

Original Research Article

# Female student-Male Teacher Sexual Relationship in Moshi Municipality, Kilimanjaro, Tanzania: Sexual advance points, reasons, reporting status and responsible teacher category

Bryson D. Kinyaduka\* and Joyce F. Kiwara

Abstract

Department of Education Foundations  
and Teaching Management, Mzumbe  
University

\*corresponding Author's Email:  
kinyadukabry@yahoo.com

The purpose of this paper is to: identify sexual advance points; reasons for a male teacher approaching a female student; examine reporting status by a female student on her male teacher sexual advances and identify responsible teacher category. The study adopted a cross-sectional research design. The study used questionnaire to gather information required. It was found that sexual advances began in school offices, premises, along the road and in tuition centres. Teacher power, student need for favour, female student beauty and teacher's lust were found to be main reasons for a male teacher approaching a female student. It was further found that most female students did not report the vice. Lastly, it was found that both mainstream school and private tutor teachers approached their female students. The study concludes that secondary schools are not immune from amorous relationship. The study recommends a formulation of student-teacher relationship policy among others.

**Keywords:** Sexual relationship, Mainstream school teacher, Female student, Male teacher, Private tutor

## INTRODUCTION

The world over there has been reports on female student-male teacher sexual relationship. Kinyaduka and Kiwara (2013) conducted a study on status of sexual relationship between female students and male teachers in Tanzania. It was found that about sixty percent of female students were approached by their male teachers. And that the major perceived effect of this relationship was poor academic performance of a female student. The study concluded that there was need for the Ministry of Education and Training to develop a student-teacher relationship policy among other things. The Indian university (2007) has a policy requires faculty members not to have sexual relationship with their students, particularly those whom they teach or supervise. The policy assumes that asymmetric sexual relationship is

subject to resulting in conflict of interest (see also, university of Toronto, 2014). In a study by Shakeshaft (2013) who studied warning signs of an educator who is a sexual abuser; it was found that usually culprits are teachers who are liked by their colleagues, parents, students and administrators because they are trusted thus using such trustworthiness to sexually abuse learners, normally through befriending themselves to children and parents alike (see also NSPCC, 2013). The policies should clearly state the *consequences* and show *zero tolerance* to offenders this can stop educator sexual abuse (ibid, p. 12; see also Kinyaduka and Kiwara, 2013; NSPCC, 2013) (*italics original*).

In a study by Frketic and Easteal (2010) on Public Perception of teachers sexual misconduct: Does the

sex of the teacher make a difference? It was found that the public had the view that female student-male teacher sexual misconduct had more serious impacts to a female student than that of female teacher-male student. The study establishes that this view is due to sex myths. THE (2008) reports that 30 per cent of university teachers who had sexual relationship with their students avoided conflict of interest whereas 70 per cent did not. This shows the unpopular impact of sexual relationship in educational institutions (see also Levenson, 2006).

Let Mat (2013) conducted a study which had the purpose of identifying the effects and ways to prevent sexual violence in schools. It was found that the effects were: unwanted pregnancies; developing low self-esteem; contracting diseases; dropping out from school and poor national wide economical growth (see also, Kinyaduka and Kiwara, 2013).

Sexual offenders usually tend to provide support, attention, rewards, help in their lessons, mentoring; using these legally accepted activities the offender increases the chances of communicating sexual related matters to a female student (NSPCC, 2013, see also, Tanzania Women Judges Association (TAWJA), n.d).

### Research problem

Most of literature reviewed indicates that studies focused on signs of predators of female students, effects of sexual relationship between students and teachers and public perception on student-teacher sexual relationship. Previous studies have not covered on sexual advance points, reasons for sexual advances, female student reporting status, and category of teachers' responsible for sexual abuse. Therefore this study intends to cover these gaps by conducting a survey in Moshi municipality secondary schools, Kilimanjaro region in Tanzania.

### Setting

Tanzania is one of countries in developing economies situated in East Africa (kinyaduka, 2013). The education system in Tanzania is 2-7-4-2-3+. That is two years for pre-primary education; seven years for primary education cycle; four years for ordinary secondary education; two years for advanced secondary education and three or so years for university education (see URT, 1995 in Kinyaduka 2013).

## METHODS

The following research questions guided this study:

(i) Where do a female student and a male teacher meet for sexual advances?

