

Primary school teachers' perceptions of child sexual abuse in a Gauteng District

by

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DECLARATION

I Ephraim Zakhele Seme declare that the dissertation entitled "Exploring teachers' perceptions of child sexual abuse in primary schools in a Gauteng District is my own work and that this work has never been produced or submitted before for any other degree at any other institution. Moreover, all sources that I have used or quoted have been indicated and acknowledged by means of complete references



SIGNATURE

EPHRAIM ZAKHELE SEME

DATE

DECEMBER 2020

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My sincere gratitude and appreciation go to the Almighty for providing me with the wisdom, courage and determination to complete my dissertation and reach this milestone in my life.

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Finally, I would like to thank the University of South Africa for granting me financial support to conduct this study.

Dedication

This dissertation is dedicated to my late father, Mr. Norman Fana Seme who passed away in 2010.

May your soul rest in eternal peace.

ABSTRACT

This study sets out to explore the perceptions of life orientation teachers of child sexual abuse (CSA) in primary schools. Teachers in this study consist of a selection of Life Orientation teachers who are normally involved in the management of CSA. Child sexual abuse is a widespread problem in schools not only in South Africa, but internationally.

The topic is relevant today because child sexual abuse has many negative, physical, emotional, psychological and educational consequences.

One of the most significant problems children face today is the threat of sexual abuse. Child sexual abuse is a global phenomenon that is regarded as one of the greatest social problems of the 21st century. Learners are at risk of sexual abuse by teachers, scholar patrollers, family members and community members. Child sexual abuse in schools is defined by the study as the unwelcome contact or non-contact sexual behaviour on a learner.

There is a perception that most victims of child sexual abuse are young children and do not report sexual abuse because they are afraid to expose their perpetrators. The study will benefit children in primary schools at informal settlements and in Gauteng East because learners will be equipped with information that child sexual abuse is against their rights and perpetrators must be reported without fear. Most child sexual abuse is not reported; detected or prosecuted hence as a priority we must identify and protect children who are being sexually abused or are at risk of sexual abuse.

My choice of qualitative approach was influenced by the work I am doing presently at school. The researcher used pseudonyms not actual names when describing schools' names. I am working as a teacher at a Primary School in Slovo-Park, Springs, in Gauteng East, Gauteng Province.

In this study, the design and methods on perceptions of selected stakeholders on child sexual abuse are discussed. The study explains why the explorative qualitative research design and interpretative paradigm were adopted to assess the perceptions of the participants on child sexual abuse.

The researcher explains the interview technique as a data gathering tool used. In addition, the description of the ethical considerations that guided the researcher during data collection from the participants is described. The study focused on a small number of 9 Life Orientation teachers in order to provide in-depth, detailed information about perceptions of sexual abuse in schools.

In this study the researcher used Bronfenbrenner's ecological system's model. These systems are; (1) The Microsystem; (2) The Mesosystem; (3) Exosystem ;(4) The Macro system; (5) Chronosystem. These interrelated contexts as well as the individual setting can therefore be used to form an understanding of the contexts and settings involved in forming the perceptions of Life Orientation teachers.

The researcher used purposive sampling to select both schools and participants. In addition, from each school three (3) Life Orientation teachers were selected making a total of 9 participants from the schools. Data was collected from 9 participants, namely 9 Life Orientation teachers selected purposefully because these teachers are mainly involved in life skills and Life Orientation and were trained in the area and they have continuous contact and knowledge of learners who may be at risk of child sexual abuse.

Findings indicate that child sexual abuse impacts negatively on the emotional health, physical health, and academic achievement of the abused learner.

ACRONYMS AND ABBREVIATIONS COMMONLY USED IN THIS DISSERTATION

CSA	Child Sexual Abuse
SAPS	South African Police Services
CPF	Community Policing Forum
SANCA	South African National Council for Alcoholism
WHO	World Health Organization

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Chapter One

Introduction and overview

The aim of this chapter is to introduce and contextualise the problem, present the background and the rationale for the study on child sexual abuse. The problem statement as well as the main and sub research questions, is described with general and specific aims.

1.1 Introduction to the Study

This study sets out to explore the perceptions of Life Orientation teachers on child sexual abuse (CSA) in primary schools. The perpetrators are not limited to a single category of people and are generally understood to be scholar patrol individuals, parents, step-parents, family, friends, teachers and community members. The study was conducted at informal settlement schools in the Gauteng East District in Gauteng Province. The reason why sexual abuse of children is arguably deemed to be re-emerging as a social phenomenon is because there is a renewed commitment to protect the rights of children and to campaign against gender-based violence (GBV) (Kasherwa & Twikirize, 2018). "Scholar patrollers and teachers are regarded as the main adult population guilty of CSA" Ruto (2013, p.27). Teachers hold positions of trust and when they engage in sexual relationships with learners, they violate this trust. The relationship between the teacher and learner is very much like that of parent and child (Choi & Dobbs-Oates, 2016). The betrayal of trust in both relationships is very damaging to children (Choi & Dobbs-Oates, 2016). Despite an increased awareness of CSA in society, school-going children seem not to be safe from this scourge (Lalor, 2004). Schools should be safe places for the overall development of learners. Hence this study focuses on an understanding of the perception of child sexual abuse of Life Orientation teachers who provided their knowledge and experiences in dealing with learners who are victims of sexual abuse, to serve as a basis to contribute directly to the prevention of CSA and for the school to be better able to manage the victims of CSA (Prinsloo, 2007). The primary aim of this study is therefore to make an incisive contribution to the limited knowledge of CSA in order to prevent its occurrence and to reduce its long-term psychological harm to its victims.

"There are several reasons that explain why the sexual abuse of children appears to be a phenomenon that is becoming more prevalent in society, and one of the reasons is that individuals by tradition seldom discussed it" Ruto (2013, p.27). Scholar patrol individuals and teachers are

adults who sexually abuse pupils on the school sites despite being given the mandate to protect children Ruto 2013). Teachers hold positions of trust as explained above and when they sexually abuse pupils, such teachers destroy this trust. In the absence of parents in the school teachers are said to be 'in loco parentis', which translated from Latin to English is 'while children are in school, teachers are legally 'in loco parentis', taking the place of the parents (Cambridge English Dictionary).

Child abuse is a universal challenge Pereda, Guilera, and Gomez-Benito (2009); Pierce and Bozalek (2004) and it is particularly regarded as an increasing problem in South Africa, and it is referred to as a widespread challenge where some authors even refer to it as being of epidemic proportions Richter and Dawes (2010). The occurrence of CSA impacts negatively on the victims and their families including the society to which they belong, both in the immediate and also in the future Koehn (2007)).

Despite the protection of children's' rights in the South African Court, the occurrence of CSA seems at to be on an increase. Section 28 of the Constitution of South Africa (1996) entrenches "the right of all children to be protected against maltreatment, neglect, or abuse". This inalienable right of the child forms the basis of several acts which have been promulgated to ensure that the best interests of children are served. The most prominent of these are the Children's Act (Act 38 of 2005), as amended by the Children's Amendment Act (Act 42 of 2007) as well as the Sexual Offences and Related Matters Amendment Act (Act 32 of 2007). This legislation not only impacts on the roles and duties of social workers Mathews, Loots, Sikweyiya and Jewkes (2012) the Child Care Act (Act 38 of 2005) lays down the standards for the roles and responsibilities of professionals working in the sexual abuse field Aucamp, Steyn and Van Rensburg (2012). Professionals, such as social workers and educators, should be aware of current legislation relating to child sexual abuse in order to address the problem effectively in practice. It is especially important that they understand the practical application of legislation Aucamp et al. (2012).

"The teachers' aim should be to enhance the well-being of individuals and families by safeguarding and promoting children's welfare and this should be done according to the prescribed legislation" Sossou and Yogtiba (2009, p.92). Child sexual abuse has a wide-ranging effect on the victims of such abuse which may last for a lifetime if there are no interventions provided through multidisciplinary teams of professionals where teachers are involved (Fouché & Joubert, 2009). "Organisations which are entrusted with looking after the welfare of children and

the protection of children's rights are involved with the implementation, planning, describing, and reporting of such occurrences" Sinanan (2011, p.143). Such services are provided at primary level and are aimed at the prevention through awareness programmes which may include scientific, helpful, and healing processes Berliner (2003).

The concern of this study is to contribute to knowledge in the field of the prevention of CSA. For this study, the ecological system's theory Bronfenbrenner (2005); Pack (2013) serves as the theoretical framework. This approach is useful for depicting phenomena holistically, taking the context into account (Park, 2013). The ecological system's theory is useful in explaining the socio-cultural environment that influences the social-psychological knowledge of the teacher as well as that of the learner (Bronfenbrenner & Morris, 2007).

This study is aimed at exploring the perceptions of Life Orientation teachers regarding child sexual abuse in the context of the school typically situated in an informal settlement. This is not to suggest that CSA is not experienced by children attending lower-middle class of middle-class schools.

1.2 Background to the Study

Child sexual abuse is a global phenomenon that is a major social problem of the 21st century, Richter and Higson Smith (2014). It is recognised as a serious violation of human well-being and children's rights Collin-Vezina, Daigneault and Herbert (2013). Otherwise, as stated earlier, child sexual abuse is not a new phenomenon, nor is it peculiar to any country or culture. It is a global problem of prodigious enormity that can affect children of all ages, sexes, races, ethnicities, and socioeconomic backgrounds (Kasherwa & Twikirize, 2018). CSA is known to have many negative, physical, emotional, psychological and educational consequences. According to Richter and Dawes (2008) South Africa has extremely high rates of both physical and sexual abuse of children.

However, Phasha (2007) notes several school-related problems from experiences related to child abuse, such as: truancy, poor concentration, school dropout and the sudden deterioration of grades. These problems occur alongside emotional problems, such as depression, disruptive behavior and anxiety. The current study focuses on the educational implications of child sexual abuse in a small sample of primary schools in the Gauteng East district. The primary goal is to obtain a better understanding of child sexual abuse in primary schools and to make recommendations to prevent the problem and to develop support to help these learner scope at

school. Tlali and Moldan (2005) confirm that child sexual abuse is a social problem that is extremely prevalent in contemporary society, and particularly in South Africa.

The origin of the idea to conduct this study emanates from my work as a teacher in a school in an informal settlement. An irony of CSA is that those entrusted with the security of children become perpetrators. Since informal settlements are very common in South Africa and working in this environment and being aware that CSA is an occurrence that is rife in this environment, I have decided to conduct this study. Learners are left vulnerable in a sense that they are afraid to report child sexual abuse and at same time some do not even know where to report the incident because they are young and ignorant of their rights (Paterson, 2017). The intention to conduct research into CSA is shaped by the perception of sexually abused children living with in-laws, grandparents, siblings and adoptive parents. Furthermore, some children who are abused confide in their teachers after teachers have noticed evidence of physical abuse and strange behavioural signs.

According to Meinck (2015) poorly developed child protective systems, modernisation and negation of traditional values, the large numbers of orphans and the disruption of community structures and social norms are some hypothesised causes of child sexual abuse. In addition, according to Strelitz & Riddle (1992)) South Africa is clearly a child-abusing nation and the point of interest here is that South Africans have always abused their children in the past, but the media seldom reflected this practice in depth.

As a result of the background to this study, the researcher was prompted to gain a deeper understanding of perceptions and experiences of Life Orientation teachers of child sexual abuse since the impact of sexual abuse in childhood has been shown to be very traumatic and life altering. The sheer number of child victims in schools supports the rationale for this research, and in my opinion, the study on perceptions of Life Orientation teachers is imperative, because acknowledging the full scope of child sexual abuse leads to better interventions, especially preventive measures. It is anticipated that the empirical evidence gathered will increase awareness on the subject with the intention to make schools safer, healthier, and better able to protect children.

1.3 Definitions of Child Sexual Abuse

Maltz (2002) states that sexual abuse occurs whenever one person dominates and exploits another by means of sexual activity or suggestion. The United Nations Global Study on Violence against Children (UNVAC) defines child sexual abuse as any kind of sexual activity to which especially someone subjects children, who is responsible for them, or has power or control over them, and whom they should be able to trust.

Child Sexual Abuse is defined as “sexual contact” between a child and individual in a position of power or authority Tlali and Moldan (2005). Child sexual abuse does not restrict the abuse to the family, but it encompasses the full range of sexual activities that survivors may have been forced to participate in, including vaginal and intercourse with a child, under the country-specific age of legal consent, intended for the sexual gratification of an adult or a substantially older child (Murray, Nguyen & Cohen, 2013).

Sexual acts occur with varying degrees of physical contact (e.g., penetrative sex or oral sex) or involve no contact (e.g., exhibitionism or voyeurism) (Murray, Nguyen & Cohen, 2013). Any attempt to involve children in sexual acts, including those that are unsuccessful could also be viewed as an act of CSA Burton (2013). Non-contact forms of CSA are documented to occur at a higher prevalence than contact forms of CSA (Barth, Bermetz, Heim, Trelle, & Tonia, 2013; Gorey & Leslie, 2013). For example, based on the analysis of fifty-five studies from 24 countries around the world, one study estimates prevalence rates of forced intercourse at 9% for females and 3% for males Barth et. al. (2013) Results from the same research demonstrate that CSA prevalence estimates for non-contact CSA experiences were found to be much higher - 31% for females and 17% for males (Burton, 2013).

To date, non-contact forms of CSA have not received public importance compared with contact forms of CSA and do not necessarily meet the criteria for legal offences (Fergusson, McLeod, & Horwood, 2013). A reason for this is that it is not as harmful as when a child experiences sexual incident that are not as intrusive and there was no evidence of physical harm or injury (Fergusson, McLeod, & Horwood, 2013). However, research findings show that non-contact forms of CSA could cause unfavourable psychological damage to the victim for example, the activities of non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing (Fergusson, McLeod, & Horwood, 2013).

Some CSA offenders were not physically aggressive, nor do they use minimum force to engage children in sexual activity. In certain circumstances, CSA is accomplished when unobtrusive types of force and compulsion are used often in a relationship of trust and care (Shefer & Foster, 2014;

Smallbone, Marshall, & Wortley, 2014). Many child abusers may utilise supporting means which is usually associated with child caregiving practices (Shefer & Foster, 2014). If the abuser pretends to nurture the victim, the latter finds it challenging to identify abusive behaviour, and to separate abuse from nurturing Smallbone (2014). For example, in Durban, Umlazi, a step-father was convicted for putting his finger in the child's vagina several times during the day after school, by bribing her with sweets and money according to anecdotal evidence Nhlapho (2016). *Star Newspaper*. 10 August: 12.

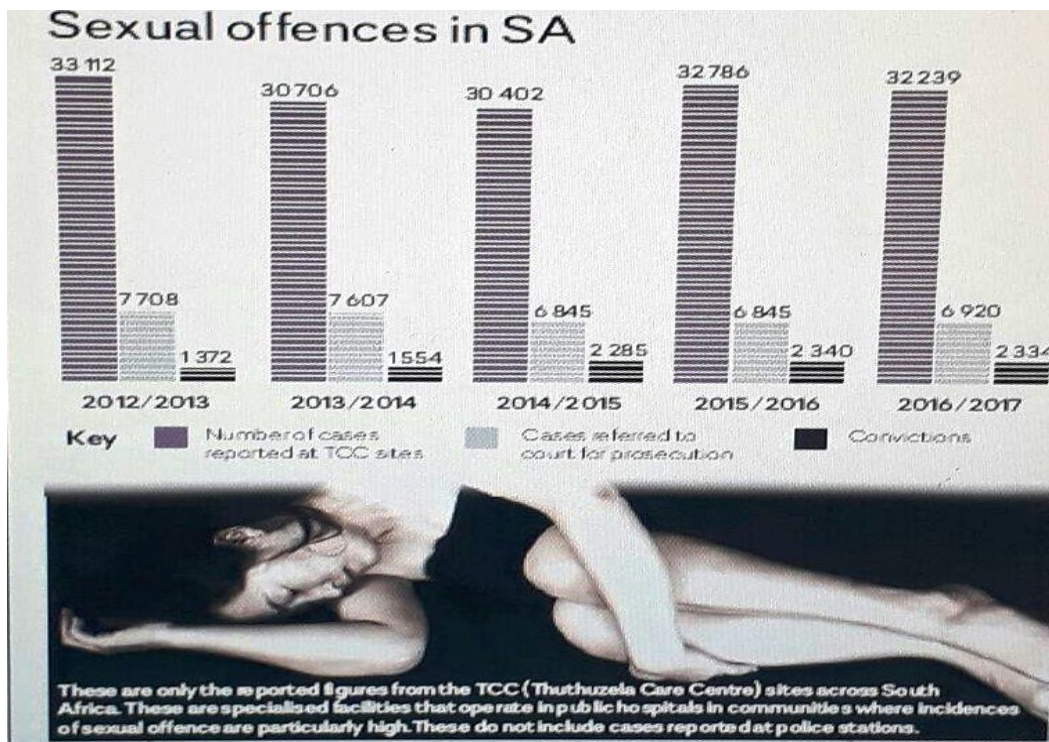
Perpetrators of CSA are diverse. There may be single or several offender adults and other children, the same-aged or older Jokes, Penn-Kekana & Rose-Junius (2014); Finkelhor, Shattuck, Turner, & Hamby (2014:). Studies show that both males and females are guilty of committing sexual acts against children Aebi, Vogt, Plattner, Steinhausen, & Bessler 2014; Wijkman, Bijleveld, & Hendriks (2014:).

CSA may also involve non-offenders who do not take part in the sexual act but may have enabled its incidence; these are people who traffic children into prostitution (Hodge & Lietz (2007); Sossou & Yogtiba, 2009). This type of abuse is often demonstrated in circumstances of sexual exploitation and child trafficking and have been branded as special categories of CSA Bolen & Gergely (2014). These special categories of CSA are more obvious in low-income countries where conditions of poverty, child neglect and abuse are vast (Meinck, Cluver, Boyes, & Mhlongo, 2015); Lalor, 2008); Sossou & Yogtiba, 2009). Girls are abducted in Kenya and Nigeria and sold as sex slaves by the captors (Tucker & Chiet, 2010).

To reiterate, CSA is a worldwide phenomenon and distinguished as a huge problem to society Dawes (2004); Lim (2013). Stoltenborgh, Bakermans-Kranenburg, Alink, and van IJzendoorn (2013) hold the view that to date, CSA remains the most frequently studied child maltreatment problem. The scope of research in this area and the amount of scientific knowledge generated, thus far, is extensive (Lim, 2013). Despite this corpus of existing knowledge, several issues surrounding the occurrence of CSA and its emerging consequences remain puzzling for many CSA researchers and practitioners Haugaard (2000). In South Africa, there is still considerable silence regarding CSA and research into this phenomenon is always welcomed (Haugaard, 2000).

Historical records dating back to ancient Babylon indicate CSA is not a new phenomenon Tucker & Chiet (2010). Yet, year after year new research findings and clinical observations in the field are elicited and this deepens the understanding of CSA. Thus far, this chapter provides a general overview of CSA, at a global level. Another common news maker associated with CSA is associated with the Roman Catholic Church. This church seems to be under pressure globally as it stands accused of covering up child sexual abuse Engelbrecht (2006) Cardinal George Pell of Australia became the highest-ranking church leader to be found guilty of child sexual abuse and he was convicted. CSA by church officials has been reported in India, the Philippines and elsewhere in the Asia-Pacific, a region the church considers important for its continued growth.

The state of CSA in South Africa is illustrated in the report discussed below and the graph entitled “Sexual offences in South Africa.



Reported figures from the TCC (Thuthuzela Care Centre) Mahlangu (2018) Sunday Times Newspaper 16 September

The purpose of this report was to present statistics of sexual offences against women and young girls in South Africa. Although, sexual offence has decreased in 2016/2017, more is required to be done when the number of cases are reported. Perceptions of whether sexual offences are increasing or decreasing and the level of fear of sexual abuse associated with these perceptions is important (Jacobs, Hashima & Hennings, 1995). The perceptions are significant for the first half of the National Development Plan (NDP) Vision 2030 on sexual abuse and safety is stated in terms of perceptions and feelings of safety rather than the actual experience of sexual abuse.

The sexual offences crime category contains the crimes detailed in the Criminal Law (Sexual Offences and Related Matters) Act. Crimes that fall under this broad category include rape, compelled rape, sexual assault, incest, bestiality, statutory rape and sexual grooming of children, among others. South Africa's legal definition of rape is very broad. It includes the oral, anal or vaginal penetration of a person (male or female) with a genital organ, anal or vaginal penetration with any object and the penetration of a person's mouth with the genital organs of an animal.

In 2012/2013 the number of sexual offences reported were 33 112, cases referred to court for prosecution were 7 708 and 1 372 were convicted.

In 2013/2014 the number of sexual offences reported were 30 706, cases referred to court for prosecution were 7 607 and 1 554 were convicted.

In 2014/2015 the number of sexual offences reported were 30 402, cases referred to court for prosecution are 6 845 and 2 285 are convictions.

In 2015/2016 the number of sexual offences reported were 32 786, cases referred to court for prosecution were 6 845 and 2 340 were convicted.

In 2016/2017 number of sexual offences reported were 32 239, cases referred to court for prosecution were 6 920 and 2 334 were convicted

In 2017/2018 the number of sexual offences, which include rape, sexual assault, attempted sexual offence, and contact sexual offence, has also increased by 0.9% with Gauteng taking the lead. Of the 40035 rape cases reported in SA, (https://ewn.co.za/2018_09_12).Mahlangu (2018).

However, according to the above statistics it shows that more cases of sexual offences were reported but there were fewer convictions in all the years.

South Africa's child protection services were in crisis, according to World Vision SA, and a University of Cape Town (UCT) study which found that only 19% of child sexual abuse cases in Kwa-Zulu Natal and the Eastern Cape were referred to the police by Social Services and the police only referred 8% of such cases to Social Services.

Paula Barnard, the National Director of World Vision, said there was a lack of inter-sectoral collaboration between Social Services and the police. “We are dealing with a fragmented, inadequate system which is failing our children daily. Perpetrators are not brought to justice, and children don’t receive crucial therapeutic and support services that are vital to their recovery and long-term well-being”, Paula Barnard. Anecdotal evidence states that after being sexually abused, women and learners are more likely to seek help from family members than call the police, according to a survey conducted by Sobuwa (2018).The Citizen.2018. 27 November: 8. Women and child sexual abuse is a complex, multifaceted issue and there are no quick fixes when it comes to finding solutions to address the various perceived causes and after-effects of women abuse. The survey, with more than 1 200 respondents, reported that 66% trusted their families more than the police, while 50% said they would go to the police to seek help and 54% said they would seek out an appropriate NGO. Hence, 99% of respondents said better law enforcement was the most suitable long-term solution to the abuse of women and children as the justice system was currently “considered broken with high levels of police corruption and no consequences for the perpetrators”, according to a survey (Sobuwa ,2018).The Citizen.2018. 27 November: 8.

The Child Abuse Tracking Study 2017, by UCT’s Children’s Institute, found that children were most at risk in their own homes, and younger children especially were most likely to be abused by a relative or someone they knew and 80 % of under-four-year-olds were related to their abusers. Abusers conduct themselves with authority and they display cruel in difference for the implications of their behaviour towards children. As a result of poor record-keeping essential information had disappeared from files (Cook & Standen, 2002). Consequently, the missing information is detrimental to the distribution of resources. According to UCT’s Children’s Institute, delays in justice and the lack of psycho-social support leaves children traumatised which could lead to suffering from post-traumatic stress disorder.

According to anecdotal evidence, it was reported that in Kwa-Zulu Natal a teacher was suspended for allegedly having sex with at least six under-age pupils at a rural school. The six pupils were either 14 or 15 years old (Matiwane, 2018). Sowetan. 17 October: 6.

In this section, a clear understanding and occurrence of CSA was provided. What follows is an extended rationale for this study.

1.4 Rationale

As a teacher at a Primary School, in Slovo-Park, Springs, at Gauteng East District, in Gauteng Province where I am a Deputy Principal at the school serving as coordinator of the School Based Support Team (SBST). The SBST is responsible for managing barriers to learning at school. The role of the SBST is to identify and assess the learners' barriers and then to plan to address such barriers. Kovaleski, Tucker and Stevens (1996): recommended that instructional support teams, which in this instance is the SBST, should assist with intervention strategies and provide resources that would enable the teacher to support learners who are experiencing learning problems. Therefore, such interventions are aimed at facilitating the transformation of institutions and curriculum development initiatives, which aim at addressing the diverse needs of the learner population Engelbrecht (2006).

The researcher also facilitate and coordinate Screening, Identification, Assessment and the Support programme (SIAS) at school. The Department of Basic Education has recently introduced a new policy called SIAS Aucamp, (2012). "Hence, the purpose of the policy on SIAS is to provide a policy framework for the standardization of the procedures to identify, assess and provide programs for all learners who require additional support to enhance their participation and inclusion in schools" Aucamp et al. (2012, p.89). Given the introduction of SIAS, this study resonates with its objectives and therefore makes this study more meaningful and relevant.

In the three primary schools where this study was conducted, pseudonyms are used: Zuma Primary School, Mbeki Primary School and Gwede Primary School. The three schools work very well with the social workers, the South African Police Services (SAPS), the Community Policing Forum (CPF), the South African National Council for Alcoholism (SANCA) and other social agencies.

There was a perception that most victims of child sexual abuse are young children and do not report sexual abuse because they are afraid to expose their perpetrators. On the contrary, over the years, in their professional practice, teachers have gained experience in dealing with CSA albeit unrecorded or published. My involvement in an informal settlement has informed me of the sensitivity of CSA but it had also encouraged a need in me to investigate this problem on a scientific level. The researcher was convinced that a study dealing with a taboo subject as CSA is needed and will contribute to the improvement of the quality of life of our learners. Mostly, it is hoped that many of them will be better informed about CSA through better-educated teachers who will play a direct role in the prevention of CSA.

