ASSESSMENT OF CHILD PROTECTION SERVICES PROVIDED TO PRIMARY SCHOOLS PUPILS. A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN ILALA CITY COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for approval by The Open University of Tanzania a dissertation entitled **"Assessment of Child Protection Services Provided to Primary Schools Pupils. A Case Study of Selected Primary Schools in Ilala City council***"***, In Fulfillment for the Degree of masters of social work of the Open University of Tanzania.

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Dr. Fauzia Mohammed

(Supervisor)

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Date

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DECLARATION

I, **REHEMA G. KOMBE** do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other University or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in particular fulfilment of the requirement for the Degree of Master of Social Work (MSW).

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Signature

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Date

DEDICATION

This dissertation is dedicated to all Most Vulnerable Children in Ilala City council who have been living without parental care due to various reasons.

ACKNOWLEDGEMENT

ABSTRACT

This study titled "assessments of Child Protection Services Provided to Primary Schools Pupils. A Case Study of Selected Primary Schools in Ilala City council". This study was guided by three specific objectives namely; to examine child protection services provided to primary school pupils; to examine roles played by teachers (schools) in protecting primary school pupils; and to explore on the Causes of Child Abuse in Primary School Perspective of Child Protection. This study was guided by Social Learning Theory. The theory helps children to increase awareness on negative or risky practices, safe care as well as preventive mechanism. The study adopted descriptive research design, and used a sample size of 100 research subjects; simple random and purposive sampling procedures used. A mixed method approach utilized and incorporated questionnaires and interview methods for data collection. The study finding revealed that creating of awareness on child protection was the leading service for child protection. Further, the findings showed that guidance and counseling is a dominating role of teacher. Moreover, not reporting child abuse identified to be as a dominating cause of child abuse. This study concludes that children are still at risks of abuse though the risk is at minimum level in the hands of responsible and caring teachers, parents, neighbors and peers to list but a few. This study recommends the respective government instruments to act strongly and quickly on any child abuse practices and cases reported touching the welfare of children at schools or in their homes.

***Key words**; Pupil, Child, Teacher, Violence against Children, Child Protection, Parent*

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LIST OF ABBREVIATIONS

DSWO	District Social Welfare Officers
FGM	Female Genital Mutilation
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
NHIF	National Health Insurance Funds
NGO	Non-Governmental Organization
SLT	Social Learning Theory
TEDI	Tanzania Enlightenment Development Innovations
VAC	Violence Against Children
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 Introduction

School institutions have a duty to child protection such as; to educate, as well a social task, one aspect of which is to come across and respond to children with numerous psychological and social problems (Münger & Markström, 2019). Every child has the right to health, education and protection, and every society has a stake in increasing children's prospects in life. In view of that aspect, child protection is therefore a responsibility of everyone who comes into contact with children and their families and caregivers (Promethean, 2019). The purpose of fulfilling this duty efficiently needs all professionals to make sure that their approach is child-centered. In education, teachers and other school staff play a very important role ensuring the safety of children while in school. In this manner, teachers have a significant role to play in child protection (Gulbrandson, 2019). In subject of this view; chapter one consists of background information, statement of the problem, general and specific objectives of the study, research questions, and significance of the study.

1.2 Background information

Globally, child protection in primary school remains matter of great concern (Buckley, 2011). Millions of children are left without a fair chance for no reason except the country, gender or circumstances into which they are born. The contemporary global dynamics of economy, population, and globalization have created a number of problems, frustrations, conflicts, tensions, and stress to children at school and at home, as well as on the way to and from school. Currently, pupils

are baffled at the vast difficulty of immorality and varying magnitude of violence around the school and within the society leading to confusion, anxiety and decline of child potentials as well as uncertain adulthood.

As well, children are at threat of violence and they need special protection measures to safeguard their rights and guarantee support from well-resourced institutions, services and professionals in a sensitive, relevant and ethical manner (UN, 2016). Global statistics indicates increased cases of VAC whereas about half of pupils aged 13–15 are reported to have experienced violence in and around school. Further studies show that 1 out of 3 students between the ages of 13 and 15 are involved in bullying, and about the same share experiences of physical fighting. Moreover, about 720 million school aged children are not fully protected by law from corporal punishment at school (UNICEF, 2020).

In the context of Tanzania, since independence, the Government of Tanzania (GoT) has been considering education as key priority for development. It is due to the fact that education impacts the lives of people and better way to win war against ignorance, poverty and diseases the trio famous social enemies (Rajani & Omondi, 2013). Thus, the importance attached to the education in improvement of quality of life and social well-being cannot be foreseen as it is emphasized in National Strategy for Growth and Poverty Reduction (MKUKUTA). According to recent Five-Year Development Plan (2016/17 to 2020/21), education is regarded as an enhancer of the country's labor force in comprehending the National Development Vision 2025,

driving the country to the middle-income status fuelled by industrialization by 2025 (Katera & Msafiri , 2020).

In the realization of the importance of education, the government of Tanzania has declared that primary education universal and compulsory for children all aged 7 to 14. As the effort to ensure equal access in primary education, GoT has devoted an increasing amount of resources to support expansion both through enrolment and infrastructure. As the result there has been tremendous increase in enrolment with current Gross Enrolment Ratio (GER) in pre-primary stands at 86.68% (86.90% for boys and 86.46% for girls) with total primary school enrolments hitting 10,601,616 pupils (Ministry of Education, Science and Technology, 2017).

The expansion of primary education opportunities has been mixed blessing arising with numeral challenges. Primary School pupils are subjected to various forms violence that hinders their academics, psychological and social wellbeing. It for these reasons GoT introduces and reinforce GCS in school so as to ensure that all children are safe in school and their future is secured.

As well, regarding the protection to disabled children, in 2004 the government of Tanzania issued for the first time in history the National Policy on Disability (Pima, 2013). This was a policy provided guidelines for service delivery in various sectors including education sector. The National Policy on Disability was issued because the Tanzanian government had no policy to guide service delivery to special needs people particularly disabled children.

In addition, in order to facilitate child protection, a Not-for-Profit Organization registered in 2019 under section 11 (1) and 17 (2) of Act No.24 of 2002 called the "Tanzania Enlightenment Development Innovations (TEDI)" was introduced in Tanzania (Child Protection Policy, 2021). The target for establishing TEDI was to protect school children through improving the quality of education from primary level to higher learning institution by bridging the gap between theories and practices needed in the 21st century by incorporating practical skills not delivered in the normal educational curriculum, performing research as well as applying numerous programs associated to digital literacy, financial literacy, and entrepreneurial skills. Through such programs, children and youth become aware and equipped with essential skills that will improve their learning ability.

On the other hand, as indicated by UNICEF (2011) that no bullying, persecution, verbal abuse, corporal punishments, sexual abuse and exploitation arise at the hands of peers, teachers as well as school authority. These actions pose serious human rights, social and public health issue all over the globe with an overwhelming magnitude, eroding the basics for children health and productive lives, and invades the vital rights of children to safety. Nonetheless, there is an increase in school related Violence against Children (VAC) in various parts of the country. About 87.9% of school children have experienced one or more forms of physical violence in their life. The study by HakiElimu shows caning as the leading physical violence in school whereas about 90% of all school children have experienced canning in school (Hakielimu, 2020). The situation even worsens among girl- child whereas 90.6%

have experienced various forms of physical violence in contrast to boys 84.8% (Hakielimu, 2020).

As a result, in ensuring child protection, the government of Tanzania has therefore been demonstrating regular efforts and commitments such as ratification of the Convention on the Right of the Child in 1991 (Ng'ondi, 2012). According to this view, in 2009, the Tanzania government passed a bill recognized as the Law of the Child Act. This bill efficiently domesticated the UN Convention of the Right of the Child and given a legal framework following the fact that all children with an average age of 18 years and below of its population faces marvelous challenges. Adding on, they are further directly affected by poverty and essential children rights being violated for instance the right to education. Therefore, the underlying circumstance revealed that 5.1 million children between the ages of 7 and 17 were not in school (Coleman, 2019). The situation revealed the average yearly cost of an education in Tanzania which totals up to 100,000 Tanzanian Shillings (TZS) *(ibid)*.

Hence, to ensuring access to education for all school-age children, Tanzania decided to commit itself by establishing Fee-Free Basic education to all government primary and secondary schools (Shukia, 2020). As a result, the MoEST and UNICEF (2016) out of school children report showed that primary school enrollment reached its peak of 86% in 2016 compared to only 31.7% of pre-primary school-age children who were attending school before.

Adding on, for many years now the government of Tanzania had been allowing teachers to upgrade their qualification as the effort to support learning and child

protection. As a result, through teachers upgrading their education, the teaching professional development has been helpful to teachers to become better at planning their time and staying organized (Owojori, 2021). Therefore, the undertaking further enables teachers to become more competent and gives them more time to put emphasis on students rather than the paperwork.

Therefore, due to the continuing changing nature of the global world and Tanzania in particular, children are vulnerable from their rights such that some of them are still dropping out from studies, rise of VAC cases to list but few. Hence, the meaningful role the society can play is to ensure that children survive and develop an intellect of responsibility and make rightful life decisions (Egenti, 2016). Family, school and society are obliged to ensure pupils' safety for their growth to self-fulfilled and responsible members of the society (Save the Children, 2021). In subject of the wellbeing of children in schools, this study wants to assess the child protection services provided to primary school's pupils.

1.3 Statement of the Problem

In the light of these on-going changing natures of Tanzania, the issues of child protection are therefore critical. Generally, interplay between social protection and the meaningful role the society can play has been ignored in most studies of child protection in Tanzania. As stated earlier, the international conventions and national policy frameworks exist so as to ensure favourable environment for them to attain basic needs. However, the contribution made by the children in the contemporary society is hardly and rarely given due respect. As such, the issue of child protection

is essential. The duty of delivering child protection services to primary schools' children in Tanzania is shared by different stakeholders namely; the family, the general community, community agencies, and professionals working with children, police and government (BetterHealth, 2021). And so, various initiatives have been in place to ensure child protection to all children in and out of primary schools maintained. These initiatives are namely; Safe environment in schools, Child Protection System Strengthening, Tutunzane II project (Support), Fighting the Worst Forms of Child Labor, Creating One Stop Centers as part of broader child protection system strengthening, Strengthening of the Multi-Stakeholder Child Protection System in Zanzibar, Establishment of a child friendly court in Zanzibar as part of the Child Justice reform, and Professionals graduate with a Diploma on "child rights and child protection" offered at Zanzibar University (Save the Children, 2022).

Adding on, in the realization of the importance of education, Government of Tanzania made primary education universal and compulsory for children all aged 7 to 14, fee-free basic education (Shukia, 2020) to make equal access in primary and secondary schools' education, and an increasing number of resources to support expansion both through enrolment and infrastructure (Ministry of Education, Science and Technology, 2017). Also, policy and guidelines have been placed to guide the provision of child protection services in school (Ministry of Education, Science & Technology, 2020). Regardless of all national efforts to address various challenges facing primary schools' pupils, their necessary services are still been fragmented and uncoordinated with no clear primary point of contact for services provided across different primary schools. It is therefore these circumstances this study wants to

assess Child Protection Services Provided to Primary Schools Pupils in Ilala City council.

1.4 General Objective

To assess Child Protection Services Provided to Primary Schools Pupils from the selected primary schools in Ilala city council.

1.4.1. Specific Objectives

1. To examine the child protection services provided to primary school pupils.

2. To examine roles played by teachers (schools) in protecting primary school pupils.

3. To explore on the Causes of Child Abuse in Primary School Perspective of Child Protection.

1.5 Research Questions

1. What is child protection services provided to primary school pupils?

2. What are the roles of teachers in protecting primary school pupils?

3. What are the Causes of Child Abuse in Primary School?

1.6 Significance of the study

The study findings add to the understanding of child protection in urban setting despite their heterogeneity. Most importantly, the study cover the knowledge gap by applying a different approach to those of many studies on child protection of the Primary Schools Pupils particularly by focusing on the child protection services

provided to primary school pupils. The results of this study would support policy-makers and academia to develop strategies that would favour the primary school pupils and match with the on-going changes in the contemporary society.

The understanding of the child protection services provided to primary school pupils has multiplier effects not only for primary school pupils themselves but also for other stakeholders that deal with child protection for example government departments, NGOs and charity organisations. To move forward a general approach on child protection provided to primary school pupils needs to conduct more comprehensive research to unveil the scenarios practised by primary school pupils in the contemporary society.

Furthermore, the findings of this study contribute in raising awareness on the contribution of child protection services in school and entire community. The study is expected to lay the strength child protection services provided in primary schools thus paving the way for improving the cause in case of weakness or duplicating all strength. Furthermore, the study will add to the general body of knowledge and contribute to the existing literature.

1.7 Definition of Operational of Key terms

For the purpose of thorough understanding of this study, the key terms below have been given operational meaning;

1.7.1 Child

A child is any people under the age of puberty (under legal age of majority) (ACPF, 2013). This study adopted the definition of a child from the Law of the Child Act, 2009 Section 4(1) which refers child to any person under the age of eighteen (18) years.