(ii) Why do male teachers have sexual advances with their female students? (a female student perception)

(iii) How is the reporting status against the vice in secondary schools?

(iv) Which category of teachers is responsible with sexual abuse?

### Data collection

This study used closed and open ended questionnaire. Questionnaire was the only method of data collection used in this study. This method was adopted because of the nature of this issue under study. It is generally believed to be a taboo to talk about sexual matters; therefore, other methods of data collection such as interviews would reduce sincerity of respondents in providing required information.

### Data analysis

Both closed and open ended questionnaire were analysed using SPSS programme version 16.0. Closed ended items were entered in the SPSS programme and analysed whereas open ended items their themes were determined, coded and then entered in the SPSS version 16.0 programme to establish percentages and frequencies.

### Sample

This study adopted a cross-section survey research design. The design was chosen because it would enable the researchers to collect enough data within a short time. This study involved 8 secondary schools in Moshi municipality which were selected at random. The sample size of the study was one hundred and twenty five respondents. One hundred form II-IV female student respondents who were selected using convenience sampling while twenty seven female teachers were involved. The groups were selected because it was assumed that they had enough information on the issue under study. One hundred questionnaires were distributed to female student respondents in the schools; however, two questionnaires were not analyzed because appeared to have been filled in by one individual. Thus 98 questionnaires were analyzed out of one hundred. Twenty seven questionnaires were distributed to teacher respondents and their data analyzed.

### Instruments

The main method of data collection was questionnaire. Closed and open ended questionnaires were used to

**Table 1.** Places student respondent met the male teacher for sexuality behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	80	81.6	81.6	81.6
	in office	6	6.1	6.1	87.8
	Along the road	3	3.1	3.1	90.8
	School premises	4	4.1	4.1	94.9
	Tuition centre premises	5	5.1	5.1	100.0
	Total	98	100.0	100.0	

Source: Research field data, 2013

**Table 2.** Teacher respondent status of reporting the vice at secondary education cycle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	18.5	18.5	18.5
	No	11	40.7	40.7	59.3
	No Response	3	11.1	11.1	70.4
	Not Applicable	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Source: Research field data, 2013

collect data. The questionnaires were reviewed by the researchers and modifications were made. Some questions were added at different levels of review. The content of questionnaire was on points they met with male teachers; reporting status; reasons for male teachers approaching female students and category of teachers who approached them. Pilot study was not conducted. Questionnaire was preferred because it was easy to administer since the researchers had little time. Also questionnaire was appropriate method for data collection given the issue under study. It was assumed that it would be easier for respondents to write correct information on sexual matters than speak on the same. The female student questionnaire was filled in, in the presence of the researcher, and before filling in the questionnaire the respondents were encouraged writing correct information without fear because the information they gave would not be exposed to anyone else other than the researcher. Also the data were collected by a female researcher to increase the degree of relaxation and psychological security. Questionnaires for female teachers required them to remember what happened to them and what they thought at the time they were studying at secondary school with regards to their amorous relationship with their male teachers.

## FINDINGS

The findings are presented based on the research questions. This is to say sexual advance points; reasons

for male teacher having sexual advances: a female student perspective; reporting status of a female student against the vice and category of teachers responsible for the vice.

### Sexual advance points

The researchers were interested to know the place(s) a female student and a male teacher met to talk about sexual matters. The item was asked to female student respondents only. It was found that of 18 students who were approached by their male teachers out of whom 6(6.1%) met in office, 3(3.1%) along the road, 4(4.1%) at school premises and 5(5.1%) met at tuition centre premises while 80(81.6) this question was not applicable to them because they said that they were never approached (see Table 1).

### Female student vice reporting status

The respondents were asked to say whether they reported the vice. The purpose was to know whether the vice was reported and how often it was reported. It was found that 16 (59.3%) of female teacher respondents were approached at the time they were students at secondary education cycle and that 11 out of 16 did not report the vice anywhere while 5 out of 16 reported the vice (see Table 2). In the mean time, a female student respondent was asked this item; it was found that 18

**Table 3.** Rate of student respondent reporting sexuality behaviour of her male teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	80	81.6	81.6	81.6
	Yes	2	2.0	2.0	83.7
	No	16	16.3	16.3	100.0
	Total	98	100.0	100.0	

**Source:** Research field data, 2013

**Table 4.** Reasons for teacher respondent not reporting the vice in her secondary education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fear	5	18.5	18.5	18.5
	Personal Stand	3	11.1	11.1	29.6
	No Response	5	18.5	18.5	48.1
	Not Applicable	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

**Source:** Research field data, 2013

**Table 5.** Reasons for female student not reporting sexuality behaviour with her teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not applicable	105	88.2	88.2	88.2
	Personal Stand	1	.8	.8	89.1
	Shyness	3	2.5	2.5	91.6
	Fear	7	5.9	5.9	97.5
	Favour	3	2.5	2.5	100.0
	Total	119	100.0	100.0	

**Source:** Research field data, 2013

female student respondents were approached and that 16 out of 18 did not report the vice while 2 out of 18 reported about it (see Table 3).

