

**FACTORS CONTRIBUTING TO AN INCREASE IN CASES OF SEXUAL VIOLENCE  
IN PUBLIC SECONDARY SCHOOLS IN KISUMU EAST SUB COUNTY, KISUMU  
COUNTY, KENYA**

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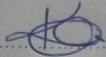
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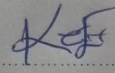
DECLARATION

We declare that this is our original work and to the best of our knowledge, it has not been submitted to any other institution whatsoever. All sources and materials utilized or cited have been acknowledged by means of references.

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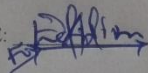
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## **DEDICATION**

I dedicate this work to my Uncle Mr. Willis Otieno Nyalick for his priceless support financially, socially and spiritually that he gave to me during my academic journey. Only God alone can reward him for his work. Special dedication goes to my better half Agnes Kawira who through ups and down stood by my side and always shed lights of hope through this journey.

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## **ABBREVIATION AND ACRONYMS**

**CDC** – Centre for Disease Control

**GGJC**- Global Gender Justice Clinic

**HRC**- Human Right Clinic

**M.O.E**- Ministry of Education

**RCWE**- Rape Crisis English and Iles

**SES**- Socio-Economic Status

**SGBV**-Sexual and Gender Based Violence

**SV**-Sexual Violence

**SVAG**-Sexual Violence against Adolescent Girls

**UNICEF**- United Nation Children Education Firm

**UNESCO**- United Nations Education, Scientific and Cultural Organization

**VAC**-Violence against Children

**WHO**- World Health Organization

## **OPERATIONAL DEFINITION OF TERMS**

<b>Cohabitation</b>	A state of living together or having sexual relationship without being married or without ones consent
<b>Coercion</b>	The practice of persuading someone to do something by force or threat
<b>Sexual assault</b>	An act in which a person intentionally sexually touches another person without that persons consent
<b>Social media</b>	Interactions between people in which they create, share and or exchange information and ideas in virtual communities and networks through social media sites
<b>Sexual violence</b>	Any sexual act or attempt to obtain sex from an individual unlawfully
<b>Attitude</b>	The way one feels or think about somebody or something
<b>Rape</b>	Sexual intercourse with a person forcefully
<b>Sexual abuse</b>	Unintended sexual activity where the perpetrator uses force such as threat to obtain sex

## ABSTRACT

The study is a research on the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu East Sub – county, Kisumu County, Kenya. Sexual violence is a broad term used to describe any kind of unintended sexual acts which could either be rape, sexual assaults, sexual abuse, sexual trafficking, and forced marriage among others. The study is guided by following objectives; To assess the extent in which the student socio-economic status has contributed to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, To examine how abuse of power by the teacher has contributed to an increase in cases of sexual violence in Kisumu east sub county, To evaluate how social media influence has contributed to an increase in cases of sexual violence in Kisumu east sub county and To determine how culture has influenced the increase of cases of sexual violence in Kisumu east sub county , Kisumu county , Kenya. The study is set in Kisumu County, Kisumu East Sub County targeting a total of 16 public secondary school in the region. The region has 16 public secondary schools, 16 principals, 8500 students and over 200 teachers. The study adopted a descriptive survey design. The researcher used questionnaire in order to get the qualitative data from the targeted population of the study as well as interviews because the information is to be received directly from the respondents. Data collected was analyzed qualitatively using frequency tables. The study is guided by two theories, Ajzen (1998) TPB, a micro theory of planned behavior and Bronfenbrenner’s (1997) ecological model. The study found that student’s get involved with sexual acts with their teachers as result of instability in their families. Parents should therefore ensure that their children are fully supported. Proper implementation of TSC policies should be done to enforce the regulations on such behaviors.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter entails the background of the study which gives a brief explanation of the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County. This chapter also points out the statement of the research problem, the purpose of the study, conceptual frame work, research questions, the research objectives, hypothesis of the study, and significance of the study, delimitations and limitations.

### **1.1 Background to the study**

Education in Kenya is seen as the only possible means of national cohesion, social mobility and socio-economic development of a person. In reference to the bill of rights, Basic education is one of the most fundamental human right which implies that citizens of a particular country can hold the country responsible for ensuring that every child aged 4-7 years is in school acquiring knowledge and quality education.(M.O.E and MOESI) 2012. Sexual violence is any sexual act, attempt to obtain or any act of unintended sexual intercourse directed against a person's sexuality using coercion by any individual regardless of the relationship between the victim and the perpetrator, Himalayan Human Rights Monitors, (2013). Sexual Violence against Girls Assessment. Terai, Nepal: Enabling State Programed (ESP), 2013

Sexual violence occur in various forms depending on how the act has been committed and the condition in which the act has been done, the victim and the perpetrator. These forms are; sexual assaults, rape, sexual abuse of either physically or mentally challenged persons , forced marriages or cohabitation and sexual trafficking .Kisumu east sub-county has had several cases of these sexual violence more especially in the school setting where in one way or the other student too defile themselves or they are being used their teacher . The increasing cases of

unintended or early pregnancies, dropouts from school at an early age and forced marriage has geared a lot of interest in the research. Teacher student sexual violence has been detrimental in public secondary in Kisumu east sub county, Kisumu County. The recent studies conducted have revealed that girls are more vulnerable to sexual abuse than boys and male teachers sexually abuse learners more than the male teachers do in most of the learning institution across the globe.

**Table 1 Increase in cases of sexual violence in Kisumu East sub-county**

Year	No of sexual violence cases in public secondary schools in Kisumu East sub county
2015	9
2016	14
2017	18
2018	22
2019	27

*Table 1: Increase in Cases of Sexual Violence in Kisumu East*

Adapted from a group of education stakeholders workshop held on sexual violence against Kisumu school children, December 13, 2019.

## **1.2 Statement of the research problem**

The statement laid down by the government through the ministry of education to sensitize education sector in the country has been greatly facing a lot of challenges, World Bank 2016. In Kisumu east Sub County, Kisumu County, the academic progress of girl child has greatly deteriorated as a result these mess of sexual violence cases in public secondary in the sub county. Education is seen as an indicator of how any society progress and develop entirely. The

government therefore has sets a side many efforts in place to ensure that the education sector is smoothly running by devolving funds, grants and bursaries to the needy students at the local level.