1.7.2 A Pupil

A pupil is normally a young person, for instance a schoolchild (Merriam-Webster, 2022). As such, the higher learning levels such as at university with older learners are generally called students. This study adopted the definition of pupil as any child or young person in primary school or in the charge of a teacher.

1.7.3 Child Protection

Child protection involves all actions aiming to prevent and responding to all forms of VAC including child abuse and manipulation such as sexual exploitation, trafficking, child labor and other destructive practices such as female genital mutilation and child marriage (UNICEF, 2006). It includes all process aiming to prevent and respond to violence, Abuse, Neglect and Exploitation and abuse against children. The relationship between Child Protection and guidance and counseling relied on the ability of guidance and counseling provide the child with strong capacity to protect him or herself and help children to understand their potentials, how to protect themselves and how to use available referal means or channels in case they face any abuse against their wellbeing (Ministry of Education, Science & Technology (2020).

In the context of this work under study, Child Protection refers to a process of ensuring safety to all pupils from all forms of violence in schools.

1.7.4 Teacher

A teacher is any person who teaches or instructs, especially as a profession (Teacher, 2022). In the context of this study, a teacher is any person with a profession of teaching, especially in primary school.

1.7.5 Violence against children

Violence against children involves entirely forms of violence against all people with the age bellow 18 years. As such, most of the common VAC forms involves physical, sexual and emotional abuse and neglect (WHO, 2020). These forms are mostly reported to occur at the hands of parents, caretakers and other authority figures. Generally, both girls and boys are at equal risk of facing violence against their rights particularly physically, emotionally or neglect. In fact, girls are the one at greater risk of being violated. They mostly face sexual abuse. In the context of this study, violence against children refers to a global issue which can affect any children of any country in both third-word countries and developed countries, regardless of race, social class, gender or religion.

1.7.6 Parent

A parent is a mother or father (Bi X, *et al.,* 2018). This means that a child's mom and dad are both parents whereby most of their jobs is to parent their children. In the context of this study, a parent is any biological mother or father, step mother or

father, or adoptive mother or father. This reveals the fact that all people were born to parents, and many of people also have step parents, foster parents, or adoptive parents who parented them during their childhoods.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the theoretical as well as empirical literatures reviewed on the subject at hand. Furthermore, this chapter elaborates the conceptual framework developed following the knowledge acquired from the review of the literature the chapter and lastly, this chapter establishes research gap.

2.2 Theoretical Review

The essence of this part is to establish evidence from various existing theories relating to the topic under study. In so doing, this study be guided by Social Learning Theory (SLT) as follows;

2.2.1 The Social Learning Theory

Social Learning Theory was at first developed by an American-Canadian Clinical psychologist called Albert Bandura. Albert Bandura is a father of social learning theory born in 1925–2021 (Western Governors' University, 2020). Albert Bandura is also the creator of social cognitive theory, which adds a broader scope to social learning theory and is connected to the cognitive theory of learning.

2.2.1.1 Assumptions of Social Learning Theory: Social learning theory is grounded by several key assumptions, namely:

People learn through observation. Learners can develop new behavior and knowledge by simply observing a model.

Reinforcement and punishment have indirect impact on behavior and learning. People form expectations around the possible significances of future responses based on how current responses are reinforced or punished.

Meditational processes influence our behavior. Cognitive factors that contribute to whether a behavior is acquired or not.

Learning does not essentially lead to change. Just for the reason that a person learns something does not imply that they will have a change in behavior.

These assumptions are linked to this study in a following way;

In this framework, child abuse results from dysfunctional child-protection practices that are shown by succeeding generations of children. Interventions drawing upon learning theory attempt to change the parenting behaviors of mistreating parents through education and behavior modification. In this view, Social learning theory suggests that social modeling and good behavior are powerful classroom tools. If children see positive outcomes from an action such as paying attention to the lesson, they are more likely to perform that action themselves. Conversely, if they see negative consequences, they are likely to avoid that behavior. This means that teachers can use systems of punishment and reward to help students learn from the examples of others in the sake of guaranteeing their protection. Students who receive positive reinforcement tend to have more confidence in themselves and their abilities. The theory discusses that a positive interaction stand out in their mind, and they will want to repeat their good behavior.

2.2.1.2 Strengths of Social Learning Theory

Loop (2020) describes that the primary strength of social learning theory is flexibility (Change in Environment, Change in the Child). The SLT's flexibility defines differences in a child's behavior or learning. The environmental or societal feature of social learning theory states that child learn in a social context. This strengthens the view that when there is a change in the child's environment, the child's behavior may change (Schreiner, 2020). For instance, a child may have misfortune following directions in a relaxed home environment, but have no problems with authority in a stricter school surrounding.

As well, Andreev (2023) further shown another strength that social learning theory consents for numerous means of learning (A child can learn through observation or direct experiences). Also, Loop (2020) identified that in spite of the fact that this theory highlights on attaining understanding and attaining behaviors through environmental influences, among the SLT strength is that it has several approaches of learning. Moreover, Albert Bandura himself asserted that people can learn through direct experiences or through observation. Such as, children can learn the social norms of polite communication e.g. give and take within a discussion by actually talking with others or by watching older people talk to each other.

2.2.1.3 Weaknesses of Social Learning Theory

Loop (2020) described the weakness of SLT that it denies the importance of accountability in ones actions. The theory falls short as it abandons the importance of accountability in one's actions. By focus on the environment, the theory assumes

one's behavior and actions are determined by society, not by how a person handles or processes information. As such, the children's environment impacts her and directs her learning, this theory is therefore weak when it comes to the child's accountability for her own practices (Andreev, 2023). Focus on how environment affects behavior puts more weight on the people and community that child is part of, and inadequate focus on how the child handles and processes new information. It ignores the child's accountability and may go too far in stating that society directs how a child behaves and acts.

The social learning theory further ignores ordinary developmental milestones. Although children do not mature at identical rates, some normal milestones may still occur irrespective of the environmental setting.

Furthermore, SLT Neglects Standard Milestones (Loop, 2020). From this view SLT fails to explain all behaviors, more precisely in the circumstance when there is no apparent role model for the observer to imitate. As well, SLT does not hinge upon a distinct advancement of learning and growth that is chronological or age dependent. The reflection of this theory as ignoring to reflect the child's development, across all of the areas, is a likely weakness (Andreev, 2023). Even though not every child develops at an undistinguishable rate, some of the standard milestones and indications may still happen regardless of the environmental setting.

2.2.2 Relevancy of Social Learning Theory to the Study

In the first specific objective, social learning theory is relevant due to the fact that it allows pupils to make real observations for punishments and rewards during various

undertakings conducted in the classroom and in school session (Allnock, 2018). As such, pupils who observed to win or seem to perform well or otherwise observes fellow pupil do well may then imitate that behavior.

In the second specific objective, social learning theory is relevant as it allows teachers to impart knowledge and improve pupils thought processes and use them to numerous classroom sessions in ways that involve all pupils (Loveless, 2022). Likewise, the theory gives teachers the tools to face any barriers takes place in the learning process. As such, teachers can motivate students extrinsically through positive support and prizes to increase a pupil's intrinsic motivation and self-efficacy through verbal persuasion, positive support and constructive feedback.

In the third specific objective, social learning theory is relevant because is the tool that supports children by strengthening good and protective environment for all children from any form of violence (Allnock, 2018). For-instance; a strong focus on prevention of abuse, exploitation, neglect and other forms of violence. Likewise, once there is any abuse to children, social learning theory may be used for intervention by favoring a behavioral orientation by defining a problem in relation to the observable phenomena, namely a parent beating a child.

Generally, Social Learning theory is relevant to this study because it helps children, teachers, parents and other stakeholders of child protection to raise awareness on negative/harmful practices or actions, safe care as well as preventive mechanism.

Therefore, applying social learning theory in this context have positive impact in explaining Child Protection Services Provided to Primary Schools Pupils.

2.3 Empirical Literature Review

This part presents the global, regional and local literatures reviewed on the subject of Child Protection Services Provided to Primary Schools Pupils.

2.3.1 Child protection services provided to primary school pupils.

Guaranteeing child protection is the responsibility of everyone who interacts with children and young people (Sherman, 2022). For this reason, the Children First Act, 2009 cementing on child protection by looking forward as it deals with the provision of child services, and also ensuring that children are safe from harm. In that regard, the Act place undertakes an assessment of any potential for harm to a child and child safeguarding. Adding on, other individuals or process of child protection referrals come from numerous agencies namely; schools or primary health care professionals, or from the public members, often parents and relatives, friends and neighbors. As child protection is the responsibility of everyone in contact of a child, likewise child protection in primary schools must therefore be a priority for every school and must be at the core of all of its activities. Therefore, in order to safeguard the welfare of children in schools, the following child protection services have to be provided to primary school pupils namely;

Child protection service from school related VAC; a study by Pounds & Hewison (2013) presented shocking findings displaying various forms of violence that makes schools unsafe place for children. UNICEF report revealed violence to school

children extending from physical, sexual and emotional abuse (UNICEF, 2014). Further studies indicates that teachers, parents and students themselves are among the perpetrators of violence against school child through pervasively administering unauthorized corporal punishment, sexual violence against particularly female school children, and various forms of psychological violence including name-calling and public humiliations (Barnett & Belfield, 2006). VAC in school can be categorized as physical, psychological and gender or sexual violence.

Protection from gender or sexual violence in school; As described by UNESCO/UNGEI (2015) that school related gender-based violence are the acts or threats of sexual, physical or psychological violence happening in and around schools, committed as a result of gender norms and stereotypes, and enforced by unequal power dynamics. Also, Pounds & Hewison (2013) added that incidents of sexual violence among school children frequently occur at school and on the way to and from school. Studies show that gender violence in school affects millions of children, families and communities globally due to its complexity and multidimensional nature manifested in physical, sexual and/or psychological violence, including verbal abuse, bullying, sexual abuse and harassment, coercion and assault, and rape (UNESCO & UN-Women, 2016). Therefore, Sexual violence is most propellant form of gender violence in school constituting engaging in sexual activities with school child. Such activities involve coercion, force or threat, abuse of a position of trust, authority or influence over   the child, including within the family; or abuse of a child's vulnerability, notably mental or physical disability or dependence (Pounds and Hewison 2013).

Guidance and Counseling Services; The relationship between Child Protection and guidance and counseling relied on the ability of guidance and counseling provide the child with strong capacity to protect him or herself and help children to understand their potentials, how to protect themselves and how to use available referal means or channels in case they face any abuse against their wellbeing (Ministry of Education, Science & Technology (2020). At primary school educational setting, guidance and counselling span from incidental by a regular service to all pupils. Guidance and counseling work as conversational healing that allows survivors, spectators or perpetrators of VAC talk about their problems and feelings in a confidential environment (UNESCO & UN Women, 2016). The main goal of guidance and counseling is to help individuals to understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles.

Adding on, violence against children is serious human right violation and biggest threating millions of children reaching their full potential (UNICEF, 2018). As a global agenda, violence against children has been prioritized in Sustainable Development Goal (SDG) and nations are committed to eradicate all forms of violence to children by 2030. This is because every child has the right of not being violated in any ways (UNICEF, 2020). This reveals that all children have right to live free from any form of violence, exploitation and abuse. So far, children worldwide are not required to being exposed to or experiencing violence, or pushed

into labor, child marriage, exploitation and trafficking. Instead, they are required to access all of the child protection services.

Literatures exposes guidance and counselling as two interrelated concepts which can be used to help school to overcome their life challenges. Guidance is a broader service incoparating numerous activities of providing children with knowlegde, attitude and life skills geared at nurturing individuals to make correct life decissions. Counselling a subset of guidance services, help to children with emotional diffculties so that he/she makes necessary adjustments to become a responsible citizen. Guidance and Counseling is meant to assist child protection by by unleashing child potentials on personal protection and means to use available referal mechanisns or channels in case in case of abuse (Ministry of Education, Science & Technology, 2020).

Academic support services. In order for primary school children to flourish, cope with academics in school, and balance well in their social life, they need important life skills to deal effectively with day-to-day challenges posed in their surroundings. Children need skills that will empower them to avoid unnecessary pain, stress and frustration in and around the school. Egbo (2013) asserted that "the total development of a child can only take place in an environment conducive for teaching and learning".

2.3.2 Roles played by teachers (schools) in protecting primary school pupils.

Everyone is responsible in child protection. Families and family members, communities, the respective governments and non-governmental organizations

(NGOs) collectively perform a great role in recognizing children's rights to protection (Save the Children, 2008). In the context of primary school, everyone employed in a respective school is liable for the protection of all pupils available. Accordingly, the school needs to train all primary school staff and volunteers how to identify any abuse and assure child protection. This takes account of knowing what to do if they or someone else is worried about a child. In so doing, learning environment, recognizing pupils who are suffering or at risk of harm and take appropriate action. Adding on, school requires training staff in child protection.