This study argues that an awareness of perceptions and experiences of life orientation teachers could provide valuable experiences which will assist in making others aware and therefore share with them valuable preventive knowledge. Based on my experience of schooling in informal communities, my personal commitment to my school and community motivates me to undertake a study and provide a service in the form of scholarship.

1.5 The problem statement

The problem that this study will investigate is child sexual abuse, which is a major problem that affects an individual's physical, cognitive, inter-personal and emotional functioning. Most people do not have adequate knowledge concerning the nature of child sexual abuse, and consequently they do not do much to prevent it. The problem of CSA is on the rise in the educational context because it is an obvious area where its effects are noticeable.

Learners and educators need to be better informed in matters of CSA (Russell, Higgins & Posso, 2020). It is important for both adults and children to understand what child sexual abuse is about, how it happens, what symptoms are associated with it, what its impact is, and how to prevent it. Attention to the rights of children is given in Section 28 of the constitution of South Africa. In addition, every child has "the right to family care or parental care or to appropriate alternative care when removed from the family environment". Every child has "the right not to be placed at risk, educationally, physically and mentally" Aucamp et al. (2012, p.88).

Teacher education needs to play a pivotal role in the prevention of CSA (Russell, Higgins & Posso, 2020). However, we are aware that this subject is hardly addressed at teacher education level. The phenomenon of child sexual abuse has significant implications for teachers' professional development. CSA has many dimensions and teacher education can no longer afford to ignore this problem. It is hoped that the findings of this study obtains the attention of educational authorities to promote a greater awareness of CSA and of course, its prevention.

1.5.1 General and specific aims of the study

The study is guided by the following general aim and specific objectives.

1.5.1.1 General aim

The general aim of this study is to assess teachers' perceptions of child sexual abuse in primary schools, thereby contribute to a better understanding of this phenomenon, and contribute towards preventive education.

1.5.1.2 Objectives

The study is guided by the following objectives derived from the literature study and needs to respond to the occurrence of CSA in poor communities:

- i) To examine the perceptions of life skills teachers and the deputy principals on the nature of child sexual abuse.
- ii) To establish the effects of child sexual abuse on learners as perceived by life skills teachers and deputy principals in primary schools.
- iii) To make recommendation for the prevention of CSA.

1.6 Main research question

The main research question for this study is: 'What are the perceptions of life orientation teachers of child sexual abuse?'

1.6.1 Sub research questions

In striving to achieve the purpose of this study, the following sub research questions were formulated:

- a) What is the nature of child sexual abuse as perceived by life skills teachers'?
- b) What are the effects of child sexual abuse on learners as perceived by life skills teachers and deputy principals on child sexual abuse in primary schools?
- c) What can be done to prevent child sexual abuse in primary schools?

1.7 Research design and methodology

The researcher used a qualitative approach and interpretative paradigm for this study. The researcher aimed to explore the perceptions of teachers based on their experiences with learners who were abused. Within the qualitative research approach, the researcher adopted the phenomenological paradigm. The purpose of a phenomenological study is to understand an experience from the participant's point of view Leedy & Ormrod (2001).

"This approach refers to research that focuses on generating participants' views of meaning, experience or perceptions and is aligned with the research objective of this study" Fouché & Delport (2011, p.44). Qualitative research is more interested in understanding than explaining and

focuses on the way people make sense of their experiences and the world they live in Fouché & Schurink (2011); Botma (2009).

1.8 Data collection procedures

The researcher applied for permission to conduct the research from UNISA Ethics Review and Clearance Committee and the Gauteng Department of Education through official correspondence with a clear explanation of the study (See Annexure J).

1.8.1 Data collection method

Data collection is a vital part of any research because the conclusions and recommendations of a study are based on the outcomes of data analysis after collecting appropriate data Cohen et al. (2011). The researcher used in-depth face-to-face interviews as the data collection method.

1.8.2 Sampling

“Participants for the study were identified according to the non-probability sampling technique of purposive sampling” as described by Strydom and Delport (2011, p.392). “This method allows researchers to decide on the correct participants to ensure that the participants are able to verbalise their appropriate knowledge and comprehension of a phenomenon” (Green & Thorogood, 2011, p.138).

According to Oliver(2010, p.110) “purposive sampling is a sampling method in which the researcher identifies certain participants as being potentially able to provide significant data on the research study”. Three schools identified three (3) life orientation teachers each, making a total of 9 participants from the three schools.

1.8.3 Data analysis and presentation

“The purpose of data analysis is to develop meaningful findings” Schurink, (2011, p.397); Terre Blanche, (2006, p.321). Qualitative data may be presented as pictures, texts and verbal reports. Data need to be analysed in order to understand and gain insight from the collected data Collins, du Plooy, Grobbelaar, Puttergill, Blanche, van Eeden, van Rensburg, & Wigston (2000).

In this study, the researcher used Tesch’s data analysis method (Figure 3.8.1) to analyse the transcribed data, identify themes and relationships among codes and to arrive at conclusions on perceptions on child sexual abuse by teachers in schools.

Member checking as described by Holloway and Wheeler (2010) was done by returning transcribed documents to participants for verification to ensure authenticity. Further member checking was done by compiling a document that outlines the themes identified during interviews

to the participants. This was done to limit researcher bias and avoid the making of unsupported inferences (Maree & Van der Westhuizen, 2009).

The preliminary data description was organised into themes and sub-themes and were developed based on teachers' interview data. The participants responded and confirmed that they agreed with the themes and sub-themes and saw them as a true reflection of their responses. No new information was presented by any of them and the participants generally agreed with the developed themes.

1.9 Literature Review

For the purpose of this study several scientific sources such as books, scientific journals, research reports and research articles are accessed through the utilisation of specific databases (EBSCO host, Google Scholar, Sage pub) in order to establish a literature study. As mentioned before, the Ecological Systems Theory is employed as the theoretical framework for the study. A wide variety of literature sources on perceptions, as well as several aspects of child sexual abuse were consulted. The following themes are reviewed but are further elaborated in chapter two: Child sexual abuse in Africa, South Africa, Gauteng, Latin America, New Zealand, USA and India.

Data findings are verified through a literature control. This means that findings were compared and contrasted with findings in other studies in order to indicate a relationship between the literature and the findings (Holloway & Wheeler, 2010).

1.10 Theoretical framework

Bronfenbrenner's ecological system's model describes the individual as emerged in an interrelated set of systems (or contexts) that contribute to the development of that individual (Aucamp et al., 2014); Bronfenbrenner, 2005); Darling, 2007); Rosa & Tudge, 2013); Swick & Williams, 2006). These systems are; (1) The Microsystem, the individual's immediate environment, for example the family; (2) The Mesosystem, consisting of the participative relationships that connect two or more systems, for example between family, work and social life; (3) Exosystem, the social environment that lies outside the individual's experiential field but still has an effect on Macro and Mesosystems;(4) The Macro system, which is constructed from the individual's cultural beliefs, societal values, political trends, and communal gatherings; (5) Chronosystem, although not one of the four system layers per se, the chronosystem represents a time based dimension that influences the operation of all levels of the ecological systems (Bronfenbrenner, 2005). This theory describes the processes in the environment that influence development and maintains that context, time as well as personal characteristics have a role to

play in the world of an individual (Darling, 2007). It makes provision for the context of an individual as well as the interplay between internal and external forces such as personal dynamics as well as influences from the broader systems (Lewthwaite, 2011). These interrelated contexts as well as the individual setting can therefore be used to form an understanding of the contexts and settings involved in forming the perceptions of teachers (Bronfenbrenner, 2005). In other words, the teacher in the context of his/her ecological environment will provide the theoretical lens to interpret the data collected from the teachers. Further elaboration of this theory will be provided in chapter two.

1.11 Conclusion

In this section, the introduction and background to the study are discussed, the concept CSA was presented, and an overview on the rationale, problem statement, research question, and the research methodology applicable to this study are described. A concise summary of the literature and conceptual framework which will be explained in detail in chapter two is mentioned. In the next chapter relevant literature, pertaining to the study and a comprehensive description of the theoretical framework of the study will be explained.

Chapter Two

Literature Review and Theoretical Framework

2.1 Introduction

Child sexual abuse is a serious problem, which has an effect a person's physical, cognitive, inter-personal and emotional functioning. It is an occurrence which takes place more often than a person realise. Many people have an inadequate awareness regarding of what is child sexual abuse, consequently, are unable to counteract it. As a result, the problem is exacerbated and perceptible in the educational context.

It is generally expected that schools need to cater for all the needs of their learners. If the learners need information about an issue that causes as much concern and anxiety as sexual abuse, schools need to educate the learners and educators to prevent or at least decrease its occurrence. Learners and educators require enhanced education about child sexual abuse issues. It is important for both adults and children to understand what child sexual abuse involves, such as possessing knowledge of the symptoms associated with it, its impact, and to know what to do when it takes place.

The focus of this chapter is on the literature dealing with CSA. The study provides an understanding of child sexual abuse from the perspective of the definition, international studies, African studies, South Africa studies, the impact of sexual abuse on child victims, forms of CSA it is contributing factors as reported in the literature. Disclosure and the reasons for non-disclosure of sexual abuse are also examined to help curb the problem. The chapter discusses service rendering in cases of CSA, legislation pertaining to CSA and perceptual process and attitudes. The chapter is divided into two sections, namely, empirical studies and the theoretical framework, the Ecological Systems Theory. Life Orientation teachers' experiences and knowledge of CSA are developed in the context of local and international literature and the ecological systems theory explains how these perceptions are shaped and layered differentially in the case of the individual teacher.

2.2 Understanding Child Sexual Abuse

This study focused on the perceptions of Life Orientation teachers in primary schools. Statistics differ on the exact extent of its occurrence, but there is agreement that its physical, psychological, emotional and social effects are devastating and long-lasting (Coates, 2010); Mathews et al., 2012; Postmus et al., 2011; Smith et al., 2010). Figures of the extent of CSA are largely dependent

on the definition and methods used to collect the data (Mathews et al., 2012). However, both boys and girls are victims of sexual abuse, although girls are predominantly vulnerable to gender-based violence such as rape and sexual abuse (Smith et al., 2010).

Perpetrators of child sexual abuse come from all walks of life, but research identifies common characteristics (Smith et al., 2010). Contrary to popular belief, strangers do not pose the greatest threat to children. “The majority of perpetrators of child sexual abuse live in the child’s household or in the vicinity” (Mathews et al., 2012, p.85). “Most perpetrators are known to the child, are trusted and are usually in a position of authority over the child” (Smith et al., 2010, p.256). As an introduction, it may be useful to restate the way CSA has been defined in the literature.

2.2.1 Definitions of Child Sexual Abuse

Child sexual abuse is the manipulation of power, through sexual acts, against children before they are of an age of consent, which is below the age of 16 years (Fox & Nkosi, 2006). It is inconsequential to the definition of sexual abuse if a child below the age of 16 purportedly consented to participate in sexual activity. Mathews et al. (2012, p.85) “conceded that sex with a child under the age of 16 is legally defined as statutory rape”. Sex without consent at any age is illegal and adults or children (Fox & Nkosi, 2006), may commit child sexual abuse.

Child sexual abuse is any sexual acts, or attempt to commit sexual acts, with a child, with or without the child’s consent (Fox, & Nkosi, 2006). The statutory definition of rape in the 2007 Sexual Offences Act includes all forms of sexual penetration and is gender-neutral, meaning that ‘any person’ can commit an act of rape or be raped. Children under the age of 12 cannot consent to sex because they do not have the maturity to understand the consequences of their decision. However, “adults are not the only people that sexually abuse children, children do too” Postmus et al. (2011, p.303). If a 16-year-old has sex with a 6-year-old that is sexual abuse. Children on other children commit a large percentage of sexual crimes against children (Postmus et al, 2011).

Most researchers in the field of child sexual abuse appear to fully understand the importance of defining the concept to gain a full comprehension of the occurrence. Several efforts characterize child sexual abuse. It appears that a large number of researchers focus on a specific feature of the fact, for example, the age of the victim and the offender, whether the sexual acts involved contact or noncontact, or what was the relationship between the offender and the victim, however, there is no definition that is sufficiently comprehensive. Alexander, Christopher, Bernier, Collins and Hmurovich (2012) suggest that child sexual abuse is perceived from a

feminist approach, as a small-scale version of an inordinate and extensive ascendancy of the vulnerable individuals.

Despite there being no national, regional or universal standard definition of child sexual abuse, efforts to define it by diverse UN organisations and key universal child protection organisations, usually classify child sexual abuse as a type of forcefulness which involves relations or interactions between a child and well-informed child or adult when the child serves the purpose of the older child or adult for sexual gratification United Nations International Children's Emergency Funds (2012). In many instances, force is used for these interactions against the child as well as trickery, bribes, threats or pressure. For the purpose of this thesis, the UNICEF definition (2012) is adopted.

2.2.1.1 International themes

However, Dubowitz, Bornesand & Tummala (2016, p.3) cited that “possessing up to date information on crucial features, on child abuse and neglect will provide the incentive for enhance laws, policies and services, and encourage further research”. The title, *World Perspectives on Child Abuse*, suggests an ambitious goal. Nevertheless, *World Perspectives* offers valuable databased indications of these matters in a number of countries and signifies an exceptional effort to follow development regarding CSA as well as the protection of children globally, although there are numerous obstacles.

The First World Congress against the Commercial Sexual Exploitation of Children was held in Stockholm in 1996. The focus was on the prevention of CSA and each country was exhorted to develop national plans to aid the child victims and to enable their recovery and restitution into society (Stockholm Declaration, 1996). This led to a Joint Action Statement by European Union and a number of national Action Plans (Stockholm Declaration, 1996). The incidence of child sexual abuse, received increased research attention and widespread international condemnation in the last few decades Russell (1986), Meursing et al.(1995); Ncube, (1998); World Health Organization (2005).

As a result of this explicit enhancement, several international laws and conventions have and policy reforms on child sexual abuse in a number of countries globally.

In the first comprehensive and global- level study conducted by the United Nations on all forms of violence against children, child sexual abuse features as one of the most common types of violence perpetrated against children (United Nations Report, 2006).

Several celebrities who survived sexual abuse make up part of the statistics, as they suffered child sexual abuse in their adolescence (Dubowitz et al., 2016). Several famous people share their experiences to help other survivors cope with the aftermath of sexual abuse. According to Rape Abuse & Incest National Network (2017), Marilyn Manson, suffered child sexual abuse. Manson was abused as a child by Christian brothers while he was training to be a priest and was “deeply hurt” by the abuse of the clergy member. Again, anecdotal evidence in Ferguson. (2018). New York Times, actress Sally Field discussed how her stepfather sexually abused her when she was 14 years old. She claims he called her into his bedroom alone and sexually abused her.

Dubowitz et al (2016) shared their perceptions on Oprah Winfrey. She cited that Oprah Winfrey shared her story of child sexual abuse on March 12, 2018. According to the report, it happened when she was between 9 and 14 years old. She said you do not have the language to begin to explain what is happening to you and that is why you are not going to be believed. If the abuser, the molester, is any good, they will make you feel that you are complicit, that you were part of it and that is what keeps you from telling. Again, “women all over the country have been in situations with domineering, brutish men and had to remain silent about it to keep food on the table,” Winfrey said before recalling the bully boss she used to work for at a TV station in Baltimore. The Wrinkle in Time Star also credits the #Me Too movement for encouraging women to speak up about their own experiences with abusive males.

The following countries: Brazil, India, United States of America, Kenya, Central African Republic and South Africa are signatories to many of these international conventions, including the UN Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, the African Charter on Human and Peoples’ Rights, as well as the Charter on Rights and Welfare of the African Child.

What follows next is a selection of countries where research has been conducted to show how CSA is experienced. From this picture, an overall view of CSA in various countries will emerge which will inform a general understanding of this phenomenon.

Brazil

The literature on CSA in Brazil appears to focus on HIV and masculinity as a cultural component consequently, making children exceptionally susceptible members of the population. As/Since children are small and do not know their rights as well as inadequate decision-making capacities, and are acquiescent, this makes them vulnerable to numerous kinds of relational physical force

(Siegal, Schubert, Myers, & Shapiro, 2005). In addition, children are more susceptible to sexually transmitted infections (STIs) because of undeveloped immune systems and “sensitive mucosal membranes”. Child victims of sexual abuse are “subjected to mucosal and hymenal tearing are at risk for increased transmission of bacteria and viruses (including HIV) due to this compromise in the protective structures of their genitals” (Siegal et al, 2005: 69).

Early identification and intervention for victims of child sexual abuse (CSA) is essential to halting the spread of HIV in Brazil populations because children who are sexually abused are at an increased risk of contracting HIV (Thornton & Veenema, 2015).

“More than 14% of pubertal and 3% of pre-pubertal girls who were victims of sexual abuse in a Rio study contracted STIs as a result of the abuse” (Siegal et. al., 2005, p.69). “Nearly 15% of children being treated at an AIDS clinic at Duke University were infected due to sexual abuse” (Gutman et. al., 2006, p.148). Furthermore, of more than 9,000 cases of HIV reported to the Brazilian national surveillance system, 26 transmissions were the direct result of sexual maltreatment of children (Lindegren et.al. 2008).

In machismo (masculinity) cultures, children are expected to obey the instructions of men. This introduces the potential for power abuse by older males (Ramirez, Pinzon-Rondon, & Botero, 2011). However, interviews of more than 1,000 households in Brazil showed that sexual abuse positively correlated with machismo family beliefs (Ramirez et al., 2011).

New Delhi- India

Research on CSA in India is normally a relationship with studies on rape, which appears to have afflicted Indian society of late. The international studies in India claim that child sexual abuses in New Delhi reached rampant extents. A report stated that more than 28,000 child rape cases were recorded from 2001 to 2011 and that New Delhi saw an increase of 336% of child rape from 2001 (2,113 cases) to 2011 (7,112 cases). “The number of 28,800 children raped in just 10 years and this is just a small measure of how deep the inhuman phenomenon of child rapes run in New Delhi” Jha & Laul (2014, p.16).

According to a 2007 study by the Indian Government of nearly 12,500 children from across India, 53% of children –boys and girls equally –were victims of child sexual abuse. In 2012, the Indian Parliament passed the Protection of Children from Sexual Offences Act, which incorporates child friendly procedures for reporting, recording of evidence, investigation and trial of offences.

The most important issue to be learnt from India is that the Indian Parliament passed the Protection of Children from Sexual Offences Act, which will try to halt perpetrators of child sexual

abuse, and this Act protects the children from being abused. However, only the future will tell how effective legislation can be in the prevention and elimination of child sexual abuse.

The United States of America

Child sexual abuse is a serious problem in the United States because each year, over three million children are reported to have been sexually abused (van der Kolk et.al. 2008). They add that sexual abuse was the category most strongly linked to males: 89% of sexually abused children were abused by males and 12% by females.

Children Assessment Centre (CAC, 2015) reported that even if the true prevalence of child sexual abuse were not known, most would agree that there would be 500,000 babies born in the US that will be sexually abused before they turn 18 years. The US Department of Health and Human Services' Children's Bureau reports Child Maltreatment (2015) found that 16% of young people aged 14 to 17 had been sexually victimised in that year, and over the course of their lifetime, 28% of young people in the US, aged 14 to 17, had been sexually victimised. According to Children Assessment Centre (2015), adult reflective studies show that 1 in 4 women and 1 in 6 men were sexually abused before the age of 18 a calculation indicates that there are in excess of 42 million adult survivors of child sexual abuse in the US.

What stands out from the United States is that the Government has trained community members on preventative programmes and children were trained to report cases of child sexual abuse at school and at home. Once again, monitoring and evaluation should be an integral part of assessing the success of these intervention strategies (Kariuki & Reddy, 2017).

A child who is the victim of prolonged sexual abuse usually develops low self-esteem, a feeling of worthlessness and an abnormal or distorted view of sex (Dubowitz et al., 2016). The child may become withdrawn and mistrustful of adults and can become suicidal.

2.2.1.2 African Countries

In this section, the researcher will refer to three African countries: Kenya, Central African Republic before discussing CSA in South Africa and ultimately, in the province of Gauteng where this study was conducted. From the literature above, research reported CSA to be associated with the study of HIV and AIDS, rape and the short and long-term impact on the child's development.

CSA in Kenya

In Kenya Mdingi and Mhagama (2014, p.5) report that “some girls are encouraged into child sexual relations by their parents”: “It was ...revealed that some parents indirectly tell their children to engage in commercial sex by telling them to go and “look around” and when a child brings in money, no questions are asked”.

According to Mbagaya (2013) a shocking number of children are sexually abused in Kenya: as well as being victims of physical violence, sexual abuse, neglect and lack of supervision. Mbagaya (2013) claims that child sexual abuse occurs alarmingly in Kenya and might be because of poverty. “Children should be given the chance to grow up in a safe environment and the agreement on the Rights of the Child specifies that the participating countries should ensure that knowledge and information is spread in order to ban the local customs and rituals which promote child sexual abuse” Mbagaya (2013, p.24). This and other measures are supposed to identify child abuse at an early stage and to raise awareness of the negative consequences with the intention of putting an end to, child abuse.

Central African Republic (CAR)

According to anecdotal evidence in the ‘African Truth’, (Macupe,2015).The Mail andGuardian.1 May: 12, an internal report was leaked to the French authorities with allegations that French peacekeepers in the Central African Republic had sexually abused hungry children in exchange for food. In addition, a French judicial source stated that 14 soldiers were dispatched to the chaos-ridden nation to restore order. The United Nations (UN) spokesperson Colville, R. told reporters in Geneva, that some investigations were kept secret to protect especially very young victims, and to help ensure that the abusers could be held responsible (Macupe, 2015).The Mail and Guardian.1 May: 12. Additionally, it is evident that children can easily be sexually abused since most countries in African are poor and at war.

Given similar conditions of poverty and poor health care facilities as in many African states, the similarities with South African township conditions are glaring (Macupe, 2015). The researcher will investigate the perceptions of CSA in the context of children raised and socialised in informal settlements in South Africa.

2.2.1.3 CSA in South Africa

It is generally understood that child sexual abuse is the impositions of unwanted vaginal sex by an adult man; even baby rape emerged as a new category of sexual violation Posel, (2005).

Delaney (2005, p.555) indicates “child sexual abuse is prevalent and the past ten years have seen an exponential rise in such abuse and a decrease in the average age of survivors of sexual abuse”.

According to Tlali and Moldan (2005) schools and educators intercede an increasing responsiveness on behalf of the children. Swartz (2007, p.18) reports “the remnants of apartheid on the South African society cannot be denied. It impacts matters of violence and domination of some over others, and child sexual abuse allows a location where to halt violence, poverty and power as they mark the lives of children in the future”.

Naidu-Hoffmeester and Kamaal (2013) explain that child sexual abuse in South African is common, it seldom makes the news. The last massive public outcry was about a year ago, when a 17-year-old mentally disabled girl from Soweto did young men who videotaped her and offered her 25 cents to keep quiet rape gang. In addition, they reported the case of 17-year-old Anele Booyesen, who was gang raped, mutilated and left for dead. Baadjies (2016) recounted the recent death of 19-year-old Lekita Moore, who was sexually abused and her mutilated body was found in a field in Valhalla Park, she had been stabbed several times in her throat, stomach, and one of her nipples and part of her genitals had been cut off. These violent events are regularly reported in the media but the incidents of CSA seem to continue despite public expression of abhorrence and disgust.

The study of child sexual abuse in South Africa has been limited and political and economic problems, a lack of resources, the enormity of the phenomena, and a lack of a research culture and research experience have overshadowed child protection. In addition, key factors in child sexual abuse in South Africa have included the breakdown of the family structure because of deliberate state policy and the on-going violence (Timshel, Montgomery & Dalgaard, 2017). This study investigated CSA in the context of the school system, particularly the perception of teachers on CSA and hopefully to bring a better understanding of this phenomenon with some recommendations for prevention and intervention strategies.

2.2.1.4 Gauteng

Gauteng Province, statistics show that one in six of all child sexual abuse cases reported to the police during 2014 are those of girls below the age of 12 years who have been chronically or repeatedly abused (Vettel et al., 2014). Similarly, in the Eastern Cape, 39, 1% of women reported experiencing sexual abuse before the age of 18 (Jewkes et.al., 2014).

The school setting in Gauteng East District, serves as a context in which child sexual abuse is perpetrated against girls (Morrell, 2008); Naker 2007). “Although policies are in place to protect children against exploitation and punishment, they lack adequate implementation” (Morrell, 2008, p.22).

According to Vettel et al.(2018, p.6)“child sexual abuse in Gauteng Province in 2018 showed that girls between 0 to 11 years were at more risk to be sexually abused by friends, neighbours, stepparents and teachers”. However, genital injuries were recorded in two out of three girls (65, 3%) and teenagers (66, 2%) cases. Young girls were the group mostly told to keep quiet about the abuse. “Fifty-five percent of young girl’s cases led to an arrest, but only 22, 1% went to trial and 10, 1% resulted in a conviction of perpetrators of child sexual abuse who went to trial” (Vettel et al., 2018, p.6). Despite such high number of arrest there is still low prosecution rate for those who are arrested.



Crime statistics Sexual Offences Mahlangu (2017) Sowetan Newspaper. 15 October: 3.

There is a paucity of Research on the extent of child sexual abuse in South Africa and where information is available, the numbers vary widely (Mahlangu, 2017). However, a study conducted between September 2015 and February 2018 has provided new insight into the child sexual abuse of learners in South Africa. The study estimated that at least 9556 learners aged 15 to 17 years are sexual abused in Gauteng compared to Kwa-Zulu Natal where 8484 learners were sexually abused ([https://ewn.co.za/2017 06 01](https://ewn.co.za/2017/06/01)) (Mahlangu,2017).

A Soweto school was at a centre of controversy after a 56- year –old allegedly sexually abused learners at the school. However, according to anecdotal evidence, the Gauteng Department of Education claimed that the number of sexually abused learners at the Soweto primary school had sadly increased to 87 learners Mahlangu. (2017). Sowetan Newspaper.15 October: 3.