Teachers are very powerful and meaningful human resource material required in any learning institution. Student teacher is expected to be a person of good morals, outstanding qualities and personal principles including good relationship with the students, in fact any teaching and learning institution to record a good performance, the teacher has it all, students on the other hand are the most important aspect of concern. No learning institution will and can exist as a school without the presence of students whatsoever. They are required to behave and carry themselves with a lot diligence, commitment and enthusiasm so as to make their dreams come true. They are expected to be people of good morals, discipline, and fear of God and to dedicate themselves fully to learning environment.

The teaching learning process in a school setup therefore involve, instilling, inculcating, imparting, or equipping the learners with desired skills, knowledge and attitudes. In the process of so doing, interactions takes place between the teacher, the students and the teaching environment i.e. the school. These interaction include, giving feedback, curriculum instruction, holding group or individual discussion at personal, organization's level and the classroom Girls Assessment. Terai, Nepal: Enabling State programed (ESP), 2013.

### **1.3 The Purpose of the study**

The study seeks to investigate the factors contributing to an increase in case of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya

## 1.4 The Conceptual frame work

A conceptual frame work is a collection of numerous inter-twined group of ideas based on theories, smith (2014) i.e. a set of a given data or evidence, taken from the field as enquiry that are relevant, Rachel and Ramey (2019). The conceptual framework below aims at showing the factors contributing to an increase in cases of sexual violence in public secondary schools. The study seeks to explore the influence the independent variables stated has on the dependent variable.

### INDEPENDENT VARIABLE

#### **Student-socio economic status**

Inadequate basic needs e.g.  
clothing  
Inadequate personal needs e.g.

#### **Abuse of power by the teacher**

Fair election of class reps  
Award of fake grades  
Fair punishment to all students  
Excessive force on students

#### **Social media**

Carrying mobile phones to  
school  
YouTube, Facebook, Instagram

#### **Culture**

Role of society  
Role of community  
Role of parents

### DEPENDENT VARIABLES

#### **Sexual violence**

Sexual abuse  
Sexual assault  
Rape

## **1.5 Research question**

For the successful achievement of all the stated objectives, the study attempted to answer the following questions:

1. To what extent does the student socio-economic status contributes to an increase in sexual violence cases in public secondary schools, Kisumu east Sub County, Kisumu County, Kenya?
2. Does the abuse of power by the teacher contributes to an increase in cases of sexual violence in public secondary schools, Kisumu east sub county, Kisumu County, Kenya?
3. How does the social media contribute to an increase in cases of sexual violence in public secondary schools, Kisumu east sub county, Kisumu County, Kenya?
4. To what extent is culture contributing to an increase in cases of sexual violence in public secondary schools, Kisumu east sub county, Kisumu County Kenya?

## **1.6.0 Objectives of the study**

### **1.6.1 General objective**

To investigate the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya

### **1.6.2 Specific objectives**

1. To assess the extent to which students socio-economic status contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu county, Kenya.
2. To examine how abuse of power by the teacher contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.



3. To evaluate the influence of social media in increasing cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.

4. To determine how culture contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.

### **1.7 Hypothesis of the study**

The rate at which cases of sexual violence increase at alarming rate more especially in public secondary schools in Kisumu east Sub County, the study is found to be necessary to find out the factors that could be contributing to an increase in such cases. The study therefore assumes the following null hypothesis;

HO1 The students socio- economic status do not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county , Kisumu county, Kenya.

HO2 Abuse of power by the teacher does not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.

HO3 Influence from mass media does not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.

HO4 Culture does not contribute to an increase in case of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya.

### **1.8 Significance of the study**

The study focuses on the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County, Kenya. The study is found to be of great importance to the ministry of education Kisumu County in identifying the factors leading to an increase in cases of sexual violence in public secondary schools in the county and

develop some measures that can be used to curb it down to nearly zero. The study may also help the entire community, society and even individuals in realizing the factors contributing to this illicit behavior and dealing with it squarely in regards to the recommendation of the study. The study may also be of help to the government through the ministry of education in creating decision and policy making that is guide the ministry in matters dealing with education.

### **1.9 Delimitations of the study**

The study mainly focused on the factors contributing to an increase In cases of sexual violence in public secondary schools in Kisumu east sub county , the study neglects the situation in private secondary schools which are also experiencing this challenges in school thus the researcher is only limited to public secondary schools. The study also neglected other places within the county which could be experiencing severe case of such violence than even the Kisumu east sub county.

### **1.10 Limitation of the study**

The study is set only on factors contributing to increase in cases of sexual violence in public secondary schools .The study is therefore limited only in these aspect alone yet there are quite a number of challenges that face the students in school. Sex may also be viewed as an area of privacy.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter gives an overview of the previous literature based on factors that contributes to an increase in cases of sexual violence in public schools. It also provides one with an overview of the current knowledge, allowing the identification of relevant theories, gaps and methods in the existing research. The chapter starts by explaining what sexual violence and how it has been researched on by various scholars. It focused on how students socio-economic status, abuse of power by the teacher, influence of social media and culture has contributed to the increase in cases of sexual violence in public secondary schools.

### **2.1 Sexual Violence**

Sexual violence has been defined differently by different scholars across the globe. According Rape Crisis England & Iles(RCEW), 2017, Sexual violence is the general term used to describe any kind of unintended sexual actor activity, including rape, sexual abuse, sexual assault, sex trafficking among others. World Health Organization (WHO) defines sexual violence as any sexual act or attempt to obtain sexual pleasure by means of violence or coercion, or act to traffic or any act that is against a person's sexuality regardless of the existing relationship between the perpetrator and victim.

The Center for Disease Control (CDC) define sexual violence as any sexual act that is perpetrated against someone's will and encompasses four types; i.e. complete sexual act, incomplete sexual act, abusive sexual contacts i.e. the intentional touching of genitalia, anus, breast, buttocks without his or her consent and non- contact sexual abuse which does not include any physical contact of the sexual nature between the perpetrator and the victim. In Kenya , prevalence of sexual violence against school going students below age 19 stands at 1 in every 10

students as compared to the male students whose prevalence stands at 1 in every 20 students (Kenya, VAC), 2010.

## **2.2 Student's socio-economic status and sexual violence in public secondary schools**

Socio-economic status is the social standard or class of an individual or group. It is often combination of education, income and occupation. The level of these three parameters in the life of a student has a greater impact as far as the education system is concerned. It is much evidenced that the socio- economically disadvantaged individuals and communities are more vulnerable to a greater level of risks factors such as sexual violence, domestic violence and any other kind of violence as compared to the less disadvantaged individuals. Himalayan Human Rights Monitors, (2013).