In England, the role of protecting primary schools' pupils is the responsibility of all members of staff. According to Department for Education (2015) any person who contacts children needs to be responsive of the laws regarding protection and the steps to take if they suspect abuse or neglect. In so doing, teachers are therefore needed to make sure that wellbeing of pupils is maintained. This is possible by teachers and all school staffs to notice changes in pupil behavior and spot other common signs that may or indicate a child may be suffering from abuse. Therefore, some of the protection concerns that teachers and all school staffs need to be aware of as part of their role namely; child on child abuse, neglect, self-harm and self-neglect, bullying, serious violence, emotional and physical abuse, grooming, child sexual exploitation, forced marriage, female genital mutilation (FGM), and prevent radicalization. Moreover, teachers and all school staffs need to do the following in assuring child protection namely; open communication, training, address safety throughout, spot safeguarding issues, policies and procedures, provide enough time and resources to staff, safety, support systems,

promote healthy relationships**,** promote sources of help, and provide information to parents, safer recruitment, and review policies regularly.

The study of Brown (2008) based on examining one of the most challenging problems facing school administrators in contemporary society, school safety. In this study, data were collected on teachers' knowledge of emergency procedures at their schools and whether emergency procedures/drills were routinely practiced to promote familiarity and effectiveness. As a result, the study found that schools and communities are responsible to prepare and respond quickly to all risks towards children or pupils, and in many cases prevent them from ever happening.

Children at schools may be at risk namely being a victim of violence/abuse/exploitation. From this view, Vikaspedia (2022) presents that in various schools' environments; children may be at risks that can harm their safety (child protection). So, teachers or the respective schools are required to make sure children are well protected. This is possible for teachers to identify if there is a problem and spend time to understand it and explore possible solutions. Furthermore, if children are subjected to neglect, abuse, violence and exploitation anywhere.

Also, Skovdal & Campbell (2015) added that teachers have an important role to play in child protection. They are responsible in the detection and reporting of possible cases of child abuse. Adding on, teachers have the role of contributing to the ongoing support and monitoring of the abused child. Therefore, in order for teachers to properly protect children, they are required to be well equipped with the good skills

through suitable in-service training in child protection. As such, these skills are of key importance in emphasizing child protection issues.

2.3.3 Causes of Child Abuse in Primary School Perspective of Child Protection

In the present days, one area that becomes attention of child protection is the school environment (Suyanto & Harefa, 2019). Numerous cases of child abuse and violence take place alongside children in school. As a result, child abuse is in the form of mistreatment, both physically, psychologically, sexually, neglect, and so on, those results in real or potential disruption to the development, health, and survival of children in and out of the school environment.

Child abuse is among the major and leading challenge faced by many children all over the world (Business Bliss Consultants, 2018). Children can be abused by different people like parents, strangeness, and member of their families, teachers and other children at school or in the community. Regardless who are the abusers, causes and effects are all same like any other abuse. Child abuse can be categorized into four types: physical abuse, psychological abuse, sexual abuse and neglect. Each type has different causes and different effects on child life and on the community.

In the Uganda context, sexual abuse among primary schools is widely increasing. The study of Kongai (2008) on "causes of girl child sexual abuse in primary school: a case study of Kachumbala sub-county Bukedea district (Uganda)". The study revealed that number of unreported cases is far greater because primary school pupils are afraid to tell anybody on what happens to them. As a result, the available legal

instruments for dealing with such cases finds difficult and many children in Uganda under the age of 18 years are being abused.

In Nigeria, Yohanna & Muhammad (2018) conducted a study Effects of Child Abuse on Primary Education. A Case Study of Some Selected Primary Schools in Zuru Local Government. The study based on the causes, behavior and effects of child abuse as a limitation headed for primary education. The study used a total of 60 structured questionnaires which were administered to get information from the respondents. Therefore, the study revealed that child abuse in primary schools is caused by poverty, farming, and trading, religious belief, unconsciousness of the risks involved in child abuse and illiteracy by some parents. Adding on, physical abuse and neglect of children are the form of abuse discovered to have negative consequences in the primary pupils extremely going from low academic performance, teenage pregnancies, delinquency and negative attitude to education and lastly dropping out from school. Furthermore, the study revealed that prostitution, theft, malnutrition, illiteracy and drug abuse as other effects of child abuse.

In the context of Egypt, the challenge of child abuse is multifaceted and includes an individual characteristics of family members, family structure and dynamic and sociocultural factors. This is evidenced by the study of Shaaban (1999) concentrated on Incidence of Child Abuse among Primary School Children in Menoufiya. The study revealed that child abuse is a challenge existing in our community where there is physical and emotional abuse. Furthermore, the study reveals the commonness of

various forms of child abuse whereby children who are neglected and emotionally deprived are often physically abused.

In the context of Kenya, child neglect is observed to be harming the wellbeing of children in schools. Despite of Kenya context, child neglect is also a major issue and a global phenomenon affecting the security of school children from both in developed and developing countries. The study of Kandagor et al., (2021) assessed causes of child neglect among primary school pupils in Marigat sub county, Kenya and its counseling implications. The study adopted ex-post facto research design. Questionnaires were used during data collection. The study used the population of 12,202 people. The study findings revealed that the statistics from Marigat Sub County in Kenya showed rising cases of child neglect in various primary schools. The study findings further showed that children who lacked parental care were likely to be exposed to situations that can compromise them into engaging in sexual activity leading to teenage pregnancy. As a way forward, the study recommended National and County Governments to ensure public awareness and educate parents, guardians and caregivers to take charge of the safekeeping of their children while at home and protect them from unsafe environment namely; sexual abuse, sexual harassment and teenage pregnancies.

Adding on, an exploratory study on the risk factors to child abuse in primary schools in Kajiado County-Kenya conducted by LVCT-Health & SOWED-Kenya (2014). The study was a qualitative exploratory study involved 4 public primary schools whereby 2 primary schools were from urban while 2 primary schools were from rural

context, these schools were purposively selected as a case study for data collection. The study used in-depth interviews and conducted to 76 students, 17 teachers, 21 parents, 4 community stakeholders and 13 Government officials. The study findings revealed various forms of abuse to primary school pupils namely; corporal punishment, threats and harsh words, sexual exploitation, exploitation for economic gain, and neglect. Conversely, practice of corporal punishment in form of kicking, slapping, caning, harsh treatments was found to be most common.

In the context Tanzania, there are various causes of child abuse. A study of OCHA (2021) on Violence against children in Tanzania – Does it affect child education? The study revealed that there is insufficient knowledge on the prevention and strategies of child abuse. As a result, cases in relation to child abuse are still occurring. Further, the study shows that common child abuses that are frequently reported are related to physical violence namely; corporal punishment and sexual violence to children living particularly in rural areas. In the context of Tanzanian schools particularly primary schools, child abuse cases are increasing. As a result, the schools are currently becoming cores places where different kinds of abuses happen. This is due to the fact that under the Tanzania 1930 law, corporal punishments are not illegal. They are still permitted and are taken as a normal form of punishment enforced by the courts for people under the age 18 years for nearly all types of offenses. Moreover, such type of punishments is legalized as a disciplinary measure in parenting and not observed as harmful or abusive. Therefore, in Tanzania context, such corporal punishment perceived to be violent when they exceed and hereafter violates children's rights that are to be protected.

2.4 Research Gap

The contemporary global dynamics of economy, population, and globalization have created a number of problems, frustrations, conflicts, tensions, and stress to our children at school and at home, as well as on the way to and from school. In addressing challenges facing child protection, various studies in the world and Tanzania in particular undertaken namely; the study of Mabula (2011) focused on the effects on violence in Tanzania among primary school, causes of violence and little attention on the effects of guidance and counseling on prevention of violence among primary school students. Adding on, the study of Mwakabungila (2017) explored the challenges faced in implementing free primary education in Tanzania. The study findings revealed that the teaching and learning environment in Tanzania schools particularly public primary schools are not conducive to access good primary education for pupils. Apart from these studies, Katera & Msafiri (2020) conducted a study titled the Learning Environment and Performance of Primary Education in Tanzania. The findings revealed that there were inadequate teaching materials. As well, the study findings showed that there was teachers' classroom absenteeism which continued the same at 14% as stated in 2014, as a result, school absenteeism rate became slightly increased in 2016/17. None of these studies concentrated on assessment of Child Protection Services Provided to Primary Schools Pupils, A Case Study of Primary Schools in Ilala City council. That's why this study wants to bridge the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodologies that used for the purposes of this study. The research design; description of study area; study population; sample size and sampling techniques. Furthermore, the chapter presents methods of data collection; methods of data analysis; validity and reliability of data, as well as important ethical considerations guiding this study.

3.2 Research Design

Cresswell (2012) noted that research design is all tactics that selected to integrate the various mechanisms of the study in a clear and logical way that effectively address the research problem. This study was used mixed research design. The justification for using mixed method research design is that it enabled a researcher to collecting, and analyzing data by using the mixing both quantitative and qualitative methods. As well, mixed methods research design used for the reason that one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions (Creswell, 2012).

3.3 Description of the study area

According to Cresswell (2014), selection of specific study area is fundamental and provides crucial grounds for testing particular theories. This study was conducted in Ilala City Council, in Dar es Salaam Region. The researcher selected Ilala City Council to be a case study following the insecurities happens to her children. There

have been a tendency of various abuse occurs to the children of Ilala City Council
namely;

Table 3.1: Child Abuse in Dar es Salaam city council (Ilala Social Welfare Office, 2021/2022)

Type of abuse	Children		Total	Cases reported to court			Judged cases
	Boys	Girls		Boys	Girls	Total	
Physical abuse (corporal punishment)	1		1	1	1	2	2
Emotional abuse (insults, etc.)	25	48	73	2	10	12	8
Sexual abuse (rapes, sodomize, etc.)		3	3	2	10	12	2
Economic abuse (no right to work, no right to school, etc.)	3	18	21	3	18	21	3
Abandoned children (street children)	06	52	58				0
Child employment	5	6	11	0	0	0	0
Child cases following law break up	38	0	38		0		
Total	**78**	**127**	**205**	**08**	**39**	**47**	**13**

Dar es Salaam city council (Ilala Social Welfare Office, 2021/2022)

The total cases reported following various forms of child abuse committed in Ilala
City Council is 78 for male and 127 for female equals to a total of 252 cases.
Therefore, it is this tendency of abuse occurs to children following the selection of
Ilala City Council as a case of this study.

3.4 Research Approach

Research approach involves plans and the procedures for conducting a study that spans the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Chetty, 2016). This study was used a mixed method research approach combining both qualitative and quantitative approaches. The justification of using mixed method approach is that mixed method research approach enabled a researcher to integrate elements of both qualitative and quantitative approaches in considering that a combination of both qualitative and quantitative approaches provides more complete understanding of a research problem than either using one approach alone.

3.5 Research philosophy

A research philosophy is a belief about the way in which information about a phenomenon should be collected, analyzed and used (Saunders, 2009). This study was therefore used pragmatism research philosophy. In so doing, Pragmatism is a research philosophy based on the epistemology whereby there is no single way to learning but various ways of understanding for the reason that there are multiple realities (Maswoswere, 2019). Pragmatism research philosophy used because this type of research philosophy integrates integration of multiple research methods encompassing both qualitative and quantitative research method to gain knowledge of the multiple realities. So, it is through integration whereby a researcher gains a better understanding of the problem under study from the understandings of people who lived the experiences and from scientific modeling and testing of facts and figures. Furthermore, the use of pragmatism research philosophy as it incorporates

mixed method approach enhances more and detailed understanding of research questions and results brings about a balanced conclusion about a research problem.

3.6 Study Population

According to Creswell, (2012) a research population includes of group of individuals who have the same characteristics suitable for specific study. Adding on, McBurney quoted by Strydom, (2013) referred study population as the sampling frame; the totality of persons; events; organization units; case records or other sampling units with which the research problem is concerned. Any group of people or observers who includes all the possible members to that category is called population (Salaria, 2012). In the context of this work, study population consisted of 2222 as a total number of pupils from the selected primary schools in Ilala city council, 5 district social welfare officers, 30 Ward Social welfare officer, 11 ward educational officers, 20 head teachers, and 15 guidance and counseling teachers. Therefore, a total population of this study was 2303 people.

3.7 Sample size

According to Creswell (2012) sample is a subgroup of the target population that the researcher plans to study for generalizing. In the context of this study, the sample size was therefore being reached after adoption of Slovin equation.

The Slovin's equation as presented by Vega (2022) is given via equation as follows:

$$n = N/ (1+Ne^2),$$

Where; **n** is the sample size,

N is the population size

e is the margin of error to be decided by the researcher.

n =?