Gauteng Education MEC Panyaza Lesufi confirmed more cases of child sexual abuse at schools in the province. Another school guard and a choirmaster have now been implicated in the sexual abuse of pupils in Tshwane. Lesufi said that more schools have come forward with reports of sexual abuse and it was clear that there was a greater problem at schools. Anecdotal evidence has it that there was a pattern and it needs to be recognised Mahlangu. (2017). Sowetan Newspaper. 17 October: 3.

Earlier in the year, a 22- year old former Parktown Boys High School assistant sports coach was charged with sexually grooming more than 20 pupils aged between 15 and 16 years, sexual assault, and assault with intent to do grievous bodily harm ([https://ewn.co.za/2017_06_01](https://ewn.co.za/2017/06/01)) Mahlangu. (2017), as per anecdotal evidence.

2.3 The Prevalence of child sexual abuse

The Optimus Study South Africa provides nationally representative data on the extent and impact of child sexual abuse in South Africa (SA), which shows that sexual abuse of children, is widespread: 33.9% of girls reported some form of sexual abuse (Azzopardi, Eirich, Rash, MacDonald & Madigan, 2019). That is, overall, 33.4%- one in every three adolescents- reported having experienced some form of sexual abuse at some point in their lives.

All children were interviewed and given the opportunity to complete a confidential questionnaire on their own. Of the 4 086 young children interviewed in schools, 16, 8% reported experiencing some form of sexual abuse at school and at home. Young girls were more likely to experience forced and penetrative sexual abuse, and other forms of sexual abuse that involved contact with the abuser (contact abuse), while boys were more likely to report forced exposure to sexual acts and material (non-contact abuse).

A lifetime prevalence of abuse may involve abuse by the same person over a period of years or by a number of different people in different contexts (Azzopardi, Eirich, Rash, MacDonald & Madigan, 2019). We often think about child abuse as something committed by a single person, a once-off event or abuse by an adult, but the types of sexual abuse experienced are likely to change over the course of lifetime. "A child may, for instance, experience sexual touching by an uncle at the age of 5 years, sexual harassment by peers at the age of 12 years, being made to engage in sexual touching with a boyfriend at the age of 15 years, and being forced to have sex with someone older than her at the age of 17 years" (Vettel, et al., 2018, p.6).

Now that accurate national data is available, service providers and policymakers should act to protect South African children and break the cycle of child sexual abuse in schools and at home.

South Africa has committed as a Pathfinder Country- to global leadership in the elimination of child sexual abuse (Herbert, 2013).With these data and the growing international movement to achieve the Sustainable Development Goals (including goal 16.2, the elimination of all forms of violence against children), we hope there is now motivation to improve the protection of South African children against child sexual abuse (Herbert, 2013).

2.4 Forms of child sexual abuse

There are two categories of child sexual abuse namely non-contact and contact sexual abuse (Bezuidenhout, 2008).

2.4.1 Non-contact sexual abuse

According to Bezuidenhout (2008) non-contact sexual abuse occurs without actual sexual contact between the abuser and the child. Non-contact sexual abuse can also include verbal sexual provocation, such as sexual insinuations, and disparaging remarks referring to a child's body, including demands for sexual favour (Heighberg, 2005). "Non-contact sexual abuse includes pornography, which is any media with sexual activity or nudity that is explicit and has sexual arousal as its main purpose is also a type of non-contact sexual abuse" (Ferguson and Hartley,2009,p.324). Sometimes children are forced to watch adults engaging in sexual activity, revealing sex organs to the child.

2.4.2 Contact sexual abuse

Contact sexual abuse involves sexual contact actions such as fondling, touching, or vellicating genitals, breasts, or thighs through clothing or on the body (Gandari & Chihambakwe, 2010; Collin-Vezina, Daigneault and Herbert, 2013). Contact sexual abuse may involve oral sexual activities such as sucking of breasts or tongue kissing and oral genital contact.

There are children of all ages whose breasts, buttocks, and genitals are touched, who are kissed and forced to have sexual intercourse, who are shown pornographic photographs, and who are made to listen to sexual slurs and stories by school staff or other learners. Most of these sexual acts, however, occur at the hands of educators (Gandari & Chihambakwe, 2010). Sexual abuse happens in all grades and in all age groups in the school. Sometimes the sexual abuse happens in front of other learners. It is not unusual for a teacher to take a learner into a storeroom attached to the classroom and have sexual intercourse with the learner Gandari & Chahambakwe, 2010).

2.5 The influence of sexual abuse on child victims

Child sexual abuse has been analysed from different angles, from what has been written, perhaps the most striking aspect about child sexual abuse is its power to disrupt Lives (Alley, Silberkleit, Bederian-Gardner & Goodman, 2019). "Child sexual abuse infringes upon the basic rights of human beings and it has serious negative public health consequences" Hall and Hall, (2011, p.2). Children should be able to have sexual experiences at the appropriate developmental time and within their own control and of their own choice. Sexual abuse affects the educational and emotional aspects of victims (Palmer & Feldman, 2017).

2.5.1 Educational influence

Woolfolk (2010, p.77) asserts "within many classrooms, there are one or more learners who are sexually abused and as a result the effects could hinder their academic progress". Research conducted globally reveals that poor academic performance often found sexually abused children (Bromberg & Johnson, 2001). These children frequently are not interested in succeeding and participating in extra-curricular activities as well as academically. Which leads to the disruption of their education. Consequently, the disturbance experienced by abused children has an overpowering influence the learners' aptitude and concentration at school (Palmer & Feldman, 2017). The lack of concentration or poor concentration is because they are pre-dominated by negative recollections of the abuse and as a result, there is a negative impact on their academic accomplishment. Learning ability is limited by hindrances to with education and poor concentration, suspend the acquisition of language, Mathematics, reading and comprehension as well as an overall it negatively influences abused learners' academic performance. Allnock and Hynes (2011, p.16) assert "children with pasts of child sexual abuse have lower cognitive performance and lower achievement Sanjeevi, Houlihan, Bergstrom, Langley & Judkins, 2018). They also often engage in disruptive behaviour and are more likely to engage in truancy or drop out of school than other children. Under such conditions, even intellectually gifted children can become school failures".

2.5.2 Emotional influence

The consequence of child sexual abuse causes a disruption of the emotional state of a child and led to many emotional turmoil. The most alarming of all effects conduct that is self-destructive leading to sexually abused children feeling insignificant. Diverse types of emotional disturbance may comprise Post-Traumatic Stress Disorder (PTSD), depression, stress, feelings of betrayal, and powerlessness (Abdella, Sewasew, Abate & Bitew, 2014). PTSD is a psychological or mental

disorder that could follow an individual experiences a sudden traumatic event such as sexual or physical abuse of a child who is unable to protect him/herself (Abdella et al., 2014).

2.6 The Theoretical framework

The theoretical framework that underpins this study is the Ecological System's Theory. This approach focuses on the individual holistically in his unique context and on the meaning that these individuals derive from their environment. In terms of this study, this approach was useful as a framework for understanding the perceptions of life orientation teachers about child sexual abuse within their changing environment. Below, the Ecological System's Theory is expounded.

2.6.1 Bronfenbrenner's Ecological systems theory

This study employed Bronfenbrenner's ecological systems theory, which he developed to define and understand human development within the context of the system of relationships that form an individual's environment. According to Bronfenbrenner (2005, p.51), the ecological systems theory is defined as

“...the ecology of human development, a scientific study of the progressive, mutual accommodation throughout the life course between an active, growing human being and the changing properties of the immediate settings in which the person's life is developing”.

Organisations such as schools could be modelled using Bronfenbrenner's ecological systems theory as an appropriate and useful alternative to the linear models that often form the basis of educational research and policy. This theory provides the framework from which for example it is possible to investigate why and how teachers' perceptions of a phenomenon such as child sexual abuse are formed.

Bronfenbrenner's Ecological System's Theory organises the world of an individual in five systems of interaction; (a) Microsystem, (b) Mesosystem, (c) Exosystem, (d) Macrosystem, and (e) Chronosystem. Below follows a discussion of the microsystem.

2.6.1.1 The Microsystem

This system consists of the individual's immediate environment and serves as his point of departure for learning about the world. In this powerful set of relationships, the individual learns about trust and mutual caring. The family operates in this microsystem; children develop in this context in terms of the personal characteristics of all individuals in the family as well as the interactions between family members Rosa & Tudge (2013). Paat (2013, p.955) points out “the influence that the diverse microsystems have on the person being subject to the person's stage

of development and combined with the number of microsystems, which increase as the individual grows". For the purposes of this study, Life Orientation teachers may be seen as part of the microsystem, where the influence of family plays a role but has the potential to be in conflict with other influences.

2.6.1.2 The Mesosystem

"The Mesosystem consists of the participative relationships that connect two or more systems, for example between family, work and social life" Bronfenbrenner (2005, p.11). A system of microsystems makes up a mesosystem, which consists of the interaction between a person and the other diverse systems (Bronfenbrenner, 2005); Swick & Williams, 2006). The importance of mesosystem is focused on the association between the systems of developing circles (Swick & Williams, 2006). Consequently, the evidence of the value conflict of personal and professional values is seen and is obvious the workplace, where decisions concerning problems how to deal with them, which in the context of this study is child sexual abuse.

2.6.1.3 The Exosystem

"The Exosystem includes the social environment that lies outside the individual's experiential field but still influences macro- and mesosystems" (Bronfenbrenner,2005, pp.80-81). Swick and Williams (2006, p.372) describe the exosystem as "the system of relations that is not physically inhabited; instead, it is function in which humans' function in a psychological sense". This system also includes "broader societal structures, such as the judicial system as well as supportive networks" Aucamp et.al (2014, p.57). However, for teachers this system contains the level of support (or lack thereof) that they receive in terms of adjusting to professional socialisation as well as the required actions that are prescribed by legislation.

2.6.1.4 The Macrosystem

"This system is constructed from the individual's cultural beliefs, societal values, political trends, and communal gatherings" Bronfenbrenner (2005, pp. 39-40). He adds, "It also includes legislation, regulations and the broader community" Bronfenbrenner, (2005, p. 515). Aucamp et al. (2014) state that these aspects in the macrosystem interact and affect the microsystem while Ahuja (2011) claims that the macrosystem is the underlying system for all the other systems in the environment. In this study the macrosystem focuses especially on cultural beliefs and societal values as well as legislation and services pertaining to child sexual abuse.

2.6.1.5 The Chronosystem

The chronosystem represents a time- based dimension that influences the operation of all levels of the ecological systems Aucamp et al. (2014). The chronosystem may refer to both temporary long-standing periods during an individual's life including the socio-historical length of time of the macro system in which the individual resides. Consequently, the chronosystem of a particular school may be characterized by the daily and annual evolving transformations that ensue in learners, teaching staff, the curriculum among others, including the age of the school since new schools may not experience the same challenges. In relation to this study, child sexual abuse occurs in a period and its occurrence contributes cumulatively to its frequency over time.

2.6.2 Application to field of study

The theoretical framework discussed was applied to Life Orientation teachers whose perceptions were being studied. The focus of the study was specifically on the perceptions of teachers regarding child sexual abuse and therefore was applied as such.

The discussion on the theoretical framework indicated clearly that the individual cannot be seen in isolation, the environment must also be taken into account as well as the interaction between the individual and environment.

“Child sexual abuse can only be viewed by taking the environment or context into account” (Postmus et al., 2011, p. 304). Teachers came from different backgrounds and brought with them the guidelines of their culture or communal beliefs (Perceptual process) about what child sexual abuse is as well as the personal characteristics (Person) and experiences over time (Time). Ecological Systems Perspective provided a basis for understanding the perceptions of teachers regarding these aspects.

2.7 FACTORS CONTRIBUTING TO CHILD SEXUAL ABUSE

Antonowicz (2010) provides a model to explain some of the contributing factors to child sexual abuse. Figure 2 provides the factors leading to sexual abuse.

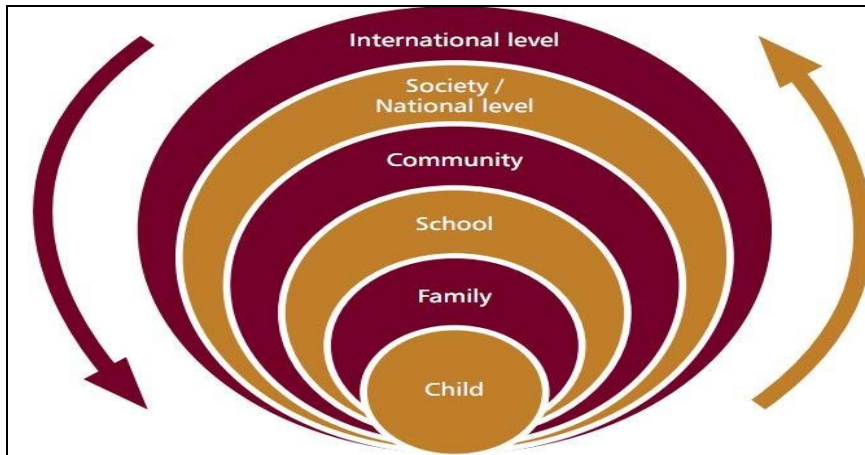


Figure 2. Root causes of child sexual abuse Source: Antonowicz (2010, p. 15)

Factors contributing to child sexual abuse are presented on a continuum from home to school to community and the wider community (see arrows on Figure 2) as part of a bigger system. Child sexual abuse can occur at national level, community level, school level, family level and individual level (Richter et al.2004; Antonowicz, 2010). Again, considering the above expressed views, it would stand to reason that child sexual abuse can occur at any level of the system in which children grow up. Child sexual abuse is a culmination of many direct and indirect influences.

2.7.1 National and social media level

The most prominent medium of exposure on this level is the national television and other media available to young people in a specific country.

The social learning theory, which discusses “observational learning”, is relevant in this context Bandura (1971). “Observational learning is a type of learning that occurs as a function of observing, retaining and replicating behaviour executed by others”. “With modern technology, children are exposed to social media, the internet and apps such as Tik Tok and many if these apps are not suitable and should be age restricted” (Aucamp et al.,2014, p. 49).

2.7.2 Community level

“At this level, cultural practices within a particular community are the main contributors to child sexual abuse. Some cultural practices have been identified as major obstacles to the rights of children in general” (de la Vega and Dahlstrom, 2007, p.13).

Thus, Onyango (2005, p.5) states that

“Culture is made for, of and by men. People in a particular society create and share patterns of behaviours, habits, and beliefs for understanding the social realities around them. Various families, especially in African and Eastern countries adhere to and practice different cultural practices, which could result in child sexual abuse such as child marriages and virginity testing. The power of patriarchal systems is however a world-wide phenomenon”.

2.7.2.1 Unequal gender and power relations

“Unequal gender and power relations are endemic in patriarchal societies in most African cultures go a long way towards explaining why men sexually abuse both women and children” (Thompson, 2008). Feminist theorists, list “the unequal gender-based power relations within patriarchal society as an etiological factor of child sexual abuse” Thompson (2008, p.96); Oakley (2011, p. 32); Best (2009, pp.147-148). In the feminists’ views, all women disclose the fact that they share a relationship of oppressive patriarchy, which was imposed, by fathers, husbands as well as a variety of males over the years. Women, for example, are often forced to have sex even if they do not want to, and their decisions are not always respected.

2.7.2.2 Child marriages

These are a violation of human rights as early marriages characterise the predominant type of sexual abuse of children by these early marriages, the family consciously expose children to sexual abuse. “Child marriages are still a common occurrence in parts of Africa, India and parts of Latin America and the Caribbean” (Kirton, 2011, p.190). Oakley (2011, p.32) states that “parents make marital choices for daughters and sons with little regard for personal implications. Rather, they look upon marriage as a family building strategy or an economic arrangement”.

2.7.2.3 Virginity testing

“Virginity testing is another sexually abusive cultural practice which involves the intrusive examination of a girl child for the purposes of determining whether she has retained her virginity” (de la Vega & Dahlstrom (2007, p.11). Oakley (2011)states that virginity testing is mainly practiced in rural areas in the home by mothers, aunts, neighbours or at a communal level during ceremonies where the elderly adults insert a finger in the vagina of a girl resulting in some penetration.

2.7.3 School level

“Child sexual abuse has been a major problem in schools leading to many adverse consequences to the affected learners (Oakley, 2011). Learning institutions have gained notoriety as venues of sexual abuse” (Ruto, 2009, p.177). Situations that lead to children being sexually abused in a school context are multi-factorial.

A safe school may be defined as one that is free of danger and where there is absence of possible harm, a place where all learners learn without fear or harassment (Prinsloo (2006). Incidents of sexual abuse by fellow learners and teachers who have a legal obligation to protect learners from any form of sexual abuse are serious infringements of learners’ rights to a free and safe environment (Ruto, 2009).

2.7.3.1 Physical environment

“Teachers’ houses are another place where child sexual abuse can take place. The social expectation or in some instances the agreement between communities and school staff, that children should undertake chores for teachers such as cooking, increases the risk of learners being the victims of sexual abuse in teachers’ homes” (Antonowicz,2010, p.27).

2.7.3.2 Peer pressure

Peer pressure is another factor that can lead to child sexual abuse in a school context (Leach et al. (2003).

2.7.4 Family level

At the family level, poverty and single parent headed families can be contributors to sexual abuse of children Oakley (2011).

2.7.4.1 Poverty

Globally, researchers have found a strong correlation between poverty and child sexual abuse. Antonowicz (2010, p.28) states that “Child sexual abuse often has its roots in poverty. Poverty makes parents evade their responsibility to provide for their children’s needs”.

A parent may ask of a girl child to look for a capable person to take care of her basic survival needs such as clothing, and educational fees. Out of confusion, the child will give in to such a proposition and end up engaging in sexual activities in return for money Mapp (2011, p.118).

2.7.4.2 Single parent families

“Children from incomplete and broken homes are generally more vulnerable to being sexually abused than children from stable home environments” Richter et al. (2007, p.457). Hunter (2010, p.15) reiterates, “children have been shown to be more vulnerable to child sexual abuse following parental separation, when they are living with single parents”.

2.8 Individual level

At the individual level disability as a factor, leading to sexual abuse is discussed.

2.8.1 Children with disabilities

“Children with disabilities are more susceptible to sexual abuse than other children” Krohn (2014, p.4); Mapp (2011, p.118). There are many reasons why they are considered more vulnerable according to the above authors.

“Firstly, they are typically perceived as weak and passive and many have been trained by well-meaning caregivers to be compliant, making them easy targets for abuse. They have been socialised to comply with the instructions of those in charge. Children with disabilities are frequently victims of sexual abuse in and around the school” Antonowicz (2010, p.28).

Research suggests that children, who are perceived as more marginalised and less connected to their parents and peers are at greater risk of being targeted by school staff and other learners for sexual (2011, p.32). In such situations, learners with disabilities are unable to make choices regarding clothing as well as other choices; consequently, they are unable to reject unhealthy advances.

“Children with disabilities are often segregated from the general public, which limits their participation in common social settings. This isolation increases their dependence on service providers, or other people involved in their lives. Perpetrators take advantage of this in order to maintain power and control over victims and sexually abuse them” Krohn (2014, p.4).

2.9 Conclusion

As concluded by Finkelhor (2009, p.187):

“Sexual abuse is a special challenge, different in many of its dimensions from other types of child maltreatment, crime and child welfare problems. Too many children live a life of not being happy or fulfilled. Children are vulnerable to sexual abuse and it is the responsibility of adults to provide safety to children. In the past very few measures were taken to

prevent child sexual abuse". "In schools sexual abuse is uncontrolled and it is the responsibility of school authorities to ensure wellbeing of learners as well as of their academic success. Learners, parents, and educators need to work together to curb this vice". "Adults should contribute to protecting children and creating safe environments by implementing multi-component, coordinated, preventive interventions that include educators, parents and learners. This approach offers the greatest potential for keeping children safe from sexual abuse" Scholes et al. (2012, p.104).

This chapter provided an overview of the literature on child sexual abuse and its manifestation at a global level and the appropriateness of the "Ecological Systems Theory" to serve as a theoretical framework on which information regarding child sexual abuse was presented. Legislation pertaining to child sexual abuse as well as these services were discussed. Attention was also given to how perceptions are formed and the factors that can influence teachers' perceptions regarding child sexual abuse.

The next chapter describes the research methodology adopted in the study to investigate the perspectives of teachers on child sexual abuse in primary schools, based on a purposefully selected sample of schools in the Gauteng Province.

Chapter Three

Methodology and Design

3.1 Introduction

In this chapter, the methods and design for the study on perceptions of Life Orientation teachers on child sexual abuse are discussed. The chapter explains why the explorative qualitative

research design and interpretative approach are adopted as well as the interview technique. In addition, the description of the ethical considerations that guide me the researcher during data collection from the participants is provided.

Again, sexual abuse can ruin childhood and the impact can last a lifetime. According to Tlali and Moldan (2009, p.56), “most child sexual abuse is not reported; detected or prosecuted” hence sexual abuse should be identified as a priority and children who are being sexually abused or are at risk of sexual abuse should be protected. However, awareness of perceptions would provide additional information to make effective decisions against child sexual abuse.

3.2 THE RESEARCH PROBLEM

This study investigates life orientation teachers’ perceptions of the phenomenon of sexual abuse of learners in schools located in informal settlement.

3.2.1 Research question

It is of good advantage to frame your research statement in a research question Mouton (2001). This means that research questions dictate what the researcher is going to investigate. Research sub-questions should be simplified to become very specific for the researcher to investigate them Denscombe (2012) claims that the research questions try to lead the way to the design of the study.

3.2.2 The research questions for this study are as follows:

- a) What are the perceptions of life orientation teachers’ of child sexual abuse in primary schools?

3.2.3 Research sub-questions:

In achieving the purpose of this study, the following sub research questions are formulated:

- a) What is the nature of child sexual abuse as perceived by life skills teachers’?
- b) What are the effects of child sexual abuse on learners as perceived by life skills teachers and deputy principals on child sexual abuse in primary schools?
- c) What can be done to prevent child sexual abuse in primary schools?

3.3 RESEARCH DESIGN, APPROACH AND PARADIGM

3.3.1 Research design

A research design is a plan or strategy that describes “the conditions and procedures for collecting and analysing data” according to McMillan and Schumacher (2014, p. 6) who state that

Qualitative research designs use methods that are distinct from those used in quantitative designs. However, to be sure, qualitative designs are just as systematic as quantitative designs, but they emphasise gathering data on naturally occurring phenomena.

In addition, most of the data are in the form of words rather than numbers, and in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved of the phenomenon under investigation, which in this study is the perceptions of life orientation teachers on child sexual abuse. The research design selected for this qualitative study is a multiple case study.

“The research design allows for the development from the epistemological and ontological positions described in the preceding paragraphs of the plan for every aspect of the research, including how participants will be selected, how data will be collected and finally how data analysis will be done” Nieuwenhuis (2007, p.70).

Mouton and Marais (2010, p.5) define the qualitative approach as

“that approach in which the procedures are formalized and explicated in a not so strict manner, but in which the scope is less defined in nature and in which the researcher does his or her investigation in a more philosophical manner”.

In qualitative research, the human experience is studied within the natural setting human situations or interactions. Although qualitative research does not rely on predetermined and rigid procedures, it offers the researcher approaches with which to organise the research and to collect and to process or to interpret data.

According to Van Rensburg (2010), qualitative research has the following general characteristics:

- Human is the primary data-collection instrument in this type of research.
- The researcher relies on human as observer, rather than relying on measuring instruments as in quantitative research.

This study will embark on a qualitative research approach, using qualitative research methods, interviews will be conducted with Life Orientation teachers in primary schools at informal settlements in the Ekurhuleni East in Gauteng. In the next section the research, approach and paradigm are discussed.

3.3.2 Explorative research design

According to Babbie (2007, p. 15)

“explorative research is research conducted for a problem that has not been studied more clearly, intended to establish priorities, develop operational definitions and improve the final research design. In addition, exploratory research helps determine the best research design, data- collection method and selection of subjects”.

However, according to Russell (2013), exploratory research often relies on the following techniques:

- Secondary research- such as reviewing available literature and data.
- Informal qualitative approaches, such as discussions with consumers, employees, management or competitors.
- Formal qualitative research through in-depth interviews, focus groups, projective methods, case studies or pilot studies.

However, exploratory research is explained by Burns and Groove (2006:379) as “research conducted to gather new insights, discover new ideas and for increasing knowledge of a phenomenon”. According, to Bhattacharjee (2012, p.6) “research can be grouped into three main types depending on the purposes of the research; they are classified as exploratory, descriptive and explanatory”. For the purpose of this study, the exploratory research design was used. Furthermore, exploratory studies are a valuable means of finding out what is happening, in search of new insights, and illuminating the comprehension of a problem. In addition, exploratory research was carried out in this study to assess the nature of child sexual abuse as perceived by life orientation teachers.

3.3.3 Research approach

Devetak et al.(2010, p.82), state that “a methodological approach is the sum of values, convictions, and assumptions telling us the values, beliefs, convictions, assumptions and laws regarding the specific research. In this study the qualitative approach was employed”.

3.3.3.1 The Qualitative research approach

The qualitative approach is chosen for this study to provide a deep understanding of sexual abuse of learners in schools. Thus, this study employs a qualitative research approach to lead more efficiently to the most credible findings that adequately answer the research question and sub-questions.

Qualitative research is defined by Berg (2007, p.5) as “meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of phenomena. It is an exploratory approach which gathers data more in verbal and visual than in numeric form”. The aim of qualitative research according to King and Horrocks (2010, p.7) “is to capture aspects of the social world in numerous ways that do not rely on numbers as the unit of analysis”.

This study focuses on a small number of participants namely 9 Life Orientation teachers in order to provide in-depth, detailed information about perceptions of sexual abuse in schools. The qualitative approach allows for the identification of issues from the perspective of the research participants, as well as understanding the meanings and interpretations that they gave. The ideas emerging from this qualitative study represent the meaning given by participants and not the values, preconceptions or meanings held by the researcher. Then, the researcher conducted interviews with teachers to gather data about child sexual abuse of learners because according to Magwa and Magwa (2015) qualitative researchers study people in their natural settings in order to identify how their experiences and behaviours that are shaped by the contexts of their lives such as the social, economic, cultural and physical contexts.