The main elements considered in an individual's socio-economic status are income measured in terms of whether you are poor or rich, occupation, education, wealth and where someone is living. Students may have varied cultural background, different learning needs and speaks diverse languages so too is them coming from different socio-economic levels. According to Lunette Idded, former director of teaching and learning in urban schools in England (TLUS), in her research (2010) showed that student from low SES households face a variety of challenges that may lead to bad education outcomes if not sorted out immediately. She gave an example of Mark a twelve year old boy who often falls asleep in class and does not always do his homework on time.

Poverty is one of the main aspect attached to student's socio-economic status which has highly been contributing to cases of a student giving in very easily to her teacher's sexual lust on them. Burnette (2010) suggest that child bearing is most likely among the students coming from low SES family. This is because such students may face challenges of raising school fees, affording

their personal needs such as (toiletries, sanitary towels, perfumes), access to good nutritional meals, access to affordable health care among others. A recent statistics the United Nations Population Fund shows the majority of the students who get sexually abused come from poor families. This is because most of these students do not get what they are supposed to have in school thus they go ahead to find these things for themselves using their bodies (Brecklin et al., 2012).

According to Valentine (1998) Poverty is defined as a state of being in need of something or desired as having value in general, and it is a major factor highlighted by most scholars to have contributed to rise in sexual violence in most of the schools across the world. This coupled with other essential necessities leaves these students with no other choice than to use their bodies to avail such needs for themselves (Armstrong et al., 2017). Majority of such students finds their lives destroyed as such comes out pregnant, others with infectious diseases as other dropout out of school unexpectedly (Blogen et al., 2019).

### **2.3 Abuse of power by the teacher and sexual violence**

Abuse of power is the commission of unexpected, unlawful and unethical act committed in an official capacity, which with time comes to affect the performance of official duties in one or the other. Learners are in a power inequality bond where the act of sexual abuse is created by the authority teachers have over them. According to Viemo (2016) abuse of power by the teacher is a very serious offence which should not be handled with humanity at all, this is because the teacher is taken through thorough training before being taken to class to handle students, some of this training involve how they should relate with the student, when, where and how (Dube et al., 2015). Teachers are viewed as educators i.e. the human resource material in any teaching and learning institution who are entrusted with the safety and security of the student while in school.

The teachers service commission of conduct and ethics part ii-requirement no 9 provides that a public officer shall not engage in any sexual activity with a student regardless of whether the student consents or not, it also provides that a public officer shall not make a request to, or exert pressure on a student for sexual activity or favors. While most teachers are fair on their job, others still goes beyond the stated regulation and abuse their learners sexually in the name of helping them (Holly Johnson & Jenna Mackay, 2011).

Sexual harassment and violence in educational institution is an abuse of power by the teacher and even lecturers and this corrupts the education system in any teaching and learning institution. Last year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) raised the red flag over sexual harassment of learners aged 13-17 by teachers in Kenya. This has a severe consequence on the student side as some drops out of school, others get as others contracts bad infectious diseases. Transactional sex that is getting sexual favor with a student is a sign of power misuse by the teacher.

Teachers have a scribed authority i.e. their relationship with students are based on relationship of superiority. They use their power as a weapon to lure some students who at one point in time were taught to obey their teachers and corporate with their teachers in school, in such cases the student must comply with the order given by the teacher. Teacher student relationship has been reported to be marked by an abuse of power of authority based on the legitimate relation of superiority between the teacher and the student. In one of the research conducted in Liberia, on sexual abuse in schools, 18% of school girls and 13% of school boys were noted to have been asked for sex in order to be given a good grade According to Transparency Internationals Global Corrupt report; Education where the same is also reported (Black et al., 2011).

## **2.4 The influence of social media and sexual violence**

Despite the positive impact of educating, entertaining and informing social media is said to influence secondary school students to become sexually active. Findings of the study showed that in school students access the internet through their mobile phones where they come across a lot of sexual material through the social networking site, YouTube and video games. A study by Magi also reflected such perspective on the impacts of social media on the educational attainment of adolescents in MAs Vingo district where it is found out that teenagers can download and post sexual videos which later circulates the entire institution.

Recent studies has revealed that a very significant factor that has contributed to early sexual initiation in youths is the exposure to sexually explicit content especially in electronic mass media where the youths can now access very easily some negative content through these platforms (Winnaar et al.,2018). In reference to the body image, the social media floods the young girls mind with images of skinny models and all sorts of manners. This makes them feel that they should also be part and parcel of what they see in these sites. This makes them extend in order to have a better fitting bodies.

With regard to sex, three out of four teenagers say that the social media content makes it appear normal for their age groups to engage in sexual relationships. They goes ahead and say that being open about sex and how they talk to their boyfriends and girlfriends about it is largely because of what they see and hear on media. (M' Imaita, 2014). The study by Todd therefore concluded that mass media targeted adolescents in general in making them more susceptible to sexual to sexual involvement. The research thus is be focusing on how social media has impacted

on sexual behavior among secondary school students not only in Kisumu County but also in the entire world.

Social media influence on the lives of the youths has prompted a lot of research work done by various scholars following the over indulgent of the young on the social media sites. A recently conducted study by Kirangu (2015) on the negative influence of electronic mass media on our society suggested that, the increasing access to smart devices by young teenagers eases their capacity to access sexual materials from the internet and share it with their peers.

Through widely available networking channels, Earlier King and Stones (2013) reported that posting of nude photos and sharing of phonographic materials has been on rise in Australian schools as a result of the availability of social media channel that young adults are exposed to. (Bleakly H imam (2008) argues that a relationship between exposure to sexual content and sexual activity can be categorized by a Facebook loop.

## **2.5 Culture and sexual violence**

Cultural norms are the rules and expected behaviors occurring within a specific social group. They define what is acceptable and that which is unacceptable in a society concerning a particular phenomenon. Literally, culture shapes an individual whether young or old depending in a society one is born (Amin et al., 2011). Different people come from different ethnic group and so is our culture as well. It is possible that culture which has got more sexually liberal attitudes may have higher rates of sexual violence but equally in less liberal societies, same attitudes may apply in all the circumstances. Jaffrey and Straus (2017) indicated that there is no relationship between sexually liberal attitude and sexual violence but instead posited a significant association between poverty, urbanization, high percentage of divorced men and incidences of reported sexual violence.