N =2303

e =10%

From the formula above, sample size will be obtained as follows;

n= 2303 / [(1+2303 ^ (0.1^2)]

= 2303 /1+23.03

=100

Table 3.2: Summary of Sample Selection

S/N	Sample category	Numbers
1	District Social Welfare officers	1
2	Ward Educational Officers	5
3	Ward Social Welfare Officers	7
4	Head Teachers	14
5	Guidance and Counseling Teachers	11
6	Pupils	61
Total		**100**

Source: Researcher, 2022

3.8 Sampling Procedures

Sampling refers to a procedure of choosing individual members or a subset of the population to make statistical inferences from them and evaluate characteristics of the whole population. (Kombo & Tromp, 2011). For the purposes of this study, both probability and non-probability sampling techniques will be employed. Under Probability sampling, the researcher used simple random sampling to get respondents to be involved in data collection. Simple random sampling will therefore be used to pupils or students. On the hand, non-probability sampling was deliberately used to generate representatives from small population seeking only to represent a specific group, a precise named section (Cohen, Manion, & Morrison, 2007). In this concern,

under non-probability sampling technique, the researcher used purposive sampling technique to get participants. Purposive sampling technique was therefore employed to District Social Welfare officers, Ward Educational Officers, Ward Social Welfare Officers, Head Teachers, and Guidance and Counseling Teachers

3.9 Data Collection Methods

Data collection methods are the ways that enable the researcher to collect data from the ground or field (Mlingo 2016; Kombo & Tromp 2011:88). As such, for reliable study, the researcher needs to use valid and reliable instruments for data collection including; document study, questionnaires and interviews (Jack & Norman, 2015). In the context of this study; questionnaires, interview for key informants, and focused group discussion were used for primary data collection, while documentary review was used for secondary data collection.

3.9.1   Questionnaire Method

Under questionnaire method, both closed and open-ended questionnaires consist of questions printed orderly on a form as explained by (Kothari, 2004) was administered to Counselor Teachers, Head Teachers and Ward educational Officers aiming to collect more data as possible to a large number of respondents in a short period of time. This method was used to 14 head teachers, and 7 guiding and counseling teachers. Tools used for data collection was printed question papers distributed to teachers and guiding and counseling teachers. The justification to use questionnaires was governed by its ability to effectively collect volumes of information to large population at relatively short time (Kombo &Tromp, 2011).

3.9.2 Interview Method

Under key informants; interviews were applied to collect data from participants. The interviews were included of conversation between researcher and participants with the determined to provoke certain information as described by Sim & Wright (2002). In order to collect detailed information on the study topic, one to one interview was conducted to pupils, Wards and District Social Welfare Officers. Tools used for data collection were semi-structured interview guide, notebooks, and pens used to note the shared information during conversation made between researcher and participants. The justification of using interview method was directed to its ability to collect detailed data from original on the complex and technical information in a complete way with greater understanding (Abawi, 2013). Interviews were therefore conducted to 25 pupils, and 1 district social welfare officer.

3.9.3 Focused Group Discussion

Under focused group discussion, the researcher used 11 teachers and 36 pupils who were distributed in groups consisted of 3 to 5 participants. In so doing, focused group discussion was therefore used to collect information from pupils and teachers. Tool for data collection used under this method were FGD guide, notebooks and pens to note the opinions of the participants. The justification of using focused group discussion is that they offered an in-depth understanding of the participants. As well, it enabled a researcher to uncover personal attitudes and beliefs that other methods can't replicate which in-turn means more insightful results.

3.9.4 Documentary Review

This was the method used to collect secondary data. In obtaining Secondary data, a researcher collected information in relation to the topic under study. The sources of data were at Ilala city Council Office, published and unpublished information resources, education reports, Government and international documents as well as manuals in the selected schools. The justification of using documentary review is that they enabled a researcher to collect background information, philosophy, and as well, it allowed researcher to make sense of their resources and chose the appropriate pieces for their studies.

3.10 Pre-testing of Data Collection Instruments by using Pilot Study.

According to Bryman (2012), pre-testing is necessary in order to improve the data collection instruments. Therefore, data collection instruments for this study were pre-tested by using Pilot study in the district which had similar characteristics to the selected areas. Pre-testing the data collection instruments was inevitable in order to test the intelligibility, suitability and logical flow of questions. In a related way, the instruments were tested to estimate the amount of time and costs required to complete the data collection exercise. This study was employed undeclared pre-testing that accommodates the researcher not to inform the respondents that pre-testing is being done. The pre-testing consisted of 20 pupils from two randomly selected schools. Also, 1 head teacher and 3 guidance and counseling teachers were pre-tested. The justification of using pilot study was that pretesting enabled a researcher to check the extent to which questions understood by the interviewee and

to identify areas for modifications and corrections before actual data collection commenced.

3.11 Data Analysis

According to Cresswell (2012) Data analysis is a way of examining of what has been gathered in a survey or experiment. In the context of this study, a researcher collected quantitative and qualitative data. The quantitative data gathered through questionnaire were analyzed by using SPSS computer programme. The justification of using SPSS in data analysis is that it helped a researcher to utilize diverse data sets and conduct different statistical analysis and inter-relating the relationship between the dependent and independent variables.

As well, thematic analysis was used to analyze qualitative data collected by using unstructured interviews responses from participants through process of theme identification and categories apparent in the questions that provoked the information moistly qualitative data. The justification of using thematic analysis is that it enabled a researcher to identify themes such as patterns in the data that are important and use the themes to address the research problem.

3.12 Validity and Reliability

3.12.1 Validity

Validity is the ability of measuring instrument of the research to measure what it claims to measure (Cohen, Manion & Morison, 2011). In order to ensure validity in this study, the researcher conducted pretests to the questionnaire to different

individuals to make sure that, the interview guides and questionnaires focused on the topic under study and the purpose of the study is well and clearly clarified to the research subjects and issues concerned.

3.12.2 Reliability

According to Thyer (2010) describes reliability as degree to which the same tools were delivered a similar finding when used repeatedly in same or alike condition. In the context of this study, tools for data collection namely; interview guide, questionnaires and the sample targeted for the study, the relevance of the responses were crosschecked to complement the objectives of the study so as to bring about reliable responses. Furthermore, the responses in return presented a true picture of different factors in child protection.

3.13 Ethical Considerations

Ethics of any educational and social study holds on moral matters arising out of the conduct of research (Gregory, 2003:2). This research carried putting in consideration important ethical matters prior-data collection, throughout data collection as well as data analysis and in study report making. As such, among the observed ethical considerations were Confidentiality and anonymity, Consent and assent. As well, the researcher guaranteed voluntarily participation to all research subjects. Generally, all of the ethics considered were to ensure that no harm to any of the research subjects.

Adding on the above considered, the researcher asked for permission from Open University of Tanzania where she was permitted to conduct the research. The study was conducted after the approval letter from LGA where the letter from Open

University of Tanzania attached with copy of student identity card. Respondents asked to participate voluntarily without mentioning their names anywhere. The informed consent was sought from study participants prior to participate in the study and the aim of the study was well explained before them.

3.14 Plan for Dissemination of Research Findings

The findings of this study were shared to the Open University of Tanzania where it was used as baseline data for further large-scale studies. Also, these findings were shared to policy and decision makers, DPs, IPs, school institutions and community in order to mitigate the underlined problems.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the following parts; demographic information; discussion for each specific objective, namely; to identify child protection services provided to primary school pupils; to examine roles played by teachers (schools) in protecting primary school pupils; and to explore on the Causes of Child Abuse in Primary School Perspective of Child Protection. More details are presented below;

4.2 Demographic Information of Research Subjects.

The demographic information is presented using three variables, including; gender, age and education level among research subjects. More details are provided;

4.2.1 Age Category

The age group of the research subjects as per this study were as follows; most of the research subjects involved in this study namely 50% had 36-40 years, this group followed by the age group of 11 years which scored 46%. Other age groups involved in a study were; from 30-35 years which scored 40% 12 years scored 32%, and the last was the age group of 41 years and above scored 10%.

Figure 4.1: Age group of the research subjects

Source: Researcher, 2022

This fining implies that most of the research subjects involved in this study had the age of 12 years to 15 years. In view of the impact of age in child protection, Sherman (2022) vows that guaranteeing child protection is the responsibility of everyone who interact with children and young people without considering the age category.

4.2.2   Gender among Research Subjects

According to the findings; 58% of the research subjects involved in this study were female, while only 42% were male.
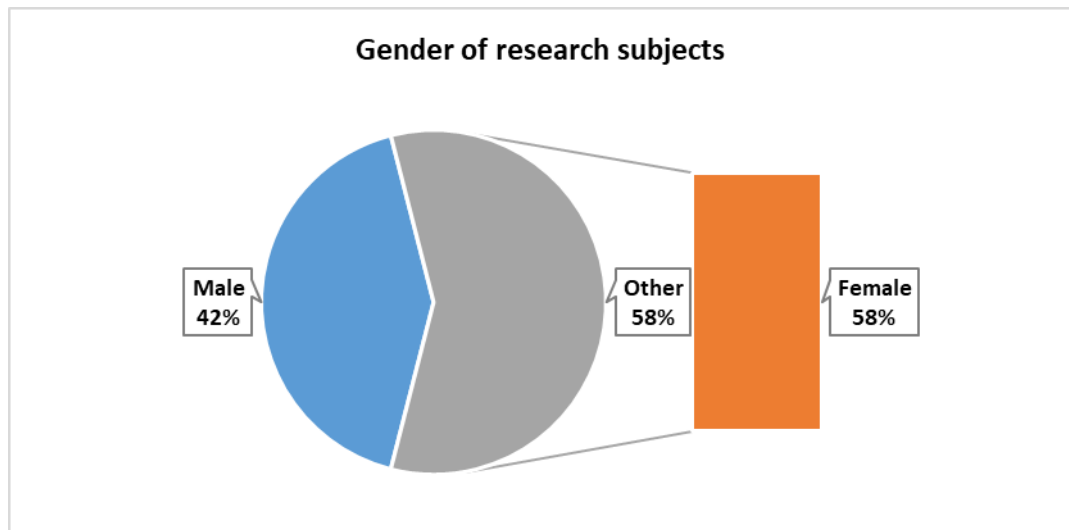
Figure 4.2: Gender of research subjects

Source: Researcher, 2022

This finding implies that most of research subjects involved in this study were female. In the context of child protection, the issue of gender is less significant since everyone is responsible to safeguard children. This is supported by Promethean (2019) who presented that everyone regardless of the gender is responsible for child protection.

4.2.3 Education Level of the Research Subjects

According to these findings, most of the research subjects involved in this study had primary level 60% and certificate level 31%. Others were diploma level with 7%, degree level with 2%.

Education Level of the Research Subjects

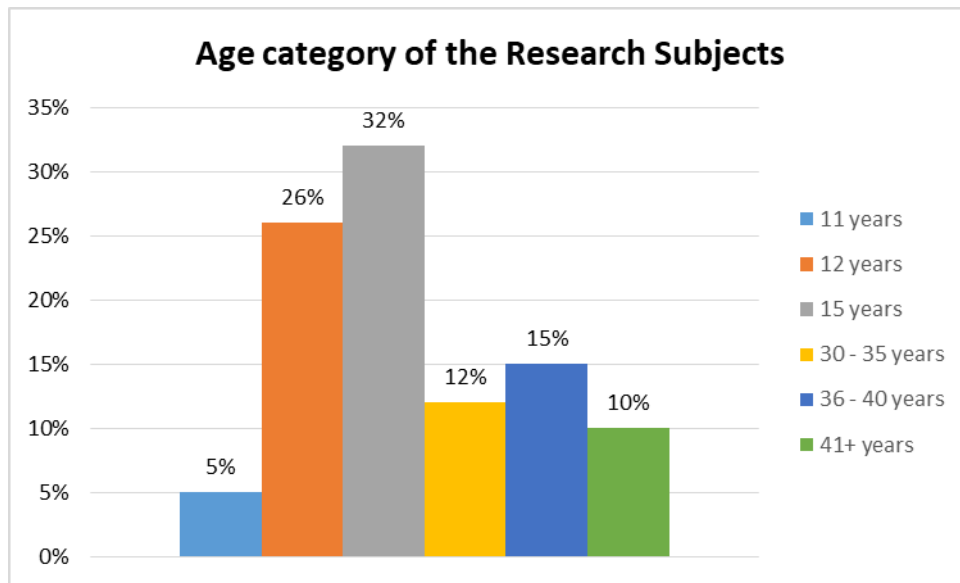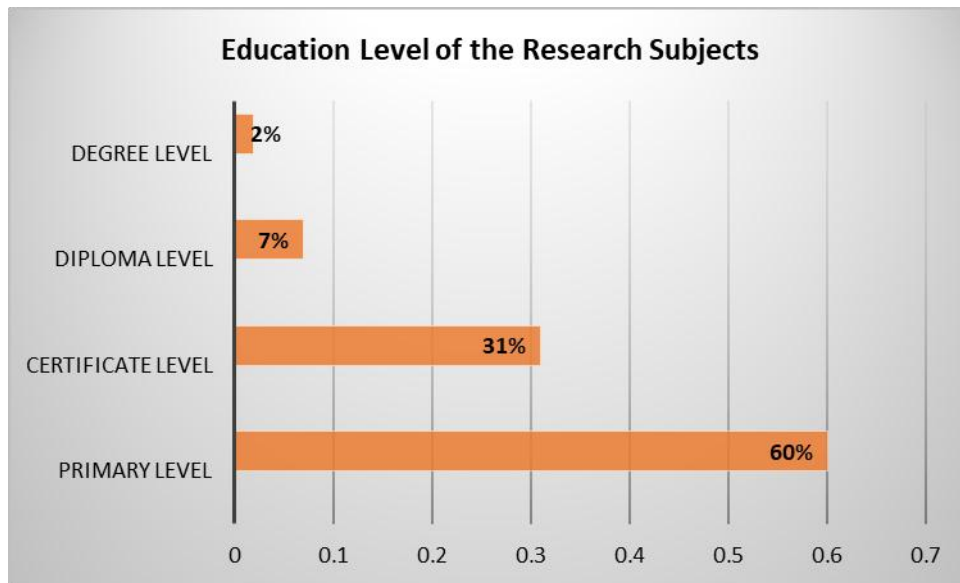**Figure 4.3: Education level of research subjects**

Source: Researcher, 2022

This finding implies that most of the research subjects involved in this study had primary level and certificate level. In view of the topic under study, educational level matters. This is because many of the reported cases of child abuse are due to inadequate knowledge about child protection. These results are supported by Pounds & Hewison (2013) who portrayed that Education Service provides opportunities for staff working in education settings to equip them to respond appropriately to concern that a child may have been abused or be at risk of significant harm. This is because several incidents of sexual violence among school children frequently occur at school and on the way to and from school (Pounds & Hewison, 2013).

