioned whenever they see her with a new dress since they do not have money to buy one for her, while only 19.6% indicated otherwise. This diverged with the findings of IRIN (2008) that a combination of extreme poverty and a large number of child headed households led to girls being subjected to sexual abuse. This contrasts the findings of Plan Kenya (2012) which established that the practice of transactional sex affects girls more than boys. Orphaned girls and those from poor backgrounds were noted to be the ones most affected. Most of the respondents disagreed that parents never question whenever they bring home or wear a new dress since the parents cannot afford. This finding also contrasts that of Plan Kenya's (2012) in a study in Homa Bay where youths and parents interviewed reckoned that the affected children's parents do not bother to ask them where they got the money or the gifts from. Instead some are even praised for feeding their starving families. Ultimately, majority of the respondents disagreed that relatives have introduced them to some older person working in Nairobi and encouraged them to have sexual affairs because they will provide all their material needs.

Here again the interviews with the teachers gave contrasting opinions. Nearly all the head teachers and the guidance and counseling teachers mentioned poverty as one of the key factors that contribute to vulnerability of the girls, as shown on Table 4.6.

**Table 4.4 : Interviews with the teachers**

<b>Factors</b>	<b>Head Teachers</b>	<b>G&amp;C Teachers</b>	<b>Total</b>
Poverty	6	8	14
Cultural Values	7	7	14
Family background	7	8	15
Wife replacement	3	5	8
Technology	6	6	12

Of the teachers interviewed, 14 out of 18 (78%) mentioned poverty as a contributing factor. They felt that girls have greater demands than boys and other than the normal needs for food and clothing, girls need such things as sanitary towels, body creams, perfumes, etc. When parents are not able to provide these things then the girls' temptation to get them from men becomes hard to resist. Further, girls are exposed to not just clothes but fashionable ones. The element of peer pressure sets in when some of the girls already have these clothing. The other girls will try to get them at all costs. A good number of teachers also mentioned that poverty in the families was a reality. Some mothers found it hard to put food on the tables and engaged in the 'fish for sex' business to make ends meet. Such parents did not find it hard to send their girls to sell their bodies and bring food home.

This affirms the findings of CRRECENT (2009) in their study CSA in schools in Ghana in which poverty (34.6%) was identified by respondents as a factor that influences child sexual abuse. The interviews revealed that some parents are unable to afford decent meals, clothing and sanitary towels for their daughters. This in turn predisposes the girls to sexual abuse because motorcycle operators, fishermen and sometimes teachers bought for them the items that they lacked in exchange for sex. These reports converge with those of Plan international (2012) that the transactional sex stood at 8% among youth 18-24yrs as well as among children 15-17yrs.

#### **4.4.2 Family Background and its perceived influence on girl child sexual abuse**

This section presents the perceptions of family background on vulnerability to girl-child sexual abuse. The respondents were given several 5 point Likert Scale questions to respond to 1-Strongly Disagree 2-Disagree 3-Undecided, 4-Agree and 5-Strongly Agree; the means were calculated and interpreted. The responses are as shown in table 4.5

**Table 4.5: Perceptions on family back ground and vulnerability for girl child sexual abuse**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
Lives with only her mother who at times brings friends at home who tries to lure her into sex with them	39 (13.2)	21 (7.1)	77 (26.0)	73 (24.7)	86 (29.1)	<b>2.507</b>	<b>0.94</b>
Male relatives who live with them at home have attempted to touch her breasts and buttocks, telling her that she has become very beautiful	21 (7.1)	51 (17.2)	41 (13.9)	77 (26.0)	106 (35.8)	<b>2.338</b>	<b>1.39</b>
The sister who was sent to go and live with a wealthier relative ended up being sexually abused	41 (13.9)	28 (9.5)	50 (16.9)	73 (24.7)	104 (35.1)	<b>2.422</b>	<b>1.39</b>
The parents spend time with them, warn them about sexual abuse and encourage them to report any occurrence either at home or in school.	99 (33.4)	95 (32.1)	49 (16.6)	31 (10.5)	22 (7.4)	<b>3.736</b>	<b>1.11</b>
It is common for her father to quarrel, beat her and the mother and the boyfriend encourages her to elope with him so that she runs away from this trouble.	41 (13.9)	31 (10.5)	46 (15.5)	77 (26.0)	101 (34.1)	<b>2.439</b>	<b>1.25</b>
They live with a step father who has tried to have sex with her many times but she refused	38 (12.8)	43 (14.5)	24 (8.1)	85 (28.7)	106 (35.8)	<b>2.399</b>	<b>1.47</b>
The father takes alcohol and his friends with whom they drink have tried to have sex with her.	28 (9.5)	37 (12.5)	35 (11.8)	107 (36.1)	89 (30.1)	<b>3.679</b>	<b>1.14</b>
The elder sister got pregnant, the mother arranged for her to get married	103 (34.8)	88 (29.7)	29 (9.8)	43 (14.5)	33 (11.1)	<b>2.459</b>	<b>3.17</b>

..... Continued Table 4.6.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
The father encourages her to take education seriously and he expects her to finish college before ever think of getting married	(34.8) 92	(29.7) 93	(9.8) 52	(14.5) 29	(11.1) 30	<b>2.358</b>	<b>1.66</b>
Reported to the parents that one of the relatives they live with tried to touch her inappropriately and they took a quick action and sent him away from our home	31 (10.5)	20 (6.8)	65 (22.0)	93 (31.4)	87 (29.4)	<b>2.375</b>	<b>1.53</b>

**(Average mean =2.35)**

The overall average from the table is 2.55 which shows disagreement. Majority of the respondents (53.8%) disagreed that they live with only their mother who at times brought friends at home who try to lure them into sex. Only a minority of 24.3% of the respondents agreed that male relatives who live with them have attempted to abuse them.

This agrees with the findings of W.H.O (2012) that stated that overcrowding in families exposed girls to sexual abuse. It further converges with the SCA (2003) findings that 4.5% of the girls had been sexually abused by aunt/uncle, 2.8% had been abused by parent and 1.4% abused by a sister/brother. The responses from these same subjects in the section of prevalence also revealed an incest rate of 10.5% which is comparable to the SCA findings.

Most of the respondents, 59.8%, disagreed that the sister who was sent to go and live with a wealthier relative ended up being sexually abused but a minority of 23.4% actually agreed. The study also found that majority of the respondents (65.5%) agreed



that parents spend time with them and warn them about sexual abuse and encourage them to report any occurrence either at home or in school. This diverges from the findings of Kisanga (2012) in study from Tanzania that indicated that communication between parents and their children is not open and is often coded. Children express their sexual desires secretly and without parental knowledge.

Most of the respondents, 60.1%, disagreed that it is common for their father to quarrel, beat them and the mother and that the boyfriend encourages her to elope with him so that she runs away from this trouble. Majority of the respondents, 64.5% disagreed that they live with a stepfather who has tried to have sex with them many times but they refused. This converges with the findings of (CIDA, 2005) in Botswana in which they stated that the introduction of different father figures contributed to sexual abuse. Majority of the respondents (66.2%) disagreed that their fathers take alcohol and that his friends with whom they drink with have tried to have sex with them. Another 64.5% of the respondents agreed that their elder sisters got pregnant and the mothers arranged for them to get married. Majority of the respondents (62.5%) agreed that the fathers encouraged them to take education seriously and that they, the fathers, expect them to finish college before thinking of getting married. Many of the respondents agreed that when they reported to the parents that one of the relatives they live with tried to touch them inappropriately, the parents took a quick action and sent the relative away from the home. This contrasts the findings in the article buddy and me (2014) which reported that many mothers fear to report sexual abuse due to the desire of protecting the name of the family.