Stereotyped cultures i.e. Cultures where all members of a particular group are categorized as having the same characteristics e.g. in nationality, religion, race, gender or age. Stereotyped culture also has influenced sexual violence in some parts of the world like in rural India girls have no independent control of their sexuality. They are expected to get married and produce children thus shifts their control of the sexuality from one man (their father) to the other man (the husband). Once such has happened, they are now under the control of the husband and not the biological father and can be treated in whichever way the man feels it is better for him.

It has been reported that victims who attempt to resist or protect themselves from the situation are more likely to be brutalized by the offender. In case of the school going girl's cat or resistance may lead to automatic failing from the teacher, this may ends up demoralizing the students as a result of the intimidation. Sexual violence is influenced by a number of cultural factors including gender norms, the role and position of women and girls, attitude and beliefs about sex play a significant role in how communities respond to incidences of sexual violence (Jenny Parkes & Jo Heslop, 2011).

The three major aspect of socio-cultural influence which often occur coincidentally include male entitlement to sex, the perception of females as a symbol of honor or purity and sex as a Taboo topic of discussion where sex is a taboo, It is very difficult for individuals to discuss sex violence with law enforcement or public health professional. Under such conditions, sexual violence is considered a private matter or in the context of armed conflicts as 'unfortunate behavior '. When sexual violence is treated as a private domain, there is little grounds for passing laws which are against such behavior (Dube et al., 2015). Parents should therefore jointly involve their children more especially the girl child in sex education talks and unfolds no hidden agenda on them. Such will help the ladies be aware of this issues earlier enough before being caught in such scandals.

## **2.6 Theoretical frame works**

In most of the research work, Theory provides a meaningful framework within which to explain the interrelationships among constraints under investigation and provides insight leading to the discovery of new relationship. Theories provides platforms within which variables can be understood and analyzed properly in order to come up with a standard research work. Lewis dictum (as cited in Japan, 2011) that there is nothing more practical than a good theory. Two theoretical models were used in this study in understanding the reports about the intentions and behavior of teachers as well as the students in a school environment.

This study was be guided by Pearson's gender relation theory which was developed in 1995 by Pearson. Here, the society views all the activities carried out to be based on the social roles and the interactions of men and women. This theory is applicable for this study because it emphasizes on the various social, cultural norms and standards which must be considered for women and girls to take opportunities to participate in social activities such as education.

The study is also be guided by systems theory. Lunenburg and Ornstein (2011; 20) define a system as an interrelated set of elements functioning as an operating unit. One of the most prominent educational problems in school is the sexual violence of learners, but the premise is that these learners come from a specific environment, have friends and participates in community and school activities, as well as having certain personalities which can all play a role in their susceptibility to being abused. The theory is applicable in the sense that it can assist in placing the issue of sexual violence of learners in a clearer perspective within the educational system.

## **2.7 Summary of the identified gaps**

This study is set to carry out an investigation on the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County. Specifically the study looks into the extent to which ; Student socio-economic factors, Abuse of power by the teacher, Social media and Culture contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County. Various scholars have carried out extensive research work yielding different results. Reviewed literatures and concepts has clearly indicated that in one way or the other, the listed factors contributes to an increase in cases of sexual violence in schools right from the primary level, secondary level and the tertiary level of education. Poverty has been highlighted as one of the major factor which has really contributed to this.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter entails the research design , study area/ scope, target population, sampling techniques, sample size, measurement of variables ,research instruments, validity of measurements, reliability of measurements , data collection techniques , data analysis and logistical and ethical considerations.

### **3.1 Research design**

The study used a descriptive survey research design. A descriptive survey design is a method of collecting information from the respondents by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research.

### **3.2 Study Area**

The study was carried in Kisumu County, Kisumu east Sub County which is located in the Nyanza region. The county has a total of seven sub counties. The study was carried out in Kisumu east Sub County because of the numerous incidences which have been happening in public secondary schools pertaining the severe cases of sexual violence in various schools.

### **3.3 Target population**

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study as pointed by Borg and Gall, (1989). The constituency has a total of 27 public secondary schools but most targeted schools are 16 as they are the affected schools in history for the last 10 years. The study targets 16 public secondary schools, 16 principals, 800 students and 200 teachers.

### 3.4 Sampling techniques

This entails the processes through which the entities of the samples have been selected. The study adopted simple random sampling and stratified sampling since the study population is very large and the researcher may not be able to reach all of the respondents. The schools were divided in terms of performance, population and location. From there simple random techniques were used to sample the schools.

### 3.5 Sample size

A sample size is refers to the number of participants or observations included in a study. According to Mugenda and Mugenda (2003) suggested that when a population is less than 10000, then sample size of 10- 30% would be considered appropriate. The researcher therefore used a sample size of 10% consisting of 20 teachers, 80 students and 2 principals.

**Table 2 Measurements of variables**

Variable	Indicator	Measurement scale	Question number
Student socio-economic status	<ul style="list-style-type: none"><li>• Inadequate basic needs</li><li>• Inadequate school fees</li><li>• Inadequate personal needs</li></ul>	Nominal	1
Abuse of power by the teacher	<ul style="list-style-type: none"><li>• Fair punishment to all students</li><li>• Fair election of class representatives</li><li>• Award of fake grades.</li></ul>	Nominal	2
Electronic Mass Media	<ul style="list-style-type: none"><li>• Students access to YouTube</li><li>• Students carrying mobile phones to school.</li><li>• Students access to Instagram</li></ul>	Nominal	2
Culture	<ul style="list-style-type: none"><li>• Role the parent</li><li>• Role of the community</li><li>• Role of the society</li></ul>	Nominal	3

*Table 2: Measurement of Variable*

### **3.6 Research instrument**

Research instruments are measurement tools designed to obtain data on a topic of interest from research subject such as questionnaires and interview guides. The researcher employed two instruments i.e. questionnaires and interviews. Interviews were administered to the principals and other teachers since they stand to respond in their own terms and also it produces a higher response rate.

### **3.7 Validity of measurements**

Validity refers to the extent to which a concept is accurately measured in a quantitative study. According to Mugenda and Mugenda (2003) validity refers to the accuracy and inferences based on research results. An instrument is valid only if it measures what it is to measure. Validity was obtained through one on one talk with the selected respondents to clarify any strange item during the piloting stage. The researcher used expert judgement in measuring how valid is the research instrument used by involving the assigned university supervisor together with other supervisors in the university.