4.2.4 Marital Status of the Research Subjects

The marital status according to the research subjects involved in this study were as follows; single was 74%, married were 20%, and the last was divorced who scored 6%.
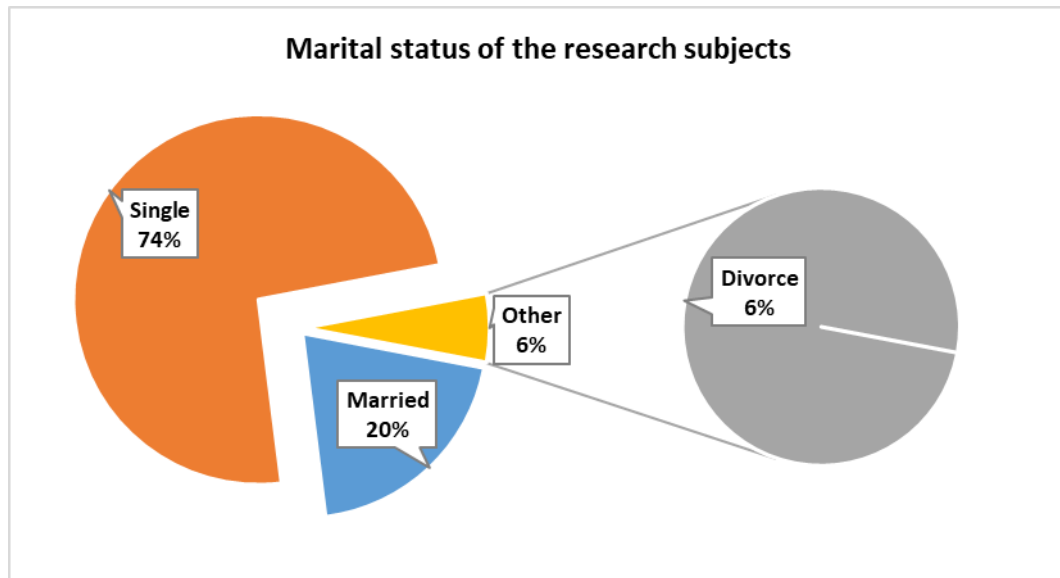
Figure 4.4: Marital status of research subjects

Source: Researcher, 2022

This finding implies that most of the research subjects of this study involved in data collection were single. This number was much contributed by pupils from the selected primary schools involved in this study. These results are reflected by the study of Kandagor et al., (2021) who assessed causes of child neglect among primary school pupils and revealed that children with no single parent are the most experiencing lack parental care and likely to be exposed to situations that can compromise them into engaging in sexual activity leading to teenage pregnancy.

4.3 Identification of Child Protection Services among Pupils

This is a first specific objective of this study presented by using three variables, these variables are; knowledge of child protection services, identified services for child protection, and individuals responsible for child protection. Below is the discussion;

4.3.1 Knowledge of Child Protection Services

This is the first variable under the first specific objective in which both quantitative and qualitative findings dealt. According to the findings of this study, the quantitative findings under this variable shows that only 38% had no knowledge about child protection services while 62% had knowledge about child protection services. This finding implies that majority research subjects had knowledge about child protection services.
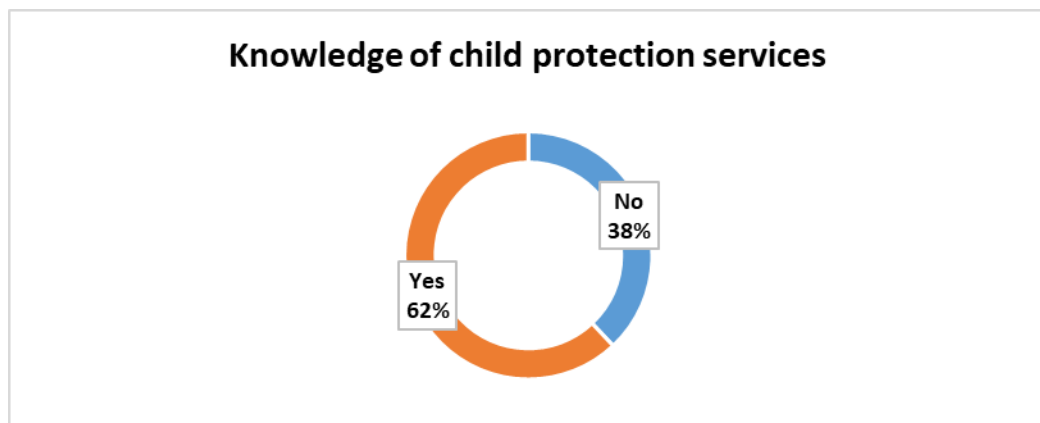
Figure 4.5: Knowledge of child protection services

Source: Researcher, 2022

The qualitative findings which were primarily collected from school pupils revealed that they have knowledge of issues related to child abuse while others they went far

to identify some of their friends or peers who were discontinued with school due to various forms of various. Their illustrations are further presented below,

> *"When was in class six, one of our peers failed to continue with studies, when we followed up, it was revealed that she was pregnant; a man who impregnated her, after negotiation with her parents, allowed him to marry her"* One of the primary school pupils.

Cementing the above illustration, he noted,

> *"Teachers and other people come in school during the club session; they teach us various topics like violence and abuse, reproductive health and other skills. So, we are very informed about abuse and violence though the problem is still increasing. One of the primary school pupils*

The qualitative findings as illustrated above shows that school pupils have knowledge of abuse and violence. From these findings, one can go further to ask, with such knowledge, why the cases of abuse and violence still rampant? However, it can be dealt with the consensus that having or accumulation of knowledge does not guarantee its utilization.

Hence, the quantitative and qualitative findings as presented above, confirms that research subjects for this study, had knowledge of abuse and violence against children during the time of data collection.

These results are supported by the work of Kandagor et al., (2021) which recommended governments to ensure public awareness and educate parents, guardians and caregivers to take charge of the safekeeping of their children while at home and protect them from unsafe environment.

Moreover, using the lens of social learning theory, in order to prevent abuse and violence, pupils need to have role model to show them where services related to child protection can be found. Children or pupils are very good in observing the quality in the provision of such services; they are also a good story teller to fellow peers (McLeod, 2016). Hence, when the services are provided accordingly, it is without doubt that all pupils would access them accordingly.

4.3.2 Identified Services for Child Protection

This is the second variable under the first specific objective. Figure 4.6 shows the identified services for child protection as follows; creating of awareness on child protection scored 40%, school-based clubs scored 25%, reporting boxes scored 20%, and lastly was guidance and counseling scored 15%.
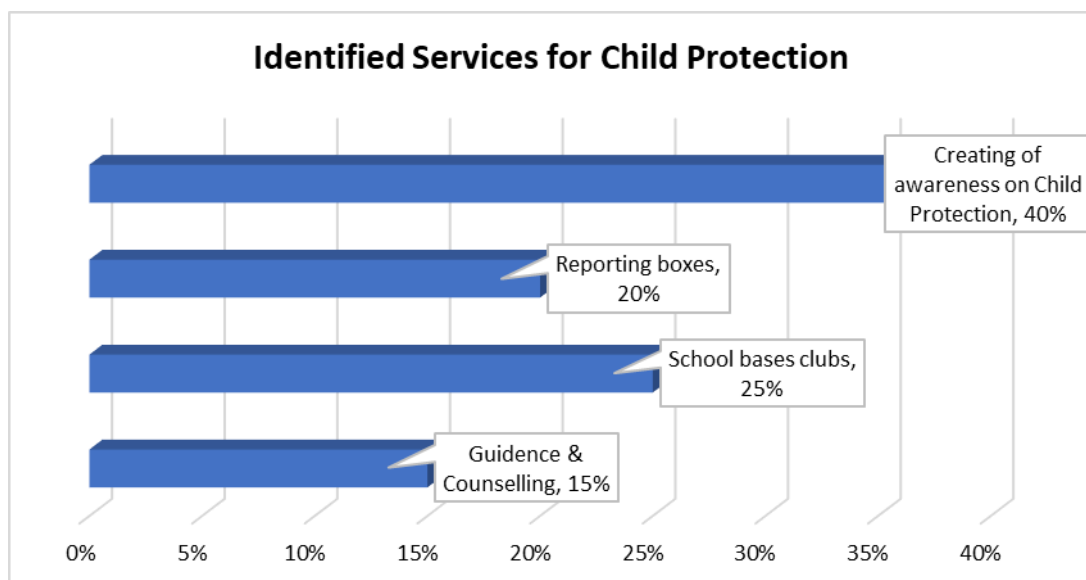
Figure 4.6: Identified services for child protection

Source: Researcher, 2022

This finding implies that creating of awareness on child protection identified to the leading service for child protection. These results are supported by the work of Kandagor et al., (2021) who presented that creation of public awareness and educate parents, guardians and caregivers to take charge of the safekeeping of their children while at home and protect them from unsafe environment risks namely; sexual abuse, sexual harassment and teenage pregnancies.

4.3.3 The Individuals responsible for child protection services

Figure 4.7 shows that parents and schools are the largest responsible for child protection services scored 30% each. Others are community scores 20%, social welfare officers scores 12%, and the last is children scored 8%.
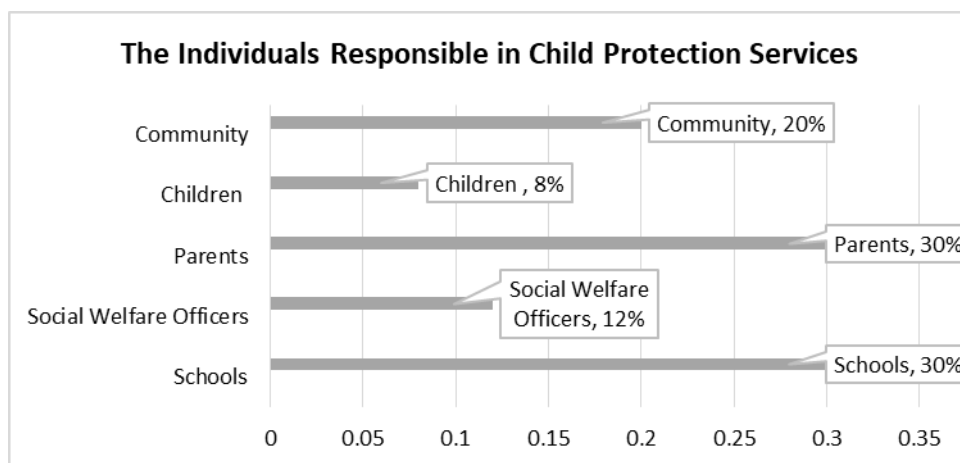
Figure 4.7: The Individuals responsible in child protection services

Source: Researcher, 2022

The qualitative findings on the individuals responsible in child protection services shown that social protection services aim to provide support and help to prevent abuse and neglect. To deliver child protection services is not one person

responsibility. Everyone is responsible for child protection. This is revealed by the participants' illustrations on the individuals responsible for child protection services;

"There is too much abuse in my home. I would not be where I am today had I stayed with my parents, I got a lot of help that I probably would have not gotten otherwise. Regardless of the fact that m*y parents are poor, they always there for me. Even when they had no money, they encouraged me not to quit, they will make sure that I'm well satisfied with all basic needs" One participant said.*

Cementing on the individuals responsible for child protection services, another participant added that;

"*Sometimes back, my child aged 8-year-old attending school became sick and I had to take a sick leave. I was able to take care of her, help with the schooling, but then I couldn't do it as long as needed as it affected my income negatively, the care allowance for nursing a child compensates 80% of the salary" One participant said.*

As well, another guidance and counseling teacher added that;

"We teachers have more access to children than almost any other professional. So, we have so much opportunity to help protect the health and safety of our students through interventions. As well, we teachers and school administrators are often we are largely responsible for reporting any abuse" A Guidance and Counseling teacher said.