As shown on Table 4.7, many of the teachers also mentioned family background as a major factor contributing to the girls' vulnerability. The teacher respondents reported

that generally, the parents hardly spent any time with their children. The fathers spent time running their small businesses and matters of the children were sometimes left entirely for the teachers to handle in school and the mothers to handle at home. This converges with Oyieyo's findings his study of 2012 in which he reported that fathers played a very minimal role in the upbringing of the children. They further mentioned that many of the fathers were alcoholic and were involved in wife inheritance. This kind of lifestyle made them become absent parents and the best they would say concerning their daughters is that they were already fit for marriage. This kind of talk made the girls also feel that they are of age and so would easily get involved with men. This converges with Ruto's views that weakened family fabrics and fluid family situations, worsened by non-protective social environments have evaded the code of conduct that regulated behavior (Ruto, 2009). Many of the teachers also mentioned that the children are raised by single mothers. This is either due to deaths of the husbands or the high rates of divorce. This further complicated issues because the single mothers would then introduce different father figures in the name of the step fathers. The teachers mentioned, however, that the girls in the schools in the urban centers did not suffer as much because their parents treated them differently due to the little affluence in the urban centers. Teachers from other regions and civil servants posted to work in this region have shown different examples by treating their children and especially daughters well. The teachers mentioned further the lack of sleeping arrangements for their children. They said it was common in the region for parents not to have any proper sleeping arrangements for their daughters. These girls slept in the kitchens, away from the parents. Some were left at liberty to find suitable sleeping places from the neighborhood. This really exposed the girls to sexual abuse.

#### **4.4.3 Perceptions on Cultural values as contributing to vulnerability to sexual abuse**

This section presents the perceptions of cultural values on vulnerability to girl-child sexual abuse. The respondents were given several 5 point Likert Scale questions to respond to 1-Strongly Disagree,2-Disagree, 3-Undecided,4-Agree and 5-Strongly Agree; the means were worked out and interpreted . The responses are as shown in table 4.7

**Table 4.7: Opinions on cultural values and vulnerability to sexual abuse**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
Boys are more favored than girls are and the parents will complain when she visit her boyfriend in his hut but will be quiet when the brother brings in girls to the home	31 (10.5)	26 (8.8)	57 (19.3)	83 (28.0)	99 (33.4)	<b>2.348</b>	<b>0.94</b>
The mother taught her about sexual development before she started experiencing it, taught her about breast enlargement and menstruation and warned her against having sex at an early age	90 (30.4)	93 (31.4)	31 (10.5)	27 (9.1)	55 (18.6)	<b>2.436</b>	<b>1.39</b>
The brother in-law has asked or forced her to go to bed with him	41 (13.9)	31 (10.5)	48 (16.2)	82 (27.7)	94 (31.8)	<b>2.47</b>	<b>1.39</b>
Orphans are normally taken care of by relatives or members of the community, who give them away to their friends for sexual affairs or early marriage.	44 (14.9)	33 (11.1)	50 (16.9)	83 (28.0)	86 (29.1)	<b>2.547</b>	<b>1.11</b>
When the parents quarrel, they all are beaten up and this has led her to run away and spend a night at the neighbors' who offered shelter but also asked for sex.	48 (16.2)	30 (10.1)	34 (11.5)	98 (33.1)	86 (29.1)	<b>2.514</b>	<b>1.25</b>
The father and daughter talk freely about her development. She can ask him for sanitary pads and he freely warns her about sexual abuse.	38 (12.8)	51 (17.2)	23 (7.8)	88 (29.7)	96 (32.4)	<b>2.483</b>	<b>1.47</b>

..... Continued Table 4.6.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
The brother's friends have always teased her that she will not get a decent man to marry her if she does not experiment sex now	34 (11.5)	39 (13.2)	38 (12.8)	98 (33.1)	87 (29.4)	<b>2.443</b>	<b>1.14</b>
The elders in the village think it is very wrong to take a parent to court for defiling their own daughter. They encourage the girl and the mother to seek settlement out of court	51 (17.2)	33 (11.1)	31 (10.5)	93 (31.4)	88 (29.7)	<b>2.547</b>	<b>3.17</b>
The brother in-law asks her to go to bed with him and he tries to convince her there is nothing wrong since he can marry her in case she gets pregnant.	32 (10.8)	37 (12.5)	34 (11.5)	96 (32.4)	97 (32.8)	<b>2.361</b>	<b>1.66</b>
The aunt once left her in the house alone with her uncle who asked for sex.	29 (9.8)	33 (11.1)	52 (17.6)	95 (32.1)	87 (29.4)	<b>2.399</b>	<b>1.53</b>
<b>(Average=2.367)</b>							

Majority of respondents, 61.4%, disagreed with the statement that boys are more favored than girls are and that parents complain when they visit their boyfriends but are quiet when their brothers bring in girls to their home.

A good number of the respondents, up to 19.3% however agreed that this is the situation. Most of the respondents, 61.8%, agreed that their mothers taught them about sexual development before they started experiencing it and she taught them about breast enlargement and menstruation and warned them against having sex at an early age. This finding converges with that of Kiragu et al (1996), in exploring the question of who provides young people with information about the development and sex and found that mothers were significantly more likely to do so than fathers but it differs

with Oyieyo's (2012) that mentioned that the modern African parents are too busy looking for money and spend no time with their children.

Majority of the respondents (69.5%) disagreed with the opinion that their brothers' in-law have asked or forced them to bed. Up to 24.4% were of this opinion that this has happened to them. Although this is a small number that agreed, it indicates that the cultural practice among the Luo communities that a sister-in-law can easily make a wife still exists. Some of the men accept to live with their sisters-in-law under the pretext of taking care of them but they soon turn them into wives, even at very tender ages. Up to 57.1% of respondents disagreed that orphans who are normally taken care of by relatives or members of the community are given away to their friends for sexual affairs or early marriage but a fairly large percentage of them, 26.0% were in agreement.

A large number of respondents disagreed that when their parents quarrel, they are beaten up which has led them to run away and spend a night at their neighbors' who offered shelter but also asked for sex. The respondents mainly agreed that their fathers talk freely about their development and they easily ask for sanitary pads from him and he freely warns them about sexual abuse. This is contrary to the findings of Kiragu et.al. (1996), that there is a general reluctance on the part of adults, particularly fathers, to discuss sexual issues with their children. Majority of the respondents disagreed that the brother's friends have always teased them that they will not get decent men to marry if they do not experiment sex now.

On the issue of elders preferring settlement of issues out of court, there was a split. More of the respondents, 61.8% disagreed but another big percentage, 28.3% agreed and another 19.5% remained neutral. This is in line with Ruto's statement that

weakened family fabrics and fluid family situations, worsened by non-protective social environments have evaded the code of conduct that regulated behavior (Ruto, 2009). Majority of the respondents disagreed that their brother-in-law have asked them to go to bed and tried to convince them that there is nothing wrong since he can marry them in case they get pregnant. Only a small minority of 33.3% agreed that their brothers-in-law have coerced them into sex. A large number of respondents disagreed that their aunt once left them in the house alone with their uncle who asked for sex.