### **3.8 Reliability of the study**

Reliability according to Mugenda and Mugenda (2003) refers to a measure of degree which the research instrument gives the same results when repeatedly administered. The researcher employed the Test Retest method of testing the reliability of the used instrument i.e. giving the same text to the same group of people at two different points, T1 and T2 to compare the correlation between the two scores at different times.

### **3.9 Data collection techniques**

Data was collected using questionnaire method and interviews. The questionnaires and interviews were personally administered to the sample respondents like the principals and the teachers. This made the data collection simpler and the researcher was able to facilitate accuracy in the data collection as the method is entitled to personal appeal.

### **3.10 Data analysis**

Data analysis is the examination of the recorded figures and facts in details so as to explain the meaning and the features of the data. The data collected was coded and entered in the computer for analysis using the statistical package (SPSS). Data analysis was done both qualitatively and quantitatively because both approaches complement each other. To analyze data qualitatively, content analysis was used which involved grouping the main themes of the respondents and presenting them using descriptive techniques. Quantitative data was analyzed using frequency tables both for frequency distribution and percentages. The data was then presented using tables.

### **3.11 Logistical and ethical considerations**

For the requirement of privacy issues, the researcher re-assured the respondents that the study is only for the research purposes alone. The researcher visited the selected areas of the study to seek their consent and gave them surety that the study will be fair and without any condition attached to it. Data was collected with participant's authority and that the participation was free of one's choice.

## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

### **4.0 Introduction**

This chapter presents the research findings of the study based on the research objectives. The information gathered from respondents were analyzed and laid out in tables. Analysis and interpretation of descriptive research findings were done in respects with the general objective which was to investigate factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County.

### **4.1 Demographic Information**

Demography is the study of the population in regard to race, sex and age. Demographic data refers to economic and social information expressed statistically including employment, income, education, birth and death rates, marriage and many others. Most of respondents particularly student ranged between 15-20years while teachers were age 30 onwards. Female students participated than male students.

### **4.2 An overview of the findings**

The findings of the study were acquired from the questionnaires in which demographic data was collected .It involved the questions related to the first objectives which is to assess the extent to which students social-economic status contribute to an increase to cases of sexual violence , to examine how abuse of power by the teacher can contribute to an increase in cases of sexual violence , to evaluate the influence of social media in increasing the cases sexual violence and to determine how culture can contribute to an increase in cases of sexual violence in public secondary schools in Kisumu East sub county.



### 4.3 Questionnaire return rate

According to the study response rate of 70% targeted respondents, 64 filled in their forms and returned meeting a response rate of 70. Six respondents did not return their questionnaire's forms. This good response rate was achieved following the researcher's effort of being there and checking the exercise.

CATEGORY	ADMINSTERED	RETURNED	PERCENTAGE
STUDENTS	80	56	70
TEACHERS	20	14	70

*Table 4.1: Response Rate*

### 4.4 Descriptive statistics

These are brief descriptive coefficients that gives a summary of a given set of data which could either be a representation of the entire or a sample. Data was collected and analyzed in respect with the study variables which includes student's socio-economic status, abuse of power by the teacher, social media and culture.

#### 4.4.1 How students socio-economic status has increased cases of sexual violence in public secondary schools

The researcher in his first hypothesis needed to examine how sexual violence particularly in life of a student in secondary schools relate with their socio-economic status in Kisumu East Sub County. In response to this, the researcher distributed questionnaires to students and teachers regarding the above hypothesis. They were expected to rate their experience and arguments within the given items on Likert scale, i.e. from strongly agree to strongly disagree. Few principles were also interviewed based on the same

The mean and standard deviation of their responses were tabulated in table 4.2 below.

**Table 4.2 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
BASIC NEEDS	70	1	4	2.66	.931
PERSONAL NEEDS	70	1	4	2.93	1.231
SCHOOL FEES	70	1	4	3.46	1.112
Valid N (list wise)	70				

*Table 3.2: Descriptive Statistics*

The findings of this research revealed that the overall mean obtained for students socio-economic status of the students on sexual violence is 3.01 and SD is 1.09.

From the above table it is clearly observed that inadequate school fee among students greatly influence their sexual life as some may resort to making use of their bodies to raise school fees registering a mean of 3.46 followed by limited access to personal needs and basic needs respectively.

**Table 4.3 frequency tables for basic needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	7	55.7	55.7	55.7
DISAGREE	23	32.9	32.9	88.6
UNDECIDED	1	1.4	1.4	90.0
AGREE	39	10.0	10.0	100.0
Total	70	100.0	100.0	

*Table 4.3: Frequency table for basic needs:*

**Table 4.4 frequency tables for personal needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	13	18.6	18.6
	DISAGREE	16	22.9	41.4
	UNDECIDED	4	5.7	47.1
	AGREE	37	52.9	100.0
	Total	70	100.0	100.0

*Table 4.4: Frequency table for personal needs*

**Table 4.5 frequency tables for school fees**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	14.3	14.3
	DISAGREE	4	5.7	20.0
	AGREE	56	80.0	100.0
	Total	70	100.0	100.0

*Table 4.5: Frequency table for school fee*

#### **4.4.2 How abuse of power by the teacher has contributed to an increase in cases of sexual violence in public secondary schools**

The researcher in his second hypothesis needed to examine relationship between abuses of power by the teacher and sexual violence in public secondary schools in Kisumu east Sub County. To achieve this, students and teachers were served with questionnaire which they were expected to rate their arguments as expressed in Likert scale ranging from 1-5. A few principals were also interviewed and their responses tabled as follows. The mean and standard deviation of their responses were tabled as follows.

**Table 4.6 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
FAIR CLASS REPRESENTATIVE ELECTION	70	1	5	3.51	1.144
AWARD OF GRADES	70	1	5	2.93	1.355
EQUAL PUNISHMENT	70	1	4	2.94	1.062
Valid N (list wise)	70				

*Table 4.6: Descriptive statistics*

The findings of this particular independent variable revealed that the overall mean score obtained the abuse of power by the teacher on sexual violence is 3.13 and SD is 1.19.

From the above table it is clearly observed that election of class representatives has a greater influence on sexual life of students in school scoring the highest mean (3.51) followed by punishment and award of grades respectively. The study then realized that abuse of power by teacher strongly relates with sexual violence in public secondary schools in Kisumu east Sub County.