The qualitative finding as presented above indicates that school pupils when they are at school, their teacher are responsible in protection. On the other hand, the findings also shown that parents and community are responsible in protecting children when they are out of school grounds. From these findings, it can be concluded that everyone is responsible in child protection services.

Child protection services (CPS) practice encompasses a range of interventions. Guidance and Counseling teachers to work together with families to identify

strengths, needs, goals, and desired outcomes. It will enable to enhancing caregiver protective capacity, which can help maximize children's safety and minimize their risk of harm. Parents may be reluctant or resistant to engage during a child protection investigation, which is why it is imperative to establish rapport, build relationships, and partner with families to achieve the goals identified and ensure the safety and well-being of the children and the family unit.

These findings show that schools and parents are the most responsible for child protection services. These results are contrary to Promethean (2019) who presented that child protection is the responsibility of everyone who comes into contact with children and their families and caregivers. As well, Gulbrandson (2019) added that everyone namely; teachers and other school staff play a very important role in pupil safety and child protection. In this manner, teachers have a significant role to play in child protection.

4.4 Roles played by teachers in child protection

This is the second specific objective presented by using three variables as follows; awareness of roles of teachers in protecting children, roles of teachers, and the effectiveness of the roles of teachers around child protective initiatives;

4.4.1 Awareness of Roles of Teachers in Protecting Children

This is the first variable under the second specific objective states that "the roles played by school teachers in protecting primary school pupils". More details on each subsection are provided below;

The quantitative findings as presented in Figure 4.8 reveals that majority of the research subjects (58%) were aware of the roles of teacher's in protecting children; while 42% indicated not to be aware of such roles. Despite the fact that majority of the research subjects are awareness of the roles of teacher's in protecting children, the difference of 16% cannot be ignored, as it still contributes toward the records of the child right abuses cases.
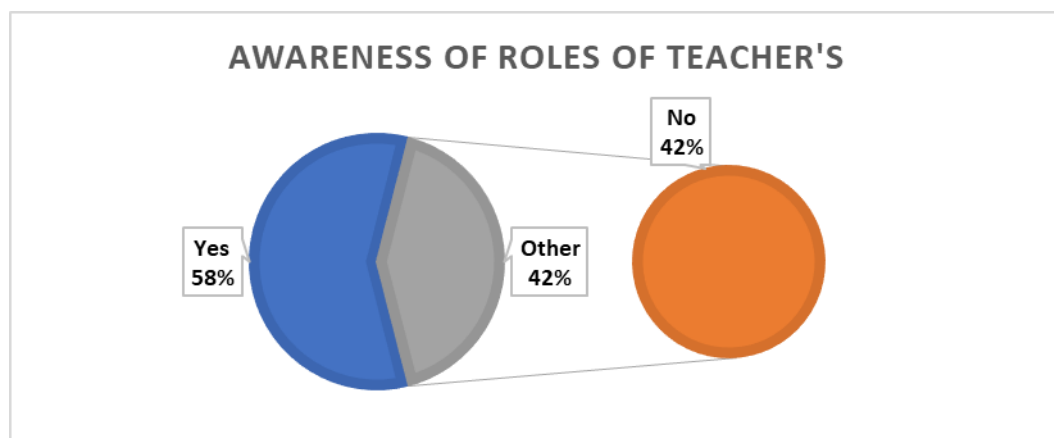
Figure 4.8: Awareness of the roles performed by teachers in protecting children

Source: Researcher, 2022

On the other hand, the qualitative findings shown teachers have an essential role to play in child protection. This lies not only in the recognition and reporting of possible circumstances of child mistreatment as well in multi-disciplinary collaboration, and in contributing to the continuing support and watching of the mistreated child. Their role may therefore only be appropriately carried out if teachers are equipped with the appropriate services. When participants asked about

Awareness of the roles performed by teachers in protecting children, the following were their responses;

> *"As a teachers I'm obliged to make sure that children are protected within the school as well as in the community, even when happens unfriendly circumstances that requires calling the police and taking/facilitating legal action. I have to be there for children" A Guidance and counseling teacher said.*

In review of the above opinions, another participant shared on the role of teacher;

> *"Sometimes, child abuse may happen inside the school premises, while a lot of it is what children suffer at home and in non-school environments. I once noticed a child in my class a victim of abuse that occurs outside the school. I cannot ignore it. Rather I must help the child. This too is possible only if I'm able to recognize that there is a problem and I spend time to realize it and discover possible solutions" A Guidance and counseling teacher said.*

On the other hand once one parent interview on the awareness of the roles performed by teachers in protecting children, the following was the response;

> *"What I know teachers are responsible to teach our children when they are at school. Once children are at home, parents are responsible of all child protection services and not teachers" One Parent said.*

The qualitative findings show that teachers are aware of their roles in protecting children. Likewise, parents are aware of the roles performed by teachers in protecting children.

Both quantitative and qualitative findings reveal that people are aware of the roles performed by teachers in protecting children despite the fact that some are still not aware of the roles performed by teachers in protecting children.

In view of the roles performed by teachers in protecting children, these findings are reflected by Skovdal & Campbell (2015) who presented that teachers have an important role to play in child protection. They are responsible in the detection and reporting of possible cases of child abuse.

4.4.2 The Specific Roles of Teacher around Child Protection

This is the second variable under the second specific objective. The findings under this sub-section present by using five variables, namely; acts as role model, acts as a link between parents and children; creation of awareness on abuses and violence; provision of guidance and counseling services; and responding to all risks related to child protection.
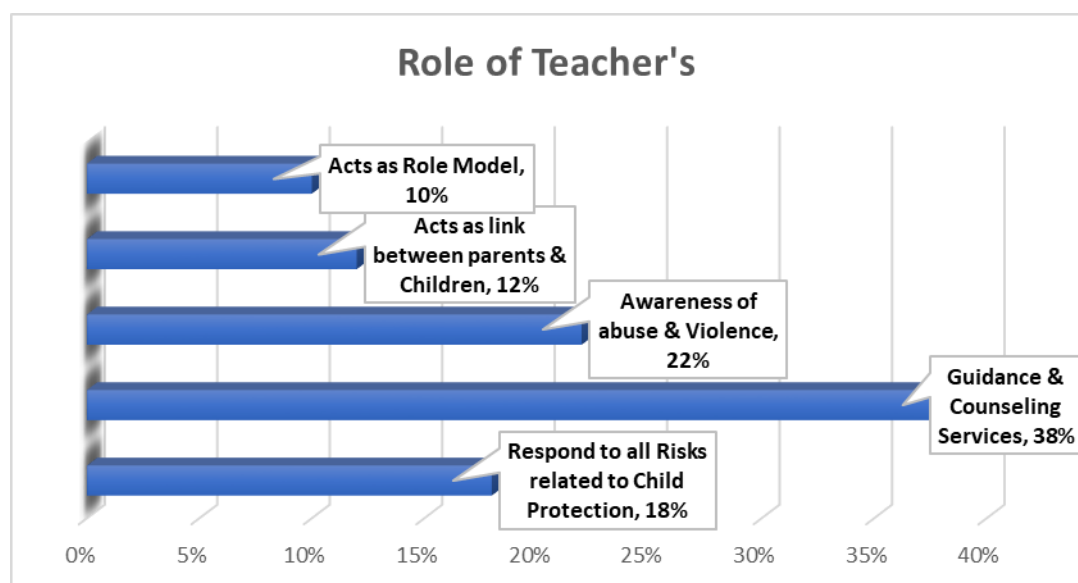
Figure 4.9: Roles of Teacher around Child Protection
Source: Researcher, 2022

The quantitative findings as presented in figure 4.9 show that the dominating role of teacher was the provision of guidance and counseling wit 38%, creation of awareness

on abuse and violence scored 22%, responding to all risks related to child protection scored 18%, acting as link between parents and pupils scored 12%, the lowest score was identified with 10% at acting as role model.

On the other hand, the qualitative information was very useful to inform this study on the roles of teachers around child protection efforts in schools around the study area. Using focus group discussion, the participants who were pupils, community leaders, teachers, and social welfare officer. Pupils we dealt on their own due to the uniqueness while others were grouped together. The following were the information they presented as the findings on the role of teachers around child protection, Participants of this study identified the role of teachers around child protection, they noted of teachers support to children, as they try to understand the world of pupils while at school.

> *"Teachers are very instrumental to follow up of the wellbeing of a child, some children who are active in class, when they are down, or showing the signs of sorrows, or unhappy, teachers normally follow up to the child, so that can understand what has happened at home or on the way, but sometimes, within school environment".*

It is from this commitment of teachers; they can discover the problem of the child. Actually, it is from this ground, it is commonly said, many of the violence and abuses that happen to a child are normally identified at school.

Additionally, the participants from the focus group discussion they further noted that;

> *"Teachers normally assume the roles of parents, many children while*
>
> *at school when asked if they have seen parents, many of them can*
>
> *actually take five days before seeing their parents, as they come back*

late and leavers early or after the child has gone to school" One

participant said.

In this context, the child shares their challenges, abuse and violence in particular to school teachers. On the same note, children in school finds it worth to be closer to teachers, as teacher have the skills and knowledge on how to handle and deal with the situation of children in the study area.

The qualitative and quantitative findings indicate of the roles of teachers around child protection as very effective, actually they do beyond what is expected. At one point, teachers have to make sure they accomplish their primary responsibilities and thereafter, have to take care of the challenges of all children in their classes or the entire school.

The finding reveals that out of the identified five variables as the roles of teachers around child protection, none of them were dominant or significant than others. The results implies that each of the identified role is still useful provided is utilized accordingly despite the slightly differences among the obtained scores. These results are contrary to Save the Children (2008) which presented that in the context of primary school, everyone employed in a respective school is liable for the protection of all pupils available.

4.4.3 Effectiveness of the Roles of Teacher's around Child Protective Initiatives

This is the third variable under the second specific objective. The quantitative findings under this variable as presented at figure 4.10 show that majority of the

research subjects with 60% sees teachers as ineffective when dealing with their roles around child protection; it is 40% that sees them as effective around child protection roles.
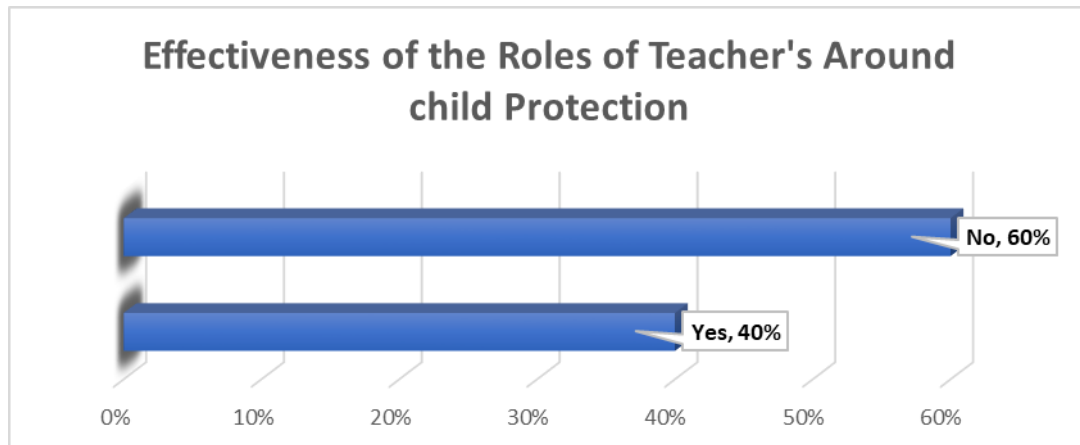
Figure 4.10: Effectiveness of the roles of teachers around child protection
Source: Researcher, 2022

It is worth noting that children spent more of their time in schools with teachers; they can be exposed to abuse and violence while at school. With these results therefore, it explains partly the reason to the increase of incidences of abuse and violence in schools. These results are reflected by Department for Education (2015) which shows that any person who contacts children needs to be responsive of the laws regarding protection and the steps to take if they suspect abuse or neglect.

Additionally, applying the lens of social learning theory on the effectiveness of the role of teacher's in protecting children, Millacci (2021) noted that it is the practice that can change bad practice. Every human observes each encounter, and takes measures after such observation. The measures taken may include changing the

situation, imitating it or responding to it. The effectiveness of teachers' theory, depends on the established working environment where if each of them is committed, all of them would take action against any malpractice against children or pupils in school.

4.5 The Causes of Child Abuse among Pupils

This is the third specific objective of the study; it is presented using three subsections namely; knowledge of child abuse in primary school; identified causes of child abuse in primary school; and the common perpetrators from the pupils' perspective and other research subject perspectives. More details are presented.

