



The Role of Teachers in Sustaining Prevention of Sexual Violence in Schools

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Abstract: *This study examined the role of teachers in sustaining school-based strategies for preventing sexual violence in secondary schools in Mpwapwa District, Tanzania. Guided by Participatory Decision-Making Theory, Social Learning Theory, and Empowerment Theory, it explored teachers' involvement in awareness-raising, supervision, enforcement of disciplinary measures, safe reporting, and provision of confidential support. A concurrent mixed-methods design was used, combining quantitative data from 100 students and qualitative insights from 28 teachers and parents. Data were analyzed using descriptive statistics, regression, and thematic analysis. Findings indicated that teachers significantly influence prevention, with students recognizing active education and supervision, and regression analysis showing teachers' role as the strongest predictor of prevention effectiveness ($\beta = 0.38$, $p < 0.001$). However, inconsistencies in reporting procedures, disciplinary enforcement, and support confidentiality were noted. The study concluded that teacher engagement, alongside participatory decision-making with students and parents, is crucial. Recommendations include teacher training, clear reporting protocols, strengthened support services, and ongoing stakeholder collaboration.*

Keywords: *Sexual violence prevention, Teachers' role, Participatory decision-making, Secondary schools, Tanzania*

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1. Introduction

Sexual violence in schools is a critical global concern, with adolescents among the most vulnerable populations. In Tanzania, cases of sexual abuse including harassment, coercion, and exploitation continue to rise within school settings (Goessmann et al., 2020). Such incidents compromise learners' physical safety, hinder academic performance, and negatively affect emotional well-being and long-term social development (UNICEF, 2021). Addressing this problem requires interventions that go beyond policy statements, incorporating active, sustained measures within schools to protect students. Teachers are

central actors in sustaining school-based strategies for preventing sexual violence. They serve as frontline responders who can identify at-risk learners, provide guidance, enforce school rules, and facilitate safe reporting mechanisms. By educating students about personal safety, respectful behavior, and consent, teachers help create a culture of awareness and prevention. This paper discusses the study problem in the context of secondary schools in Mpwapwa District, Tanzania, focusing on how teachers can sustain preventive strategies, raise awareness, and collaborate with stakeholders to protect adolescents from sexual violence.

The study was conducted in Mpwapwa District, Tanzania, an area chosen due to its socio-cultural and educational dynamics that present significant challenges regarding student safety and protection. The district provided a relevant setting for exploring the role of teachers and participatory decision-making in preventing sexual violence in secondary schools. Adolescents in this region face increased vulnerability due to limited protective mechanisms and exposure to harmful influences. Focusing on secondary schools was particularly appropriate, as they serve as critical spaces for both academic instruction and shaping values of respect, safety, and gender equity. Investigating participatory approaches in this context was essential for identifying strategies that strengthen protective measures and promote safer learning environments.

Research highlights that teacher involvement in monitoring and supervision not only deters potential perpetrators but also empowers students to recognize and report abuse (Mweta & Otieno, 2023). Parental engagement complements the role of teachers in prevention, as parents maintain close interaction with students and can reinforce safety measures at home. When teachers and parents collaborate, they enhance accountability, trust, and the effectiveness of school-based interventions. Partnerships among educators, parents, and school leaders foster shared responsibility for student protection and contribute to safer, more responsive school environments (De Vente et al., 2016). This collaboration is particularly important in contexts where cultural norms, resource constraints, or weak reporting mechanisms can hinder effective prevention.

2. Literature Review

2.1 Conceptualizing Sexual Violence in School Contexts

Sexual violence within schools is broadly understood as any act of abuse, harassment, or coercion that violates a learner's rights and dignity in educational spaces. Such acts may occur in classrooms, dormitories, or during interactions with peers and teachers. UNICEF (2021) explains that this form of violence not only undermines academic achievement but also produces long-term emotional and social harm. UNESCO (2020) further highlights that schools, being formative environments, can either perpetuate vulnerability or serve as protective spaces depending on how they are managed. Recognizing the dynamics of sexual violence in schools is essential to frame prevention strategies that are both learner-centered and sustainable.

