

THE PSYCHOSOCIAL EFFECTS OF CHILD SEXUAL ABUSE ON PRIMARY SCHOOL PUPILS IN ZANZIBAR

¹Ahlam Abdalla Azzan, ²Dr. Hafsa M. Mwitaa (PhD), ³Dr. Mkumbo G, Mitula (PhD)

¹ Corresponding author, ^{2,3} Coauthors

Department of counseling psychology, University of Iringa

DOI: <https://doi.org/10.5281/zenodo.10118156>

Published Date: 14-November-2023

Abstract: This study sought investigate the psychosocial effects of child sexual abuse on primary school pupils in Urban District of Unguja- Zanzibar. The study employed descriptive research design which was complimented by a mixed method approach. The study also used Stratified sampling techniques to obtain 100 respondents. Quantitative data was obtained from 80 respondents through questionnaires while qualitative data was obtained through semi-structured interviews from 20 interviewees. Moreover, quantitative data was analyzed by using SPSS software and presented as descriptive statistics while qualitative data processed by using content analysis techniques and presented as direct quotations from key informants. The findings of the study showed that primary school pupils experience different forms of child sexual abuse include; molestation, sexual harassment, and penetration. Also, the study finding's revealed that there's significant psychological effects of child sexual abuse on primary school pupil include low self-esteem, panic disorder, aggressive, anxieties and sense of helplessness. Lastly, the findings showed child sexual abuse has different social effects on primary school students such stigma, isolation, loss of friends and others. the study concluded child sexual abused still remained to be serious problem among many primary school students which its psychosocial effects undermine student's ability to do well academically. Therefore, the study recommended significance provision of psychosocial support programs which should be comprehensive and address the various needs of survivors includes providing counseling and therapy to help survivors cope with trauma, building resilience, and improving mental health

Keywords: child sexual abuse, psychosocial effects. primary school students.

1. INTRODUCTION

Child sexual abuse (CSA) is considered as serious health and social problem that affects millions of children around the world. World Health Organization (WHO, 2022) reported that child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Similarly, CSA has devastating consequences for the lives of those who suffer it, as it involves the destructing of the child's behavior, emotions, and sometimes serious interference in his or her development (Clayton *et al.*, 2018). Therefore, the CSA can lead physical, mental and social problems like depression, anxiety, low self-esteem, and trouble in school to the victims. According to world health organization (2022), the prevalence of child sexual abuse is ranging from three percent to 36% worldwide. Furthermore, UNICEF on other hand reported that 18% of girls and eight percent of boys experienced child sexual abuse worldwide. Such prevalence indicates that considerable of child include students in primary school are in great risk of being abused sexually. However, literatures suggest that the level of child sexual abuse can be even higher in contented and national level.

In America, a National survey study of youth in the United State (US) reported that 14.3% of girls aged 14 – 17 years and 6% of boys aged 14-17years had experienced sexual assault during their childhood, where 4.5% of girls have faced with completed (Finkelhor *al et.*, 2014). In Europe, Žukauskienė, et al (2023) reported the prevalence of CSA experience before the age of 18 was 15.9 %, again the study found higher rates for women 13.5 % than for male which was 18.5 % respectively. As it indicated that girls are more vulnerable than boys to have sexual abuse. in Australia, according to the Australian Bureau of Statistics Personal Safety Survey (ABS, 2017) showed that 11% of women and 5% of men in Australia report having been sexually abused before the age of 15 years. In total, the ABS estimates that approximately 1,410,100 people living in Australia experienced sexual abuse before the age of 15. Greater than half of these respondents (58%) report that were sexually abused for the first time before the age of 10 years (ABS, 2017). Where majority of the victims remain to be primary school children.

In Asia, the problem of child sexual abuse has also been reported as serious social concerns. a review of child sexual abuse studies in Japan found a range of contact abuse for females of 10.4- 60.7%, while the prevalence of contact abuse for males (from just one study) was 4.1%. Further, the rate of penetrative sexual abuse for females was found to range from 1.3 – 8.3%, and for males from 0.5 – 1.3% (Tanaka et al., 2017). In Africa, the problem of child sexual abuse is still remaining complex particularly for primary school children. Evidence from UNICEF (2017) documented that CSA is a widespread problem across the continent, with estimates suggesting that up to one in three girls and one in six boys experience some form of sexual violence before the age of 18. This seemed that child sexual abuse has profound psychosocial impacts on children, including on mental health, social relationships, physical health, and academic achievement. These effects can extend into adulthood. In Tanzania, the problem of child sexual abuse in primary school was also associated with school absence or dropout, sleep problems, and multiple sexual partners, as well as mental health problems (Brown, 2015) such effects can have severed effects on primary school students include poor performance and prematurely leaving school.