4.5.1 Knowledge of child abuse among Pupils

This is the first variable under the third specific objective. The quantitative findings as presented in figure 4.11 show that majority of respondents had no knowledge of child abuses in primary school that is 68%; while 32% indicated to have such knowledge. In order to have an effective measure to protect children, it is important to be knowledgeable of the abuses and violence, which is contrary in the context of this study.
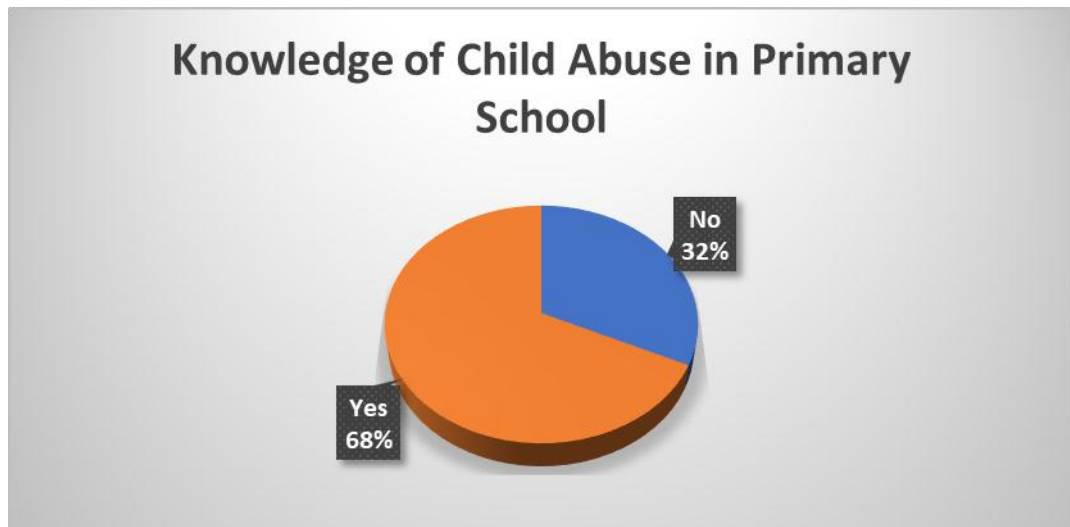
Figure 4.11: Knowledge of Child Abuse among Pupils
Source: Researcher, 2022

These findings indicate the strong gap in terms of the means used to create awareness of child abuse, the reason to still have a large number of people, especially children without the knowledge of child abuse and violence. In relation to these results, OCHA (2021) portrayed that there is insufficient knowledge on the prevention and strategies of child abuse, that's why children are still experiencing various cases relating with abuse and violence.

Revisiting the theory of social learning and showing its relevancy to this work is that, children normally can learn by observing from their role model who are parents, immediate family members, teachers and significant others. With this understanding, children can observe a good and bad practice, acquire good or bad knowledge. It is theory the setting and the context where they are exposed to that can foster good or bad accumulation of knowledge of violence and abuse (McLeod, 2016).

4.5.2 The Identified Causes of Child Abuse among Pupils

This is the second variable under the third specific objective. The quantitative findings under this variable as presented in Figure 4.12 presents four variables identified as the causes of child abuse in primary schools in the study area, namely; lack of parental care; unawareness of risks involved in child abuse; not reporting incidences of child abuses; and poverty.
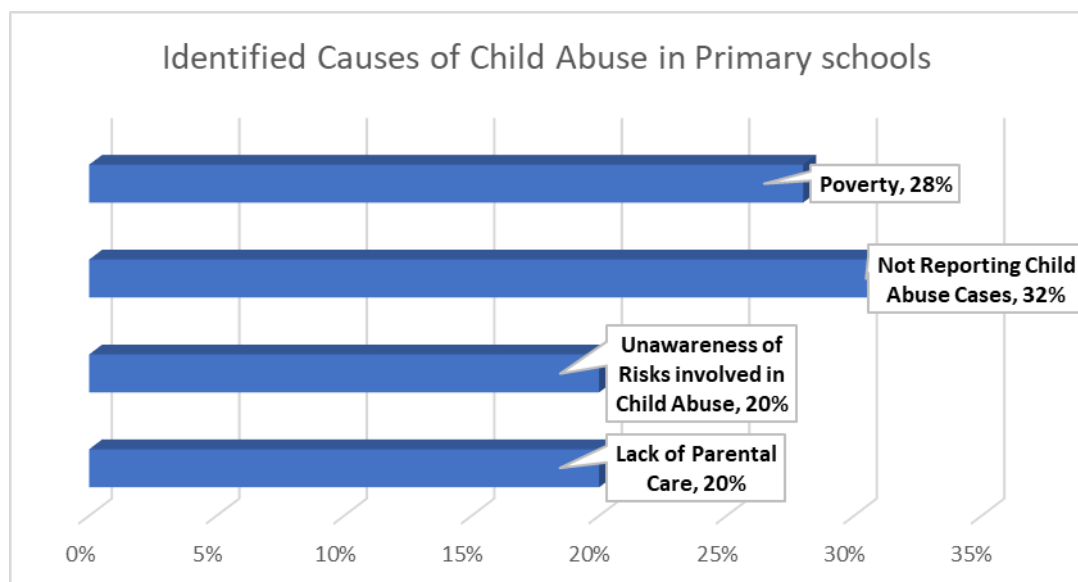
Figure 4.12: Identified Causes of Child Abuse among Pupils

Source: Researcher, 2022

The findings reveal that not reporting child abuse cases scored 32%; 28% was identified with poverty; both unawareness of risks involved in child abuse and lack of parental care score 20% each of them. These causes of child abused as identified in this study shows slightly differences among them; their negative impact can lead to immeasurable consequences to the welfare of the child, as it is possible that a child is affected with more than one of them.

On the other hand, it was important to collect information from participants on the causes of violence and abuse against children. The said information was collected from few selected pupils and other adults. The key informants were all exposed to a set of interview guide, particularly on this question. The following were their illustration on the causes of violence and abuse among children,

"The increasing incidences of child abuse and violence are caused by the beliefs that the witchdoctors have power to transform the lives that is giving fortune and richness to people. Due to this trust, wherever these people are told, they do not reason about it, just execute it, the reason to hear cases where children below the age of five years are abused". One of the parents.

A community leader illustrated,

"These days education is very expensive, just image where you have to give child money for transport fare and lunch box, while you just depend on selling cassava on the street. The end of the day, you cannot sustain all the needs of the children" One community leader.

In agreement with the above, one of the pupils illustrated,

"Some children in school due to poverty at family level may be influence to imitate the life style of other children who come from better families. They may accept gifts from old people who at the end intends to abuse and violates their rights" One pupil said.

The quantitative and qualitative findings have identified various factors which contribute towards cases of violence and abuse against children. Some of the identified were poverty at family level, where parents or caregiver cannot afford to provide basic necessities for the child, wrong or bad beliefs among community members and poor parenting skills to list but a few. These results are supported by

the work of Yohanna & Muhammad (2018) which revealed that child abuse in primary schools is caused by poverty, limited knowledge of parenting among caretakers and parents, belief, unconsciousness of the risks involved in child abuse and illiteracy by some parents.

Moreover, applying the theory of social learning, the causes of child abuse and violence are normally observed by both survivors and perpetrators. It is therefore the role of each part, particularly the parents or caretaker to take measures so that the context where the incidence of abuse that happen to one child does not happen to another child. It is through the observation as the theory highlights that can be used to prevent more exposure of children to abuse and violence (Millacci, 2021).

On the same note, the causes of violence and abuse are well known among the perpetrator, however they take advantage of the community, parents and caregivers by observing what measure have they taken against the perpetrator. When they agree to settle the matter at home or with police officer without taken the matter to court, this is the weakness observed. Another perpetrator will do the same, hoping to use the same means to escape the court (Barnett & Belfield, 2006).

4.5.3 The Common Perpetrators of Child Abuse and Violence from Pupils Perspective

This is a third variable under the third specific objective. According to the findings, five types of perpetrators of child abuse were identified, namely teachers, parents, relatives, neighbors and peers. The quantitative findings under this variable as

presented in figure 4.13 revealed that out of these perpetrators, 40% was identified with relatives, 25% with parents, 20% with peers, and 20% with neighbors, and the least was 5% with teachers. Generally, the findings show that all identified individuals were perpetrator of child abuse despite the varying levels in terms of the percent score.
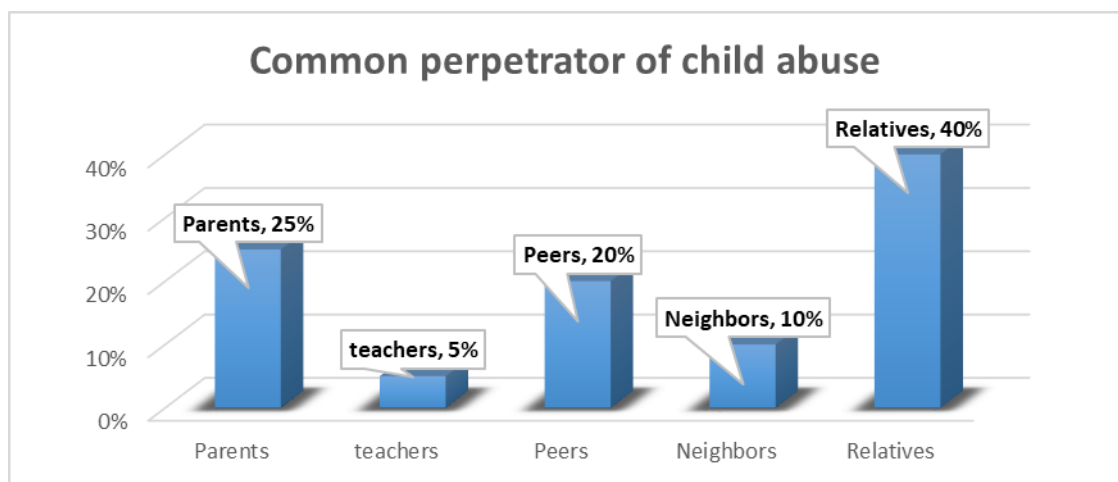
Figure 4.13: Common perpetrator of child abuse

Source: Researcher, 2022

Further, the research used focus group discussion with pupils to identify the common perpetrators of child violence and abuse. The presentation hereunder, is the captured implied messages from pupils who participated in this study. During the interviews, pupils revealed that a child can be abused or violated with anybody regardless of the socio-economic status of person or education level. Though it is common for children to be abuse or violated with people who are known to them, such as all family members such as parents, relatives and neighbors. On the same note, pupils

noted of teachers and religious teachers as well as bus conductor to be among other perpetrator of abuse and violence against children.

Both results of quantitative and qualitative identified person, a child is still at risks of abuse though the risk is at minimum level in the hands of teachers, parents, neighbors and peers to list but a few. These results are in line with Barnett & Belfield (2006) who indicated that teachers, parents and students themselves are among the perpetrators of violence against school children. In this manner, children are violated through administering unauthorized corporal punishment, sexual violence against particularly female school children, and various forms of psychological violence including name-calling and public humiliations.

Applying the lens of social learning theory on the common perpetrators of abuse and violence against children, the theory noted of these incidences to be perpetuated with people who are acquaintance with children; though in rare cases, strange also are perpetrator. The theory points on the aspect of observation, where perpetrators normally take advantage of the relationship with the child and on the other side, the fact that are in control and can be trusted than the child. It is therefore this aspect that exposes children in the hands of perpetrators (McLeod, 2016).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the following sub-topics; summary, conclusions, and recommendations in relation to Child Protection Services Provided to Primary Schools Pupils.

5.2 Summary

This study assessed Child Protection Services Provided to Primary Schools Pupils. This study was guided by three specific objectives namely; to identify child protection services provided to primary school pupils; to examine roles played by teachers (schools) in protecting primary school pupils; and to explore on the Causes of Child Abuse in Primary School Perspective of Child Protection. This study was guided by Social Learning Theory. This theory guided this study as it helps children to increase awareness on negative or risky practices, safe care as well as preventive mechanism. The study used descriptive research design. The researcher used mixed method research design questionnaire, whereby questionnaires, key informants and focused group discussion methods used during data collection.

5.2.1 Summary of the findings

In the first specific objective, creating of awareness on child protection identified to the leading service for child protection. This finding shows that creation of public awareness and education have to be given to parents, guardians and caregivers so that to be in charge of safekeeping of their children while at home and protect them from

unsafe environment risks namely; sexual abuse, sexual harassment and teenage pregnancies.

In the second specific objective, the identified roles are namely; the dominating role of teacher was the provision of guidance and counseling. Others were; acting as role model, acts as a link between parents and children; creation of awareness on abuses and violence; provision of guidance and counseling services; and responding to all risks related to child protection.

In the third specific objective, not reporting child abuse, poverty, unawareness of risks involved in child abuse, and lack of parental care identified to be causes of child abuse. Therefore, these causes reveal a slightly differences among them whereby their negative impact can lead to immeasurable consequences to the welfare of the child, as it is possible that a child is affected with more than one of them.

5.3 Conclusion

This study concludes that children are still at risks of abuse though the risk is at minimum level in the hands of teachers, parents, neighbors and peers to list but a few. The study identified that teachers, parents and students themselves are among the perpetrators of violence against school children. In this manner, children are violated through administering unauthorized corporal punishment, sexual violence against particularly female school children, and various forms of psychological violence including name-calling and public humiliations.