**Table 4.7 Frequency tables for Fair class representative election**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	43	61.4	61.4	61.4
DISAGREE	10	14.3	14.3	75.7
UNDECIDED	9	12.9	12.9	88.6
AGREE	6	8.6	8.6	97.1
STRONGLY AGREE	2	2.9	2.9	100.0
Total	70	100.0	100.0	

*Table 4.7: Frequency tables for Fair class representative election*

**Table 4.8 Frequency tables for award of grades**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	22	17.1	17.1	17.1
DISAGREE	21	30.0	30.0	47.1
UNDECIDED	6	8.6	8.6	55.7
AGREE	12	31.4	31.4	87.1
STRONGLY AGREE	9	12.9	12.9	100.0
Total	70	100.0	100.0	

*Table 4.8: Frequency tables for award of grades*

**Table 4.9. Frequency tables for equal punishment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	27	14.3	14.3	14.3
DISAGREE	11	15.7	15.7	30.0
UNDECIDED	22	31.4	31.4	61.4
AGREE	10	38.6	38.6	100.0
Total	70	100.0	100.0	

*Table 4.9: Frequency tables for equal punishment*

#### **4.4.3 How social media has increased cases of sexual violence in public secondary schools in Kisumu east Sub County.**

Researcher in his third hypothesis needed to evaluate how social media has increased cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu County. In response to this, teachers and students were served with questionnaires where they were required to rate their responses with the items on a five point Likert scale ranging from strongly disagree to strongly agree. The mean and standard deviation of their responses were tabled as follows.

**Table 4.10. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
CARRY PHONES TO SCHOOL	70	1	4	3.20	1.638
ACCESS TO YUOTUBE	70	1	4	3.15	1.716
ACCESS TO INSTAGRAM	70	1	5	3.02	1.82.69
Valid N (listwise)	70				

*Table 4.10: Descriptive Statistics*

The findings of this research revealed that the overall mean score obtained for social media on sexual violence 3.12 and SD is 1.73 2.17. Students carrying mobile phones to school registered the highest mean of 3.20 and access to Instagram registered lowest mean of 3.02.

**Table 4.11 Frequency tables for carry phones to school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	21	30.0	30.0	30.0
DISAGREE	16	48.6	48.6	78.6
UNDECIDED	2	2.9	2.9	81.4
AGREE	34	18.6	18.6	100.0
Total	70	100.0	100.0	

*Table 4.11: Frequency tables for carry phones to school***Table 4.12 Frequency tables for access to YouTube**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	20	28.6	28.6	28.6
DISAGREE	6	37.1	37.1	65.7
UNDECIDED	14	20.0	20.0	85.7
AGREE	30	14.3	14.3	100.0
Total	70	100.0	100.0	

*Table 4.12: Frequency tables for access to YouTube*

**Table 4.13 Frequency tables for access to Instagram**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	20	28.6	28.6
	DISAGREE	1	35.7	64.3
	UNDECIDED	14	20.0	84.3
	AGREE	25	14.3	98.6
	STRONGLY AGREE	10	1.4	100.0
	Total	70	100.0	100.0

*Table 4.13: Frequency tables for access to Instagram*

#### **4.4.4 How culture contributes to increased cases of sexual violence in public secondary schools in Kisumu east Sub County.**

Researcher in fourth hypothesis needed to determine how culture contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County. In response to this, teachers and students were served with questionnaires in which they were required to rate their agreements with the items on Likert scale ranging from strongly disagree to strongly disagree. The mean and standard deviation of their responses were tabulated as follows

**Table 4.14 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
SOCIETY HAVE	70	1	5	2.02	1.212
NORMS OF	70	1	5	2.10	1.201
CULTURE COMMUNITY	70	1	4	2.04	.892
ROLE OF PARENTS	70				
Valid N (listwise)	70				

*Table 4.14: Descriptive Statistics*

The findings of this research revealed that the overall mean obtained for culture on sexual violence in school 1.05 and SD 1.101. This showed that culture has a less influence on sexual

violence cases in public secondary schools. The indicator culture of the community registered the highest mean score of 2.10 while the indicator role of parents registered the lowest mean of 2.0

**Table 4.15 Frequency tables for society have norms**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	27	38.6	38.6	38.6
DISAGREE	23	32.9	32.9	71.4
UNDECIDED	4	5.7	5.7	77.1
AGREE	12	17.1	17.1	94.3
STRONGLY AGREE	4	5.7	5.7	100.0
Total	70	100.0	100.0	

*Table 4.15: Frequency tables for society have norms*

**Table 4.16 Frequency tables for community response**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	22	31.4	31.4	31.4
DISAGREE	17	24.3	24.3	55.7
UNDECIDED	13	18.6	18.6	74.3
AGREE	17	24.3	24.3	98.6
STRONGLY AGREE	1	1.4	1.4	100.0
Total	70	100.0	100.0	

*Table 4.16: Frequency tables for community response*

**Table 4.17 Frequency tables for role of parents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	21	30.0	30.0	30.0
DISAGREE	30	42.9	42.9	72.9
UNDECIDED	14	20.0	20.0	92.9
AGREE	5	7.1	7.1	100.0
Total	70	100.0	100.0	

*Table 4.17: Frequency tables for role of parents*



## 4.5 Sexual violence

**Table 4.18 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
SEXUAL ABUSE	70	1	4	3.74	1.288
SEXUAL ASSAULT	70	1	5	3.10	1.109
RAPE	70	1	5	2.83	1.167
Valid N (listwise)	70				

*Table 4.18: Descriptive Statistics*

The findings of this research showed an overall mean of 3.22 and SD of 1.19. Sexual violence registered the highest mean of 3.74 while rape registered the lowest mean of 2.83 respectively.

## 4.6 HYPOTHESIS TEST

To test for the stated hypothesis, the researcher used linear regression test to confirm the given independent variables.

**HO<sub>1</sub>** Student's socio-economic status do not contributes to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County.

**HO<sub>2</sub>** Abuse of power by the teacher does not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County.

**HO<sub>3</sub>** Influence from mass media does not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County.

**HO<sub>4</sub>** Culture does not contribute to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County.

## 4.7 Regression analysis

To determine the relationship between variables, regression analysis was used. The researcher used linear regression to determine the relationship between sexual violence in public secondary schools and the four independent variable i.e. students socio-economic status, abuse of power by the teacher, social media and culture.