### Reasons for female student not reporting the vice

The female teacher respondent was asked to say why she did not report the vice anywhere at the time she was approached as a student. The purpose of this item was to know reasons that made female student-male teacher sexual relationships go unreported by victims (female students). It was found that 5(18.5%) said that they feared reporting the vice while 3(11.1%) said that they just resisted and they found no reason to report anywhere (see Table 4). Equally female student respondent was asked to give reasons why she did not report anywhere. It was found that they did not report because of several reasons, namely Fear, shyness, need for favour and personal stand. Most of female students

did not report because they feared the reactions of their teachers. The reactions feared included: frequent ungrounded punishments, maltreatment and sympathy i.e. a teacher would loose a job (see Table 5). Some students felt shy to talk about the issue while others did not report because they wanted certain favours such as promises from the perpetrators that they would buy them lap-tops or cell phones or give them some money on condition that they did not reveal their sexual relations to any person. Some of the respondents wrote:

He promised to give me some money and other things like cell phone and laptop (*questionnaire, female student respondent, August 2013, researchers' translation from Swahili language*)

Because the teacher told me that if I could reveal the move his job would be at risk so he promised to give me many things including helping and giving me a laptop (*questionnaire, female student respondent, August 2013, researchers' translation from Swahili language*).

**Table 6.** Female teacher respondent reporting status of the vice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once	2	7.4	7.4	7.4
	Twice	3	11.1	11.1	18.5
	All the Time	2	7.4	7.4	25.9
	No Response	6	22.2	22.2	48.1
	Not Applicable	14	51.9	51.9	100.0
Total		27	100.0	100.0	

Source: Research field data, 2013

**Table 7.** Status of student respondent reporting of male teacher sexuality behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Response	4	4.1	4.1	4.1
	Not Applicable	91	92.9	92.9	96.9
	Once	1	1.0	1.0	98.0
	Twice	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Source: Research field data, 2013

**Table 8.** Reasons for female student-male teacher sexual relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher Power	10	37.0	37.0	37.0
	Student Need for Favour	8	29.6	29.6	66.7
	Other	6	22.2	22.2	88.9
	No Response	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Source: research field data, 2013

### Female Teacher Reporting Status of the Vice at the Time in Secondary school

The teacher respondents were asked to say the frequency they reported when they were approached by their male teachers at the time they were students at secondary level. It was found that 7(19.9%) of teacher respondents reported at least somewhere on the vice while 6(22.2%) did not respond to this item (see Table 6). In the mean time, female student respondent was asked to say how many times she reported the vice. It was found that out of 18 female students reportedly approached, only 3(3%) reported the vice (see Table 7).

### Reasons for female student-male teacher sexual relationship

The respondents were asked to say why there was fem-

ale student-male teacher sexual relationship. The purpose of this item was to know perceived reasons for the vice. It was found that 10(37%) of female teacher respondents said that the vice existed because of teacher's power while 8(29.6%) said that it was because a student needed favour from the perpetrator and 6(22.2%) mentioned other reasons, namely lust for sex for both, proud for students, belief that students are HIV/AIDS free, laziness for female students and moral decay for both (see Table 8). In the mean time, female student respondents were asked this item; it was found that they perceived the vice prevailed because of, among other reasons, the major ones were two, namely lust for a teacher and student beauty (see Table 9).