5.4 Recommendation

The following recommended to various stakeholders to safeguard welfare of children and strengthening child protection services in schools. These are;

5.4.1 Recommendation to the government

i. The respective government authority to act strongly and timely on any child abuse practices and cases reported touching the welfare of children at schools or at their homes.

ii. Government and non-governmental institutions to continue creating awareness in relation to provision of child protection services.

iii. Local government authorities to ensure that all schools have accessible and quality child protection services

iv. Reforms of the available child protection policies observed no to cope with the current situation of child protection.

5.4.2 Recommendation to schools

i. Schools to have accessible and quality child protection services including facilities

ii. To strengthening referral and reporting mechanism with key stakeholders according to Child protection regulations (2015)

iii. To Strengthen child protection preventive mechanisms in schools

iv. To act timely on any child protection concern reported to safeguard welfare of children

5.4.3 Recommendation to pupils

  i. To be proactive in protecting themselves and others

  ii. Proper use of child protection services available in their schools

iii. To report any child abuse cases observed or experienced (in schools or home)

5.5 Areas for further research

According to the findings of this study, children are still at risks of abuse though the risk is at minimum level in the hands of teachers, parents, neighbors and peers to list but a few. As well, the study identified that teachers, parents and students themselves are among the perpetrators of violence against school children.

Therefore; this study recommends further research on the ground of child protection services

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APPENDICES

Appendix 1 Demographic information of all research subjects

Dear Respondents,

My name is *Rehema G. Kombe,* a student pursuing **Masters of Social Work at Open University of Tanzania**.   You are randomly selected as respondent in academic study; **"Assessment of Child Protection Services Provided to Primary Schools Pupils; a Case of Ilala city council."** Your responses will be treated with utmost confidentiality and you are assured of your privacy.

Please provide information regarding you by placing a tick "√" to the correct answers

1. Gender
   - i. Male
   - ii. Female

2. Age
   - i. 6-15 years
   - ii. 20-35 years
   - iii. 36-44 years
   - iv. 45+ years

3. Educational level
   - i. Primary level
   - ii. Secondary level
   - iii. Certificate holder
   - iv. Diploma holder
   - v. Higher learning level

a. Appendix 2 QUESTIONNAIRES TO DSWO

		Yes	No
i.	Are you aware of any child protection services service provided in primary school?		
ii.	Do you know who is responsible in child protection?		
iii.	Are there any cases on child protection reported to your office?		
iv.	Are there opinion boxes as well as children clubs for freely reporting child rights violation is school of your district?		
v.	Are there special room in schools for conducting guidance and counseling sessions		
vi.	Are those who did bad things to pupils been reported to higher authorities?		
vii.	When a student is wounded during fighting or teachers' punishment is taken to hospital?		
viii.	Someone from school or government authority visits the homes of those who suffers from violence		

The End

Thank you for your cooperation

Appendix 3 Guidance and counseling Teachers Questionnaires

Dear Teacher,

My name is *Rehema G. Kombe*, a student pursuing **Masters of Social Work at Open University of Tanzania**.   You are selected as respondent in academic study; **"Assessment of Child Protection Services Provided to Primary Schools Pupils; a Case of Ilala city council."** Your responses will be treated with utmost confidentiality and you are assured of your privacy.

SECTION A

1. The objective of questions under this section is to analyze the types of violence necessitating pupils' guidance and counseling.

By add **TICK "√"** in the box below appropriate answer rate frequency of VAC cases observed or reported to you. Number 1 indicates more frequent reported/observed 3 least frequent reported/observed and 0 not frequent reported/observed at all.

S/N	Type of violence	VAC reported/observed at School				VAC reported/observed out of School			
		1	2	3	0	1	2	3	0
i.	Corporal punishments								
ii.	Gender harassments								
iii.	Sexual assaults								
iv.	Bulling/ Torture								
v.	Bad names calling								
vi.	Child labor								
vii.	Maltreatment								
viii.	Denial of medical services								
ix.	Denial of educational needs								

SECTION B

	2. The objectives of questions under this section are to explore the availability of guidance and counseling services in your school. Add **TICK "√"** in the box below appropriate answer **your answer**		
		Yes	No
i.	Do you have guidance and counseling guidelines?		
ii.	Do you have friendly and confidential rooms for conducting guidance and counseling		
iii.	Are you aware of the procedures to use suggestions box and I encourage students to use it?		
iv.	Do you have enough time to provide counseling to pupils?		
v.	Have you been trained/ provided with seminars about guidance and counseling to pupils		

SECTION C

	1. The question under this section aims to explore pupils' perceptions of the effectiveness of the guidance and counseling service provided. Add **TICK "√"** in the box below appropriate answer **your answer**				
		Strong Agree	Agree	Disagree	Strong Disagree
i.	As a result of guidance and counseling pupils now understand themselves better				
ii.	Children can now understand violence incidence and report freely.				
iii.	Pupils can use the knowledge acquired from guidance and counseling sessions to protect themselves and others against any form of violence				
iv.	We have managed to rehabilitate victims of violence				
v.	Pupils, parents and school authority can now refer violence cases to higher authorities				
vi.	As a result of guidance and counseling sessions the incidences if VAC is declining				

SECTION D

This section aims to explore measures and strategies that can be used to strengthening child protection services in primary schools. Please fill the gap

i.   What should be done to improve child protection services in your school?

The End Thank you for your cooperation

Appendix 4 Questionnaires for Head Teachers

Dear Instructor,

Dear Teacher,

My name is *Rehema G. Kombe,* a student pursuing Masters of Social Work at Open University of Tanzania.   You are selected as respondent in academic study; "**Assessment of Child Protection Services Provided to Primary Schools Pupils**; a Case of Ilala city council." Your responses will be treated with utmost confidentiality and you are assured of your privacy.

1. Are there any challenges facing your school?

2. What are those challenges?

3. How are pupils protected at your school?

4. What is your role in child protection?

5. Do   you   have   child   protection   policy   in   your   school? _____

6. Do you have School Guidance and Counseling Unit? How does it work?

    _____

7. Do you have guidance and counseling guidelines? _____

8. Do you have special room for conducting counseling sessions?

9. Are there opinion boxes as well as children clubs for freely reporting child rights violation is school of your district? If yes explain how it has been used_____

    _____

    _____

10. If you have child protection policy, how many of these have been oriented on the policy? Teachers___/_____, children, _____/_____ and school committee members_____/_____.

b). How to you ensure pupils are safe from all forms of violence? What is in place to protect children from all forms of abuse?

11. ? What services need to be improved to strengthen child protection at your school?

The End
Thank you for your cooperation

Appendix 5 Interview guide for pupils

1. In which class are you?

2. How are children safe in this school?

3. What do you understand by child protection?

4. What challenges children face at this school?

5. What do teacher do when a child faces any challenge?

6. Are there opinion/happy and sad boxes and Children clubs at this school?

7. Are there guidance and counseling services at this school?

8. Are there adequate teachers at this school?

9. What do you propose to be done to solve all challenges at your school?

The End

Thank you for your cooperation

Appendix 6 Interview guide for District Social Welfare officer / Ward Education/ Ward Social Welfare Officer

1. How do you ensure child protection?

2. What are child protection services available in schools?

3. What is your role in child protection in schools?

4. What are the child protections challenges facing primary schools?

5. What do you propose to be done to improve child protection services in primary school?

6. What is the trend violence actions children and school pupils reported in your office?

7. What might be the main reason behind the current trend?

8. What is the role of your office in strengthening child protection services in school?

9. Does your office organize training to equip guidance and counseling teachers with skills and knowledge on GC?

10. How do you handle violence cases reported to your office?

11. Can you describe follow up mechanisms for victims of VAC in your area?

12. How do the victims of VAC receive medical, financial and psychological assistances?

13. How your follow up mechanisms do consider family and witnesses of violence?

14. How does follow up mechanisms considers perpetuators and family of perpetuators

Appendix 7 clearance letter- Open university of Tanzania

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/HD/A/353/T.10   26th September, 2022

Regional Administrative Secretary,

Dar es salaam Region,

P.O Box 5429,

DAR ES SALAAM.

Dear Regional Administrative Secretary,

RE: <u>RESEARCH CLEARANCE FOR MS.REHEMA G KOMBE, REG NO:</u>
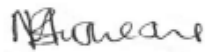
<u>**HD/A/353/T.10**</u>

2.   The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1[st]March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1[st]January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Rehema G Kombe, Reg. No: HD/A/353/T.10**) pursuing Master of Arts in Social Work (**MA SOCIAL WORK**). We here by grant this clearance to conduct a research titled **"Assessment of Child Protection Services Provided to Primary Schools Pupils. A Case Study of Primary Schools in Ilala Municipal Council"**. She will collect her data at Ilala Municipal Council in Dar es salaam Region from 28th September to 28th October, 2022.

4.   In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

Appendix 8 clearance letter- Regional Administrative Secretary - Dar es salaam

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/58
Fa: +25522203213
Tovuti: www.dsm.go.tz
Barua Pepe: ras@dsm.go.tz
Unapojibu Tafadhali taja:

OFISI YA MKUU WA MKOA,
3, Barabara ya Rashid Kawawa,
S. L. P. 5429,
12880, DAR ES SALAAM.

07 Oktoba, 2022

Kumb. Na. BA.260/307/01B/41

Mkurugenzi wa Halmashauri ya Jiji,
DAR ES SALAAM.

YAH: UTAMBULISHO WA UTAFITI "ASSESSMENT OF CHILD PROTECTION SERVICES PROVIDED TO PRIMARY SCHOOL PUPILS; A CASE STUDY OF PRIMARY SCHOOL IN CITY COUNCIL DAR ES SALAAM"

Tafadhali husika na kichwa cha habari hapo juu.

2.   Ofisi ya Mkuu wa Mkoa wa Dar es Salaam inautambulisha utafiti tajwa hapo juu ambao umeombewa kibali kutoka Chuo Kikuu Huria chaTanzania – Tawi la Dar es Salaam (Kumbukumbu Na: OUT/HD/A/353/T.10).

3.   Utafiti huu unafanywa na mwanachuo **Rehema G. Kombe** wa stashahada ya uzamili katika Ustawi wa Jamii. Mwanachuo huyu ameomba kufanya utafiti katika Halmashauri ya Jiji la Dar es Salaam hususan katika shule za msingi zilizopo kwenye Kata ya Vingunguti, Buguruni na Chanika. Mtafiti atafanya mahojiano na Afisa ustawi wa Jiji la Dar es Salaam, Mratibu wa Elimu na Ustawi katika Kata husika, Mwalimu Mkuu, Mwalimu wa ushauri nasaa na Wanafunzi katika Shule husika.

4.   Lengo la utafiti ni kukidhi kiwango cha ubora wa mtaala wa masomo na kutathmini utoaji wa huduma za ulinzi na usalama wa mtoto katika shule za msingi.

5.   Kwa barua hii, namtambulisha kwako Mtafiti **Rehema G. Kombe** naomba amepewa kibali na ushirikiano wa kufanya utafiti huu,.

Nashukuru kwa ushirikiano.

Dkt. Rashid S. Mfaume
Kny: KATIBU TAWALA MKOA
DAR ES SALAAM

Nakala: Katibu Tawala Mkoa,
DAR ES SALAAM. - Aione katika jalada

Appendix 9 clearance letter- Ilala City Council

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA JIJI LA DAR ES SALAAM

Kumb.Na. DCC/CW/2022/089   Tarehe: 13/10/2022

YEYOTE ANAYEHUSIKA

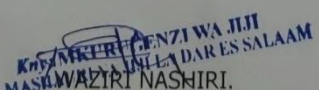**HALMASHAURI-JIJI LA DAR ES SALAAM**

YAH: - RUHUSA YA KUFANYA UTAFITI " ASSESSMENT OF CHILD PROTECTION SERVICES PROVIDED TO PRIMARY SCHOOL PUPILS; A CASE STUDY OF PRIMARY SCHOOL IN CITY COUNCIL DAR ES SALAAM

Tafadhali husika na kichwa cha habari hapo juu.

2.   Ofisi ya Mkurugezni wa Halmashauri ya Jiji Dar es Salaam Idara ya Afya Kitengo cha Ustawi wa Jamii imepokea maombi ya utafiti yenye kumbu kumbu namba BA.260/307/01B/41 ikimtamburisha mwanachuo **REHEMA G KOMBE** kufanya utafiti kwa somo tajwa hapo juu. .

3.   Hivyo kwa maelezo haya napenda kukufahamisha kuwa ofisi ya Ustawi Wa Jamii inamtambua na apewe ushirikiano mzuri.

Asante.

KNY. WAZIRI NASHIRI.

KNY: MKURUGENZI
HALMASHUARI YA JIJI LA DAR ES SALAAM.

Nakala   :   Mkurugenzi   ,
                      Halmashauri ya JIji la Dar es Salaam (Aione kwenye Jalada)

                      Rehema G Kombe
                      Mwanachuo

Barua zote zitumwe kwa Mkurugenzi wa Jiji la Dar es salaam. IMTAA WA MISSION S.LP: 20950, Dar es Salaam, Unaweza pia kuwasiliana nasi kwa Simu. 2128800, Nukushi: 2121486.