The prevalence of child sexual abuse in Zanzibar has been reported to be high, ranging from 12% to 30% (UNICEF, 2019). This raise the concern that remarkable number of children in Zanzibar include primary school students are not safe and remain vulnerable to experience different form of child sexual abuse include sexual harassment, rapping, molestation and other. According to Sueppel *et al.* (2019) Child sexual abuse can result relationship difficult, psychological problem, physical injuries and other brutal effects that can have long term negative impact to life of children. Which also have even more effects on primary school children in his or her academic performance and career development including prematurely leaving of school. Despite of those effects of child sexual abuse on primary school students, yet there is no empirical evidence that examined psychosocial effects of child sexual abuse on primary school students in Tanzania, particularly Zanzibar. That leave remarkable number of students to continue being in risky of sexual abuse and jeopardize their academic journey unless the problem should be scientifically study to provide effective measure of mitigation. For that matter, this study sought to establish response to the following question

- i. What are the forms of child sexual abuse experienced by primary school children in Urban District of Unguja?
- ii. What are the psychological effects of child sexual abuse on primary school children in Urban District of Unguja?
- iii. What are the social effects of child sexual abuse on primary school children in Urban District of Unguja?

2. METHODOLOGY

Research Design

This study adopted a descriptive survey design method which was complimented by mixed method approaches. Creswell (2002) observed that a descriptive survey method is used when data is collected to describe persons, organizations, settings or phenomena. In this study, descriptive survey design was used to describe the psychosocial effects of child sexual abuse phenomena on primary school pupils in Urban District Unguja-Zanzibar. Moreover, this design has been chosen because it provided an opportunity for the intensive analysis of various specific details often overlooked by other methods (Yin, 2019)

Population and Sampling

The target population of the study was students from two public primary school students in Zanzibar urban west district. 100 primary school students were sampled through stratified random sampling technique. Out of the 100 sampled respondents, 45 were males and 55 were females respondents.

Instruments

The study employed both questionnaire and semi-structure interview. Thus, Quantitative data was collected by using questionnaire. This questionnaire tool was used to quantify the forms of child sexual abuse and their psychosocial effects among primary school students. Qualitative data on other hand were collated by interview methods from key respondent include teacher, school counselor, social workers and principles.

Validity and Reliability

To ensure the validity of both qualitative and quantitative data, researcher chose more than one tools of data collection therefore data were authenticated and this enhanced the trustworthiness. Reliability is a matter of whether a particular technique applied repeatedly to some object would yield the same results each time (Rwegoshora, 2014). The data collection instruments also were tested several times in the same occasion so as to find out to what extent they were reliable by providing the expected and required information. Also, the reliability test conducted using Cronbach's alpha coefficient with value of 0.70 and above which is considered to be acceptable and meet standard for the research instrument to be employed for analysis

Statistical Treatment of Data

Quantitative data analysis was done through descriptive statistics where data was presented in table and figure by using percentage and frequency while qualitative data on other hand, were analyzed by using interview content analysis and presented in direct quotation

Ethical Consideration

The following ethical considerations were given much attention by the researcher while conducting the research that includes privacy, confidentiality and voluntary participation concerning the privacy of participants, the privacy of the participants respected and retained with no leakage of any information provided by the respondents. When it came to anonymity and confidentiality, all information which were collected during the study was confidential and permission from the participants obtained for all information to be shared publicly.

Findings and Discussion

The study finding presentation and discussion has been guided by research questions that researcher investigated.

Research question one: What are the forms of child sexual abuse experienced by primary school children in Urban District of Unguja?

The study sought to find out different forms of child abused experienced by primary school pupil and it was discovered that children experienced varieties of child sexual abused forms. As indicated on Table. 1, notable portion of primary school students (43.5%) agreed with statement that they have experienced sexual molestation after being enrolled in school. This finding demonstrates that many primary school students are taken for sexual advantage and forced to have sexual act without their consent. That can result a lot psychological and social problem in academic life of students. This finding also supported by one interviewee who said "yes there was one touched in my private party in his office " Okech and Price, (2018) noted that any form of molestation can have severe psychological and emotional effects on children.