From the interviews with the teachers, cultural practices were mentioned as factors that contribute to vulnerability of the girls. Out of all the teachers interviewed, 14 talked of different aspects of cultural practices. Parents not spending time with their children, alcoholism that led to violence, brothers-in-law insisting on affairs with their younger sisters-in-law were mentioned by many of the teachers. Further, some teachers lamented the degeneration of arrangements where elderly women had sessions with girls. This was blamed for the lack of accurate information on the growing up process among the teenage girls. The role of such arrangements was to impart knowledge to the girls on how to; handle their reproductive health, maintain high standards of discipline, be responsible and respectable young ladies in the society. It preserved good morals by instituting norms and regulations which reinforced good behavior. Further, the teachers also said that a good number of these mothers, who are supposed to take care of the girls, were themselves married at the current ages of the girls, (between 12 and 15). The mothers therefore saw their daughters as being of marriageable age and the earlier they could get suitors, the better it would be for them. Further, the teachers also said that

*“Parents in this community generally are too busy looking for money to take good care of their children. The mothers stay late in market places and leave early in the morning to look for money and food. They have no time to spend with their girls. These girls, in addition to going to school, are the caregivers to their younger siblings and the parents do not have the time to discuss any issues of development and growth with their growing girls.”*

The teachers also reported that some girls often sneaked to go out and dance during which they engaged in premarital sex often by people older than them. These girls were sometimes enticed into sex while some were forced into it or raped on their way to or from the disco matanga. Since they often sneaked, whenever they encountered a sexual abuse then they would not report because they would not want their parents to know that they were out in the night to begin with. These findings support those of Plan International (2012) in a study done in Homa Bay. They found out that “matangas” are created an opportunities for transactional sex.

Negative peer influence was further identified as a source of inaccurate information for the girls leading to sexual abuse. It was evident from the responses that due to the information gap between the parents and their daughters, the girls would consult with their peers who were likely to give them misleading responses, leading to wrong decisions and regrettable outcomes. One of the teachers said,

*“Most girls would often consult their peers on issues of reproductive health. There have been cases of girls getting pregnant because they were told by their peers that when they engaged in sex while standing, they would never get pregnant. The pupils relied on these lies from peers because some parents are harsh and did not spend time with their daughters and the guidance and counseling teacher was not approachable to many students.”*



Another teacher added that,

*“Many girls in this school compete blindly over material things; they compete over fashionable clothing, body lotions, perfumes and lately even phones. Although phones are not allowed in school, the pupils still own some secretly and in their free time they get to talk about these. Such things often led to money seeking behaviors and as a consequence they engaged in irresponsible sexual behaviors.” A good number of teachers echoed this sentiment.*

#### **4.5 Perceptions on Teachers’ participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse.**

This section analyses, interprets and presents findings on the third objective of the study; to establish the extent of teachers’ participation on prevalence rates of girl-child sexual abuse in Suba and Mbita Sub Counties. The respondents were both pupils and teachers and the data collected was both quantitative and qualitative. The pupil respondents were given several 5 point Likert Scale questions to respond to; 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree and 5-Strongly Agree; the means were worked out and interpreted. The responses are as shown in Table 4.9.

**Table 4.8 Pupils' opinions on the provision of guidance and counseling**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
Teachers in the G&C department take time to explain to us what they do and encourage us to report any attempts at sexual abuse to them.	86 (29.1)	96 (32.4)	42 (14.2)	33 (11.1)	39 (13.2)	3.53	0.94
Time has been set aside for G&C in the timetables. All the students are to take part in these lessons. The lessons are not treated as any less important than the other subjects	103 (34.8)	95 (32.1)	31 (10.5)	38 (12.8)	29 (9.8)	3.69	1.39
The G&C sessions are conducted in creative ways, sometimes using music or art, this makes them interesting, and we are able to sing about issues that we find difficult to talk about	111 (37.5)	91 (30.7)	38 (12.8)	32 (10.8)	24 (8.1)	3.78	1.39
Some teachers use the G&C lessons to teach other subjects like English and Mathematics since they do not treat G&C as important.	104 (35.1)	103 (34.8)	26 (8.8)	39 (13.2)	24 (8.1)	3.75	1.11
Guided discussions during the G&C lessons have helped us learn the challenges some of us have gone through and how they were able to come out of them	88 (29.7)	96 (32.4)	36 (12.2)	32 (10.8)	44 (14.9)	3.51	1.25
Experts are sometimes invited to give us talks on sexual abuse and how to cope with such situations whenever we are confronted.	98 (33.1)	111 (37.5)	35 (11.8)	28 (9.5)	24 (8.1)	3.78	1.47

..... Continued Table 4.7.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>STDEV</b>
Have benefited from the G&C sessions, especially on the issues of sexual abuse	94 (31.8)	99 (33.4)	21 (7.1)	37 (12.5)	45 (15.2)	3.54	1.14
I Have learnt during seminars the various factors that make us vulnerable to abuse and how to cope with them settlement out of court	91 (30.7)	93 (31.4)	40 (13.5)	33 (11.1)	39 (13.2)	3.55	3.17
Have learnt during the G&C sessions that silence is the tool abusers use and have been taught never to keep silent whenever an act of abuse happens	112 (37.8)	105 (35.5)	26 (8.8)	26 (8.8)	27 (9.1)	3.84	1.66
The head teacher supports the G&C department and tells us that what we learn in G&C will help us make right decisions in life.	109 (36.8)	103 (34.8)	22 (7.4)	35 (11.8)	27 (9.1)	3.78	1.53
<b>(Average =3.65)</b>							

A majority of 61.5% of the respondents agreed that teachers in the G&C department take time to explain to them what they do and encourage them to report any attempts at sexual abuse. Only 24.3% disagreed and 14.2% were neutral. This finding converges with Oyieyo's (2012) in which 38.9% of the students indicated that the G&C teachers gave them educational guidance, 33.3% of the respondents stated that the teachers gave them career guidance while 27.8% of the students stated that the G&C teachers gave them psychological guidance. Most of the respondents at 66.9% agreed that time has been set aside for G&C in the timetables, that all the students are to take part in these lessons and that the lessons were not treated as any less important

than the other subjects. Only 22.6% indicated otherwise, while 10.5% remained neutral.

It was evident that since the teachers used the lessons for life skills to handle guidance and counseling, the pupils failed to see the difference. It also contrasts the findings by Nyamwaka et al. (2011) where 85.7% of the respondents indicated that there is inadequate time set aside for G&C and cited it as a major challenge in the implementation of G&C. On the issue of guidance and counseling conducted in creative ways, there was a split in opinions. More than half of the respondents, 68.2% agreed, 12.8% remained neutral, while 18.9% disagreed. On the issue of teachers using G&C lessons for other subjects, again 69.9% agreed, 21.3% disagreed, while 8.8% remained neutral.

A majority of 62.1% of the respondents agreed with the opinion that guided discussions during the G&C lessons have helped them learn the challenges some have gone through and how they were able to come out of them. Only 25.7% cumulatively disagreed with the statements. This converges with the findings of Oyieyo (2012) who also found that most benefited from guidance and counseling in problem solving.

Majority of the respondents agreed that experts were sometimes invited to give them talks on sexual abuse and how to cope with such situations whenever we are confronted. A large number of respondents, 62.1%, agreed that they had benefited from the G&C sessions, especially on the issues of sexual abuse, while only, only 24.3% disagreed with the statement, as 13.5% remained neutral on the statement.