2.2 Teachers as Frontline Preventers

Teachers are strategically placed to act as the first line of defense in preventing sexual violence because of their daily interaction with students. Their ability to notice behavioral changes, emotional distress, or absenteeism provides early indicators of possible abuse (Goessmann et al., 2020). When teachers are proactive, they create safe spaces where learners feel comfortable disclosing sensitive issues. Their presence and supervision within school grounds also serve as deterrents against potential perpetrators. Thus, teachers function not only as educators but also as guardians responsible for ensuring students' protection and security.

2.3 Teachers' Role in Awareness Creation and Education

One of the most powerful roles teachers hold is their capacity to educate and raise awareness about sexual violence. Through classroom discussions, life-skills education, and co-curricular activities, teachers can introduce issues of consent, respect, and gender equality in ways that resonate with learners. UNESCO (2020) observes that such efforts empower students with knowledge to recognize, resist, and report abusive behavior. In the Tanzanian context, Mweta and Otieno (2023) found that teacher-led awareness programs reduce stigma around reporting and increase support for survivors. This educational function ensures long-term cultural shifts towards zero tolerance of sexual abuse.

2.4 Teachers in Collaboration and Policy Implementation

Sustaining prevention requires collective responsibility, and teachers serve as vital bridges between students, parents, administrators, and wider communities. By collaborating with local authorities, social workers, and child protection agencies, teachers reinforce safeguarding mechanisms (Ministry of Education, Science and Technology, 2017). Triguswinri and Tiorivaldi (2023) emphasize that participatory approaches involving teachers enhance school policies, ensuring they reflect community values while protecting learners. Teachers also play a role in translating national policies into daily practices, making prevention strategies practical and visible at school level. This collaborative engagement is critical in embedding child protection into educational culture.

2.5 Challenges Facing Teachers in Sustaining Prevention

Despite their central role, teachers encounter multiple challenges that limit their effectiveness in preventing sexual violence. Many lack professional training in child protection, leaving them unprepared to respond to disclosures or identify subtle signs of abuse (De Villiers, Duma, & Abrahams, 2021). Cultural taboos around discussing sexuality often discourage open conversations, and weak reporting systems make follow-up difficult. In some cases, teachers themselves have been implicated in abuse, creating mistrust among students and communities. Without adequate institutional support, accountability, and continuous training, the preventive role of teachers remains compromised. Addressing these barriers is essential for sustaining long-term interventions.

2.6 Synthesis of Literature

The reviewed studies reveal that teachers' roles in sexual violence prevention are multifaceted ranging from providing education and awareness to acting as protectors, monitors, and collaborators. Globally, evidence highlights that schools that empower teachers with training, resources, and community support achieve safer environments for learners. In Africa and Tanzania, teachers are increasingly recognized as agents of change in reducing sexual victimization, though persistent challenges remain. Therefore, sustainable prevention strategies must position teachers not only as facilitators of knowledge but also as advocates and enforcers of safe, inclusive, and respectful learning spaces.

2.7 Theoretical Framework

This study is guided by theoretical perspectives that explain how teachers can sustain the prevention of sexual violence in schools. Participatory Decision-Making Theory, developed by Arnstein (1969), underscores the value of involving diverse stakeholders in shaping policies and practices, promoting inclusivity, accountability, and shared responsibility. Applied in the school context, the theory highlights how teachers, together with students, parents, and administrators, can co-create strategies such as awareness campaigns, safe reporting channels, and supervision systems to prevent abuse. Social Learning Theory (Bandura, 1977) further explains that behavior is learned through observation and modeling; hence, teachers, as role models, influence learners by demonstrating respect, fairness, and non-violent conflict resolution, which can foster a culture of safety. Complementing these is Empowerment Theory (Zimmerman, 2000), which emphasizes building

individual and collective capacity to address social problems. Teachers, by equipping learners with knowledge about their rights, consent, and reporting mechanisms, empower them to resist and speak out against sexual violence. Together, these theories provide a strong framework for understanding the role of teachers not only as educators but also as protectors and facilitators of sustainable prevention strategies within schools.

2.8 Study Objectives

This study aims to examine the role of teachers in preventing sexual violence in secondary schools, focusing on their involvement in creating awareness and educating students about personal safety, consent, and respectful behavior. It also seeks to explore how teachers collaborate with parents, school leaders, and community stakeholders to sustain effective preventive strategies. Furthermore, the study identifies challenges that hinder teachers from maintaining prevention efforts and proposes practical strategies to enhance their effectiveness in fostering safe and supportive learning environments.