Table 4.19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.871 <sup>a</sup>	.746	.731	.647	.746	52.070	3	48	.001

a. Predictors: (Constant), Students socio-economic status Abuse of power by the teacher, Social media and Culture.

The coefficient of determination R<sup>2</sup> was 0.746 showing the variation in the influence of independent variables on sexual violence. This indicates that the independent variables contributes 74.6% of the sexual violence in public secondary schools in Kisumu east Sub County.

This implies that other factors which were not included in the research contributes to 25.4% to sexual violence in public secondary schools in Kisumu east Sub County.

A need therefore arises for further research to be conducted on the other factors which contributes to an increase in cases of sexual violence in public secondary schools within Kisumu east sub County, Kenya.

Table 4.20: ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.411	3	22.804	52.070	.000 <sup>b</sup>
	Residual	21.217	48	.438		
	Total	89.628	52			

a. Dependent Variable: SV

b. Predictors: (Constant), Students socio-economic status, Abuse of power by the teacher, Social media and Culture.

The ANOVA results suggested that the regression had a significance level of 0.000 that helps to conclude that the model was significant value at 5% level of significance was 52.070. Therefore, there is a significant relationship between the dependent variable and the independent variables.

**Table 4.21 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
(Constant)	-1.058	.453		4.629	.000	1.170	2.946			
SE	.494	.119	.392	4.956	.000	.312	.004	-.233	-.236	-.211
1 AP	.431	.121	.434	3.872	.001	.384	.540	.443	.433	.418
SM	.356	.116	.351	3.502	.003	.373	.225	.109	-.003	-.002
C	.041	.098	.046	.421	.675	-.154	.237	-.002	.052	.046

Table 4.21: Coefficients

The result of the study indicated that student's socio-economic status, abuse of power by the teacher and social media, at 95% level had a positive relationship with sexual violence in school registering independent coefficient of 0.494, 0.431 and 0.356 respectively. The fourth independent variable; Culture showed a very weak relationship with the dependent variable registering coefficient of 0.041.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.**

### **5.0 Introduction**

This chapter describes the summary of the findings based on the objectives of the study. It also gives a conclusion and recommendations based on the research findings

### **5.1 Summary of the findings**

#### **5.1.1 Students' socio-economic status.**

The findings of the study on student's socio-economic status on the increased sexual violence cases in public secondary schools in Kisumu east sub County recorded an overall mean of 3.01 which according to Likert scale represents a moderate extent. The results therefore guided the conclusion on two variables. The Beta value of (B=0.494) and p value of (sig=0.000) also supported in conclusion of the factor above. The fact that the p value of 0.000 is less than 0.05 proves that the two variables are significantly related to one another.

#### **5.1.2 Abuse of power by the teacher**

The abuse of power by the teacher on the increased cases of sexual violence in public secondary schools also recorded an overall mean of 3.13 together with the Beta value of( 0.431) and p value of (sig=0.001) supported the conclusion. The fact that p value of 0.001 is less than 0.05 proves that the variables are significantly related to one another.

#### **5.1.3 Social media**

The findings of the study on the influence of social media on the increased cases of sexual violence in public secondary schools recorded an overall mean of 3.12 together with the Beta value of(0.356) and p value of (sig=0.003) guided the conclusion. The fact that the p value of (sig=0.003) is less than 0.05 proves that the two variables are significantly related to one another.

#### **5.1.4 Culture**

The findings on how culture has contributed to the increased cases of sexual violence in public secondary schools recorded the lowest overall mean of 1.05 together with the Beta value of (0.041) and p value of (sig=0.675). The fact that the p value of 0.675 is greater than 0.05 proves that the two variables are not in any way significantly related to one another whatsoever.

#### **5.2 Conclusions of the study**

The determinants of the study that were being assessed included; Students socio-economic status, abuse of power by the teacher, social media and culture. The study outcomes were concluded as follows.

##### **5.2.1 Students socio-economic status**

The study found that students socio-economic status influence greatly the sexual life of students in school. Failure to meet all the essential needs of students more so the female students is very dangerous as far as the education of the girl child is concerned. It came out very clearly that students might decide to use their bodies as assets to acquire their basic needs as well as the personal needs in public secondary schools in Kisumu east Sub County. Therefore, it was concluded that student's socio-economic status significantly contributed to the rising cases of sexual violence in public secondary schools in Kisumu east Sub County.

##### **5.2.2 Abuse of power by the students**

The study found out that abuse of power by teacher has a very strong impact on the sexual life of a student precisely those students coming from low class homes. Harsh realities of life facing these students might leave them with no option than to cooperate with their teachers in whichever way so as to get financial support from these teachers. Therefore, it was concluded that abuse of

power by the teacher significantly contributed to the rising cases of sexual violence in public secondary schools in Kisumu east Sub County.

### **5.2.3 Social Media**

The study findings revealed that influence from social media greatly impacts negatively the sexual life of students. It came out clearly that the kind of contents students interact with in social media sites influence their perception on sexual relations. It was observed that whatever this students see in the internet influence their mind making some of them to start practicing these things at an early age. It also came out that even the mode of conversation has also been made easier for these students hence they easily access their partners at any time of their choice. It was therefore concluded that different social media sites facilitate the ease with which the students in public secondary schools in Kisumu east indulge in sexual relations which later in time exposes them to sexual violence cases.

### **5.2.4 Culture**

The findings of the research revealed that culture and cultural beliefs in Kisumu east Sub County has no relationship with the increased cases of sexual violence among students in public secondary schools. Norms and beliefs in various communities in Kisumu east does not in any way contribute to the rising cases of sexual violence. It was therefore concluded that there is no significant relationship between culture and sexual abuse.

## **5.3 Recommendations of the policy**

Following the above findings, the researcher therefore recommended that:

- 1) Parents should ensure that they provide their sons and daughters with all the necessary essential when going to school and when at home.

- 2) For the girls, parents should provide them with personal needs such as sanitary towels and other requirements like body creams.
- 3) Schools should organize sex education talks in school from time to time so as the students get sensitized on matters relating to sexual relations.
- 4) Schools should develop a program within the school that helps the female students acquire personal needs like the sanitary towels especially for the most vulnerable students.
- 5) Strict laws and regulations should be implemented and adhered to against teachers who take advantage over the less fortunate students in the name of assisting them.
- 6) Teachers found with student's defilement should be sentenced to jail terms as soon as the case is heard and proved guilty of the offence.
- 7) Parents should be very strict with their sons and daughters and report any suspicious act to the relevant authority as soon as possible.
- 8) Parents too should ensure that programs that their sons and daughters watch at home are very beneficial to them to ensure that they do not get in contact with illicit contents from social media.
- 9) School should ensure that the counseling department is effective to help in guiding the students on how to relate with their fellow students as well as their teachers.