A further 63.8% agreed that they have learnt during seminars the various factors that make them vulnerable to abuse and how to cope with them. Up to 73.2% of the respondents agreed to have learnt during the G&C sessions that silence is the tool

abusers use and that they have been taught never to keep silent whenever an act of abuse happens to them. About 71.6% of the respondents agreed that the head teacher supports the G&C department and tells them that what they learn in G&C will help them make right decisions in life. This again diverges with the findings of Oyieyo (2012) where teachers rated lack of cooperation from administration as a fairly serious challenge to guidance and counseling in schools.

#### **4.5.1 Teachers’ perceptions of their roles in handling guidance and counseling.**

Interviews with teachers revealed what they thought to be their roles. Both the head teachers and the guidance and counseling teachers mentioned a number of roles which have been summarized in Table 4.10.

**Table 4.9 Teachers’ perceptions of their roles in handling guidance and counseling**

<b>Roles</b>	<b>Frequency</b>	<b>%</b>
Developing the guidance and counseling programs	12	67
Counseling pupils with personal issues	16	89
Reporting sexual offences	15	84
Talks on precautionary measures	13	72
Giving general guidance to pupils	16	89

##### **4.5.1.1 Counseling Pupils with Personal Issues**

Teachers believed that one major role of the guidance and counseling department is to talk to or counsel pupils who have personal issues. A big majority (16 out of 18) of the teachers said that the pupils have a number of personal issues that interfere with their schooling and it is the duty of the guidance and counseling teachers to talk to the pupils. The teachers mentioned a range of issues that pupils tend to have and for which they have tried to counsel. Top on their list was the issue of parents not being

able to provide for them. Other issues that came up were disagreement with the mothers over different father figures, domestic violence, and discipline issues related to adolescence. Up to seven teachers mentioned cases of sexual abuse that they have tried to handle. The teachers mentioned that they have tried their best to address these issues although they faced a lot of challenges. They have not adequately addressed the issue of girl-child sexual abuse.

#### **4.5.1.2 General Guidance**

Many of the teachers also believed that their role is to give general guidance to the pupils. This general guidance has to do with everything from how to study, relationships with the opposite sex, career guidance, adolescence and the challenges, discipline among others. The teachers reported that they have tried to outline which areas to cover with the pupils at the beginning of every term but they end up not covering all the topics due to the constraint of time.

#### **4.5.1.3 Developing the guidance and counseling programs.**

Interviews with the teachers revealed that many of them are aware that they should develop guidance and counseling programs. Up to 12 of the 18 teachers interviewed mentioned developing programs. These programs included inviting experts to talk to the learners about specific topics of concern. Specific topics included sensitization of pupils to sexual abuse, talks on reporting procedures should abuse happen, talks on precautionary measures that especially girls should take to avoid as far as possible, the problem of abuse. The teachers were also aware that counseling should be an on-going process and that they are supposed to engage with the pupils before there is any crisis. The teachers mentioned, however, that these programs cannot be effected given the many challenges they face. The issues of girl-child sexual abuse which

require a lot of tact have not been adequately handled. Some of them still felt that if they were adequately trained, they would probably do better at even developing the programs.

#### **4.5.1.3 Teachers reporting the sexual offences**

The teachers reported to have played a role in reporting cases of child abuse to the authorities whether they involved two pupils or involved a pupil and an outsider. The teachers noted that if they had not stood firm, most cases of sexual abuse committed at home would have gone unreported because some parents have often resorted to having them settled at home. Even though the teachers have tried to report these cases, they have not had much success in having the cases handled in courts. The parents fail to get forms like P3 filled because they claim they do not have money to give to the police. Other parents say they do not wish to be at conflict with other members of the community and so they opt to have these cases settled out of court. The respondents urged that the parents need to be sensitized on the importance of reporting sexual abuse cases as a way of curbing future occurrences.

#### **4.5.1.4 Talks on reporting procedures**

Responses from the teachers revealed that the pupils have benefited from talks on how to report cases of sexual abuse whenever they occurred. The teachers reported that as they interrogated the pupils, it came out that sometimes they failed to report these cases because the parents told them that the cases will be settled at the community levels. They however noted that there has been some level of success in reporting the sexual abuse cases among pupils but cases involving pupils and outsiders have gone largely unreported. The cases that have been reported have also taken too long and many times the parents give up on following. It was mentioned by

many of the respondents that this particular area needed a lot of strengthening to curb the cases of sexual abuse.

#### **4.5.1.5 Talks on precautionary measures**

Teachers reported that they have talked to the girls on precautionary measures; these have included their mode of dress, avoiding lonely places and avoiding negative peer influence. They further said that the pupils have been talked to on the trend that perpetrators normally use to lure girls into sexual abuse. One common trend they mentioned is grooming, in which the unsuspecting girls are identified, isolated, given gifts, abused and controlled. The abusers tend to show love and affection to the girls and meet their material needs and the girls are isolated so by the time abuse begins, the girls are easily controlled. They are either threatened or coaxed into silence. Many of the teachers expressed that this area needed more emphasis if the pupils are to be able to detect that they are being groomed for abuse. They would be able to prevent abuse before it occurred. This is one common trend among both relatives and the other perpetrators of sexual abuse.

#### **4.5.2 Challenges that teachers face in the provision of guidance and counseling.**

The challenges the teachers faced in handling guidance and counseling were many but the major ones which most of the teachers mentioned were Time, Lack of facilities, Attitudes of pupils towards guidance and counseling , inadequate training and teaching loads and other responsibilities. The challenges have been summarized in Table 4.11.



**Table 4.10 : Challenges facing teachers in the G &C department**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Time	18	100
Lack of facilities	17	94
Pupils' attitudes	16	89
Inadequate training	18	100
Teaching loads and other responsibilities	16	89

#### **4.5.2.1 Time**

All the head teachers and the guidance and counseling teachers mentioned time as a big constraint to offering the services of guidance and counseling. The time table is full and no time has been provided for guidance and counseling. The guidance and counseling teachers said that when critical issues arise then they seek permission to meet pupils in the afternoons and give general talks. Pupils with individual problems have to try and meet the guidance and counseling teachers either during lunch break or after school hours. This posed other challenges because pupils suspected affairs, especially when it was a male teacher remaining behind with a girl child. Indeed there have also been cases of teachers abusing girls when they stayed with them later than the normal school hours. Teachers said that they are expected to offer these services but the fact that there is no time to meet the pupils either individually or as groups made it difficult for them to deliver.

#### **4.5.2.2 Lack of facilities**

In all the schools visited, there was not a single one with any room for guidance and counseling. There were teachers in the department of guidance and counseling and they held their meetings outside under trees or in the staff room when other teachers

were away. They had no reading materials and not even files for any records. Whenever they had to talk to pupils with personal issues, they said they had to sit with them under trees and this created stigma. All the pupils got to know there was an issue and they made fun, jeered and even tried to eavesdrop. This made other pupils very uncomfortable and they never came up to discuss their issues for fear of other pupils making fun of them.

#### **4.5.2.3 Attitudes of pupils**

Teachers reported that even though they have tried to explain to the pupils what they do as guidance and counseling teachers, the pupils still found it difficult to open up and talk about their issues. Even when the teachers got to find out about these issues, the pupils would still refuse to discuss freely. There was one case in which a pupil reported the teacher to the parents for interfering with them and this was not taken kindly. The parent came to school and shouted at the teachers, telling them to teach what they were hired to teach and stop meddling in pupils' personal affairs. One guidance and counseling teacher mentioned that lack of training on their part also contributed to this unhealthy attitude. They said that there have been cases of lack of confidentiality and what a pupil shared in confidence was used to insult her when she got into other problems. Such situations make it harder for the pupils to seek help and to open up when called upon.