3. Methodology

3.1 Research Approach and Design

This study adopted a concurrent mixed-methods design, which integrates both quantitative and qualitative approaches to achieve a comprehensive understanding of the research problem. The design allowed for simultaneous collection of numerical data through questionnaires and rich narratives through interviews. Mixed-methods were chosen because sexual violence in schools is a complex phenomenon requiring analysis of both measurable outcomes and lived experiences. The use of triangulation enhanced the validity of findings by minimizing bias and ensuring multiple perspectives were considered. This approach was therefore suitable for capturing not only statistical patterns but also the nuanced role of teachers and other stakeholders in sustaining prevention strategies.

3.2 Study Participants and Sampling Procedures

The target population included students, teachers, parents, and school administrators in Mpwapwa District, as they are directly involved in school governance and student welfare. A total of 128 participants were selected, comprising 100 students for the quantitative phase and 28 participants (teachers and parents) for the qualitative phase. Stratified random sampling was applied to select students based on gender, age, and class level, ensuring

diverse representation across Forms One to Four. Purposive sampling was used for teachers and parents due to their direct involvement in prevention activities and decision-making processes. This combined strategy ensured the inclusion of different voices while capturing gender-specific and experiential insights on school safety.

3.3 Data Collection Tools and Procedures

Data were collected using questionnaires and semi-structured interviews. Questionnaires were distributed to students and teachers to gather quantitative data on perceptions and effectiveness of participatory decision-making. The tools were structured in both English and Swahili to enhance clarity and inclusivity. For qualitative insights, semi-structured interviews were conducted with teachers, parents, and education officers, allowing for in-depth exploration of their experiences and perspectives. Interviews were held in Swahili, later translated into English, and conducted in comfortable settings to encourage open dialogue. Ethical standards were strictly observed, including informed consent, confidentiality, and voluntary participation. Combining these tools ensured both breadth and depth of data, offering a holistic understanding of the problem.

3.4 Data Analysis

Data analysis is the process of organizing, transforming, and interpreting data to derive meaningful conclusions (Muthmainna & Siroj (2025)). In this study, quantitative data were coded and analysed using SPSS version 29.0.2, applying multiple regression analysis to examine the relationship between participatory decision-making practices and the prevention of sexual violence. Diagnostic tests such as linearity, multicollinearity, and residual analysis were carried out to validate the model's assumptions (Tabachnick & Fidell, 2019). For qualitative data, thematic analysis was employed, where responses were coded and grouped into themes reflecting stakeholder experiences and perspectives (Saunders et al, 2023). The integration of statistical and thematic approaches provided both measurable trends and deeper insights, offering a holistic understanding of the issue.

3.5 Validity and Reliability

Validity ensures that research tools measure what they intend to, while reliability focuses on the consistency of results across time and contexts (Creswell & Creswell,

2018). To enhance validity, questionnaires and interview guides were developed from existing literature and reviewed by experts in education, psychology, and gender studies, ensuring content and construct coverage (Boateng et al., 2018). Representative sampling of secondary schools in Mpwapwa supported external validity. Reliability was tested through piloting, with revisions made to clarify ambiguous items. Internal consistency was assessed using Cronbach's alpha, which yielded a value of 0.69, acceptable for exploratory research (Pallant, 2016). Qualitative data reliability was supported by systematic coding, multiple reviews, and cross-checks with transcripts, ensuring credible and consistent findings.

3.6 Ethical Considerations

Ethical considerations are crucial in safeguarding participants' rights, dignity, and welfare in sensitive research (Resnik, 2020). This study obtained clearance from St. John's University Research Ethics Committee and relevant education authorities. Participants were fully informed about the research objectives, procedures, and potential risks, and written consent was obtained; for minors, parental consent was secured. Participation was voluntary, with the right to withdraw at any time. To ensure confidentiality, identities were anonymized and data securely stored. Interviews were conducted in private settings to enhance comfort and safety, and psychological support was made available to mitigate potential distress. These measures ensured compliance with ethical principles of respect, non-maleficence, and beneficence.