### Category of Male teacher Approach Female Students

The researchers were also interested to know the type of

**Table 9.** Perceived reasons for male teacher approaching female student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	91	76.5	76.5	76.5
	Attractive	7	5.9	5.9	82.4
	Lust for Teacher	11	9.2	9.2	91.6
	Intelligent	2	1.7	1.7	93.3
	Lack of Social Distance	3	2.5	2.5	95.8
	Docile	1	.8	.8	96.6
	Lust for Both	1	.8	.8	97.5
	Don't know	2	1.7	1.7	99.2
	Improper Dressing	1	.8	.8	100.0
	Total	119	100.0	100.0	

**Source:** Research field data, 2013

**Table 10.** Category of Male Teacher approached Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	81	82.7	82.7	82.7
	Tuition Teacher	6	6.1	6.1	88.8
	School System Teacher	11	11.2	11.2	100.0
	Total	98	100.0	100.0	

**Source:** Research field data, 2013

teachers who approached female students. This item was asked to female student respondents only. It was found that 11(11.2%) were school system teachers while 6(6.1%) were shadow system education teachers (tuition teachers), and 81(82.7%) this item was not applicable to them (see Table 10).

## DISCUSSION OF FINDINGS

It is found that most of sexual advance points are at schools (in offices and general premises) and tuition centres. This implies that schools and tuition centres are not safe places for secondary school female students because some male teachers behave unprofessionally towards them. Something needs to be done to control the grooming among male teachers in our schools.

Also, it is found that most of sexual advances by male teachers in secondary schools go unreported. This suggests that female students experience physical and psychological torture from their male teachers without reporting. This situation is attributable to poor mechanisms in place for handling sexual abuse related issues in our secondary schools in Tanzania.

Moreover, it is found that fear, seeking for favour and shyness are leading factors for not reporting. This suggests that female students are not assured of security on reporting sexual advances from their male teachers.

This indicates the entire system is corrupt in the country; this awareness bars female students from reporting on the vice because they have perceived outcomes of what is likely to happen on their reporting.

Indeed, reasons for male teachers approaching female students varied between those by female teacher and student respondents. This signifies maturity and experience differences between a female teacher and female student respondent counterpart.

It is found that both main stream school male teachers and private tutors equally approach their female students. This suggests that schools and tuition centres are not safe places for female students because some male teachers behave unprofessionally to their students.

## CONCLUSIONS

First, perpetrators usually meet female students at tuition centres, school offices and premises because 5.1% and 10% of female student respondents report to have met the predators at those points, respectively.

Second, a good number of sexual advances by male teachers go unreported because 11 out 16 female teacher respondents have not report the vice anywhere at the time they are students in secondary schools. Moreover, 16 out 18 female student respondents have not reported the vice anywhere.

Fear, need for favour and shyness are major factors for not reporting the vice; this is because some of the female student respondents had this to say:

He promised to give me some money and other things like cell phone and laptop (*questionnaire, female student respondent, August 2013, researchers' translation from Swahili language*)

Because the teacher told me that if I could reveal the move his job would be at risk so he promised to give me many things including helping and giving me a laptop (*questionnaire, female student respondent, August 2013, researchers' translation from Swahili language*).

Also, 18.5% of female teacher respondents have not reported on the vice because of fear and 5.9% of student respondents have not reported because of the same reason, which is the highest percentage of all reasons cited by both categories of respondents.

Third, perceived reasons for male teachers approaching female students vary between categories of respondents because female teacher respondents cite teacher's power and student need for favour as two main reasons for while female student respondents mention teacher's lust and female student beauty as main reasons for.

Fourth, both mainstream school teachers and private tutors approach female students because 11.2% and 6.1% of female student respondents say they are approached by formal system teachers and tuition centre teachers, respectively. Generally schools are not immune from asymmetric amorous relationship in Tanzania.

### Policy implications

The ministry of Education and Vocational Training (MoEVT) needs to develop a student-teacher relationship policy; the policy should equally address shadow system education even if the system is ignored by policy makers, but it needs policy with regards to the problem at hand because it is operating and thus its impacts are worth noting in other policies.

### Schools

Schools need to report to appropriate authorities on any sexual abuse by a teacher with zero tolerance and the authorities need to act accordingly.

### Parents

Parents should be aware that male teachers who befriend themselves to their female kids do not always do

that in good faith. And it is hard to know whether their kids are sexually abused or not because they less often than not report sexual abuse behaviour of their male teachers.

### Area for further research

Further research is needed to know the tuition centre teachers who approached female students whether they were teaching mainstream schools or they were typical private tutors. Also, research is needed to know to whom students report sexuality behavior of their male teachers and what actually happens after reporting them. A similar study can be conducted in rural and urban areas to compare the prevalence of the vice between the two vicinities.

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