#### **4.5.2.4 Inadequate training**

A majority of the respondents felt inadequately trained to handle guidance and counseling. Of the respondents interviewed, only one had a diploma in guidance and counseling. This she obtained after being posted to the school. The others said they have only benefited from workshops and seminars organized by some NGOs in the area. These seminars have also become rare lately. In college, there was a very light

mention of guidance and counseling which would not enable them to effectively offer the services. Other challenges were lack of guidance and counseling materials and facilities and lack of time. The teachers did not have any time spelt out for the provision of guidance and counseling and the work load was also not reduced to enable them make time for the provision of the services. These factors to a large extent have affected participation of teachers in guidance and counseling. This finding thus converges with those of Okola (2008) that Kenyan schools have very few reference resources for guidance and counseling; trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the program effectively and some teachers and head teachers avoid the responsibility of running such a program.

#### **4.5.2.5 Teaching load and other responsibilities.**

The teachers reported that another major challenge to their work was the teaching load. Teachers in the guidance and counseling department did not have their work load reduced to enable them make time for the provision of the services. They still had other responsibilities to carry out in the school. It really called for sacrifice to do any counseling or guidance to the pupils because time had to be created and many times the teachers sacrificed their time at the weekend to handle cases that they thought were very sensitive.

## **CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary of findings**

This chapter provides a summary of findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives. The objectives were to determine Teachers' and Pupils' perceptions on prevalence rates of girl-child sexual abuse in public primary schools in Suba and Mbita sub counties, determine the perceived extent to which poverty, cultural values and family backgrounds play roles on girl-child vulnerability to sexual abuse and to establish perceptions on Teachers' participation on Guidance and Counseling in addressing prevalence rates of girl-child sexual abuse. The findings would lead to conclusions on how best guidance and counseling would be used to address girl-child sexual abuse in Suba and Mbita Sub-Counties.

### **5.2 Summary of findings**

The purpose of this study was to determine perceptions on the role of guidance and counseling in addressing girl child sexual abuse in public primary schools in Suba and Mbita sub counties, Kenya. The respondents were 3000 girls in classes 7 and 8, 88 head teachers and 88 G&C teachers. Stratified sampling technique was used to end up with 307 girls. Purposive sampling was used for the teachers so all 9 head teachers and 9 G&C teachers were interviewed. The study employed a Descriptive Survey design. Research instruments used were questionnaires for pupils and interview schedules for teachers.

Teachers perceived a high prevalence of girl-child sexual abuse though the pupils did not perceive it thus.

Further, pupils did not perceive poverty, cultural values and family backgrounds as factors contributing to their vulnerability. Teachers pointed out these as major factors that contribute to the girls' vulnerability. The pupils further suggested that the teachers in charge of guidance and counseling actively participate in the offering of the services. The G&C teachers felt that even though they knew their roles, they failed to perform well due to certain challenges. The main roles they cited were to guide and counsel pupils with personal issues, offer general guidance, develop guidance and counseling programs, report sexual offences, give talks on reporting procedures and precautionary measures. The teachers also cited challenges they face in offering the G&C services which included lack of time, lack of facilities, negative attitudes of pupils, inadequate training and heavy teaching loads.

### **5.3 Conclusions**

The study concludes that there is high prevalence of girl child sexual abuse. Poverty, cultural values and family backgrounds contribute to making the girls vulnerable to sexual abuse.

Guidance and Counseling teachers' roles are; developing the guidance and counseling programs, counseling pupils with personal issues, reporting sexual offences, having talks on precautionary measures and giving general guidance to pupils. Teachers face challenges such as lack of time, lack of facilities, negative attitudes of pupils, inadequate training of the teachers and heavy teaching loads and other responsibilities.

## **5.4 Recommendations**

Based on the findings and conclusions, the following recommendations have been put forth. The Ministry of Education should train and post teachers to deal with G&C as part of the curriculum. Facilities and resource materials should be provided in schools to be used for guidance and counseling. Further, time should be provided for G&C services and the G&C teachers given a lighter load so as to enable them spend quality time with the pupils.

There is need for extensive sensitization on prevention, early detection and reporting of sexual abuse at school and in the communities. Parents and guardians should be made aware of the provisions of the law and that they will be culpable if they abet crimes against girls.

### **5.4.1 Ministry of Education**

The Ministry of Education should train and post teachers to deal with guidance and counseling as part of the curriculum. Facilities and resource materials should be provided in schools.

### **5.4.2 In-Service Training**

In-Service training for G&C teachers should be done so they are updated on current trends and ways of handling counseling

### **5.4.3 Extensive sensitization on prevention**

There should be extensive sensitization on prevention, early detection and reporting of sexual abuse at school and in the communities. Parents and guardians should be made aware of the provisions of the law and that they will be culpable if they abet crimes against girls. The girls should also take care not to fall victims to abuse easily. They should also remember to always speak out in the event of abuse or attempted abuse.

### **5.5 Recommendations for further research**

Since this study was done in the public primary schools, I would wish to recommend a comparative study to be done between prevalence rates of girl-child sexual abuse in Boarding and Day Schools in Suba and Mbita Sub-Counties.

A second recommendation is to do a similar study to compare prevalence rates of sexual abuse among girls from poor and wealthier families.

## REFERENCES

- Alemu, Y. (2013). Assessment of the Provisions of G&C Services in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia. Retrieved from [www.majersite.org](http://www.majersite.org) on Feb 18<sup>th</sup> 2014.
- All India Education Survey, (2002). The Situation of Girl Child in India. Retrieved from [www.betifoundation.org](http://www.betifoundation.org) on Jan 14<sup>th</sup> 2017.
- Arudo, T. O. O. (2008). Peer Counseling Experience among Selected Kenyan Secondary Schools. Retrieved from [www.kapc.or.ke](http://www.kapc.or.ke) on Feb 18<sup>th</sup> 2014.
- Bolu-Steve, F.N. Sanni, W.O (2015) Influence of Family Background on the Academic Performance of Secondary School Students in Nigeria: Retrieved from [www.questia.com/library/journal](http://www.questia.com/library/journal)
- Child Maltreatment, (2012). U.S Department of Health and Human Services.
- Child Research and Resource Centre, (2009) Retrieved from <http://plan-international.org> on May 22<sup>nd</sup> 2013
- Chinelo C. Okigbo, Caroline W. Kabiru, Joyce N. Mumali, Sanyu A. Mojola & Donatien Beguy (2014), Influence of Parental Factors on Adolscents' Transition to First Sexual Intercourse in Nairobi, Kenya: A longitudinal Study
- Cohen & Mannarino, (2000). Trauma-Focused Cognitive Behavioral Therapy for Children Affected by Sexual Abuse or Trauma. Retrieved from <http://www.childwelfare.gov> on Feb 12<sup>th</sup> 2013.
- Diaz & Mannigat, (1999). Child Sexual Abuse: Health Care Providers Looking the other Way? Retrieved from [www.medscape.com](http://www.medscape.com) on Nov 20<sup>th</sup> 2012.
- Dworkin, S.L, Camlin C.S, & Kwena, Z.A, (2013) Status, Negotiation, and HIV Risks among Female Migrants in the 'Sex for Fish Economy' in Nyanza Province, Kenya. *AIDS Educ Prev.* 2013 Jun; 25(3)
- Faller, K.C. (1988). Child Sexual Abuse. Retrieved from [www.getcited.org](http://www.getcited.org) on September 6<sup>th</sup> 2012.