Walker (2001, p.140) asserts that in qualitative research, “participants are met in their natural environment”. In this study, the opportunity was created for participants to be interviewed in their natural settings on issues such as the nature of child sexual abuse, factors contributing to the abuse, how learners are affected and how it can be curbed. The researcher entered the natural setting of the school environment in three schools to attempt to understand the participants’ perceptions of child sexual abuse and by meeting, the participants in their natural settings the researcher gained a deeper insight into their worldviews.

Through the qualitative approach, the researcher was continuously and actively involved in the research process. Lincoln and Guba (2010, p. 37) state, “the researcher and participants interact to influence one another, knower and known are inseparable”. Willig (2013, p. 8) posits the view that “all qualitative methodologies recognise that the researcher is in one way or the other, implicated in the research process”.

In addition, Burns and Grove (2005, p.29) share this view that “the qualitative approach is interactive and systematic. There is an intimate relationship between researcher and what is being studied”. Another strength of qualitative research is that social phenomena are viewed holistically

Chinyoka (2013). In this study, the qualitative approach provided a contextual understanding of the complex interrelationships between causes and consequences and the possible prevention of child sexual abuse.

Tichapondwa (2013, p. 109) asserts that the strength of qualitative research is that “the research framework and direction can be quickly revised as new information emerges. Some research questions could be refined as the researcher learnt what to ask and who to ask”.

3.4 The research paradigm

Creswell (2007, p.11) defines interpretivism as “a specific way and method of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants themselves”. The interpretative inquiry relies on audio-recorded interviews at the same time as investigating the phenomenon in -depth Gang (2013).

The aim of the interpretive descriptive approach is to acquire achieve, precise, distinct description and comprehension of a specific human experience. The researcher sought to generate knowledge that captures and reflects a phenomenon as truthfully as possible. In addition, with this in mind, this study aimed to describe in- depth and as accurately as possible the phenomenon of child sexual abuse as a negative human experience by children in schools.

“The purpose of a qualitative methodology, interpretative approach is to understand an experience from the participant’s point of view” (Leedy & Ormrod, 2008, p.102). “The interpretive approach places special emphasis on the individual’s views and personal experiences” (Denscombe, 2007, p.76)

In order to make conclusions about a given phenomenon, people have to observe that phenomenon. It is not always possible to observe the whole population and it is not necessary in qualitative interpretative research, because the goal is not generalisation, but in-depth description.

3.5 DATA COLLECTION

In this section the selection of participants, method and procedure for obtaining data are discussed.

3.5.1 Sampling

Sampling is the procedure of choosing “a subset of the population to participate in a research study” (Burns & Grove2007: p. 33; Chiromo (2009, p. 61). “Sampling is vital because time is of

the essence and finance, drive are in short supply “Saunders et al. (2008, p.204); Chiromo (2006, p.61).Denscombe (2007, p.157) also avers that “collecting data from fewer cases means information is more detailed and more accurate than studying an entire population because it affords researchers a lot more control over subjects”.

The researcher drew participants from a population of primary school life orientation teachers at Gauteng East in Gauteng. This was done in the expectation that the sample will generate adequate and relevant information to offer new insights into child sexual abuse.

Furthermore, this study adopted a non-probability sampling method. Oliver (2010:109) emphasises that “non-probability samples, typical of research within a qualitative perspective are usually much smaller than in quantitative research, but collected data are more detailed than in the case of probability samples”.

However, within non-probability sampling, the researcher selected a sample using purposive sampling. Oliver (2010, pp.109-110) defines purposive sampling as a sampling method in which the researcher identifies certain participants as being potentially able to provide significant data in the study”. With qualitative research, the emphasis is on the depth of evidence instead of the number of participants. Purposive sampling was more applicable for this study because it was possible to select participants who would provide rich, thick data to answer research questions and achieve the objectives of the study (Magwa &Magwa, 2015).

This study was conducted in 3 different school settings in informal settlements. Child sexual abuse can be caused by different factors and handled in different ways in these various settings. In addition, from each school three (3) teachers were selected who were Life Orientation teachers who were purposefully selected. The criteria for selecting Life Orientation teachers from the above-mentioned schools because it involved teaching Life Orientation and have been trained in that area. In addition, they have continuous contact with and knowledge of children who may be at risk. In the selection of teachers, the researcher considered gender balance so that views were from both males and females. Preference was given to teachers who had spent a year or more at a school as compared to those who had recently joined the education system.

3.5.1.1 Profile of participants

Key Stakeholders	Female	Male	Total
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Teachers	6	3	9

3.5.2 Sampling method

For ethical reasons, pseudonyms have been used protect the identity of institutions and individuals. The study focused on three primary schools at informal settlements, Payneville, Etwatwa and Daveyton, Gauteng East District in Gauteng. A brief description of each research site is provided below.

School 1

The school is situated in the informal settlement called Etwatwa, Gauteng East. The school began as a crèche in 1999 and was classified as a farm school. The school population are Africans. There are twenty qualified teachers, eight hundred and seventy learners. The majority of learners are from poor and destitute families relying on child social grants.

Most parents are domestic workers and single parents. The learners in the school rely on the feeding scheme. Learners' parents are mostly illiterate. Learners use scholar transport.

School 2

The school is situated in the township of Daveyton in the Gauteng Province. The school was opened in 2005 due to overcrowding of learners in school 1. The school was classified as a farm school. The school has twenty-five teachers, eight hundred and ninety-nine learners. Most learners are orphans and raised by single parents and grandparents. The learners in the school rely on the feeding scheme in the morning and during break. Learners' parents are predominantly illiterate.

School 3

The school is situated at Payneville in Springs in an informal settlement surrounded by bond houses and a squatter camp. The school was opened in 2012 because school 1 and 2 were overcrowded. The school does not have permanent building. The department placed containers

on the site, which are used as classrooms. The school does not have laboratory, library and administration office. The school has thirty-one teachers and nine hundred and thirty-four learners, and most classrooms are overcrowded. Most learners come from Everest and Gugulethu. Parents are unemployed and rely on social grants to feed their families. The school has nutrition programmes for learners.

3.6 Data collection method

Data collection is a vital part of any research because the conclusions and recommendations of a study are based on the outcomes of data analysis after collecting appropriate data. According to Cohen et al.(2011, p.289)“qualitative research is an approach that allows the researcher to examine people’s experiences in detail by using a specific set of research methods such as in-depth interviews, focus group discussions, observations and/or life histories”. These qualitative methods are particularly effective in obtaining data on the experiences and observations of individuals from their viewpoint (Nieuwenhuis2007). Burns and Grove (2003, p. 373) state that data collection is “a precise and systematic gathering of information relevant to the topic with its sub problems/questions, using various tools”. Qualitative interviewing was deemed the most appropriate method for data collection in this study.

3.6.1 In-depth Interviews

The most frequent method of data collection is the in-depth, face-to-face interview in qualitative research Bryman, (2012). Tuckman (2012, p.216) describes an interview as “a way of getting data about people by interviewing them and observing them”. Magwa and Magwa (2015, p.71) state that “an interview is a method where the research participants participate in the study and share their opinions and experiences”. An interview is a spoken communication which the participants share information with the researcher Hossain, (2011). The semi-structured interview as employed as data collection techniques.

Semi-Structured Interviews

Bryman (2012, p.470) states that:

A semi- structured interview usually consists of a series of questions that although presented in the general form of an interview protocol, may be asked and answered in any sequence, and may be augmented by additional probing or exploratory questions in order to collect comprehensive data.

The questions for semi-structured interview are also usually somewhat more general in their frames of reference than those used in, for example, in a structured interview (described below).

Both Bryman (2012) and Nieuwenhuis (2007) suggest that semi-structured interviews allows the researcher flexibility to ask for clarification and/or probe, which allows participants to elaborate and provide rich thick data. Finally, Gay et.al. (2014, p.338) suggest that “semi-structured interviews are ideal for gathering data on the experiences of participants”, another trait of this type of interview that makes it ideal for the study on child sexual abuse in primary schools.

Semi-structured interviews were employed in this study to provide the opportunity for the participants’ perceptions about child sexual abuse in schools to be verbalised.

Semi-structured interviews are used when more useful information can be obtained from more focused yet conversational two-way communication with participants. While preparing for such interviews only topics and sub-topics are identified as probes rather than specific questions. Specific questions would emerge as a matter of course during the exploration of these topics and sub-topics (Gay et. al., 2014, p.112).

This gives the interviewer more freedom to explore issues as a matter of course rather than pre-empting the issues. The order and exact wording can be changed depending on the direction of the interview. Turner (2010, p.756) points out “the open-ended questions allow the participants to fully express their viewpoints and experiences”. (See Annexure H).

3.7 Data collection procedures

Permission was obtained from the UNISA Ethics Review and Clearance Committee and the Gauteng Department of Educational through official correspondence with a clear explanation of the study (Annexure B, Annexure C, Annexure D, Annexure E, Annexure J). After permission was granted, nine participants were selected to participate in the research. They were approached individually to establish their willingness to participate in the research. A preliminary meeting as alluded to by Englander (2012) gave the researcher the opportunity to establish trust with the participants, review ethical considerations and complete informed consent forms.

The researcher held a preliminary meeting at each of the three schools a week prior to the actual interviews. All participants were informed of the purpose of the study, their role and what would be done with the information gathered from them. In addition, participants were informed that they could withdraw from participating without penalty.

A digital recorder would be used with participants’ consent to record the interviews. Participants were given the opportunity to ask any questions regarding the process and these questions were addressed. Then, teachers read and signed the informed consent forms (Annexure F & G). The

next step was to set up appointments with all participants for the semi-structured qualitative interviews.

Khan (2008, p.141) recommends that “an interview schedule is of assistance when conducting interviews consequently”, an interview schedule was used. (See Annexure H) The interviewer had familiarised himself with the interview schedule, so that the process appeared more natural, and less rehearsed (Ary et al., 2010).

The researcher established a warm but formal rapport by shaking hands and thanking participants for giving their time to be interviewed. Thereafter, the research topic would be reiterated. Furthermore, Gill et al. (2009, p.291) “listening attentively without unnecessary interruptions when participants are expressing their views is one of the important skills needed by the researcher during interviewing”. During the interviews, the interviewer encouraged responses with occasional nods of the head, smiling, and by looking interested. The interviewer as recommended by Turner (2010) remained as neutral as possible by not showing any strong reactions to responses made by participants.

The interviews were held in Payneville Primary School- staffroom. They were interviewed according to profession in the following time sequence: the group of nine (9) Life Orientation teachers were interviewed. Interviews were conducted on one day and the length of the interviews ranged in time from 60 to 90 minutes. Prior to the interviews, the participants were reminded of the purpose of the study and that the data would be handled confidentially for research purposes.

The interviews were centered on the following areas: (a) perceptions about causes of CSA, (b) the nature of child sexual abuse, (c) contributing factors of child sexual abuse and (d) the effects of child sexual abuse on learners, and (e) the prevention of child sexual abuse in primary schools. However, before data is collected, the researcher spent considerable time attempting to bracket out his experiences related to the phenomenon. If the researcher is able to investigate his own experiences with the phenomenon, he or she will be better equipped to push those thoughts, feelings aside when interviewing, and interpreting data Moustakas (2009).

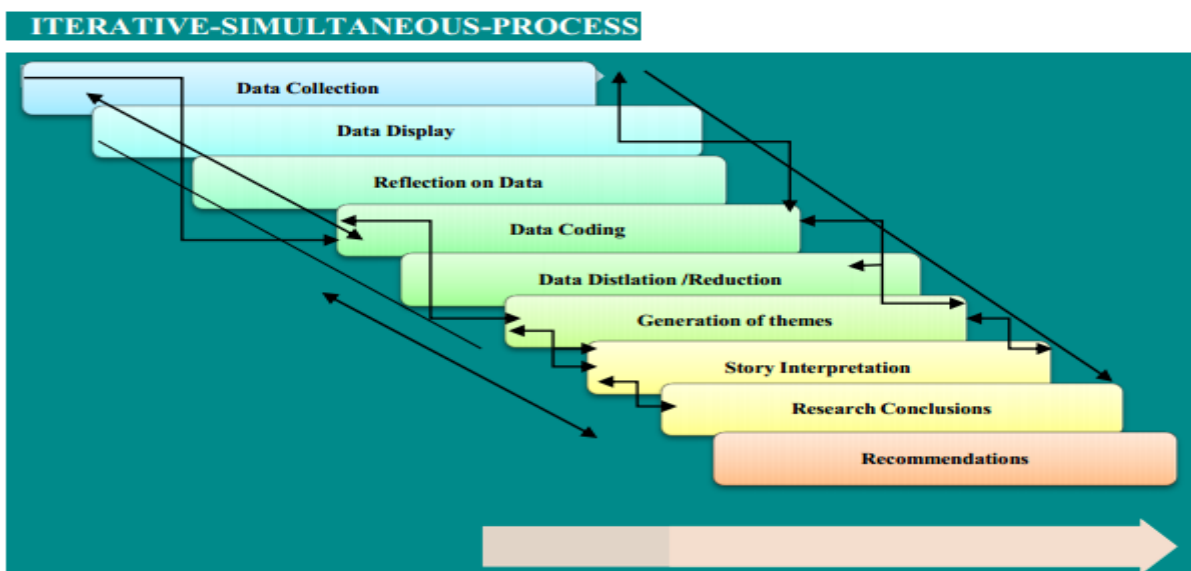
Data for this interpretative study was collected via in-depth interviewing as recommended by Creswell (2007), Marshall, and Rossman (2011). Interviews were audio recorded. The audio data was stored on a hard drive that was password protected. The audio files were transcribed into

Microsoft Word documents by the researcher. Then, transcriptions were reviewed again for accuracy many times before beginning the analysis.

3.8 DATA ANALYSIS AND PRESENTATION

Cohen, Delport and Roestenburg (2011, p.537) define data analysis as the process of “organizing, accounting for and explaining the data”. McMillan and Schumacher (2014, p.395) add that this process “is primarily an inductive process that involves sorting the data into categories so that themes, patterns, trends that emerge and the relationships between categories can be identified and studied”. Even though there is no one, perfect or correct way of analysing qualitative data Cohen et.al. (2011, p.537) claim, “the integrity of the process of data analysis selected for a given study is vital and must be seen to ensure and protect the credibility and trustworthiness of the study”. Cohen et al. (2011, p.537) state that “the process and procedures selected by the researcher should be fit for purpose, in other words it must suit the nature, purpose and design of the study in question”.

This study is qualitative in nature and the narrative data come from interview transcripts (Cohen et al., 2011). The researcher read the transcripts and sought what emerged directly from the transcripts. Data were analysed using Tesch’s model of data analysis. Data analysis includes steps such “as data collection, displaying it, reflecting on it, coding and distilling it into themes, sorting data into categories, formatting it into a coherent story” de Vos et. al. (2012, p.343).Based on the Tesch’s model, before data can be used for research purposes, it needs to be collected, processed and filed in a way that makes it easy to analyse.



3.8.1 Tesch's interactive data analysis model (Adapted from Ganga, 2013:114)

Preparation of the data is the first stage in the process of analysing qualitative data (Denscombe, 2007). With this insight, the researcher made back-up copies of original materials as well as of recordings to secure it in the event of loss or corruption of the data.

After organising and preparing the data in a suitable fashion the next stage was to become thoroughly familiar with the data. Good analysis depends on understanding the data (Denscombe, 2007). The first step towards being able to use interview data, was transcribing the interviews (Leavy, 2011).

The researcher read each written transcript several times while listening to the corresponding audio tape to ensure accuracy and then proceeded to read each transcript to become familiar with the data without coding. After becoming familiar with the written text, the process of interpreting the data began. Interpreting data involves coding data, categorising data by identifying themes and lastly developing general conclusions (Ahing, 2010).

In labelling audio recordings, rather than labelling the recordings with names of the interviewees and schools, these were identified with separate codes. The actual codes appearing on raw data sheets and in the written text were confidential (Ahing, 2010).

Coding is one of the most common ways of handling qualitative data (Miller & Daly, 2015). The data was arranged into sections of repetitive ideas across each of the different transcripts of each of the participants and the information was then grouped together with specific codes (Ganga, 2013). Labels were assigned to the raw data and each piece of raw material was identified with a unique serial number and initial (Denscombe, 2007). Thereafter anything in the transcripts that help understand the participants' views as they related to the topic were highlighted indifferent coloured highlighter pens.

Descriptive codes were used next to the quotes and transcripts were read carefully and re-read throughout the process of coding and descriptive codes that seem to share common meaning were grouped together (Miller & Daly, 2015). Each theme was given a title with the intention of establishing the perceptions of life orientation teachers regarding child sexual abuse in primary schools.

Concepts were developed and some generalised statements were arrived at and conclusions based on the relationships, patterns and themes identified in the data emerged (Oliver, 2010). The final step involved the communication of the findings (Lincoln & Guba, 2013). The researcher reviewed the analysis in the light of other explanations of similar data by comparing the new generalised conclusions with alternative theories in literature.

3.9 Ethical considerations

Oliver (2010) states that in all research involving the collection of data from human beings, there are fundamental moral requirements to treat those people in accordance with standards and values, which affirm their humanity. Ethics has become the foundation for conducting effective and meaningful research. Researchers need to ensure that research is conducted in an ethical manner. According to Cohen et.al. (2011, p, 213) ethics is defined as “a set of moral principles which is suggested by an individual or group, subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other research assistants and students” .Lincoln and Guba (2013) assert that research ethics demand that human beings should be treated with respect and should not be harmed in any way. All social research involves ethical issues. All participants in the study completed consent forms.

3.10 Conclusion

The research approach in this study is qualitative in nature and is used to achieve the aim of this study, which was to explore perceptions of Life Orientation teachers on child sexual abuse of learners in primary schools. The interpretative paradigm is used to attain in depth information about the phenomenon under study. Semi-structured interviews were conducted with 9 participants who were selected purposively. Tesch’s data analysis method was used to analyse data. Moreover, Kruger (2012, p.109), points out that “this approach involves a systematic process of examining, selecting, categorising, synthesizing and interpreting the data to address the initial propositions of the study”.

The next chapter will focus on data presentation, interpretation and discussion of emerging themes that will lead the construction of the findings of this study.

Chapter Four

Data analysis and presentation

4.1 INTRODUCTION

The methodology discussed in the previous chapter provided the method for data gathering and was discussed in order to respond to the main research question of the topic: “What are the perceptions of Life Orientation teachers on child sexual abuse”? In addition, chapter three provided information on how the interpretative study was conducted in Gauteng East at the primary schools in then Gauteng East District in the Gauteng Province.

To reiterate, this study explores the perceptions of Life Orientation teachers concerning child sexual abuse in primary schools. Data was collected from 9 participants, from each school there were two female Life Orientation teachers and one male Life Orientation teacher.

4.2 DATA ANALYSIS

Even though there is no one perfect or correct way of analysing qualitative data “the integrity of the process of data analysis selected for a given study is vital and must be seen to ensure and protect the credibility and trustworthiness of the study” Nieuwehuis (2007, p.113); Creswell (2007, p.221). Cohen et al. (2011, p.537) suggest that “the method that the researcher chooses should suit the purpose of the research in other words it must suit the nature, purpose and objective of the investigation”.

Holloway and Wheeler (2002, p.235) assert that “qualitative data comes in various forms such as fieldwork notes, interview transcripts and texts and is problematic to analyse systematically and meaningfully way”. In addition, it is not possible to use all data. Consequently, by analysing data it is possible to, brings categorise and comprehend of the topic being investigated. When data is analysed, it is broken down into “manageable themes, patterns, trends and relationships” Mouton (2002:108). Denscombe (2007, p.307) adds that, “Qualitative data analysis is the process of bringing order, structure and interpretation to the mass of collected data”. Moreover, preparation of the data is the first stage in the process of analysing qualitative data.

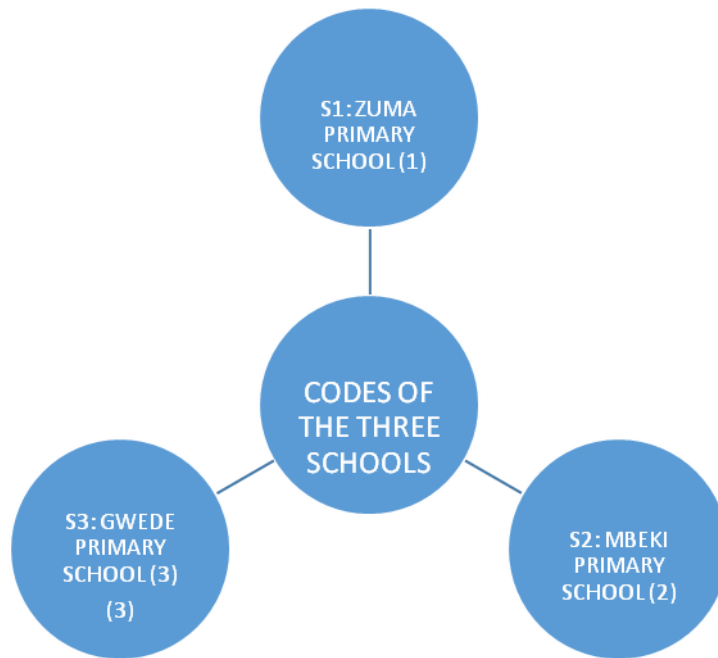


Figure 4.2.1 highlights the codes of the 3 schools used in the study

ZUMA PRIMARY SCHOOL

School 1- Zuma Primary School

The school is situated in the informal settlement called Etwatwa, Gauteng East. The school started as a crèche in 1999. The school is classified as a farm school. The school population are Africans. The school has twenty qualified teachers, eight hundred and seventy learners and most coming from poor and destitute families relying on child grant.

In a country in which human rights feature prominently in our discourse about who we are, as well as in the South African constitutional and legal framework, so many wrongs continue to be perpetrated against children (Richter, 2008). One category of wrongs is abuse, but it is not the only one (Richter, 2008). Poverty, patriarchy and gender violence, as well as the socialised obedience, dependency and silence of women and children, create conditions in which abuse can occur, often with few consequences (Richter, 2008). South Africa has extremely high rates of both physical and sexual abuse of children.

In the area in which the school is situated most parents are unemployed. There are individuals who are involved in illegal mining and are giving learners money in exchange for sex. A grade four girl, Nomsa, (Nom de plume), aged 10, was sexually abused by a foreigner, Castro, (Nom de plume) and the mother, Reginah, (Nom de plume) protected the perpetrator because he was providing food for the family. The mother was in love with the foreigner, Castro, the perpetrator. Reginah's, mother owns an RDP house in the area and there are seven foreigners renting a shack in her yard. The mother was not working getting social grants for her two children. The matter was reported by a neighbour to the school. The teacher Ms. Mabuza, (Nom de plume) confirmed that Nomsa was always reserved in class and sleeping during lessons. Nomsa, the learner had stopped playing with other learners during break and times she cried. When the teacher inquired about her well-being, she refused to talk. Then, the matter was referred to SBST by the teacher, Ms. Mabuza. The School Based Support Team (SBST) reported the matter to the social workers, Ms. Kgomo, (pseudonym) who then informed the police. The perpetrator was apprehended and later the case was withdrawn due to lack of evidence.

The participants indicated that a learner whose parent indulges in substance abuse, led her to be sexually abused by a step-parent. Child sexual abuse has negative impact in learners in terms of stress. However, the girl, Nomsa that was abused by a foreigner developed emotional distress hence she was referred to social workers for assistance. The learner was subsequently referred to a psychologist, Mrs. Steenkamp, (pseudonym) and Nomsa attends counselling every fortnight at West East hospital. One participant indicated that the learner was affected academically in a sense that she was no longer participates in class, she was always quiet and reserved.

In addition, sexual abuse against learners has been prevalent for a while in this country and elsewhere in the world have been clamouring for society to sit up and listen. Again, with the advent of democracy in this country and the new constitution that established the rights of everyone to "equal protection and benefit of the law" the conditions of acknowledging have changed and dealing with the abuse of learners was now possible. It is unlikely to be eradicated but a beginning must be made. Then, one participant said, the mood of the country was certainly ready for the change and it was this new mind-set that will help the Department of Education both at national level and in the province.

MBEKI PRIMARY SCHOOL

School 2- Mbeki Primary School

“Child sexual abuse has been frequently happening in South African schools as it has been in the broader society (Goldman and Padayachi, 2018). South African schools have been haven of criminal activities and they can be rendered unsafe for both teachers and learners let alone the girl child in that context (Goldman and Padayachi, 2018). It becomes unspeakable of what is happening in this place which by virtue are supposed to be safe and render learning environment (DoE, 2006). In addition, majority of our schools as compared to other countries experience several challenges raging from violent behavior that includes substance abuse, sexual abuse, verbal abuse and a host of other antisocial behaviours. This makes schools an unsafe place for some of our learners, stifling many of their dreams and reducing the school experience for these learners to a battle for survival rather than academic achievement”.<https://www.gov.za/documents/sexual-abuse-schools-submission-departmenteducation-task-group-sexual-abuse-schools#>

The participant informed the group that in their school, a grade three learner, Busisiwe (Nom de plume), aged 9, was sexually abused by her stepfather, Petros (Nom de plume). Patricia, the mother was unemployed and getting social grant for her child. The mother lives in a one room shack with her child and stepfather. The child, Busisiwe sleeps on the floor. Patricia (pseudonym), the mother of the child was very ill and bedridden and the stepfather started sexually abusing the learner. The mother succumbed to illness and the child was left to stay with the stepfather with the understanding that he would raise the girl since the biological father is unknown. Ms. Ngwenya (Nom de plume), the class teacher noticed strange behavior from the child because the learner was an extrovert and her behaviour had changed. The educator reported the matter to her HOD, Mrs. Nkosi (Nom de plume) in the school. The HOD talked to the learner and discovered that the learner has been sexually abused by the stepfather for the past nine months and it was before the death of her mother. The school informed the social worker, Ms. Dlamini, (Nom de plume) who works with the school and the child was taken to a

house of safety without the knowledge of the stepfather. The late mother's sibling, Dudu (not her real name) told the social worker that she suspected the stepfather to be sexually abusing the child, but her sister would insult her when she mentioned it. The stepfather was apprehended and sentenced to life because there was full evidence from the doctor that the child was repeatedly sexually abused by the perpetrator. The child was taken by the social department and later to her mother's sibling.