4. Results and Discussion

4.1 Role of Teachers in Sustaining Prevention of Sexual Violence in Schools

This section presents findings aligned with the role of teachers in sustaining school-based strategies to prevent sexual violence in secondary schools. Data was collected from individual interviews with teachers and parents to understand the depth of teachers' involvement in awareness-raising, identifying at-risk students, reporting mechanisms, and overall implementation of school prevention measures. The data in Table 1 presents students' perceptions on teacher involvement, using a 5-point Likert scale. The table has been converted into percentages for better clarity.

Table 1: Analysis of Teachers and School Staff Role in Prevention of Sexual Violence (N = 100)

Statement	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
Teachers educate students on prevention.	3%	5%	10%	50%	32%
School has clear reporting procedures.	4%	8%	12%	46%	30%
Teachers play an active role in student safety.	2%	7%	10%	49%	32%
School acts quickly when cases are reported.	6%	9%	15%	43%	27%
Confidential support services are available.	5%	10%	18%	42%	25%

4.1.1 Teachers Educate Students on Prevention

The data in Table 1 shows that 82% of participants agreed or strongly agreed that teachers actively educate students on how to prevent sexual violence, indicating a strong commitment to awareness-raising. Only 8% disagreed and 10% were neutral. This indicates that a majority of school staff recognize their role in primary prevention. The teacher said that,

We conduct weekly guidance sessions where we talk about sexual abuse, boundaries, and reporting channels. (Teacher, School A).

The parent said that,

My daughter came home telling me about how the teacher explained safe and unsafe touches it made me feel relieved. (Parent, School B)

These insights demonstrate that the influence of teachers extends beyond academic instruction, shaping even how parents perceive and respond to issues of student safety. According to the Participatory Decision-Making Theory (Arnstein, 1969), empowering stakeholders like teachers with meaningful roles enhances their capacity to drive change. This underscores the importance of continuous professional development in sensitive communication, positioning teachers not just as educators but as active agents in violence prevention and family engagement.

4.1.2 Clarity of Reporting Procedures

According to the data, 76% of students agreed or strongly agreed that schools have clear reporting procedures, while 12% disagreed and another 12% were neutral. Though a majority acknowledged clarity, the presence of a significant neutral or negative perception indicates gaps in communication or confidence in the system. The teacher said that,

We have a protocol in place, but some students don't trust the process, so they hesitate to report. (Teacher, School C)

The parent said that,

My child once experienced harassment, but we were confused about who to report to or how it would be handled. (Parent, School D)

The findings suggest a noticeable gap between the existence of school policies and their practical effectiveness in everyday use. This highlights the need for schools to consistently engage both students and parents in learning about safe, confidential, and accessible reporting mechanisms. According to Participatory Decision-Making Theory (Pateman, 1970), involving stakeholders in the design and execution of institutional processes fosters a sense of ownership and trust, which enhances compliance and effectiveness. Similarly, Wang and Degol (2019) emphasize that the success of reporting systems is rooted in the clarity of procedures and the confidence users have in them.

4.1.3 Active Role of Teachers in Student Safety

The results show that a large majority (81%) of respondents recognize that teachers are actively involved in promoting student safety, while only a small fraction (9%) expressed opposing views. This reflects a widespread belief in teachers' proactive role in observing, guiding, and protecting students from harm. Such involvement may include supervising school premises, identifying signs of distress, and encouraging safe disclosure. The teacher affirmed that their regular presence, attentiveness, and open communication channels help create a secure environment where learners feel protected and confident to report concerns. The teacher confirmed that,

During break time, we supervise the grounds and pay close attention to students who isolate themselves.” (Teacher, School D)

The parent said that,

I feel safer knowing my child’s teacher always checks up on the girls and speaks openly about abuse.” (Parent, School D)

The evidence emphasizes the significance of regular teacher engagement and authentic student involvement in promoting a safe and protective school atmosphere. Drawing on Participatory Decision-Making Theory (Pateman, 1970), when both educators and learners are included in decision-making processes, a stronger sense of accountability and mutual trust is cultivated. Continuous teacher oversight not only reassures students but also acts as a preventive mechanism against inappropriate behavior. This view aligns with Mitra (2020), who observed that teacher presence and active participation are essential in reducing the prevalence of sexual abuse within school environments.