- Ferguson, J.R. (2013) *SISTA, Effective Interventions*. Retrieved from [www.effectiveinterventions.org](http://www.effectiveinterventions.org) on Feb 14<sup>th</sup> 2014.
- Filkenhor,D, (1994). *The Scope and Nature of Child Sexual Abuse*. Retrieved from [www.ebookbrowse.com](http://www.ebookbrowse.com) on Feb 14<sup>th</sup> 2013.
- Goldman, J, Salus, M.K, Wolcott, D. Kennedy (2003) *A coordinated Response to Child Abuse and Neglect: The Foundation for Practice*. Retrieved from [www.childwelfare.gov](http://www.childwelfare.gov) on 18<sup>th</sup> April 2003.
- Government of Kenya Reports 2009/2010. Retrieved from [www.infotraceresolutions.com](http://www.infotraceresolutions.com) on December 11<sup>th</sup> 2012
- Gray, E. (1992) *Cultural Diversity and Sexual Abuse prevention*. Retrieved from [www.juconicomparte.org](http://www.juconicomparte.org) on Feb 25<sup>th</sup> 2017.
- Idowu, A. I. (1990). *Guidance and Counseling in the National Policy of Education: A Revisit*
- Jones, A.D and Jemmott, E.T. (2009). *Child Sexual Abuse in the Eastern Caribbean*. Retrieved from [www.unicef.org](http://www.unicef.org) on September 6<sup>th</sup> 2012.
- Kisanga, F. (2012). *Child Sexual Abuse in urban Tanzania: Possibilities and barriers for prevention*. Retrieved from [www.umu.diva-portal.org](http://www.umu.diva-portal.org) on May 24<sup>th</sup> 2017.
- Kline, P. (2013) *Handbook of psychological testing (Revised edition)* retrieved from <http://books.google.com>
- Lutomia, G, & Sikolia, L. (1999). *Guidance and counselling in schools and colleges*. Uzima Publishing House.
- Milka, J, Ian A., Alaii, J., L Kay Barthlomew and Bart Van den Borne (2014) *Cultural Practices and Sexual behavior among adolescent orphans and non-orphans: a qualitative Study on Perceptions from a community in Western Kenya*.
- Mugenda, M. O., & Mugenda, G. A. (2003) *Research Methods: Quantitative & Quantitative Approaches (Rev.ed.)*. Nairobi-Kenya: Laba Graphics Services Ltd

- Mutie E. K. & Ndambuki, P. (2004). *Guidance and Counseling for Schools and Colleges*. Nairobi, Oxford University Press.
- Myers, J. L, Well, A. D., & Lorch, R. F. (2010). *Research design and statistical analysis*. Routledge.
- Nagata, J. M, Jew, A. R, Kimeu, J. M, Salmen, C. R, Bukusi, E. A., & Cohen, C. R. (2011). Medical pluralism on Mfangano Island: use of medicinal plants among persons living with HIV/AIDS in Suba District, Kenya. *Journal of ethno pharmacology*, 135(2), 501-509.
- Naicker,D. (1993). *School Guidance and Counseling in Natal: Present Realities and Future Possibilities*. Retrieved from [www.eprints.ru.ac.za](http://www.eprints.ru.ac.za) on May 21<sup>st</sup> 2013.
- Nyamwaka, E.O., Ondima, P.C., Nyamwange, C., Ombasa, S., & Magaki, E.K., (2013). Assessment of Implementation Levels of Guidance and Counselling Programs in Kenyan Secondary Schools : A case of Sotik District, Bomet County, Kenya, *Journal of Education and Practice*.
- Ogusanmi, J.O. (2011). Awareness of Teachers on the effectiveness of Guidance and Counseling Services in Primary Schools in Nigeria Retrieved from [www.hrmars.com/admin/pics](http://www.hrmars.com/admin/pics) on November 16<sup>th</sup> 2012.
- Okola, P.O. (2005). Factors hindering effective provision of educational guidance and counseling services in secondary school in Trans-Nzoia District, Kenya. Unpublished master's thesis. Nairobi: Catholic university of Eastern Africa.
- Oluande, D. W. (2010). *Challenges Facing the Provision of Guidance and Counseling Services in Secondary Schools in Kisumu West District, Kenya*.
- Oniye, A. O. (2013). Role of G&C in the Training of Well Adjusted Teachers for Nigerian Schools. Retrieved from [www.unilorin.edu.ng](http://www.unilorin.edu.ng) on Feb 14<sup>th</sup> 2014.
- Onyando, R.M and Omondi, M. (2008). *Counting the Costs of Teenage Pregnancy and School Dropout in Kenya* Retrieved from [www.csakenya.org](http://www.csakenya.org) on October 4<sup>th</sup> 2012.

- Opiro, W.G, (ed). Guidance and Counseling for Primary Teacher Colleges. Government of the Republic of Uganda, 2005 (Instant Printers) retrieved from [www.wallacefoundation.org](http://www.wallacefoundation.org) on November 12<sup>th</sup> 2012.
- Orao, A. (2004). Child Abuse Rampant despite new law. Retrieved from [www.newsfromafrica.org](http://www.newsfromafrica.org) on May 26<sup>th</sup> 2013.
- Oso, W. Y & Onen, D. (2011). A General Guide to Writing Research Proposal and Report. The Jomo Kenyatta Foundation. Reprinted in 2011.
- Owuor, L.A. (2014) Role of Guidance and Counseling in addressing Girl-child sexual abuse in Mixed Public Secondary Schools in Nyando District, Kenya. Unpublished Master's Thesis, Maseno, Kenya.
- Oyieyo, D.M (2012). Influence of guidance and counseling on students' discipline in public secondary schools in Kabondo division, Kenya. Unpublished master's thesis. Nairobi: University of Nairobi.
- Pattman, R & Chege, F. (2003). Preventing Violence against Women Students Everywhere Retrieved from [www.unwomen.org](http://www.unwomen.org) on Feb 14<sup>th</sup> 2017.
- Pickup, F, Williams, S, & Sweetman, C. (2001). Ending violence against women: A challenge for development and humanitarian work. Oxfam.
- Plan International (2012). A study of Sexual Exploitation of children (Transactional Sex) in Rural Kenya. Nairobi: Plan Publication.
- Rassi, C., & Nyamu, I., (2012). Child Sexual Abuse in Kenya. Retrieved from [www.ifc.org](http://www.ifc.org) on May 22<sup>nd</sup> 2013.
- Rawayo, I.A, (2014) Perceptions on Girl-Child Risky Sexual Behaviors and Role of G&C in Public Mixed Day Secondary Schools in Siaya District, Kenya. Unpublished Master's Thesis, Maseno, Kenya.
- Rex, J. (2008) .Guidance and Counseling Program Model- South Carolina. Retrieved from [ed.sc.gov/agency/programs-services/](http://ed.sc.gov/agency/programs-services/) on Dec 10<sup>th</sup> 2012.