The school together with the SBST was more concerned particularly about the long-term effects on learners who are victims of sexual abuse by people they trust. Their self-esteem plummets, their school performance is affected, and some drop out of school and for many, their social and personal development is affected. These learners very often fail to fulfil their ambitions, and this is a problem with the overwhelming majority of girls who have been sexually abused.

“Although reliable data on the extent of sexual abuse in schools is difficult to find, there was compelling evidence to indicate that both the nature and levels of sexual abuse require immediate and urgent action from both teachers and the authorities concerned. While there is no way in which whether there is an increase in the phenomenon or not could be measured, what is clearly on the increase is the recognition that our country now has laws in place, which serve to protect the rights and dignity of children. These mechanisms that in turn create the space for the victims of sexual abuse to report these matters to the relevant authorities both within the school and outside of the school”. <https://www.gov.za/documents/sexual-abuse-schools-submission-departmenteducation-task-group-sexual-abuse-schools#>

It is obvious that sexual abuse takes various forms and is perpetrated by learners, teachers and scholar patrollers in schools. It ranges from sexual harassment, touching and verbal degradation to rape and other forms of sexual violence. This sexual abuse takes place in empty classrooms and in school toilets. And while all learners may be victims to sexual abuse, girls' disabled learners are particularly vulnerable.

Another area that needs to be focused on will be to work to increase reporting by both the public and by victims. The protection of our learners is a primary responsibility for all. It is time to move from anger to action.

- GWEDE PRIMARY SCHOOL

School 3- Gwede Primary School

In many South African schools, educators and scholar patrollers have sexually abused the learners in their care and this serious human rights violation is widespread and well known (Coetzee, 2018). However, the prevalence of its actual incidence is difficult to determine as many cases of educator or scholar patroller-learner abuse are never reported. Such abuse – which occur with frequency not only in South Africa but also worldwide has devastating consequences for the health and education of the learners, mainly girls, who experience it. Over the past decade, South Africa has adopted important laws and policies to address this grave human rights problem, yet sexual abuse persists in South African schools with disquieting regularity.

Although sexual abuse by learners against learners is also prevalent in South Africa, the report focuses on abuse by educators, scholar patrollers, stepparents, family, friends and community members for several reasons. First, such abuse represents a devastating exploitation of trust and dependency inherent in the pedagogical relationship. There is also a clear inconsistency between the detailed regulatory framework governing the prevention of and responses to educators, scholar patrollers, stepparents, family, friends and community members' abuse and its dysfunctional. Finally, an educator's, scholar patroller's, family members is in loco parentis role creates a particular legal and moral duty of care, in which all educators, scholar patrollers, stepparents, family, friends and community members without exception, must act as a parent or a guardian would towards learners.

In this school, a scholar patroller, James ((Nom de plume) sexually abused a grade seven learner, Slindo (Nom de plume), aged 14 years old in the toilet after school. The scholar patroller is a friend of the girl's mother. The perpetrator phoned the mother of the girl requesting cell phone charger and the mother sent the child to give the charger to the scholar patroller. The learner reported the incident after two weeks to her mother. A case of sexual abuse was opened, and the perpetrator arrested and the case was withdrawn since the scholar patroller

was known in the area. The case was reopened by the social worker and the man was arrested and sentenced to eighteen years in prison.

Another case in this school, Lungile (Nom de plume) has been living with her grandmother, who works as a voluntarily food handler (VFH) in the school, since her mother died of HIV in 2004. Two years ago, she was playing outside her home with her friend from school. A neighbour called her and her friend into his house, saying that he had sweets for them. He gave the friend some money and sent him to buy cool drinks. “Then”, he said to Lungile, “he locked the door and told me to lie on the bed ...” After he had sexually abused her, the man gave Lungile R10. She was too scared to tell her grandmother for three days. The perpetrator was arrested, but the case was dismissed in the preliminary trial; the magistrate ruled that, there was not enough evidence for the case the man was 63 and Lungile was 11.

“The age between early childhood and adolescence is one of rapid development and social change. Children’s worlds expand, from a context of primarily home and family, to new experiences in school and the community. These changes and opportunities also bring additional risks of sexual abuse”.

<https://ci.org.za/depts./ci/pubs/pdf/general/gauge2014/ChildGauge2014primaryschoolchildren.pdf>

“Sexual abuse has long-term and intergenerational negative effects. It is essential to intervene early to prevent sexual abuse and to provide treatment to mitigate the severity of its impacts”.

<https://ci.org.za/depts./ci/pubs/pdf/general/gauge2014/ChildGauge2014primaryschoolchildren.pdf>

Sexual abuse against learners causes multiple, severe adverse effects. At the most extreme are cases of murder, and HIV infection. For survivors of child sexual abuse, there is conclusive evidence of immediate and lifetime impacts on physical and mental health, brain functioning, life expectancy, employment and sexual health. It is difficult to get accurate information about rates of child sexual abuse especially for this age group. Children are supposed to attend primary school from the year they turn six (in grade R) until they turn 14 in grade 7. However, around 40% of primary school children experience grade delay and a third repeating at least one grade. Many children in primary schools – particularly in low-income areas – are aged up to 16.

According to Vettel et al. (2018, p.7) “in a study in the Eastern Cape, 39% of women and 17% of men reported experiencing sexual abuse before the age of 12 years. In another study, 14% of undergraduate psychology students reported sexual abuse with genital contact, and 9% reported forced sex”. “In a nationally- representative sample of South African women, 1.6% reported forced sex before age 10 years. In a study of 6,000 children aged 10 – 16 years old in Mpumalanga, KwaZulu-Natal and the Western Cape, rates of sexual abuse (genital contact or rape) were 3.6%. It is important to remember that all kinds of sexual abuse are under-reported, and that adult recall of childhood abuse may not always be reliable” Vettel et al. (2018, p.7). “Very few studies investigate who the perpetrators of sexual abuse are, but it is clear that children are most at risk from someone known to them. There is a high prevalence of child- on- child sexual abuse amongst primary school children, on both male and female children by both sexes. In a study of 3,400 10 – 17-year-olds, most perpetrators of sexual abuse were peers (42%) or relatives (17%)” Vettel et al. (2018, p.7).

There is increasing evidence that child sexual abuse is not caused by a single risk factor. Often, risk factors are interlinked and causally affect each other, increasing vulnerability to sexual victimisation. Studies show close associations between family AIDS, extreme poverty, stigmatisation and exposure to community violence, which combined and interacted with each other to increase the chances of a child being abused Adusei, (2009:11). A new review of risks for sexual abuse in Africa found a range of risks at the family level, including large families, single parents and step-parents; exposure to domestic violence; poor parental mental health; poor parenting; and parental drug and alcohol abuse Adusei, (2009:11).

International research has shown that perpetrators often target those children who are least protected, for example where parents are deceased, caregivers are unavailable, and families are isolated. These family-level risks can also interact with vulnerabilities at the level of the individual child. For example, children with disabilities or learning difficulties are less likely to be able to articulate or be believed when reporting abuse. Reporting suggests that girls are at higher risk of sexual abuse, although very little is known about rates or perpetrators of sexual abuse amongst boys. Children who use drugs or alcohol are also at higher risk of abuse. Perpetrators of abuse may also take advantage of community- level factors such as the socialisation of children to respect and obey adults, and conditions relating to poverty, such as overcrowding in the home.

The focus of Life Orientation and Life Skills teachers is to develop learners' skills, knowledge, values and attitudes that are essential for effective and responsible participation in a democratic society, therefore, learners should be able to learn and analyse different kinds of relationships that exist between sexes and evaluate these relationships.

4.3 Teachers' individual interview codes and their explanations

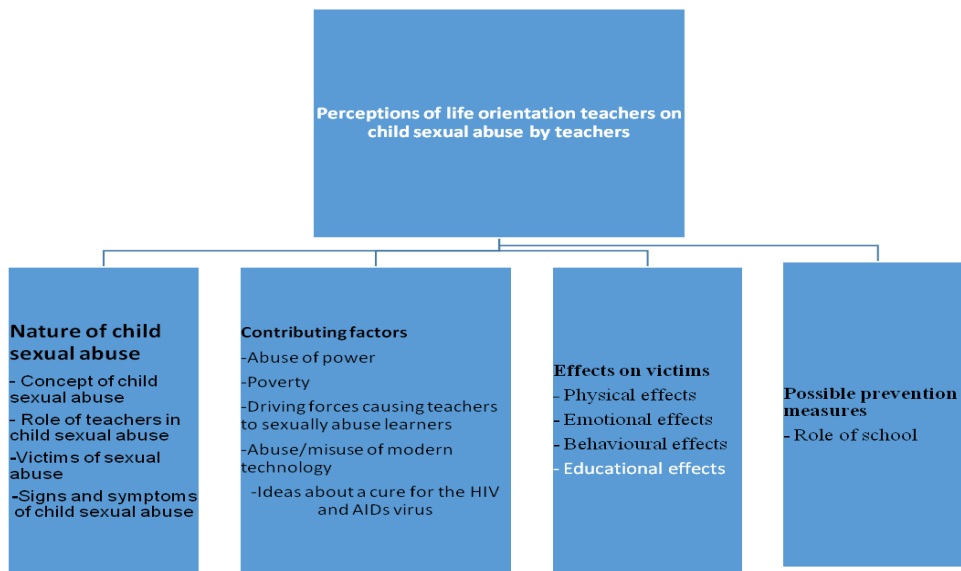
Below are the codes that emerged from the Life Orientation teachers' interviews given in Tables 4.2.1 and 4.3

Codes	Explanation
T 1 FE	Female, BATHABILE, Etwatwa
T 2 FE	Female, NOMVULA, Etwatwa
T 3 ME	Male, JULIUS, Etwatwa
T 4 FD	Female, NALEDI ,Daveyton
T 5 FD	Female, THOKO, Daveyton
T 6 FM	Male, MELUSI ,Daveyton
T 7 FP	Female, LINDIWE, Payneville
T 8 FP	Female, FAITH, Payneville
T 9 MP	Male, PULE, Payneville

Data analysis is performed inductively to allow the researcher to build knowledge from the participants as is aimed at getting rich information from the participants. A thematic

analysis of the interview transcripts was conducted manually. Descriptive codes that shared a common meaning were placed into categories decided upon up front namely the nature, contributing factors, effects and prevention of child sexual abuse as highlighted in Figure 4.4.

4.4 Themes that emerged from the interviews



From each theme there were sub-themes that guided the researcher to understand the perceptions of Life Orientation teachers regarding child sexual abuse.

4.4.1 THEME 1: THE NATURE OF CHILD SEXUAL ABUSE

In exploring perceptions of Life Orientation teachers on their understanding of the nature of child sexual abuse, the following sub-themes were yielded namely:

- An understanding of child sexual abuse
- Role of teachers in child sexual abuse
- The victims of sexual abuse in the school situation
- Indicators that a learner has been sexually abused

4.4.1.1 The concept of child sexual abuse

All participants were probed to give their understanding of child sexual abuse.

The Interviewer asked: What is CSA

On the theme of the nature of child sexual abuse, there were diverse answers to the question,

Participant T1-Bathabile: stated, CSA is any infringement of rights of child in a sexual manner by someone who should be responsible for the welfare of that child. A child is forced into sexual acts that he or she does not like or understand by an adult simply to gratify the adult's sexual desires.

T9 Pule: added CSA involves sexual activities like kissing, fondling private parts, rape, showing pornographic material, sexual gestures, verbal sexual comments, unwelcome cell phone messages and WhatsApp. These types of sexual activities can be categorised into those involving actual contact with the bodies of the abuser and abused such as kissing, touching breasts, actual sexual intercourse.

It is obvious from the above responses that the life orientation teachers clearly showed a basic understanding of the concept, although they differ in maturity when grasping the concept when.

T8 Faith answers: CSA was said to be an abuse of a sexual nature between a child and an adult.

Responses from Life Orientation teachers T2 Nomvula, T3 Melusi, T5 Thoko, T6 Julius and T7 Lindiwe: show a more mature grasp of the concept that child sexual abuse involves engagement in sexual activities between an adult and a child, without the child's consent. The literature in Chapter Two confirms these teachers' understanding of child sexual abuse.

T4 Naledi: My understanding of child sexual abuse is that it is the unlawful sexual contact between an adult and a child. In the school situation, it involves a teacher and learner of opposite or of same sex engaging in sexual activities.

Interviewer: Can you please elaborate on unlawful contact?

T1 Bathabile: Well, sexual contact is unlawful when a child is involved in sexual activities without her or his consent. The adult is using a minor to gratify his or her sexual needs.

de Wet and Oosthuizen (2009, pp.7-8) sexual abuse in schools is defined as any unwanted and unwelcome sexual activities by a child from an adult. The sexual activities are humiliating and they create an intimidating environment and are intended to induce submission by actual or

threatened adverse consequences. Having defined child sexual abuse as the ill treatment of a child below 16 years of age in a sexual manner by an older person and the above definitions given by the two teachers is very close to the above definition.

Interviewer: Give examples of types of child sexual abuse that you know of.

Teachers' viewpoints include the following according to participant T8 Faith:

There is abuse, which involves the abuser physically getting in contact with the victim's body for example kissing, fondling breasts, or having actual sexual intercourse.

There was consensus from all participants T1-Bathabile, T2-Nomvula, T3-Melusi, T4-Naledi, T5-Thoko, T6-Julius and T9-Pule: stated that victims of child sexual abuse experience both contact and non-contact forms of sexual abuse. Responses from informal settlement schools' participants claimed that they have adequate knowledge of what constitutes child sexual abuse.

There appears to be enough evidence that teachers have a common understanding that sexual abuse involves the unwanted and illegal touching and exposure of children by older persons involving sexual gestures as per the definitions presented in the literature review.

4.4.1.2 Teachers as child sexual abusers

There is a general feeling from participants that teachers should be role models to learners, they are respected personages responsible for the transmission of positive values and norms to their learners. However, despite such values and the importance attached to them and the teaching profession, there is often professional misconduct and a lack of integrity amongst teachers especially where sexual abuse is concerned.

Interviewer: Based on your knowledge, who are the frequent or known perpetrators of child sexual abuse?

According to the perceptions of most of the participants T2-Nomvula, T5-Thoko, T6-Julius, T7-Lindiwe and T9-Pule: teachers were named as possible child sexual abusers in the school situation.

T1-Bathabile and T4- Naledi: parents, step-parents, family, friends, teachers and community members are major culprits in sexually abusing learners. Some scholar patroller, parents, step-parents, family, friends, teachers and community members give gifts, some send girls to their houses so that they will sexually abuse them.

Similarities in responses as to who sexually abuses learners in schools were noted among all participants.

T9-Pule: had this to say: In schools, scholar patrollers and teachers who sexually abuse, maybe this is because they are taking advantage of their power over learners can sexually abuse learners.

T3-Melusi: also pointed out those possible abusers in the school as highlighted in the following excerpt by participant.

T2-Nomvula: Everybody in the school is a potential sexual abuser. Learners themselves can sexually abuse one another but scholar patrollers and teachers mostly sexually abuse learners.

These viewpoints match a study on sexual abuse of school girls carried out in Kenya at one school where out of 16 participants, 10 girls reported that they had been asked by a teacher to have sex, 5 reported that they knew of a girl in their class who was having sex with a teacher, and 3 knew of a girl who had become pregnant by a teacher (Fontes & Plummer, 2010, p.500). This behaviour is unacceptable and the Department and authorities should act on cases like this in South Africa (Fontes & Plummer, 2010, p.500).

Participants were asked to state who among male and female teachers more often sexually abuse learners according to their perceptions. Mixed responses were given with some participants saying both and others saying males only. A few participants did not view women as abusers.

This is evident in the following statement by T8-Faith: I only know of males who sexually abuse. I have never heard of female teachers who commit such crimes. Women are kind people and would not like to hurt learners by sexually abusing them. There is overwhelming evidence that teachers, especially males, are perpetrators of sexually abusing their learners at school.

4.4.1.3 Victims of sexual abuse

Most of the participants reported that girls are the main victims of child sexual abuse in schools compared to boys. The following accounts from Life Orientation teachers illustrate the views of many of the participants on the issue:

T6-Julius: Girls are sexually abused more than boys because they are more vulnerable than boys. Also, by nature, they are sexually attractive since they will have reached puberty.

T1-Bathabile: Considering our male dominated society, it is a danger to be a girl. Girls are more likely than boys to be at a higher risk of experiencing sexual abuse.

4.4.1.4 Signs and symptoms of child sexual abuse

According to Korn (2004) teachers need to recognise signs and symptoms of sexual abuse so as to be able to properly handle situations involving suspected abuse. Responding to the question on how one can tell that a child has been sexually abused, participants mentioned many signs and symptoms of child sexual abuse.

T5-Thoko: pointed out that,

These children are excessively shy avoiding eye contact, the performance in class declines and others may report the abuse.

Another teacher T7-Lindiwe: expressed her viewpoint of signs of sexual abuse as follows

In most cases if a learner has been sexually abused, he/she is withdrawn, performance in class declines, walks in a weird way, and is sad most of the time.

One of the Life Orientation teachers T1-Bathabile: categorised the various signs and symptoms into four main categories namely: emotional, physical, behavioural and educational. She (T1-Bathabile): indicated that: These can be physical such as pregnancy, sexually transmitted diseases, emotional such as depression, and guilt, behavioural like being withdrawn, aggression, and absenteeism. There are also academic indicators such as drop in grades, and lack of concentration.

Mlyakado and Neema (2014, p.283) found that “schoolgirls’ pregnancy is the salient indicator of sexual activity in schools. The above authors also established that inappropriate sexual behaviour, depression, and decline in school performance are for instance indicators of sexual abuse among primary school learners”.

From the above responses one may deduce that most participants have more than a basic knowledge of what child sexual abuse is, who are the most obvious perpetrators in schools, as well as the signs and symptoms of child sexual abuse, but this knowledge is insufficient to safeguard learners from all manner of sexual abuse. More knowledge and training are necessary.

4.5. THEME 2: CONTRIBUTING FACTORS TO CHILD SEXUAL ABUSE

All participants were asked:

Interviewer: In your opinion what are some of the reasons that lead teachers to sexually abuse learners?

A wide range of responses as to why child sexual abuse occurs was received. What emerged from the participants' responses are as follows:

T5-Thoko: stated "abuse of power", T8-Faith: poverty, T1-Bathabile and T4-Naledi: the abuse of modern technology, T9-Pule and T3-Melusi: ideas about a cure for HIV and AIDs.

4.5.1 Abuse of power

Participant T5-Thoko: stressed that the abuse of authority and positions of trust by people in authority with whom the child interacts on a regular basis. Learners are in a position of unequal power in their relationship with teachers. The perpetrators can abuse their position of authority and trust by sexually abusing learners and learners would be afraid to report the deed for fear of being ostracised by the teacher. Participants in this research spoke openly about this misuse of power positions.

One of the teachers T2-Nomvula said: scholar patrollers, teachers, parents, and step-parents, family have ascribed authority. Their relationships with learners are based on relationships of superiority. They use their power as a weapon to lure learners who because of their socialisation are taught to obey. In such a case the learners will comply with whatever the, scholar patrollers, teachers, parents, step-parents, family demands. They are easily targeted since they are socialised to obey adults".

According to Richter et al. (2007, p.62) "cultural scripts regarding respect and obedience to elders make it probable that children will not speak up against elders. Under such circumstances, the perpetrator is encouraged to continue to sexually abuse children, because of his/her position of power. Even learners were upset when they told of how, scholar patrollers, teachers and family use their positions of power to sexually abuse them".

Participant T6-Julius shared this view:

Some teachers fail to control their lust and just lure students whom they know that because of their lower positions that is, of being students will comply with the sexual advances. It also emerged from the majority of participants that teachers use their authority to create one-on-one situations with learners in the guise of trying to help the learners with or getting a task done with the aim of sexually abusing them in the end.

Participant T3-Melusi added that: When teachers ask learners to come to their offices to help them with some extra lessons and in the end seduce the learners into sexual activities, they are abusing their power over these students.

Virtually all-sexual abuse of learners take place behind closed doors, in private settings in a one-on-one interaction between a teacher and a learner. Hobson (2012, p.8) asserts “a teacher may take a learner into a storeroom attached to the classroom and engage the learner in sexual intercourse. Due to their power over learners, teachers create one-on-one situations with learners to sexually abuse them”. Learners have not learned to say ‘no’, because of their cultural upbringing of respect for all people older or with authority.

4.5.2 Poverty

This study identified poverty as one of the factors contributing to the depravity associated with child sexual abuse in schools. Sweeney et al. (2013, p.89) points out that “because of a lack of finance, many learners elect to use their bodies as a service for financial reward. An overwhelming majority of participants indicated that poor girls were more likely to engage in sexual activities and were of the opinion that due to poverty, learners may ask for money for sexual favour”.

“Poverty is a key reason why poor learners engage in transactional sex” (Shefer, Clowes & Vergnani, 2012, p.: 445). Babatunde and Ake (2015) maintain that young women is who use sex as business deal is emphasised and encouraged by financial gain.

T8-Faith indicates that in her experience girls, especially from a poor background engage in sexual relationships so that they will have money to afford such things like trip money, and pocket money. The situation forces them to engage in sex to get what they want.

Teachers abuse the poverty of some learners’ by sexually abusing them in the process of taking care of their needs. T1-Bathabile stated that: Teachers sometimes take advantage of children who are in dire need of financial assistance. They prey on such learners giving them money in exchange for sexual access.

The issue of poverty as a leading cause of sexual abuse among learners was also noted by T3-Melusi.

The following comment from T4-Naledi who highlights the fact that: The Sexual abuse of learners is strongly factored by poverty. At school, poverty drives poor students mainly girls to engage in sexual relations with teachers in order to meet their basic economic needs such as food, pocket money and clothing.

The study found that teachers take advantage of poor vulnerable girls (learners) and ask for sexual favors in return for economic benefits. Some of these benefits come in the form of stationery and favour in class like exempting children from punishment (Chinyoka, 2013). The Liberian 2012 research survey into school-related gender- based violence carried out in the Bong, Montserrado, Grand Bassa and Grand Gedeh counties with 1858 students aged 10 to 20 years, also noted that some of the relationships between teachers and poor girls have the approval of parents who perceive them as a possible route to financial assistance for the household. One key informant in the study mentioned in the survey said, "The child may be sleeping with the teacher; the families are not proud, but they may see this as a good connection for the child or a good source of cash. If the family is proud it's because they think the teacher will marry their daughter" (Fontes & Plummer, 2010, p.536). Data yielded has clearly shown that due to economic hardships some teenagers initiate sexual contacts with teachers for material gain. Parents are often to blame, because they often do not discourage such behaviour.

4.5.3 Driving forces causing teachers to sexually abuse learners

One of the responses participants gave to the question why teachers sexually abuse learners had to do with the teachers' background. Participants mentioned that some driving forces related to the background of the teacher as contributory to the sexual abuse of learners.

The same sentiments were echoed T1-Bathabile: Some people have uncontrollable sexual urges. A sexually attractive learner that is, a beautiful girl with an attractive structure for example, can easily sexually arouse a male teacher. The learner's appearance causes the teacher to want to involve himself sexually with the learner by for instance, touching her breasts, and having sex with her. Lust of the flesh causes some teachers to sexually abuse learners.

According to the participants' perception participants (T6-Julius, and T7-Lindiwe): both indicated that lust was a serious problem that impinged on many male teachers where lust prevails, it leads to gratify their sexual needs by engaging in sexual activities with learners.

Participant T5-Thokowho angrily made the following statement also echoed the same sentiments:
Some teachers are just lusty. I think they enjoy sexual activities with virgins.

According to T1-Bathabilewho elaborated on this issue that lack of sexual gratification with one's spouse is a driving force for sexual abuse by teachers.

This is what the participant T4-Naledihad to say in this regard:

Some teachers do not get enough sexual satisfaction with their wives. To compensate for the lack of sexual contentment they engage in sexual relationships with learners.

In research on perpetrators of sexual abuse, Jones and Jemott (2010, p11) found that "half the survey respondents thought that men who sexually abuse children had been sexually abused themselves". Jespersen, Lalumiere and Seto (2009, p.18) confirm that "experiences of child sexual abuse in childhood to a certain extent contribute to later offending, but not always".

4.5.4 Misuse of modern technology

According to participant T8-Faith: it emerged from this study that modern technology can lead teenagers to engage in sexual activities. Despite the positive influence of informing, educating, and entertaining, modern technology was said to influence primary school learners to become sexually active. Learners have access to the internet through their mobile phones where they have access to a lot of sexual material through social networking sites, video games, and YouTube.

Participant T5-Thoko agrees with the above assertion:

Most primary school learners have mobile phones and other modern gadgets with internet facilities. They watch sexual movies, download pornographic material. This all influences them to bad sexual conduct.

Participant T6-Juliushad this to say on how the misuse of modern technology and to what it can lead: From the social networking forums learners can observe and access sexual material like text, images, and videos. These modern technology advances make sexual exchanges much easier than before.

Responses from participants revealed that in schools most learners have online access where they are exposed to sexual content and games which will most probably alter their sexual attitudes and behaviours.

Similar sentiments were stated by Participant T7-Lindiwe who agreed:

Most learners now have mobile cell phones where they can access the internet. From the internet they can access and download pornography.