4.1.4 School’s Timely Action on Reported Cases

Approximately 69% of participants indicated that their schools respond quickly to reports of sexual violence. However, 15% disagreed and 16% remained neutral. These findings point to variability in how swiftly schools handle reported incidents, suggesting that timely intervention is not consistent across all institutions. The teacher said that,

Some cases are taken seriously and acted upon immediately, while others delay due to lack of evidence or fear of scandal. (Teacher, School B)

The parent said that:

I reported a case last year, and it was handled quietly, but this year a similar case was delayed for weeks. (Parent, School B)

This variation in experiences highlights the importance of establishing uniform and accountable procedures for handling reported cases. It implies that prompt and transparent action is essential for preventing recurrence and preserving students’ confidence in the system. According to UNESCO (2021), quick and clear responses

from school leadership are fundamental to preventing sexual violence effectively.

4.1.5 Availability of Confidential Support Services

Findings from Table 1 reveal that 70% of participants acknowledged the presence of confidential support services in their schools. However, 15% disagreed, and 18% neither agreed nor disagreed. This suggests that, although such services are reportedly available, concerns may persist among students regarding their accessibility or the degree of confidentiality maintained. The teacher affirmed that,

We have a counselling room, but many students don’t feel safe enough to go alone, especially if they think the matter will leak. (Teacher, School B)

The parent said that:

My son said he was told to ‘man up’ when he approached a teacher to talk privately that killed his trust. (Parent, School A)

These findings indicate that simply having support services in place is insufficient unless they are delivered in a way that is confidential, empathetic, and free from judgment. Schools must invest in training support staff in trauma-sensitive approaches that prioritize emotional safety and respectful communication. Drawing from Arnstein’s (1969) Participation Theory, effective support systems must move beyond token consultation and instead foster genuine involvement of students in designing and evaluating these services. This kind of participatory environment promotes student agency and trust, both of which are essential for creating safe and responsive support systems. This is also aligned with UNICEF (2023), which emphasizes that students’ willingness to report and seek help is strongly influenced by their trust in the confidentiality and sensitivity of the support provided.

4.2 Findings on Teachers’ Role in Sexual Violence Prevention

This section presents students’ perceptions of the role teachers play in preventing sexual violence in schools. Responses were measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), with mean scores indicating the average level of agreement and standard deviations reflecting response variability from 100 students.

Table 2: Descriptive Statistics for Teachers' Role (N = 100)

Item	Mean (M)	Standard Deviation (SD)
Teachers actively educate about prevention.	3.85	0.62
Teachers create a safe reporting environment.	3.75	0.70
Disciplinary actions are consistently enforced.	3.60	0.68

4.2.1 Teachers Actively Educate About Prevention

The data in Table 2 indicates that the mean score of 3.85 (SD = 0.62) reflects strong agreement among students that teachers actively educate them about sexual violence prevention. This shows that students view teachers as key facilitators of awareness and prevention knowledge. Education on signs, risks, and reporting procedures plays a vital role in protecting students and empowering them to act. The teacher interviewed said that,

We always include sexual violence topics in life skills lessons. It is part of our routine to remind students about personal safety and respectful behaviour. [Teacher A from school A 23 April 2025]

Similarly, the parent emphasized that,

My child came home talking about how the teacher explained ways to avoid risky situations. That education is helping a lot. [Parent A from village A April 2025]

These qualitative insights highlight that teachers' direct involvement is both acknowledged and appreciated by students and parents. According to Participatory Decision-Making Theory (Arnstein, 1969), engaging key stakeholders including teachers in shared decision-making processes fosters ownership and enhances the effectiveness of interventions. This aligns with findings from UNICEF (2023), which identifies teacher-led education as a vital element of school-based prevention strategies. The implication is that continuous investment in teacher training and integrating participatory approaches within the curriculum can substantially improve prevention outcomes and empower students as active agents of change.

4.2.2 Teachers Create a Safe Reporting Environment

Students reported a mean score of 3.75 (SD = 0.70), indicating substantial agreement that teachers create a supportive and safe environment for reporting incidents. This indicates that many students feel confident confiding

in teachers, which is a critical component of effective response systems. The teacher participant said that,

Students know my door is always open. They can talk to me in private, and I assure them it won't go beyond unless they want help [Students from school B April 2025]

A parent added that,

We were invited to a school meeting where teachers emphasized that they treat reports with confidentiality. That gave us confidence. [Parent from village B April 19 2025]

These findings highlight the crucial role teachers play in fostering open lines of communication within schools. According to Participatory Decision-Making Theory (Arnstein, 1969), involving teachers as active stakeholders in decision-making helps build trust and transparency, which are essential for effective reporting systems. This is further supported by Blakey et al, (2019), who emphasize that a positive school environment and trusted adult relationships significantly increase students' willingness to disclose abuse. Consequently, maintaining confidentiality and trust through ongoing teacher training in managing sensitive information is vital for timely identification and prevention.