- Rubin A., & Babbie, E. (2016) Empowerment Series: Essential Research Methods for Social Work (4<sup>th</sup> edition). Boston: Cen gage Learning. Retrieved from <http://books.google.com>
- Ruto, S.J. (2009). Sexual Abuse of School Age Children. Retrieved from [www.home.hiroshima-u.ac](http://www.home.hiroshima-u.ac) on March 4<sup>th</sup> 2013.
- Shumba, A., (2011). Perceived challenges of implementing the Guidance subject in Botswana Primary Schools. Retrieved from [www.krepublishers.com](http://www.krepublishers.com) on 13<sup>th</sup> January, 2013.
- Simon, D. L (2010), School Counselor's role in students of poverty in relation to health and Nutrition.  
Retrieved from [http:// www2.uwstout.edu/content/lib/thesis/2010](http://www2.uwstout.edu/content/lib/thesis/2010)
- Thompson, J.G. (2012) What You can Do for Students Living in Poverty. Retrieved from [teaching.monster.com/counselors/articles/8164](http://teaching.monster.com/counselors/articles/8164)
- Uganda: Poverty driving child sex abuse in the north. Retrieved from [www.irinnews.org](http://www.irinnews.org) on May 21<sup>st</sup> 2013.
- UNESCO, (2010) Guidance and Counseling Program Development. Retrieved from [www.unesco.org](http://www.unesco.org) (Botswana) on Feb 16<sup>th</sup> 2014.
- UNICEF, 2, (2010). Child protection from violence, exploitation and abuse.
- University of Barcelona, (2009). Global Prevalence of Child Abuse. Retrieved from [www.journalistsresource.org](http://www.journalistsresource.org) Retrieved on September 23<sup>rd</sup> 2012.
- Waititu, L., & Khamasi, J. W. (2010). Situation Analysis of Guidance and Counseling in Secondary Schools in Kenya: Can Municipality Schools Cope?
- Wango, M. G (2006). Policy and Practice in Guidance and Counseling in Secondary Schools in Kenya, Unpublished Ph. D Thesis, University of Birmingham U.K
- Wengi. S.O. (2006). Socio-economic Factors Contributing to Girl Child Abuse in Botswana.

## APPENDICES

### Appendix 1: Pupils' Questionnaire

This questionnaire is intended to help in data collection on a master's degree program research entitled; "Impact of Guidance and Counseling on Girl-Child Sexual Abuse in Primary Schools of Suba and Mbita Sub Counties, Kenya. Please note that you have been identified as a potential respondent and therefore information you will provide will be treated with utmost confidentiality. Note also, that there is no right or wrong answer. You don't have to write your name on the questionnaire or put any identification marks. Give your response by ticking [ ].

#### 1. Background information

Age-----

Choose and tick the option that best suits your opinion from the ones given (SA) – Strongly Agree (A) – Agree (U) - Undecided (D) - Disagree (SD) - strongly disagree

		Response				
		SA	A	U	D	SD
	<b>SECTION A: PREVALENCE</b>					
1	I have seen a number of girls drop out of this school every year because of either pregnancy or early marriage.					
2	My friend and age-mate has a baby.					
3	Marriage of girls at age 11 is common in this community.					
4	A Boda Boda man once caressed and fondled me when he gave me a ride.					
5	At least once every week there is a report of a girl who has been raped either in the school or out there in the community.					
6	A lady whom I really respected lured me into having oral sex with her.					
7	I have been raped by my relative.					
8	Once I tried to report that my teacher was making sexual advances at me and my mother told me to shut up.					
9	I was able to run away or just refuse to go along when somebody tried to force me to have sex with him.					

10	My aunt introduced me to men who promised to buy me clothes if I could have sex with them.					
<b>SECTION B: (POVERTY)</b>						
1	My mother encourages me to have sexual relations with older men in exchange for money.					
2	My boyfriend offers me money to buy sanitary pads in exchange for sex.					
3	A relative once brought me money from an unknown man and encouraged me to befriend him.					
4	My school uniform is so worn out that it exposes my breasts and under clothes, encouraging the boys to touch me inappropriately.					
5	A teacher once offered to buy me food and under clothing in exchange for sex.					
6	My sister got married so that her husband could educate me and my brothers.					
7	It is alright to have sex with a man if he buys food for me and my family.					
8	My orphaned friend has to provide food for her siblings, therefore she engages in sex with older men to get the money.					
9	My parents never question whenever they see me with a new dress since they don't have money to buy one for me.					
10	My relatives have introduced me to some older person working in Nairobi and encouraged me to have sexual affairs with him because he will provide all my material needs.					
<b>SECTION C(CULTURAL VALUES)</b>						
1	Boys are more favored than girls. My parents will complain when I visit my boyfriend in his hut but will be quiet when my brother brings in girls to the home.					
2	My mother taught me about sexual development before I started experiencing it. She taught me about breast enlargement and menstruation and warned me against having sex at an early age.					
3	My brother in-law has asked or forced me to go to bed with him.					
4	Orphans are normally taken care of by relatives or members of the community, who give them away to their friends for sexual affairs or early marriage.					

5	When my parents quarrel, we all get beaten up. This has led me to run away and spend a night at the neighbors' who offered shelter but also asked for sex.				
6	My father and I talk freely about my development. I can ask him for sanitary pads and he freely warns me about sexual abuse.				
7	My brother's friends have always teased me that I will not get a decent man to marry me if I don't experiment sex now.				
8	The elders in the village think it is very wrong to take a parent to court for defiling their own daughter. They encourage the girl and the mother to seek settlement out of court.				
9	My brother in-law asks me to go to bed with him and he tries to convince me there's nothing wrong since he can marry me in case I get pregnant.				
10	My aunt once left me in the house alone with my uncle who asked me for sex.				
<b>SECTION D (FAMILY)</b>					
1	I live with only my mother who at times brings friends at home. These friends of hers try to lure me into sex with them.				
2	Male relatives who live with us at home have attempted to touch my breasts and buttocks, telling me that I have become very beautiful.				
3	My sister who was sent to go and live with a wealthier relative ended up being sexually abused.				
4	My parents spend time with us and warn us about sexual abuse. They encourage us to report any occurrence either at home or in school.				
5	It is common for my father to quarrel and beat me and my mother. My boyfriend encourages me to elope with him so that I run away from this trouble.				
6	I live with a step father who has tried to have sex with me many times but I refused.				
7	My father takes alcohol. His friends with whom they drink have tried to have sex with me.				
8	When my elder sister got pregnant, my mother arranged for her to get married.				

9	My father encourages me to take my education seriously. He has said he expects me to finish college before I ever think of getting married.					
10	When I reported to my parents that one of the relatives we live with tried to touch me inappropriately, they took a quick action and sent him away from our home.					
<b>Section E. (PROVISION OF G&amp;C)</b>						
1	Teachers in the G&C department take time to explain to us what they do and encourage us to report any attempts at sexual abuse to them.					
2	Time has been set aside for G&C in the time tables. All the students are to take part in these lessons. The lessons are not treated as any less important than the other subjects.					
3	The G&C sessions are conducted in creative ways, sometimes using music or art and this makes them interesting. I am able to sing about issues that I find difficult to talk about.					
4	Some teachers use the G&C lessons to teach other subjects like English and Mathematics. They don't treat G&C as important.					
5	Guided discussions during the G&C lessons have helped us learn the challenges some of us have gone through and how they were able to come out of them.					
6	Experts are sometimes invited to give us talks on sexual abuse and how to cope with such situations whenever we are confronted.					
7	I have benefited from the G&C sessions, especially on the issues of sexual abuse.					
8	We have learnt during seminars the various factors that make us vulnerable to abuse and how to cope with them.					
9	I have learnt during the G&C sessions that silence is the tool abusers use. I have been taught never to keep silent whenever an act of abuse happens to me.					
10	The head teacher supports the G&C department and tells us that what we learn in G&C will help us make right decisions in life.					