Magwa (2013, p.15) confirmed that “most teens are able to download and post sexual videos. It was also found that they often send and receive sexually suggestive messages from the internet. Video games were said to provide learners with opportunities to be exposed to or engaged in sexual activities. All these media influences may motivate learners and even adults to indulge in illegal sexual activities such as child sexual abuse”.

4.5.5 Ideas about a cure for the HIV and AIDS virus

Literature reiterates that there is a belief of some traditional doctors (sangomas) that having sexual intercourse with a virgin cleanse the perpetrator of HIV and AIDS infection Kibarue-Mbae, (2011); Thompson and Wilkinson (2010); Devasia and Kumar (2009). This presumed cure for HIV and AIDS was said to be one reason why children are sexually molested.

Interviewer: What is the biggest myth around child sexual abuse?

Participants T7-Lindiwe and T1-Bathabile responded: Some adults who are HIV positive seek treatment from traditional healers who tell them that if they sleep with virgins they will be cured of the virus.

However, most participants felt that this presumed cure for HIV and AIDS was just a myth as reflected in the words of T6- Julius: Some people believe abusers sexually abuse because they want to be cured of HIV and AIDS.

T6-Julius adds: When HIV and AIDS were first discovered, people had little knowledge on how one could be cured. In an effort to get cured the affected people were advised by traditional healers that having sex with a virgin would cure them of the virus.

Participant T8-Faith also refuted the assertion that sex with a virgin cures a person of the HIV and AIDS virus:

The belief that having sex with a virgin is a cure for the HIV and AIDS virus has been around since the beginning of the pandemic. HIV infected men raped children with the hope of getting treated of this virus. Now there is more accurate information on HIV and AIDS and most people are now aware that sex with a virgin is not a cure for the HIV and AIDS virus.

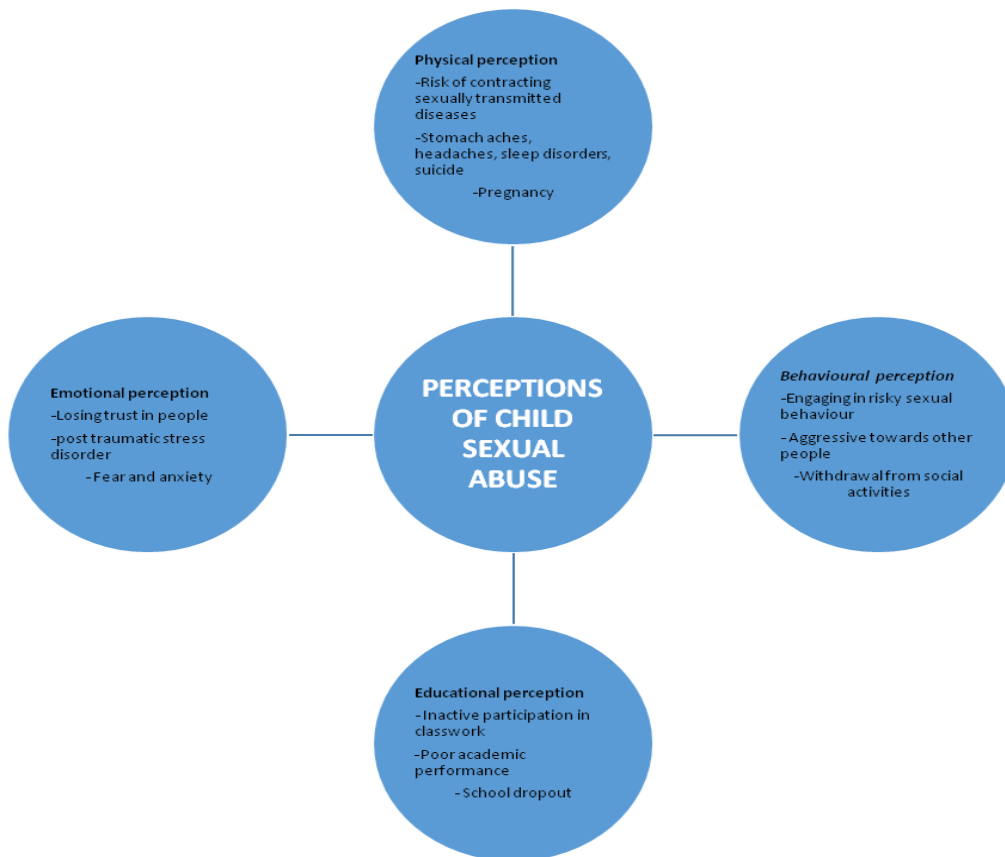
Regarding the HIV and AIDS cure, literature still asserts that in some countries they are grappling with the issue of adults sexually abusing children in order to be cured of the virus. “There is a

perception that children are HIV free and having sexual intercourse with them cures a person infected with the virus "Opobo and Wandega (2011, p.24).

4.6 Teachers' perceptions of the abused learners

Literature shows that there are many negative perceptions of child sexual abuse that can take away any chance of a normal childhood development. Child sexual abuse has significant detrimental consequences on children's physical, psychological, academic and behavioural development Fontes & Plummer (2010). Numerous likely short- and- long term effects were in this study and these are discussed as an emerging theme under four sub-themes namely the physical, emotional, behavioural and educational impact of child sexual abuse as shown in Figure 4.6.1.

4.6.1 Theme 3: Perceptions of child sexual abuse on learners established by study



4.6.1.1 Physical Perceptions

Child sexual abuse was said to have a physical influence on sexually abused learners. The majority of the participants pointed out that the sexually abused learners are at the risk of contracting sexually transmitted infections including HIV infections, when they engage in direct vaginal or anal sexual intercourse. Some health problems as revealed by the study result from sexual abuse included headaches, stomach aches, lack of appetite, and sleep disorders which are physical symptoms of emotional trauma.

The seriousness of the physical impact of sexual abuse on the learner victim is evident in the following statement by a male teacher T6-Julius: One worrisome effect of sexual abuse is that the students can get sexually transmitted diseases. Getting HIV and AIDS is the end of life for the students. These girls will have little control on asking for protection from pregnancy and infections, like wearing condoms.

Chinyoka (2013) found that by engaging in sexual relations for economic gain, the girls were at risk of contracting sexually transmitted diseases and HIV infection.

Participants T2-Nomvula, T5-Thoko, and T8-Faith: also mentioned becoming pregnant as one of the most negative impact of sexual abuse on learners.

The words of T1-Bathabile illustrates the views of most participants: It is very pathetic that some girls due to sexual abuse become pregnant. The pregnancy can have further problems for the learner like depression, abortion, dropping out of school, and in death during delivery.

In my opinion these physical effects also lead to other effects like behavioural, emotional, and educational consequences. Physical effects go hand in hand with emotional effects, because of the trauma to the body.

4.6.1.2 Emotional perceptions

Emotions are strong feelings of any kind Hornby (2007). Participants sadly reported that sexual abuse has severe negative emotional effects on learners. It emerged from the study that it is very troublesome for learners to be sexually abused by community members whom they trust to protect them from all forms of harm. It was pointed out that when teachers commit sexual offences on these innocent children, they damage these children psychologically and emotionally because sexual abuse is said to be a traumatic experience for the abused.

Participant (T5-Thoko): offered his experience about the emotional perceptions of child sexual abuse:

Sexually abused children can develop emotional distress especially when people who are in positions of trust. Such children will lose trust in other teachers and other people. Feelings of guilt, shame, and helplessness are felt by these children and eventually they will suffer from depression.

“Sexually abused children suffer from many mental health problems and it is a sad scenario when children lose trust in other people especially in adults who are in a position of power” AhHing (2012, p.24). In the Eastern Cape Province of South Africa comments on the impact of sexual abuse on learners illustrating the emotional effects of sexual abuse. Thabane (2014) states that in South African high schools in Gauteng, KwaZulu-Natal, Limpopo, North West and the Western Cape Provinces the effects of school violence on adolescent girl learners is rife. Of the adolescent girls (learners), 51% indicated experiences of emotional distress after being sexually harassed at school. In addition, 49% indicated that they stayed away from school because of fear and victimisation Thabane (2014).

Participants T1-Bathabile and T7-Lindiwe: claimed that depression was a negative consequence of sexual abuse. They indicated to the fact that the mere thought of recalling the sexual encounter stressed the abused child and the result could be depression.

Participant T3-Melusi stated that:

A sexually abused child is so depressed that he/she fails to mix with others, and in class the child does not fully concentrate. Some sexually abused children may think of committing suicide to get rid of these disturbing, guilt feelings of the sexual abuse.

Participant T9-Pule gave this response on the emotional consequences of sexual abuse on the abused learner: When a learner has been sexually abused, he/she will be having difficult times. The victim is always worried most of the time fearing for the consequences of this abuse on self, such as contracting diseases, pregnancy, and fearing that the abuse will continue. The abused is also depressed thinking that parents and friends will regard her/him as a person of loose morals.

Sweeney (2013, p.91) claim that “the influence of child sexual abuse is complicated by the fact that children are victimised by the people they love and trust”.

4.6.1.3 Behavioural perceptions

Participants there is a behavioural change from good behaviour to nasty behaviour as the abused children vents their anger on everyone.

This is reflected in the words of a female teacher T7-Lindiwe commented thus: Some changes can be observed in the behaviour of sexually abused learners. The victim who has experienced or is experiencing sexual abuse withdraws from social activities, is aggressive, rejects authority and absents from lessons.

From the teachers' viewpoint, it was also evident that sexual abuse has an influence on the behaviour of abused learners. The following comment portrays the viewpoint of one of the teacher's T2-Nomvula: a sexually abused learners may engage in risky behaviors such as early sexual activity, alcohol and drug abuse, and gang involvement.

Teachers T1-Bathabile, T4-Naledi, T8-Faith and T3-Melusi also gave their viewpoints on the behavioural influence of sexually abused learners. One of the teacher T5-Thoko explains the behavior changes as a result of sexual abuse as follows: When a learner is abused his/her behavior is affected badly. The abused learner will be bitter about the abuse and will end up being rude, involving self in sexual activities, isolated from others, and even attempting suicide. Others will depend on alcohol and drug abuse so as not to think about the abuse. Antonowicz (2010, p.29) stresses that "the victims of sexual abuse may have problems eating and sleeping, because of emotional stress".

4.6.1.4 Educational perceptions

The majority of the participants pointed out that the education of the sexually abused learners may be severely disrupted because of the abuse. Participant T2-Nomvula commented: If a learner is being or has been sexually abused, his or her performance drops. The learner is always troubled about what others will say about him or her such as being thought of as a person of weak morals. If it is a girl, she may be pregnant and ends up dropping from school.

Similar sentiments were shared by teacher T9-Pule: who articulated that as a result of experiencing sexual trauma, learners can hardly concentrate on their academic work since they will be preoccupied with what happened and what will happen next and this negatively influences on their school performance. Fear of being further victimised, feelings of shame, guilt and depression can affect learners' participation in class.

The Life Orientation teacher T9-Pule also pointed out the negative consequences of sexual abuse on the school performance of abused learners: Sexual abuse has a destructive impact on the academic performance of the abused learners. A sexually abused student rarely performs at his/her prior academic level. An abused student may be continually living in fear for example, of meeting the abuser during abuser's lessons.

A study by Mlyakado and Neema (2014) with students from Dar es Salam who were in sexual relations showed that most of them had poor academic performance. The researchers proved

that learners' sexual relations influence academic performance adversely. Allnock and Hynes (2011) assert that children with histories of child sexual abuse show poorer cognitive performance and lower achievement.

Based on the evidence presented above, it can be concluding that child sexual abuse is a threat to the physical, emotional, behavioral and educational development of learners. It influences the victims' progress thus resulting in failure to attain their career goals. Children deserve to live fearless lives and achieve their goals thus this vice needs to be addressed.

4.7 Perceptions on prevention of child sexual abuse by teachers in schools

All participants strongly felt that learners need to be educated, healthy, safe and happy. The following words by a female teacher T8-Faith: reflect the views of the participants on the need to prevent child sexual abuse.

T3-Melusi: Learners' goals are destroyed. They are always stresses, and can get diseases and all this calls for this harmful practice to be stopped so that learners learn freely and achieve what they want.

Participants were further asked to mention the people who are supposed to take part in the prevention of child sexual. The responses from participants (T1-Bathabile, T4-Naledi, T7-Lindiwe, and T2-Nomvula): pointed out that learners, parents and other school staff should take part in the prevention of child sexual abuse.

Participant T6-Julius gave a detailed account of stakeholders responsible for the prevention of child sexual: Firstly, the school principals and all staff members need to be included in the prevention process. Next, parents, guardians and community members also should join in the fight against child sexual abuse. Other people like police, social workers, and pastors need to be included in child sexual abuse prevention at school.

Goldman (2005, p.82) believes that "schools should be the first line of defence against child sexual abuse. Teachers who have knowledge, skills, and positive attitudes towards child protection can contribute to the safety of their learners". Family members have a duty to protect children against sexual abuse so that the children enjoy childhood as a time of play that is peaceful Hanzi (2006); Schober (2012).

4.8 Conclusion

The evidence presented in this study clearly confirms that child sexual abuse inflicted on children is committed by people in positions of trust. This type of abuse is rampant in primary schools. Based on the interviews with teachers, their perceptions seem to be that sexual abuse can include contact and non-contact sexual behaviors. Again, child sexual abuse is not an accident; it is clearly a deliberate and selfish act Klein (2010). Many circumstances result in learners being sexually abused by teachers and other adults in position of trust. Children are being tricked and yielding to sex in exchange for money. They enter, for instance, into sexual relationships in exchange for tuition money Proulx (2011).

Sexual abuse has a profound impact on their overall development. Child sexual abuse is associated with depression, anxiety, poor school performance, suicidal ideation among other adverse outcomes. Other harsh consequences include pregnancy, which is a high risk among teenagers, and contracting STIs, as well as HIV and AIDS. As stated by Mlyakado and Neema (2014, p.283) “teens who abstain from sex during primary school are substantially less likely to be expelled from school, less likely to drop out of school and more likely to attend and graduate from college and university”.

Training is essential to ensure that school personnel have a profound knowledge of the causes, signs and symptoms, of how to handle cases of abuse, and have a good understanding of schools’ reporting systems. While parents and other professionals have a role to play, the teachers’ role in prevention is critical as learners spend a considerable amount of their time at school. The study also established that learners themselves also play a crucial role in prevention. Learners need to be empowered so that they can protect themselves from abuse. According to Ruto (2009), this comprehensive approach should be multi-focused reaching victims, the perpetrators as well as interrogating specific practices that are protective of children.

Perception of child sexual abuse portrays a picture that conceptually the phenomenon is associated with sexual and non-sexual unwanted innuendos or contact between learners and an older person, that girls are mostly the victims and males the perpetrators, that there are lasting effects and symptoms manifested in children’s behaviour, power abuse and poverty are major influence and that teachers have concrete ideas about the prevention of sexual abuse. In the following chapter, these themes are formulated as major findings of this study.

Chapter Five

Findings, discussion, prevention and recommendation

5.1 Introduction

The previous chapter identified the themes that emerged from the analysed data as well as presenting literature to support the claims made by participants. "Child sexual abuse is one of the daunting social challenges of the 21st century and is a human rights violation that affects all age groups during childhood globally" Heiberg (2014. p.9). Every child is at risk without exception, of being sexually abused. Schools are notorious as places where teachers sexually abuse schoolchildren. Abuse of learners is common throughout the world de Wet (2010); Shumba (2009) and a number of cases of scholar patrollers, parents, step-parents, family, friends, teachers and community members who sexually abuse learners were cited in the above literature study (Chapter Two). Numerous studies conducted in many countries were cited to reveal the prevalence of child sexual abuse in schools Richter et al. (2004); Heiberg (2005).

This study sought to obtain a comprehensive and profound comprehension of life orientation teachers on child sexual abuse in order that their views could be incorporated into relevant strategies and interventions to protect learners from this depravity. Limited research was conducted in South Africa on the perceptions of school stakeholders on child sexual abuse. This study employed the ecological theory as a lens to interpret and understand the responses of the teachers who participated in the study. "The systems theory could be used in schools to guide

decision making in the prevention of child sexual abuse in schools with the input of all stakeholders” Lunenberg & Ornstein (2011, p.21). In this chapter, findings from the study will be presented with a conclusion and recommendations as guidelines to develop a preventative approach to child sexual abuse.

The following perceptions with regard to child sexual abuse were identified in this study: (1) Child sexual abuse is caused by factors within the child’s ecological environment; (2) Descriptions of the sexually abused child; (3) Descriptions of the perpetrator of child sexual abuse; (4) Child sexual abuse is pervasive and can be characterised by the presence of specific aspects; (5) Child sexual abuse affects the child in specific ways; and (6) Children do not disclose sexual abuse. These findings are elaborated below.

5.2 Perception 1: Child sexual abuse is caused by factors within the child’s ecological environment

According to the participants, child sexual abuse is caused by factors within the child’s ecological environment. The factors that increase the risk of child sexual abuse for a child, are entrenched in an amalgamation of individual, family, people and social factors. Based on the participants’ responses these factors were divided into those causes that operate on a micro level as identified by Swick and Williams (2006) and those on a macro level Bronfenbrenner (1994); Darling (2007); Swick & Williams (2006) as portrayed in Figure 5.2.1.

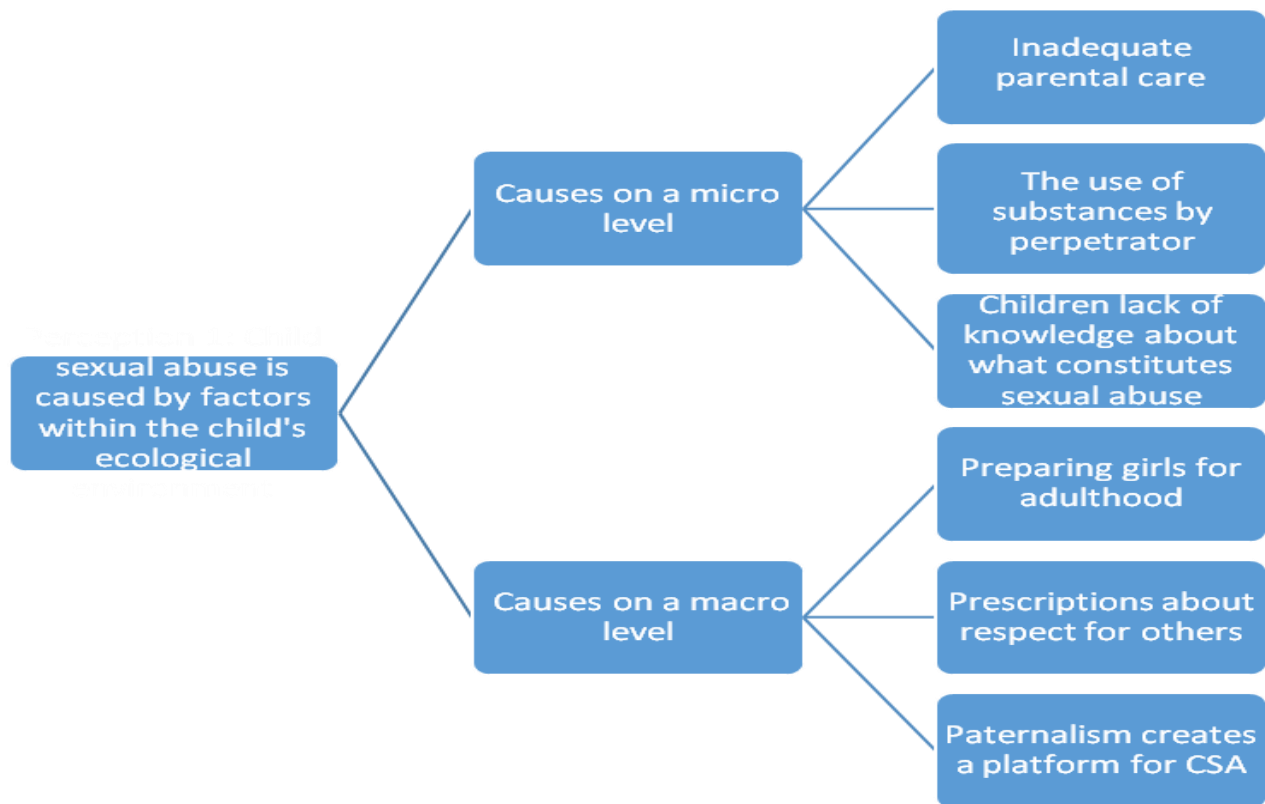


Figure 5.2.1: Participants' perceptions that CSA is caused by factors in the child's ecological environment

5.2.2 Causes on a micro level

Most of the causes identified may be found within the personal and family context. The family is regarded by Bronfenbrenner (1994, p.39) as “one of the contexts of a microsystem and Ecological Theory suggests that the presence of certain characteristics in the family unit could increase the vulnerability of children to abuse”.

Inadequate parental care as a cause of sexual abuse came to the fore as a cause of child sexual abuse. This was described as the absence of parents especially mothers, leaving the

children vulnerable for abuse. It is significant that several authors CASE (2005); Mathews et al. (2012); Smith et al. (2010) indicate that the hardships associated with low socio-economic status and single parenting could contribute to issues such as insufficient access to reliable and affordable childcare leaving children vulnerable to abuse while their primary caregivers are out at work.

Another factor is the quality of care that was found inadequate: “The children that are mostly raped ... communities where the parents are not taking good care of their kids”. Reference was made to the fact that white children are safer than black children due to a more structured support in white communities. Literature is careful not describe distinctions like this along racial lines, although reference is made to the inequality of poverty leaving some children more vulnerable than others (Mathews et al., 2012); Richter & Dawes, 2008).

When children are sexually abused, they are not aware that what is happening is a crime and could be defined as abuse and therefore children have a lack of knowledge about what constitutes sexual abuse: “... so some children they have been abused sexually but they are not aware because they do not have any information that what they are doing it is an abuse.”

One participant even felt that the lack of information is intentional in order to maintain the unequal power relationships that leave children vulnerable to advances of older adults in their community. When prevention of child sexual abuse is discussed Fouché (2012); Jewkes et al. (2005); Mathews et al. (2012); Smith et.al, (2010); World Health Organisation (2011) the need for more information about recognising abuse is indicated as critical. The inference that could be made from this is that children do not know how to recognise abuse. Participants’ assumed that this does not reduce the harmful effect of child sexual abuse and it adds to self-blame as discussed in perception 5. At a micro level, the family is identified as a significant aspect in establishing the incidence of child sexual abuse. In informal settlements, which is characterised by poverty and environmental neglect, the incidence of child abuse is exacerbated.

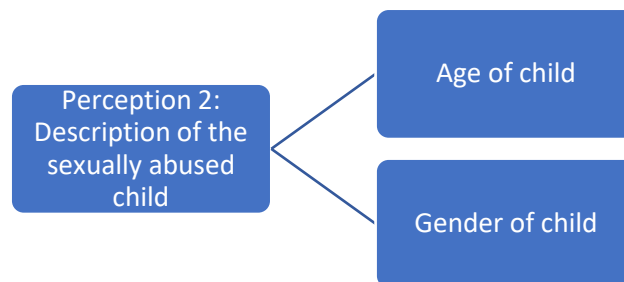
5.2.3 The Causes on a macro level

The macro system consists of the collective pattern of the micro, meso, exosystems and chrono-system. This refers to “the aspects such as belief system, bodies of knowledge, customs, lifestyles that form part of the cultural system” Bronfenbrenner (1994, p.40). The causes of child sexual abuse within the macro system can therefore be aspects such as the sexualisation of children Tishelman & Geffner (2010) in the media as well as general beliefs about the position of children in society Harrington *et al.* (2008).

A perception that one of the cultural issues, which plays a role in child sexual abuse, is the abuser's claim that it is done to prepare girls for adulthood. Although it was indicated as having a cultural undertone, some participants described it as an excuse that is used by men to minimise the harmfulness of child sexual abuse: "... this is what we do in our family or this is what I need to do with you so that I can see that you are grown or this will make you a better woman in future". In their study, Jewkes et al. (2005) found it ambiguous in the sexual pressures exerted by males who are older, female family members that distorts the margins between what practices are acceptable, and what are not. In addition, they refer to the issue of entitlement by older men, especially by using sex to control female children. At a macro level, the influences of a social and cultural nature influence how issues of authority and sexuality directly and indirectly lead to child sexual abuse.

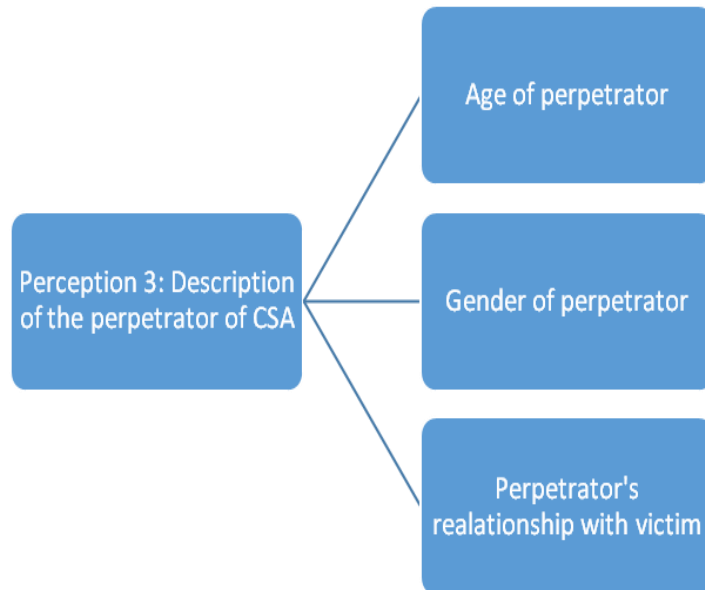
5.3 Perception 2: Description of the sexually abused child

When discussing perceptions on how the sexually abused child can be described, participants focused on age and gender (see Figure 5.3.1). Despite the specific age differed between participants, the general trend was that the sexually abused child is a minor under the age of 18. Smith et al. (2010) claims that at least 15 per cent of child sexual abuse victims in South Africa are below the age of 12 while a CASE report (2005) claims that the average age of victims is decreasing. There was consensus that the sexually abused child is not of a specific gender. Research confirms that there is enough evidence to confirm that both male and female children across all ages endure child sexual abuse Hestick & Perino (2009) and in 40 per cent of all sexual assault cases in South Africa the victim is female and under 18 years Smith *et al.* (2010).