4.2.3 Disciplinary Actions Are Consistently Enforced

The mean score of 3.60 (SD = 0.68) indicates moderate agreement from students on whether disciplinary actions related to sexual violence are consistently enforced. This indicates that while some enforcement exists, there may be inconsistencies or uncertainty about the consequences for perpetrators.

The teacher stated that,

When cases happen, we follow procedures, but sometimes delays from higher authorities weaken the process. [Teacher from school C April 22 2025]

The parent expressed concern,

Some students think they can get away with things because they've seen others go

unpunished. That weakens the whole system. [Parent from village C April 2025]

These observations point to weaknesses in policy enforcement and perceptions of accountability within schools. According to Participatory Decision-Making Theory (Arnstein, 1969), transparent and inclusive decision-making processes enhance stakeholder trust and commitment to upholding rules. This is supported by research from Wang and Degol (2019), which stresses that consistent and fair disciplinary actions are crucial for fostering a culture of safety and confidence among

students. Therefore, schools must establish clear, enforceable policies alongside open procedures that ensure offenders are held responsible, helping students feel genuinely protected.

Regression Analysis Results

Table 3 summarizes the results of a multiple linear regression analysis conducted to examine the influence of participatory decision-making factors (teachers) on the effectiveness of sexual violence prevention.

Table 3: Regression Coefficients for Predictors of Sexual Violence Prevention

Predictor	Unstandardized B	Standard Error	Beta (β)	t-value	Sig. (p)
Teachers' Role	0.33	0.07	0.38	4.71	0.000
Constant (Intercept)	1.42	0.35	—	4.06	0.000

Model Summary (R² = 0.48, p < 0.001)

The regression model in table 3 explains 48% of the variance in sexual violence prevention. Teachers' role was the strongest predictor.

Teachers' Contribution

Data from Table 3 identifies teachers' involvement as the strongest predictor of prevention effectiveness ($\beta = 0.38$, $p < 0.001$), emphasizing their essential role in educating students, enforcing policies, and creating safe environments for reporting incidents. This finding affirms that teacher dedication and capability are crucial for the successful rollout of prevention programs. UNICEF (2023) recognizes teachers as frontline defenders against violence. Nevertheless, many teachers face obstacles such as limited training and inadequate resources. The implication is that ongoing professional development, clear procedures for reporting, and mental health support for teachers are necessary to empower them in maintaining safe and responsive schools, thereby improving both student safety and program outcomes.

accountability, builds trust, and strengthens the impact of school-based prevention efforts. Nevertheless, challenges persist, including inconsistent reporting practices, delays in enforcing disciplinary actions, and doubts regarding confidentiality. These gaps highlight the need for well-structured policies, ongoing professional development for teachers, and stronger collaboration among all stakeholders to guarantee safe learning environments.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the results of this study, teachers are essential in preventing sexual violence in secondary schools by promoting awareness, ensuring safe channels for reporting, applying disciplinary measures, and offering confidential guidance. Both students and parents identify teachers as key figures who educate learners about potential risks, advise them on preventive practices, and serve as trusted adults when incidents occur. Engaging teachers, students, and parents together enhances

5.2 Recommendations

In light of these findings, schools should organize continuous professional development focused on sexual violence prevention, trauma-sensitive methods, and effective communication to equip teachers with the skills and confidence needed to manage cases and maintain secure reporting systems. Encouraging participatory governance through student councils and parent-teacher committees can foster shared responsibility for prevention initiatives. Educational authorities should establish clear, uniform protocols for reporting and responding to incidents, strengthen confidential counseling services, and conduct community awareness campaigns to involve parents and guardians. Regular monitoring and evaluation of these measures will ensure that strategies remain effective, relevant, and responsive to students' safety and wellbeing needs.

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