#### **5.4 Recommendations for further studies.**

1. A research should be done to establish other factors which could be contributing to increased cases of sexual violence in public secondary schools in Kisumu east Sub County.

2 A need arises for similar studies to be conducted in other counties in Kenya to find out whether similar cases exist in those regions and probably what factors contributes to them



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**RESEARCH QUESTIONNAIRES**  
**APPENDIX 1: STUDENTS' QUESTIONNAIRES**

**DEAR STUDENTS,**

This research seeks to investigate factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu County, Kisumu East Sub County. Kindly respond to all questions by either ticking or commenting where appropriately.

**INSTRUCTION**

You are kindly requested to respond to the questions as indicated in the questionnaires form

Do not write your name

Feel free to be part of this research and respond with sincerity

**SECTION A: STUDENT SOCIO-ECONOMIC STATUS**

Within a scale of 1-5, indicate the extent to which students' socio-economic status has increased the cases of sexual violence in secondary schools in Kisumu east sub0-county.

Measurement key

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Measures of indicator	1	2	3	4	5
✓ Students have limited access to basic					
✓ Students cannot afford to pay their fee on time					
✓ Students hardly acquire their personal needs					

**SECTION B: ABUSE OF POWER BY THE TEACHER**

Within a scale of 1-5 rate the extent to which abuse of power by teacher has increased case of sexual violence in public secondary schools in Kisumu east sub-county

Measurement key

- 1 Strongly disagree

- 2 Disagree
- 3 Undecided
- 4. Agree
- 5. Strongly agree

Measures of indicator	1	2	3	4	5
✓ Class representatives are fairly elected					
✓ Grades are fairly awarded to all students					
✓ Equal punishment given to all students					

**SECTION C: SOCIAL MEDIA**

Within a scale of 1-5 rate the extent to which social media has increased cases of social violence in public secondary in Kisumu east Sub County

Measurement key

- 1. Strongly disagree
- 2. Disagree
- 3. Undecided
- 4. Agree
- 5. Strongly agree

**SECTION D: CULTURE**

Within a scale of 1-5 indicate the extent to which to which culture has increased cases of sexual violence in public secondary schools in Kisumu east sub county.

Measurement key

- 1. Strongly disagree
- 2. Disagree
- 3. Undecided
- 4. Agree
- 5. Strongly agree

Measures of indicator	1	2	3	4	5
✓ Students carry mobile phone to school					
✓ Students access YouTube					
✓ Students are in Instagram					

Measures of scale	1	2	3	4	5
✓ Society have norms and values safeguarding girl child education					
✓ The culture of the community upheld the rights of students to education					
✓ Parents contribute effectively towards the wellbeing of their pupils					

**APPENDIX II: TEACHERS QUESTIONNAIRE**

This research seeks to investigate factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east sub county, Kisumu county Kenya. Kindly feel free to be part of this research by responding to given questionnaires by ticking where appropriate for you.

**INSTRUCTIONS.**

You are kindly requested to respond to the questions as indicated in the questionnaire form. Do not write your name.

**SECTION A. STUDENTS-SOCIO-ECONOMIC STATUS.**

Within a scale of 1-5 indicate the extent to which student’s socio-economic status has increased cases of sexual violence in public secondary schools in Kisumu east Sub County.

Measurements key.

- 1. Strongly disagree
- 2. Disagree
- 3. Undecided
- 4. Agree
- 5. Strongly agree

Measures of indicator	1	2	3	4	5
✓ Students have limited access to their basic needs					
✓ Students cannot afford to pay their fees on time					
✓ Students hardly acquire their personal needs such as sanitary towels					

**SECTION B: ABUSE OF POWER BY THE TEACHER.**

Within a scale of 1-5 indicate the extent to which abuse of power by teacher has increased cases of sexual violence in public secondary schools in Kisumu east Sub County.

Measurements key.

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Measures of indicator	1	2	3	4	5
✓ Class representatives are fairly elected					
✓ Grades are fairly awarded to all students					
✓ Equal punishment are given to all students.					

**SECTION C: SOCIAL MEDIA.**

Within a scale of 1-5 indicate the extent to which social media has increased the cases of sexual violence in public secondary schools in Kisumu east sub county.

Measurements key

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
- 3 Strongly agree

Measures of indicator	1	2	3	4	5
✓ Students carry mobile phones to school					
✓ Most of students are in Facebook					
✓ Most of the students are in Instagram					
✓ Most of the students visit YouTube					

**SECTION D: CULTURE**

Within a scale of 1-5 indicate the extent to which culture has increased the cases of sexual violence in public secondary school in Kisumu east Sub County.

Measurements key

- 1 Strongly disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 5 Strongly agree

Measures of indicator	1	2	3	4	5
✓ Society have norms and values safeguarding girl child education					
✓ The culture of the community uphold rights of students to education					
✓ Parents contribute effectively towards the wellbeing of their pupils					

**SECTION E: SEXUAL VIOLENCE. (DEPENDENT VARIABLE)**

Within a scale of 1-5 indicate the extent to which sexual violence has increased in your school in Kisumu County.

Measurement Key

- 1 Strongly disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 4 Strongly agree

Measure of indicator	1	2	3	4	5
There is sexual abuse in school					
There is sexual assaults in school					
There is rape cases in school					



### **APPENDIX: III INTERVIEW GUIDE FOR THE PRINCIPAL**

The purpose of this study is to investigate the factors contributing to an increase in cases of sexual violence in public secondary schools in Kisumu east Sub County. You are kindly requested to participate in this study by responding to the oral interviews as will be directed to you by the researcher.

Thanks in advance.

1. For how long have you been in the school?
2. What is the general socio-economic of your students?
3. How often are the students sent home for school fee?
4. What are some of the criteria that are followed during the election of student's representatives?
5. Do you know of a student who has dropped out of school because school fees?
6. What is the general perception of the community as far as the education of students is concerned?
7. Do you have some of the programs that support the needy students to acquire their personal needs?
8. Has the school ever had cases where students carry mobile phones to school? If yes, how have been handling such cases.
9. Has the school ever had cases where teachers defile the students? If yes how have you been dealing with such?