5.4 Perception 3: Description of the perpetrator of child sexual abuse

Participants agreed about how they perceive the perpetrators, and mainly focused on gender, age and the fact that the perpetrator is often related to the victim as is seen in Figure 5.4.1

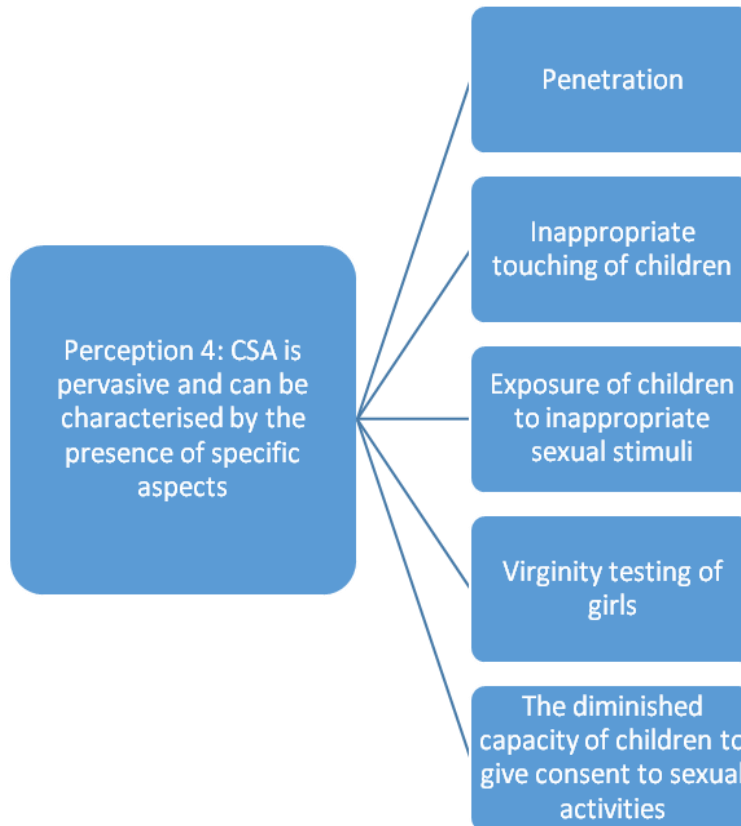


Some participants also indicated that children themselves could be perpetrators but claim that these instances have different dynamics and that it has to do with intent versus experimentation. They also link this to the lack of information on what constitutes sexual abuse. If children have been exposed to sexual abuse and do not know what happened to them, it is wrong, and they are likely to repeat the behaviour.

Reports of child sexual abuse indicates that 95 per cent of all reported sexual abuse cases are perpetrated against girls Hestick & Perino (2009). The perception confirmed that this pre-existing relationship lies mainly within a family context or a microsystem, although some participants referred to schoolteachers as perpetrators. Several sources in literature concur that the home is a prevalent location for the incidence of child sexual abuse, implying a family relationship between the abuser and the abused Hestick & Perino (2009); Lalor, (2003). Smith et. al. (2010, p.256) mention “a study that indicated that in sexual abuse cases of children under 15 the majority or perpetrators were schoolteachers, followed by relatives, referring to a pre-existing relationship between perpetrator and victim”.

5.5 Perception 4: Child sexual abuse is characterised by inappropriate sexual behaviour.

The fourth perception focuses on the pervasiveness of child sexual abuse. This is reflected in Figure 5.5.1.



Perception 4: CSA is pervasive and is characterised by the presence of sexual behavior.

Child sexual abuse in South Africa is prevalent and participants described it as such: "... it happens to a lot of children. I think it happens every day, every minute." and "It happens more than people think or want to think, you know." One of the participants disclosed her own exposure to child sexual abuse during the interview, and all participants had knowledge of at least one person in their immediate environment that had been sexually abused as a child. This indicates "the presence of proximal processes" Bronfenbrenner (1994, p.47) that may have influenced the participant's perceptions in this regard and supports theory that child sexual abuse is prevalent in all societies Smith et al. (2010); Lalor (2003). "South Africa has one of the highest rates of sexual abuse in the world" Smith et al. (2010, p.255). Reasons that were given for this high incidence of child sexual abuse were that there is no proper service delivery and prevention and one participant

mentioned that “it will never stop”. Additionally, they pointed out the lack of protection from the SAPS to prosecute cases in a way that could serve as a deterrent to perpetrators.

There was a view amongst participants that there are certain aspects that need to be present when deciding whether certain behavior may be described as child sexual abuse. The participants had very definite perceptions on what constitutes child sexual abuse. Some of these aspects can almost be described as types of sexual abuse. Penetration was described as the act of insertion, either with a penis, another body part or a foreign subject, this indicates a perception concurs with the description in legislation.

Some participants perceived inappropriate touching as one of the sexual actions that characterises child sexual abuse. This could take either the form of a perpetrator touching the child inappropriately or forcing a child to touch them. “Child sexual abuse, is when you’re an adult person make a child to feel uncomfortable in a way that is touching a child’s private parts or making the child to do that to you” Fontes & Plummer(2010, p.500). These issues mentioned by the participants are not only reflected in literature, it is also included in current legislation such as the Sexual Offences and Related Matters Bill (Act 32 of 2007) which is very specific in defining the different types of child sexual abuse with the exception of virginity testing. Aucamp et al. (2012) mentions that there is an extensive range of actions that are described as child sexual abuse however, many professionals differ about what are these acts. Sexual abuse may not only be contact sexual behavior since many of the actions may be defined as noncontact sexual abuse Gomez (2012); Aucamp et al. (2012). The responses of the participants indicated that they agreed with the contents of the Sexual Offences and Related Matters Bill, although there is a range of behaviors included in the act that were not mentioned by participants.

Another perception that came to the fore was that children can also be exposed to inappropriate stimuli in various ways, “creating a context that creates opportunities for child sexual abuse” Bronfenbrenner (1994, p.47). Some of the participants focused on the exposure to visual pornographic material, some to indecent exposure, some on watching TV programming that is not age appropriate, while others focused on the overcrowding in homes that exposes children to the sexual activities of adults: “They sometimes saw those sexual activities through the media like maybe watching some clips from TV. Sometimes some of the children also saw it from their parents, because you find that maybe they are staying in a single room where sometimes parents forget that children can observe sexual actions.”

Aucamp et al. (2012) describe the following non- contact behaviors that could also be considered abusive: “sexual comments to a child, fetishism and voyeurism”. The perception of the cultural practice of virginity testing as a form of sexual abuse stimulated considerable discussion: “... It is painful because sometimes they do not lose their virginity because of sex. ... to me I think it is still sexual abuse because you are having sex without being willing to.” Participants shared this outrage about the practice and pointed out the fact that provision for this has been made in the Children’s Act (Act 38 of 2005).

Behrens (2014, p.18) claims that, “despite the fact that the act made certain provisions in order to minimise the traumatic effect of virginity testing, these provisions are based on the myth that being violated by a female instead of a male would be less traumatising for a child”. For example, the act makes provision for voluntary testing and girls to be tested by females only, participant still perceives this as a violation even though it was done by females. Vincent (2006) adds that girls cannot freely choose not to have their virginity tested due to the influence of an oppressive cultural practice or they are minors who are not able to make such decisions for themselves. The participants who initiated this discussion were passionate in their condemnation of this practice, claiming that it is a ruse for men to have an opportunity to abuse adolescent girls. Two respondents shared information about their own involvement in these rituals, condemning it as a violation as well as an opportunity for men to prowl: “... it [virginity testing] goes with more of raping girls, of sexual things. Because even the other men’s they take turns ...” Virginity testing is not only common throughout the world, but also traumatic for the child. It is a violation of international human rights” Fontes & Plummer (2010, p.500). These cultural practices also form part of the context within which CSA occurs.

The other aspect of child sexual abuse that formed part of this perception is the view that children do not have the cognitive ability to consent to sexual activities based on their developmental stage and inability to foresee the consequences of this kind of activity. Children do not understand what sex is and cannot give consent. “The Sexual Offences and Related Matters Bill, Act 32 of 2007 addresses the issue of consent by excluding children under the age of twelve from being able to give consent to any sexual contact” Aucamp et al. (2012, p.5).

Several authors refer to the child’s inability to comprehend sexual abuse as well as coercion being used by the perpetrator World Health Organisation (2011); Gomez (2012). Sexual abuse was described as “... overpowering the mind of a child ...” this indicates their inability to comprehend

sexual activity. Children’s inability to give consent was linked to their lack of knowledge of what sexual abuse is, as well as the need for prevention and these personal characteristics Bronfenbrenner (1994).

5.6. Perception 5: Child sexual abuse affects the child in psychological ways

Sexual abuse is likely to cause psychological harm to a child in all areas of functioning with wide ranging effects Aucamp et al (2014); Chitereka, (2010); Coates (2010). The participants were vocal and passionate in their discussion about the impact of child sexual abuse on the child. The ways in which CSA affects the child is illustrated in figure 5.6.1

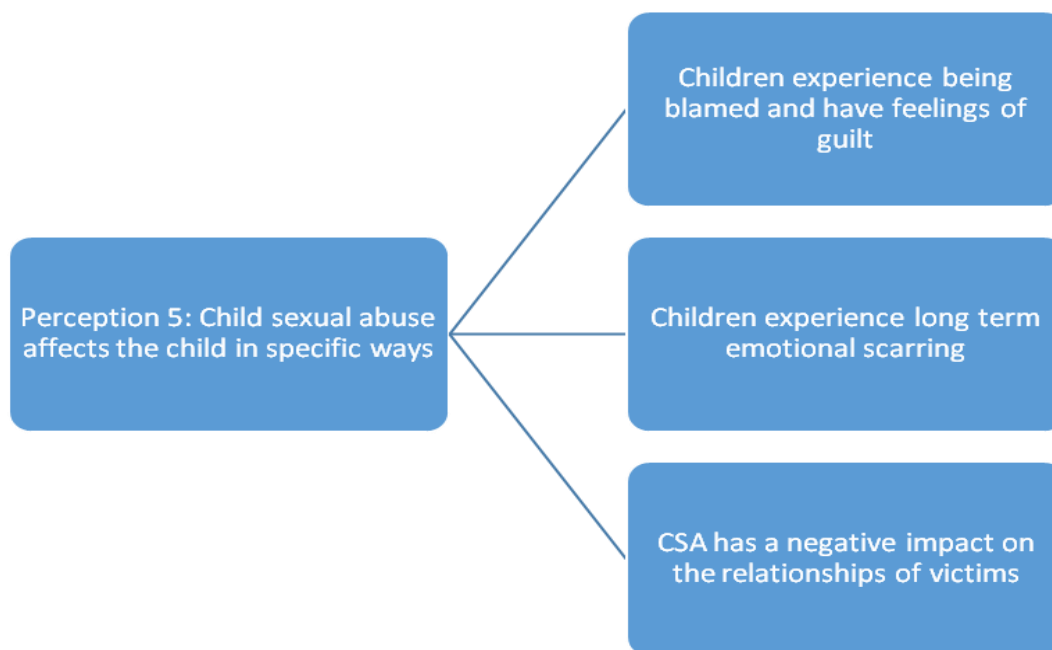


Figure 5.6.1: The perception that child sexual abuse affects the child in specific ways

The Life Orientation teachers discuss that close family members may blame the sexually abused child: “... [family members] blame the child ‘it’s your fault’ they do not see the effect [it has on the child] ...” and other role players for disclosing the sexual abuse due to the consequences for the family and the perpetrator Jewkes et. al. (2005, p.181) mention that while children often feel blamed by others, they also tend to blame themselves. Smith (2010) agrees that the blame can result in stigmatisation which impacts on the whole family.

“A child that has been sexually abused is distraught as a result of the abuse and experienced shame, guilt, powerlessness, embarrassment and inadequacy” Fontes & Plummer (2010, p.496).

The Life Orientation teachers saw shame and guilt as going hand in hand with the potential to make children withdraw from others or act in ways that isolate them socially.

There was a perception that children experience long-term scarring as a result of sexual abuse. This could take the form of emotional trauma: "...because the child doesn't know anything, and if you abuse a child that means you are killing some part, important part to the child. You are killing the future of the child." This trauma also contains long-term memories about the abuse that affects them on a daily basis: "And even for a child, it would take, for the rest of her life ... she will know that I was, robbed of my, what do they call it? Childhood. So, it would be difficult for the child. I know they say "Time heals", but you'll never forget that ... you were raped" Long-term effects of child sexual abuse can be devastating and can result in Post-Traumatic Stress Disorder, depression, substance abuse and anxiety disorders" Smith et al.(2010, p.257).

One of the relationships that is affected that life orientation skills teachers shared their views about, is the relationship between the child and the mother. "... eventually the child will grow up ... and then she will blame you [the mother] for this [being abused]. And that will ruin the relationship ... between you and your child, forever. The child won't ever, ever forgive you for that." Future relationships were also perceived to be affected and the participants described how intrusive memories of the abuse will affect children when entering romantic relationships and also the possibility that as parent they will be overprotective of their children.

Although the participants expressed their perceptions about the impact of child sexual abuse passionately, not all factors as identified in literature formed part of the perceptions. It might be useful to compare it with the following composite list collated from current literature.

However, describe the impact of child sexual abuse on various levels Aucamp et al. (2014); Coates (2010); Chitereka (2010). These levels are: (a) Developmental effect; (b) neurological effect; (c) behavioral effect; and (d) relational effect. As is evident from the discussion the participants included the relational effect in their discussions while the neurological and developmental effects were overlooked.

The behavioural effect was partly included in participants' discussion on the emotional effect. The participants also described their perceptions that children experience long-term scarring as a result of sexual abuse. This could take the form of emotional trauma as described by the following

quotes from participants, and this trauma also contains long-term memories about the abuse that affects them daily. It affects the entire life of a person, going through all the significant life events with intrusive and recurring memories and participants also mentioned that counselling cannot take away the knowledge that you were once abused. It was even equated to, "... killing the future of a child ...". The feeling of loss was described: "And even for a child, it would take, for the rest of her life ... she will know that I was, robbed of my, what do they call it? Childhood. So, it would be difficult for the child. I know they say, "Time heals", but you'll never forget that ... you were raped". Smith et al. (2010) concurs that the long-term effects of CSA can be devastating and can result in PTSD, depression, substance abuse and anxiety disorders. The above-mentioned authors add reproductive problems and revictimisation as being part of the long-term effects. Revictimisation and the recurrence of sexual abuse are issues that are widely described in literature but not mentioned by any of the participants Mathews et al. (2012); Smith et al. (2010); World Health Organisation (2011); Sinanan (2011). The long-term impact of child abuse is far reaching, with some studies highlighting that the effects of childhood abuse can last a lifetime Coates (2010:391) as mentioned by the participants.

5.7 Perception 6: Children who do not disclose sexual abuse

There are sociocultural, economic, personal, and structural reasons why children do not disclose sexual abuse in South Africa Smith et al. (2010). In this regard, participants shared the view that children do not disclose sexual abuse due to a range of reasons mostly found in their microsystem. These reasons are represented in figure 5.7.1.

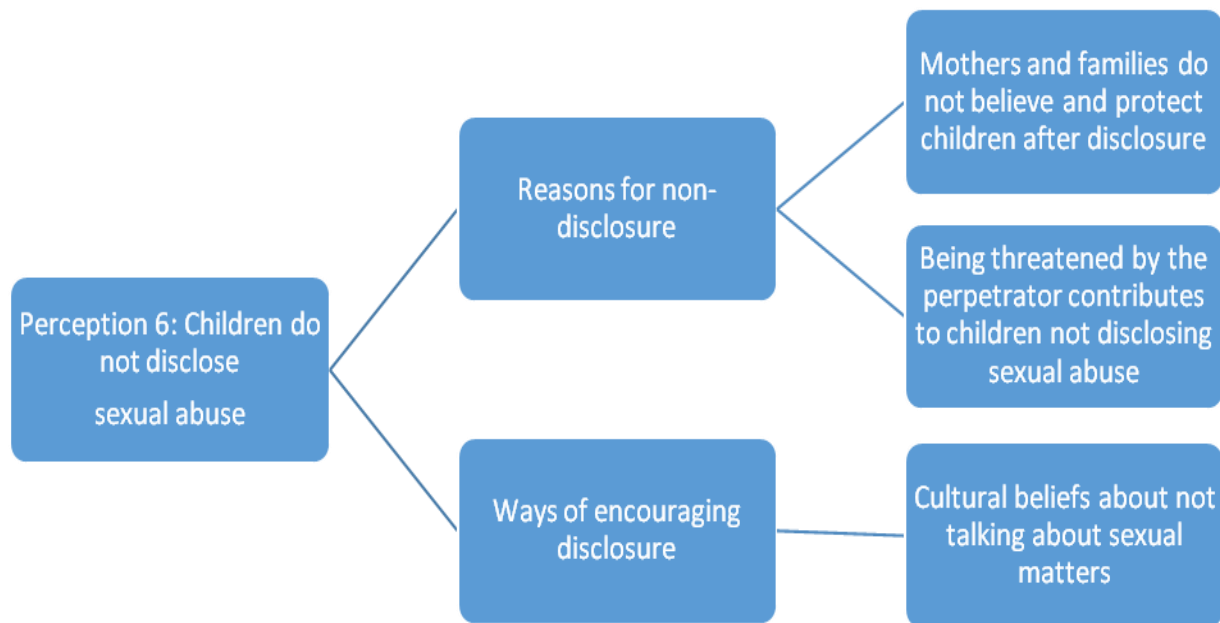


Figure 5.7.1: Participants’ perceptions that children do not disclose sexual abuse

The responses that children experience when they disclose sexual abuse led to children remaining silent about abuse. Children will sometimes reach out to their mothers to disclose the abuse, but when they find the initial reaction discouraging, they remain silent, “And then sometimes the children, like they tell, they will tell the mother and the mother, they don’t believe when the child is telling the truth” Walker-Descartes *et al.*(2011, p.494). Disclosure is imperative for the victim, however, the reaction to the disclosure along with if they contact the authorities is essential in order to end the abuse Smith *et al.* (2010); Van Niekerk (2003); Walker-Descartes *et al.* (2011). Walker-Descartes *et al.* (2011) refer to a study that claims that less than half of sexually abused children never disclose sexual abuse. Fontes & Plumme (2010) agree and add that when children do disclose the majority disclose to a parent or a parental figure. These adults do not always respond in a way that supports the children due to a lack of information, fear or their own emotional and social issues. Consequently, parents either minimise or exaggerate the significance of the abuse, which hurts the child and possibly leads to the child withdrawing the disclosure, secondary trauma and revictimisation (Fontes & Plummer, 2010, p.594).

Participants mention threats by the perpetrator as one of the reasons that children do not disclose sexual abuse. Fontes & Plummer (2010, p.594) "...normally when these people do this things [child abuse], they threaten the child saying if you do not allow this, I'm going to do it to your little brother or your little sister or should you tell your parents I'm going to kill you..." Child sexual abuse is often associated with being threatened by the perpetrator which leaves children too afraid to disclose the abuse. Both the child and the family may be intimidated by the perpetrator, leading to a fear of reporting the abuse Smith et al. (2010); Van Niekerk (2003). One participant described it as children having to "die in their pain in order to protect the family".

There was a perception amongst the participants that there are cultural beliefs that discourage children from talking about sexual matters to adults: ...with us black people it's wrong [for a child] to talk to an adult about sex. Fontes and Plummer (2010, p.497) mention that "disclosure in a cultural context that does not encourage any conversations on sexuality is a complex issue". Participants also unwittingly supported the cultural norm of not talking about sexual activities by using euphemisms such as "sleeping with" instead of having sex as well as "such things" and "these things" instead of sexual abuse or sexual activity. This showed a degree of discomfort with the subject. It can, however, be part of cultural norm of respecting your elders as discussed in perception 1. The participants also shared a view that more preventative services are needed and children need to be educated in terms of what is sexual abuse and how to access help when it has happened: "... but what is important, it is an education and to promise that if you go and report such things the law will protect you" Participants expressed a need for more effective policing and judiciary services to serve as a deterrent for perpetrators to commit abuse. They also expressed the perception that preventative services should aim at younger children and be presented on a level that they can understand. They also include the fact that parents need to be included in preventive services on a variety levels in order to address the issue of child sexual abuse sufficiently (Chitereka, 2009; Fouché, 2012).

5.8 Prevention of child sexual abuse

The most widely used primary prevention strategy has been the provision of Life Skills (LS) and Life Orientation (LO) in the Inter-Sen Phase. Although Life Skills and Life Orientation have been taught in schools since the 2000s, their effectiveness requires ongoing scrutiny. Specifically, to assess whether Life Skills and Life Orientation are effective in improving learners' protective behaviours and knowledge about sexual abuse.

The researcher would suggest that sex education be taught at schools starting from Foundation Phase to Senior Phase because the sexual abusers target learners from the age of six years to thirteen years hence it affects their academic performance at primary schools.

All participants pointed out that the members of staff play a critical role in the prevention of sexual abuse since they are with the learners for most of their time at school. The various ways that the school can prevent child sexual abuse by teachers were mentioned.

Many participants (T1FE-Bathabile, T2FE-Nomvula, T3ME-Julius, T4FD-Naledi, T5FD-Thoko, T6MD-Melusi, T7FP-Lindiwe, T8FP-Faith, T9MP-Pule) were of the opinion that schools should hold workshops with school staff members, parents and learners to make them aware of issues pertaining to child sexual abuse. It was suggested that these educational programmes should focus on what constitutes child sexual abuse, acceptable and unacceptable behaviors, grooming tactics used by parents, step-parents, family, friends, teachers and community members' abusers, indicators of child sexual abuse, effects of the abuse on victims, and reporting procedures in the event of suspected or actual sexual abuse.

The school-based programmes should aim to impart skills on how to identify dangerous situations, identify boundary violations, ways in which abusers groom victims, how to refuse abuser's approach, how to break off interactions, and how to summon help. The programmes should also aim to promote disclosure and to reduce self-blame. De Wet (2010) indicates that educational awareness where learners should be educated on forms of sexual abuse as well as dealing with abuse from educators should be part of the curriculum. Educators also should be sensitised and informed regarding child sexual abuse and their duty towards the protection of all children.

In addition, to curb child sexual abuse schools should have a Code of Conduct for teachers, learners and parents. The code of conduct should include acceptable and unacceptable behaviors, clear instructions governing social interactions between scholar patrollers, parents, step-parents, family, friends, teachers and community members and learners, as well as procedures for reporting the abuse, penalties for misbehavior and data records of previous cases of child sexual abuse complaints and outcomes of the investigations.

Participant T4FD-Naledi said, other ways schools can implement help to prevent child sexual abuse of learners is to give more attention to training more teachers in Guidance and Counseling

(all teachers, T1FE-Bathabile, T4FD-Naledi): suggested to establish a Child Protection Committee (T2FE-Nomvula, T6MD-Melusi, T8FP-Faith, T7FP-Lindiwe, T5FD-Thoko): and to have suggestion boxes. In suggesting ways of preventing sexual abuse, Finkelhor (2009) asserts that “there is a need for pre-service and in-service teacher education where teachers study and discuss child sexual abuse He states that the training improves all teachers’ competence and skills to recognise child abuse and to educate children about child sexual abuse prevention strategies”.

Professional development in the area of child sexual abuse is seriously lacking and evidence suggests a critical need for training. Training should include background information about child sexual abuse, identifying sexual abuse, handling of disclosures, and positive attitudes towards the reporting duty Scholes *et al.* (2012). Aligned with the literature review, life orientation teachers in this study mentioned that to fight child sexual abuse there is a need for both pre-service and in-service training for teachers. It was revealed that professional training helps educators acquire knowledge to protect learners from child sexual abuse.

The study’s findings also match results of the United States Government Accountability Office (GAO) survey. The survey gathered that prevention training should include information on appropriate and inappropriate behavior, scenarios depicting questionable interactions between teachers and learners by school personnel Fontes & Plummer (2010).

Participant T7FP-(Lindiwe) said: educational psychologists provide a unique contribution to the educational system. They are highly trained in areas of child development, learning, consultation, assessment, counseling and human relations

[www.casponline.org/pdfs/pdfs/General%20Ed.%20Paper%20Final%201\).Behrens](http://www.casponline.org/pdfs/pdfs/General%20Ed.%20Paper%20Final%201).Behrens) (2014).

Educational psychologists have a duty of staff developing teachers, sensitising them on educational policies and how to handle child sexual abuse. Another role of educational psychologists is helping school to network with other organisations such as social workers to help children deal with sexual issues.

It should be understood that educational psychologists are concerned with the practice of psychology with learners of all ages. They provide a range of psychological assessment, interventions and health promotion of the sexually abused children. Educational psychologists in

a bid to help to prevent sexual abuse in schools hold workshops with school staff, parents and students to make them aware of the strategies abusers use, the effects of the abuse, and possible ways of the prevention of the abuse.

It emerged from this study that learners are able to protect themselves from sexual abuse if learners are encouraged to report the abuse. Participants- (T2FE-Nomvula, T5FD-Thoko, T8FP-Faith) noted that many learners fail to report sexual abuse due to fear of being blamed, being afraid of the consequences, lack of confidence, fear of threats, and not knowing where to report. All the participants' voiced the opinion that reporting is crucial in preventing child sexual abuse. In the school situation it was said emphasised that learners should be informed about the reporting systems in the school for example, learners experiencing child sexual abuse can report to any member of the Child Protection Committee and SAPS.