## **Appendix 2: Interview Schedule for Guidance and Counseling Teachers**

- 1) i) What, in your opinion, are the major roles of the Guidance and Counseling department? (Probe till the major roles are mentioned)
- 2) i) How do you get information about sexual abuse either in school or in the community?  
  
ii) How prevalent is girl-child sexual abuse in your opinion?  
  
iii) What are the common forms of this sexual abuse?  
  
(Probe by asking “any other” until respondents have no additional information)
- 3) In your opinion, what are the major factors that contribute to sexual abuse in this region?  
  
(Probe by asking –‘Any other’ until there are no other factors to mention)
- 4) What are the major challenges facing the guidance and counseling department?
- 5) What specific programs and activities are carried out in your school to help pupils understand issues of sexual abuse?  
  
(Probe until all possible programs are mentioned)
- 6) How are the other teachers involved in the provision of guidance and counseling, especially in addressing the issue of sexual abuse?
- 7) i) What is your level of education?  
  
ii) What additional training do you have on G&C?
- 8) How would you rate the support you get from the school management in the provision of G&C services to the pupils?

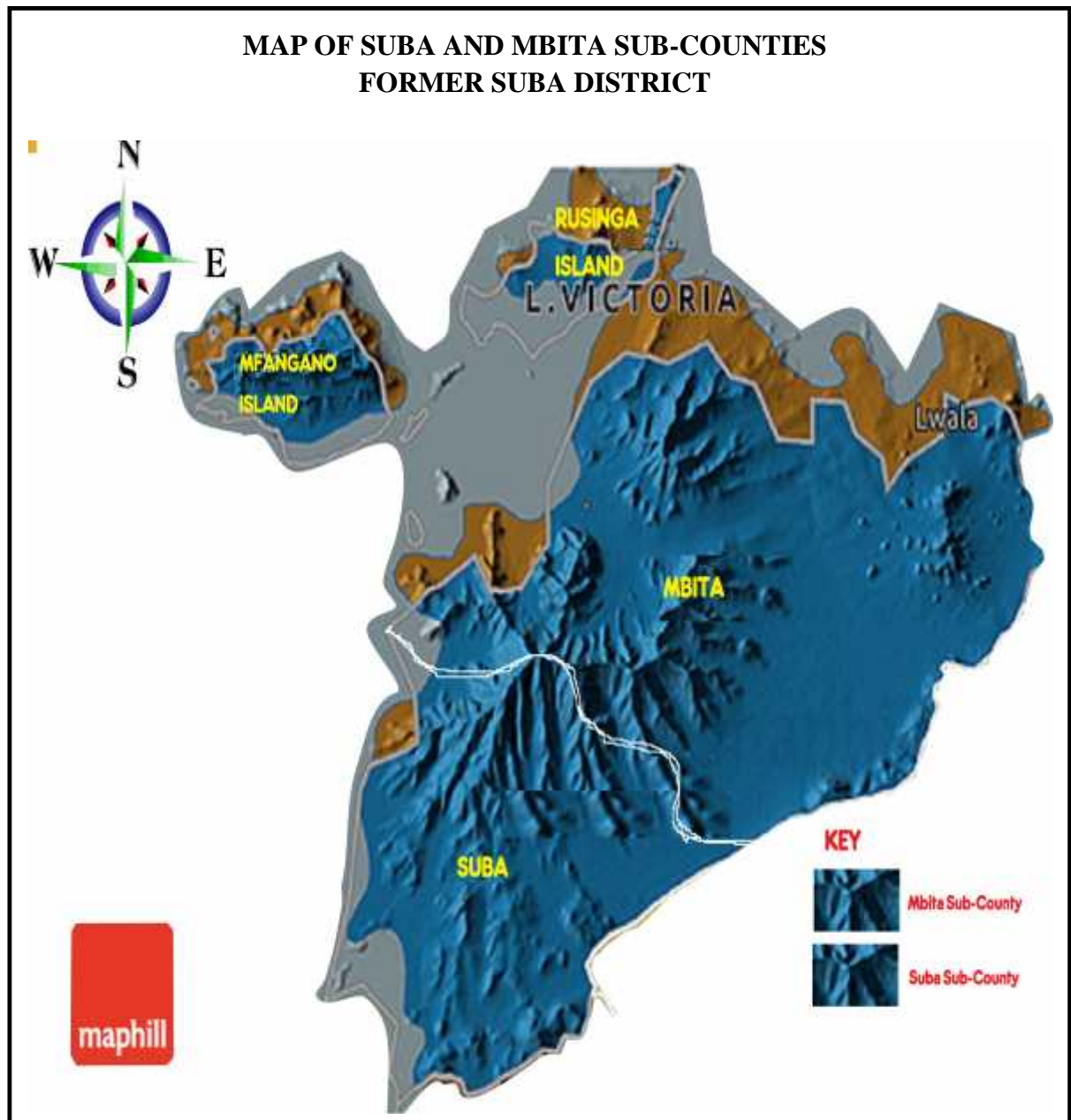
### Appendix 3: Interview schedule for head teachers

- 1) What are the major roles of the teachers in the guidance and counseling department?
- 2) How frequently do you get reports on cases of girl child sexual abuse either in school or from the community?
- 3) Kindly complete the table below with data for the past one year

<b>Forms of sexual abuse</b>	<b>Number/count</b>
Number of reported defilement cases	
Number of pregnancies among girls	
Number of girls experiencing early marriages	
Number of girls experiencing incest	
Number of sex abuse cases committed by teachers	

- 4) In your opinion, what factors contribute most to the problem of girl-child sexual abuse in your school?  
  
(If the three, poverty, cultural values and family background are not mentioned, probe until they are mentioned).
- 5) What are you doing as a school to help girls to deal with sexual abuse?
- 6) What are the counseling qualifications of teachers in the department of G&C?
- 7) How do they involve pupils in the provision of G&C?
- 8) What steps do you take on a teacher who gets involved in relationships with pupils?

**Appendix 4: Map of the Study Area**



## **Appendix 5: Letter of Introduction**

From: Tabitha A. Ochieng', MED student at Maseno University

**To:** School Head Teachers and G &C Teachers

*TOPIC: Perceptions on the Role of Guidance and Counseling on Girl-child Sexual Abuse in Public primary Schools of Suba and Mbita Sub-counties, Kenya*

This study aims at finding out the Role of G&C on the prevalence rates of girl-child sexual abuse. Your school is among the Primary Schools selected for the study. I would wish to request for your cooperation while carrying out the interviews and in preparing the pupils for the study.

Please note that the information you will provide will be treated with utmost confidentiality.

Thank you.

Appendix 7: Letter of Approval



**MASENO UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

*Office of the Dean*

**Our Ref:** PG/MED/00155/2011


Private Bag, MASENO, KENYA  
Tel:(057)351 22/351008/351011  
FAX: 254-057-351153/351221  
Email: [sgs@maseno.ac.ke](mailto:sgs@maseno.ac.ke)

Date: 21<sup>st</sup> August, 2015

**TO WHOM IT MAY CONCERN**

**RE: PROPOSAL APPROVAL FOR TABITHA ATIENO OCHIENG—  
PG/MED/00155/2011**

The above named is registered in the Master of Education in Guidance and Counseling of the School of Education, Maseno University. This is to confirm that her research proposal titled "Influence of Guidance and Counseling on Girl Child Sexual Abuse in Primary Schools of Suba Sub County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

  
Prof. P.O. Owuor

**DEAN, SCHOOL OF GRADUATE STUDIES**