Finkelhor (2009) explains that disclosures can improve abused children's situations by ending abuse and mobilising assistance. Literature also indicates that a professional relationship between teachers and learners helps prevent sexual abuse by scholar patrollers, parents, stepparents, family, friends, teachers and community members. Again, to concur with these views, existing literature asserts that girls should not view their bodies as economic assets, dress or behave provocatively with the intention of providing sex in return for favours (Fontes&Plummer (2010).

It is evident from the excerpts and literature review that in order to successfully prevent sexual abuse in schools, not only adults like school personnel, parents or guardians, and other professionals, should be involved, but children themselves should be educated on how they can protect themselves from sexual abuse in schools. Children can reach their full potential when they are free from such abuse.

5.9 RECOMMENDATIONS

It is important that life orientation teachers be exposed to phenomenon of child sexual abuse, especially the legislation that criminalises such behaviours. Awareness programmes should provide a platform for life orientation teachers to recognise their own personal biases and how it potentially could impact service rendering. Clear, descriptive policies and standard operating procedures would minimise the possible effect of personal bias.

The purpose of this study was not to identify the differences between the various participants or to focus on diversity, but to provide a valuable construct on which to focus on child sexual abuse in schools. Research in this regard should be continued on a wider scale, involving all teachers and school managers from different schools in endeavouring to curb this pathology and phenomenon. Research regarding the factors influencing Life Orientation teachers' perceptions as well as the intervention in cases of child sexual abuse should be undertaken. An elaborate suggestion for schools to prevent child sexual abuse is suggested in the chapter.

5.10 Conclusion

The aim of the study was to explore and describe the perceptions that Life Orientation teachers have about child sexual abuse. This was seen through the lens of the theoretical framework which enabled the researcher to understand and interpret the findings according to the interrelated systems of Bronfenbrenner's ecological theory as well as in terms of person, proximal process, context and time. When these perceptions are applied to the theoretical framework for this study, it was clear that the individual cannot be seen in isolation and that the environment must also be considered. In terms of this study, life orientation teachers perceived child sexual abuse as having an impact on all levels within the ecological framework.

The ecological approach sees child abuse as occurring within the child's environment and this perspective is seen as the most inclusive and holistic means available for understanding child sexual abuse and all the aspects surrounding it Williams (2012). The causes and impact of child sexual abuse were discussed as part of the context of the child's environment and a distinction could be made between those on micro and macro level. Many of the different perceptions were interlinked, for example children's inability to give consent with their lack of knowledge of what sexual abuse is as well as the need for prevention, creating a culture of silence on behalf of the subject.

In terms of Bronfenbrenner's ecological model, it was clear that the perceptions of participants were based on the interaction and experiences that they have with those in their immediate environment. This is in line with the proximal processes as described in Bronfenbrenner's later work. This did not only include their families and immediate circle, but also their training which is a reciprocal process influencing their professional development. The participants all claimed that their perceptions were influenced by reading of relevant material.

These changes in some instances have been significant, not only in terms of what actions can be defined as sexual abuse, but also in terms of the factors in the broader community that play a role in promoting child sexual abuse and maintaining the silence about it in general.

Another factor influencing the perceptions of, Life Orientation teachers was related to past experiences and personal demographics (Person characteristics). Life Orientation teachers related how their own exposure, as well as knowledge of family members' exposure has changed their perceptions, not only on what CSA is, but also about the harmful, long term effects on a child.

It was, however, interesting to note that when describing the actions that constitute child sexual abuse not one of the participants could describe the full spectrum as contained in The Sexual Offences and Related Matters Bill (Act 32 of 2007) and certain non-contact sexual activities such as grooming, amongst others were not mentioned. This shows the possible effect on service delivery, creating the potential for social workers not to take certain disclosures by children seriously, since they do not define the actions described as abuse.

There was a remarkable similarity in their perceptions about sexual abuse, revealing the possibility that child sexual abuse in the broad sense is seen the same way across cultures and races in South Africa. Previous studies on the incidence of CSA and perceptions regarding child sexual abuse also did not find significant differences (Lalor, 2003; Petzer, 2009).

This chapter discussed the main findings of this study which make several important contributions to knowledge. One of the crucial aspects of protecting children from sexual abuse is that suspected cases must be reported. Because most victims do not disclose the abuse themselves, the reporting of suspected cases by external parties is critical. Only when a case is reported, can perpetrators be prosecuted and subsequently imprisoned, thereby reducing the possibility of re-victimisation for the child or victimisation of other children. Because this is such an important aspect, the mandatory reporting of suspected child sexual abuse by professionals and other people in positions of responsibility for children has been explicitly included in legislation.

This study had limitations regarding the number of, life orientation teachers that were interviewed. Although the purpose of qualitative research is not to generalise, having more participants might have yielded a wider range of perceptions.

In conclusion, the life orientation teachers' perception of child sexual abuse has appropriately employed the ecological systems theory to explain the phenomenon as well as how the environment influenced teachers' perceptions. Their perceptions and description of the abused child and the perpetrator provide markers and inappropriate sexual behavioural practices. These findings will be useful in developing an approach to inform how teacher education and schools in particular can make a contribution towards the prevention of child sexual abuse.

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ANNEXURE A

1569

STUDENT NUMBER: 46829245
 ENQUIRIES TEL: 0800670411
 FAX: (012) 429-4120
 EMAIL: enq@unisa.ac.za

STUDENT NUMBER: 46829245
 ENQUIRIES TEL: 0800670411
 FAX: (012) 429-4120
 EMAIL: enq@unisa.ac.za

2020-10-01

DEAR STUDENT

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: BEd (Socio-Educative) (5years)

CODE	YEAR	NAME OF STUDY UNIT	MQF credits	LANG.	EXAM DATE	CENTRE (PLACE)
DFSD995		NEC in Socio-Education	12	E		

Study units registered without formal exams:

You are referred to the "MyRegistration" brochure regarding fees that are levied on cancellation of any study units.

- Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for re-registration and the number of credits per year which state that students registered for the first time must complete 48 MQF credits in the first year of study, and thereafter must complete 48 MQF credits per year.
- Students registered for the MBA, MEd and PhD degrees must visit the RBL's ESOnline for study material and other important information.
- Re-admission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be advised to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the President/Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the national qualifications framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
- Re-admission rules for MEd: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.
- Your study material is available on www.unisa.ac.za, as an online and/or will be made available for the research proposal module. Study material can be accessed on the Unisa website. You must register on MyUnisa (<https://my.unisa.ac.za/portal/>) for this purpose. You are also reminded to activate your mylife email address since all electronic correspondence will be sent to this email address.

REMAIN ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof AD Phillips
 Acting Registrar

0101 0 00 0



University of South Africa
 Profiler Street, Muckleneuk Ridge, City of Tshwane
 P.O. Box 9311, 001-2111, Pretoria
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4120
www.unisa.ac.za

ANNEXURE B
GDE RESEARCH REQUEST FORM
REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE
GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
Surname and Initials:	Seme	
First Name/s:	Ephraim Zakhele	
Title (Prof / Dr / Mr / Mrs / Ms):	Mr.	
Student Number (if relevant):	40829243	
SA ID Number:	7004175423081	
Work permit no. (If not SA citizen)	n/a	

1.2	Private Contact Details	
Home Address	Postal Address (if different)	
128 Third Avenue		
Welgedag		
Springs		
Postal Code: 1559	Postal Code:	
Tel:0747379533	Cell:07407379533	
Fax: n/a	E-mail: zakheleseme@gmail.com	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)	
Undergraduate Study - Self		
Postgraduate Study - Self	x	
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		

National Department of Education		
Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions only		
2.2	Full title of Thesis / Dissertation / Research Project	
Exploring teachers' perceptions of child sexual abuse in primary schools in a Gauteng District		
2.3	Value of the Research to Education (Attach Research Proposal)	
2.4		Date
Envisaged date of completion of research in GDE Institutions		31/03/2019
Envisaged date of submission of Research Report and Research Summary to GDE:		31/10/2019
2.5	Student and Postgraduate Enrolment Particulars	
Name of institution where enrolled:		Unisa
Degree / Qualification:		Master's in education
Faculty and Discipline / Area of Study:		Socio-education
Name of Supervisor / Promoter:		Prof.MN.Davids

2.6	Employer	
Name of Organisation:		Vukucinge Primary School
Position in Organisation:		Deputy principal
Head of Organisation:		Mrs.MM.Tilodi
Street Address:		326 Ghana Street
		Slovo Park Springs

Postal Code:	1559
Telephone Number (Code + Ext):	(011) 733-4854
Fax Number:	n/a
E-mail:	vukucingprimary@gmail.com

2.7	PERSAL Number (GDE employees only)
------------	--

8	0	8	5	7	1	9	1
---	---	---	---	---	---	---	---

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES		NO	X
-----	--	----	---

3.2 Interview/s (If Yes, provide copies of each schedule)

YES	x	NO	
-----	---	----	--

3.3 Use of official documents

YES		NO	X
If Yes, please specify the document/s:			

3.4 Workshop/s / Group Discussions (If Yes, Supply details)

YES	x	NO	
The researcher would conduct focus group with life orientation teachers			

3.5 Standardised Tests (e.g. Psychometric Tests)

YES		NO	x
<i>If Yes, please specify the test/s to be used and provide a copy/is</i>			
n/a			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 Type and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)

INSTITUTIONS	Write NUMBER here
<i>Primary Schools -x</i>	Three
<i>Secondary Schools</i>	
<i>ABET Centres</i>	
<i>ECD Sites</i>	
<i>LSEN Schools</i>	
<i>Further Education & Training Institutions</i>	
<i>Districts and / or Head Office</i>	

4.2 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)

Name/s of Institution/s
Katleho Primary School
<i>Payneville Primary School</i>
<i>Dan Pharasi Primary School</i>

4.3 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)

District/s			
<i>Ekurhuleni North</i>		<i>Ekurhuleni South</i>	
<i>Gauteng East</i>	x	<i>Gauteng North</i>	
<i>Gauteng West</i>		<i>Johannesburg Central</i>	
<i>Johannesburg East</i>		<i>Johannesburg North</i>	
<i>Johannesburg South</i>		<i>Johannesburg West</i>	
<i>Sedibeng East</i>		<i>Sedibeng West</i>	
<i>Tshwane North</i>		<i>Tshwane South</i>	
<i>Tshwane West</i>			

If Head Office/s (Please indicate Directorate/s)
n/a

--

4.4 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

Grade	7		8		9		10		11		12	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

4.5 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

<i>Type of staff</i>	<i>Educators</i>	<i>HODs</i>	<i>Deputy Principals</i>	<i>Principal</i>	<i>Lecturers</i>	<i>Office Based Officials</i>
<i>Number</i>	9	-	-	-	-	-

4.6 Are the participants to be involved in groups or individually?

<i>Groups</i>	x	<i>Individually</i>	-
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4.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time
Learners	-	-
Teachers	Focus group discussion	1H30 min
Parents		-
Social workers	-	-

4.8 Time of day that you propose to conduct your research.

<i>During school hours (for limited observation only)</i>		<i>After School Hours</i>	<u><i>x</i></u>

4.9 School term/s during which the research would be undertaken

<i>First Term</i>	<i>x</i>	<i>Second Term</i>		<i>Third Term</i>	

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

- 1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
- 2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*

3. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
4. *Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
5. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
6. *It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.*
7. *The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.*
8. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.*
9. *On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template).*
10. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;*
11. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

DECLARATION BY THE RESEARCHER
1. I declare that all statements made by myself in this application are true and accurate.
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

Signature:	
Date:	21/01/2019
DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
<i>I declare that: (Name of <u>Researcher</u>) ...Prof. MN. Davids.....</i>	
1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.-UNISA	
2. The questionnaires / structured interviews / tests meet the criteria of:	
<ul style="list-style-type: none"> • <i>Educational Accountability;</i> • <i>Proper Research Design;</i> • <i>Sensitivity towards Participants;</i> • <i>Correct Content and Terminology;</i> • <i>Acceptable Grammar;</i> • <i>Absence of Non-essential / Superfluous items;</i> • <i>Ethical clearance</i> 	
3. I will ensure that after success completion of the degree / project an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent by the researcher to the GDE.	
Surname:	Prof.Davids
First Name/s:	M.N
Institution / Organisation:	UNISA
Faculty / Department (where relevant):	SOCIO-EDUCATION
Telephone:	012 429 6117
E-mail:	Davidmn@unisa.ac.za
Signature:	

Date:	21/01/2019
--------------	-------------------

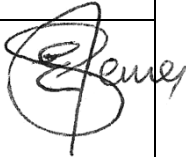
ANNEXURE A: ADDITIONAL INFORMATION FOR GROUP RESEARCH

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer’s Surname and Name...Prof.MN. Davids.....

DECLARATION BY RESEARCHERS / STUDENTS:

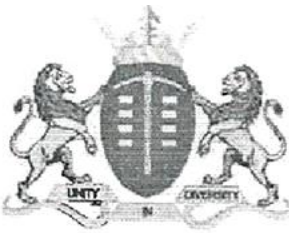
Surname & Initials	Name	Tel	Cell	Email address	Signature
Seme EZ	Ephraim Zakhele	(011) 733- 4854	0747379533 0724112636	zakheleseme@gmail.com	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.mukatuni@gauteng.gov.za and please copy (cc) ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to GumaniMukatuni, 7th Floor, 6 Hollard Building, Main and Simmonds Streets, Johannesburg. All enquiries

pertaining to the status of research requests can be directed to GumaniMukatunion
REQUESTING PERMISSION TO CONDUCT RESEARC

ANNEXURE C

ANNEXURE C



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	14 February 2019
Validity of Research Approval:	14 February 2019 - 26 September 2019 2019/322
Name of Researcher:	Seme E.Z
Address of Researcher:	128 Third Avenue Welgedag Springs 1559
Telephone Number:	074 737 9533
Email address:	zakheleseme@gmail.com
Research Topic:	Exploring Teachers' perceptions of child sexual abuse in primary schools in a Gauteng district.
Number and type of schools:	Three Primary School
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

14/01/2019

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

UNISA



COLLEGE OF EDUCATION

THE CIRCUIT MANAGER
GAUTENG EAST DISTRICT
TELKOM BUILDING
SPRINGS
1559



Mr. Bobby Sello
Department of Education
(011) 736- 6000
Gauteng East@gmail.com

Dear Mr. Sello

I, Ephraim ZakheleSeme am doing research under supervision of Dr. MN. Davids, a Doctor (PHD) in the Department of Education towards a **Masters of education in Socio-education** at the University of South Africa.

The aim of the study is to explore perceptions of life orientation teachers on child sexual abuse in primary schools thereby coming up with preventive measures.

The schools have been selected because child sexual abuse is very common in the area were the schools are situated. In addition, sex offenders often target school children who seem more vulnerable and less likely to tell, such as those who suffer emotional, developmental or physical challenges.

The study will entail interviews and focus group. There will be life orientation teachers that will take part in the project.

The study will benefit children in primary schools at informal and formal settlements in Ekurhuleni East because learners will be equipped with information that child sexual abuse is against their rights and perpetrators must be reported without fear.

The research is voluntary and that a participant may withdraw at any time without any negative implications. In addition, no potential risk is envisaged and that there will be no reimbursement or any incentives for participating. Feedback will be given of the findings to all the participants in meeting once the study has been finalise.

Yours sincerely

Signature of researcher



Name of signatory

__Mr. Bobby Sello



Signatory's position

____Circuit Manager_____

COLLEGE OF EDUCATION

SCHOOL PRINCIPAL
PAYNEVILLE PRIMARY SCHOOL
26 CRESCENT STREET
PAYNEVILLE
SPRINGS
1559

Request for permission to conduct research at PAYNEVILLE PRIMARY SCHOOL.

Title of the research: **Exploring teachers' perceptions of child sexual abuse in primary schools in a Gauteng district**

Date: 10 January 2019

Mr. TN. Masango

Department of Education

(011) 733- 4750

paynevilleprimary@gmail.com

Dear Mr.TN. Masango

I, Ephraim ZakheleSeme am doing research under supervision of Prof. MN. Davids, a Doctor (PHD) in the Department of Education towards a **Masters of education in Socio-education** at the University of South Africa.

The aim of the study is to explore the perceptions of life orientation teachers on child sexual abuse in primary schools thereby coming up with preventive measures.

The school has been selected because child sexual abuse is very common in the area where the school is situated. In addition, sex offenders often target school children who seem more vulnerable and less likely to tell, such as those who suffer emotional, developmental or physical challenges.

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The research is voluntary and that a participant may withdraw at any time without any negative implications. In addition, no potential risk is envisaged and that there will be no reimbursement or any incentives for participating. Feedback will be given of the findings to all the participants in meeting once the study has been finalise.

Yours sincerely

Signature of researcher



Name of signatory

____Mr.TN. Masango_



Signatory's position

____Principal_____

PARTICIPANT INFORMATION SHEET (the letter for consent)

Date: 10 January 2019

Title of the research: **Exploring teachers' perceptions of child sexual abuse in primary schools in a Gauteng district**

DEAR PROSPECTIVE PARTICIPANT: teacher

My name is Ephraim Zakhele Seme and I am doing research under the supervision of Prof. MN. Davids, a Doctor (PHD) in the Department of Education **Socio-education** towards a **Masters of education** at the University of South Africa.

We are inviting you to participate in a study entitled **Exploring teachers' perceptions of child sexual abuse in primary schools in a Gauteng district**

WHAT IS THE PURPOSE OF THE STUDY?

The purpose of the study is to assess the perceptions of life orientation teachers on child sexual abuse in primary schools thereby coming up with preventive measures.

This study is expected to collect important information that could increase knowledge of child sexual abuse in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of your experience with learners who have been abused in their communities and homes and such cases are not always reported.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of the experience the teacher possesses in teaching life orientation and have vast knowledge in guidance and also has been trained in that area. You have continuous contact and knowledge of children who may be at risk.

I obtained your contact details from your principal as I was requesting to know teachers that are teaching life orientation in the school. The approximate number of participants is nine. There will be nine (9) life orientation teachers.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews, one focus group (life orientation teachers) and audio recording.

Furthermore, for this study, the researcher used a set of open-ended questions to help structure the interview (See Appendix H) and had the freedom to expand on points of interest and ask follow up questions when appropriate.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

EXPECTED DURATION

- ❖ The expected duration of participation is one (1) week.
- ❖ Time needed to complete research activities:
 - a) Focus group -Interviews- (9) teachers > 60-90 minutes.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No risk is expected as no vulnerable group is involved and non-sensitive questions will be asked

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further

Research Ethics Review and approval. Information will be destroyed if necessary (e.g. hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme).

HOW WILL I BE INFORMED OF THE FINDINGS/ RESULTS OF THE RESEARCH?

The researcher will arrange a special meeting to share the findings and provide an opportunity for feedback. My contact details are: Ephraim ZakheleSeme on 0747379533 or e-mail 40829243@mylife.unisa.ac.za or zakheleseme@gmail. com. The findings are accessible for five years.

Should you have concerns about the way in which the research has been conducted, you may contact Prof.MN. Davids 012-429 6117 / 0846466668 davidmn@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

(Insert signature)

(Type your name)



CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interviews. The data collection methods that I intend to employ in this study are semi-structured interviews, focus group discussions. Each interview will be audio recorded for transcribing. The audio data will be stored on a hard drive that will be password protected. The audio files will be transcribed into Microsoft Word documents by the researcher. Then, transcriptions will be reviewed again for accuracy three times before beginning analysis. Transcriptions will not include the real names of the participants.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

_____	_____
Participant Signature	Date
Researcher's Name & Surname	Mr. Ephraim Zakhele Seme

A handwritten signature in black ink, appearing to read "Ephraim Seme".

_____	<u>10/01/2019</u>
Researcher's Signature	Date

COLLEGE OF EDUCATION

SEMI-STRUCTURED INTERVIEW SCHEDULE (LIFE ORIENTATION TEACHERS)

1. What is child sexual abuse?
2. Give types of child sexual abuse that you know of?
3. What do you understand by unlawful contact?
4. Who are the most common perpetrators of child sexual abuse?
5. Who are at risk of experiencing sexual abuse?
6. What are signs and symptoms of child sexual abuse?
7. What are some of the reasons that led perpetrators to sexually abuse learners?
8. What is the biggest myth around child sexual abuse?
9. Why don't children tell when abused?
10. Can sexual abuse affect childhood development of a learner?

EXPECTED DURATION

- ❖ The expected duration of participation is one (1) weeks.
 - ❖ Time needed to complete research activities:
11. Focus group -Interviews- (9) teachers > 60-90 minutes



COLLEGE OF EDUCATION

APPENDIX I

Student Number: 40829243

DECLARATION

I EPHRAIM ZAKHELE SEME, declare that the dissertation entitled **Exploring Teachers' perceptions of child sexual abuse in primary schools in a Gauteng District**. Will be my own work. Moreover, all sources that will be using or quoting will be acknowledged by means of complete references

I declare that all statements made by myself in this application are accurate

I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them from ethics clearance committee.


SIGNATURE

14/01/2019
DATE

EPHRAIM ZAKHELE SEME

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: 2019/02/13/40829243/42/MC

Dear Mr Seme

Name: Mr E2 Seme

Student: 40829243

Decision: Ethics Approval from
2019/02/13 to 2022/02/13

Researcher(s): Name: Mr E2 Seme
E-mail address: 40829243@mylife.unisa.ac.za
Telephone: +27 74 737 9533

Supervisor(s): Name: Dr MN Davids
E-mail address: davidm@unisa.ac.za
Telephone: +27 12 429 6117

Title of research:

**Exploring teachers' perceptions of child sexual abuse in primary schools in a
Gauteng district**

Qualification: M. Ed in Education Foundation

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2022/02/13.

The low risk application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

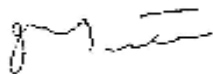


2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2022/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/02/13/40829243/42/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
 motlhat@unisa.ac.za



Prof V McKay
EXECUTIVE DEAN
 Mckayvi@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
 Ploker Street, Muckleneck Ridge, City of Tshwane
 PO Box 197, UNISA 2003 South Africa
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
 www.unisa.ac.za

INTERVIEWS TRANSCRIPTS –LIFE ORIENTATION TEACHER (T1 FE)

1. Opening

A. Establishing rapport

Thank you for coming to this discussion. I am Mr. Ephraim Zakhele Seme a deputy principal at Vukucinge Primary School in Gauteng East Springs. I am currently enrolled as a MED student with University of South Africa (UNISA). I am ecstatic that you contend to assist with my research endeavours by sharing with me your perceptions on sexual abuse of learners by scholar patroller, parents, step-parents, family, friends, teachers and community members. You are kindly asked to be honest in giving your views. Your answers will be kept strictly confidential. You should not feel forced to say something that you are uncomfortable with. If you wish to withdraw from the research you are free and you will not be penalised. If you do not understand anything ask for clarification.

B. Purpose

In South Africa, like in many countries sexual abuse of learners in primary schools remains high. This semi structured interview seeks to elicit information pertaining to child sexual abuse by scholar patroller, parents, step-parents, family, friends, teachers and community members in schools. The information you provide will be used in my research. I hope to use this information to help prevent this abuse in schools.

C. Time line

The interview should take about one hour. Are you available to talk at this time?

D. Transition

Interviewer: For how long have you worked as a teacher?

Interviewee: I have been working for 12 years as a teacher.

Interviewer: Which post level do you hold?

Interviewee: I am in post level one (1) and member of SBST in the school.

2. Semi- Structured Interview

i Interviewer: What is child sexual abuse?

Interviewee: *Child sexual abuse is any infringement of rights of child in a sexual manner by someone who should be responsible for the welfare of that child. A child is forced into sexual acts that he or she does not like or understand by an adult simply to gratify the adult's sexual desires.*

ii Interviewer: What do you understand by child sexual abuse?

Interviewee: My understanding of child sexual abuse is that it is the unlawful sexual contact between an adult and a child. In the school situation, it involves a teacher and learner of opposite or of same sex engaging in sexual activities.

iii Interviewer: What do you understand by unlawful contact?

Interviewee: Well, sexual contact is unlawful when a child is involved in sexual activities without her or his consent. The adult is using a minor to gratify his or her sexual needs.

iv Interviewer: Who are the most common perpetrators of child sexual abuse?

Interviewee: parents, step-parents, family, friends, teachers and community members are major culprits in sexually abusing learners. Some scholar patroller, parents, step-parents, family, friends, teachers and community members give gifts, some send girls to their houses so that they will sexually abuse them.

v Interviewer: Who are at risk of experiencing sexual abuse?

Interviewee: girls are the main victims of child sexual abuse in schools compared to boys. Considering our male dominated society, it is a danger to be a girl. Girls are more likely than boys to be at a higher risk of experiencing sexual abuse.

vi Interviewer: What are signs and symptoms of child sexual abuse?

Interviewee: These can be physical such as pregnancy, sexually transmitted diseases, emotional such as depression, and guilt, behavioural like being withdrawn, aggression, and absenteeism. There are also academic indicators such as drop in grades, and lack of concentration.

vii Interviewer: In your own opinion what are some of the reasons that lead perpetrators to sexually abuse learners?

Interviewee: *Teachers sometimes take advantage of children who are in dire need of financial assistance. They prey on such learners giving them money in exchange for sexual access.*

viii Interviewer: What is the biggest myth around child sexual abuse?

Interviewee: *Some parents, step-parents, family, friends, teachers and community members who are HIV positive seek treatment from traditional healers who tell them that if they sleep with virgins they will be cured of the virus.*

ix Interviewer: Why don't learners tell when abused?

Interviewee: *Most learners are afraid to talk when abused by teachers or step parents because they know that no one will believe them and in some instances mothers like to protect their boyfriends since they provide food for the family. I assume that most learners don't know how and where to report sexual abuse.*

x Interviewer: Can sexual abuse affect the childhood development of a learner?

Interviewee: *It is very pathetic that some girls due to sexual abuse become pregnant and this will be unwanted. The pregnancy can have further problems for the learner like depression, abortion, dropping out of school, and in death during delivery.*

3. Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue, please feel free to get in touch with me.

THANK YOU VERY MUCH!!!