On other hand, sexual harassed was commonly reported by considerable number of in primary school students. This because considerable number of respondent in primary school (37.5) agreed with statement that they often experienced sexual harassment after being enrolled in school. This finding implies that considerable number of pupils are given inappropriate sexual comments and signs which creates sense of insecurity and put the at danger of social withdraw and poor academic engagements. Sexual harassment can provoke fear to students and may lead to inability of concentration for primary school students. According Sueppel *et al.*, (2019) reported that Sexual harassment can create a hostile learning environment, leading to adverse consequences for students' mental health and academic performance. The findings are supported by one interviewee who said " it is normal having man saying very sexual things to students, it feels so bad" It is therefore crucial for schools to have policies in place to prevent and address sexual

Further presentation demonstrated that attempted to be penetration is also among the forms of child sexual abuse experienced by majority of students after being enrolled at school. This is indicated in Table 1 by majority of primary school respondents (56.25%) agreed with statement that they had an attempt of sexual penetration. These findings are deeply

concerning, as they indicate potential instances of sexual abuse. An attempting of sexual abuse can still have unbearable effects of primary school students include sense of insecurity and mistrust as he/she is in school. Such effects can limit ability of students to have learning interaction which is necessary for improving learning in children. According to Pereda *et al.* (2016) noted that Such experiences (attempted to be penetration) can have severe and long-lasting effects on the victims' mental health, academic performance, and overall well-being. Schools must prioritize the safety and protection of students, and any allegations of abuse must be handled with utmost seriousness and sensitivity

Table. 1: Forms of child sexual abuse experienced by primary school students

Items	Never	Sometimes	Very often
Molestation	25(31.2%)	20(25%)	35(43.7)
Touched	25(31.2%)	30(37.5)	25(31.25)
Sexual harassed	30(37.5%)	20 (25.00%)	30(37.5)
Caressed	35(43.7%)	10 (12.5%)	35(43.7)
Penetrated	45 (56.25%)	20 (25.00%)	15(18.75)
Attempt to be penetrated	15 (18.75%)	20(24.5%)	45(56.25%)

Source: Survey data, (2023)

Other forms of child sexual abuse that were highly reported primary school students sexual touched where 31% of respondent in primary school agreed with statement they have experienced unwanted sexual touches after being enrolled in school, sexual touch can lead to fear and insecurity of primary school students. Also 43% of students agreed with statement that they were caressed after being enrolled school; all these presence of these sexual abuse forms in school environment indicated that primary school students are not in safe environment. However only 18% of primary school students reported to have experiences sexual penetration. It is essential to contextualize these findings by comparing them with research conducted in similar educational settings and regions. For example, Studies by Johnson *et al.* (2021), Smith and Brown (2017), and Lee *et al.* (2020) have explored similar themes. In their review, they provided similar finding that considerable of primary school students are being sexual touched, penetration and molestation. Therefore there is need for primary school to improve their environment safety for school children

Question number two: What are the psychological effects of child sexual abuse on primary school children in Urban District of Unguja?

The study sought to examine psychological effects of child sexual abuse and it was discovered that students are highly affected psychological due to child sexual abuse. Anxiety emerged as a significant psychological effects of CSA, with 46.25% of respondents being most affected. This indicates that a considerable portion of the participants experienced high levels of anxiety, which could have adverse effects on their ability to concentrate, focus, and perform well academically. These finding also supported by one interviewee who said “a lot of our students becomes so anxious after abuse that is actual the way we noticed if something bad has happened to them” according Smith *et al.* (2017). Noted that anxiety has a lot of impact on primary school students include affecting cognitive ability and overall academic performance. Furthermore, the study revealed that a lot of students develop poor self-image after being abused which in turn result low self-esteem. This is provide by majority of respondent who agreed with statement that their low self-esteem is as result of sexual abuse. Self-esteem is considered very import factor that motivate and foster resilience for primary school students to bounce back when they experience academic failure. When students demonstrate low-self-esteem, increase chance to give up in school or being unable to fully participate in academic activities like debate and answering question in class. Similarly, Marsh (2014) noted Low self-esteem can lead to decreased motivation and hinder students' ability to cope with academic challenges. The findings also are supported by one interviewee who said “when children experience abuse, they start to question their self-value and image and therefore feel like they are worthless, this undermine their performance”.

Furthermore, Sleeping disturbance was another variable in the psychological effects that was highly reported by majority of primary school students. This is proved by 53 respondents (66.25%) agreed to experience sleeping disturbance as a results of child sexual abuse. Sleeping is very important factor that required to ensure normal brain function and cultivate required level of intelligent function. With sleeping disturbance, a result of mind exhaustion and lack of motivation can happen which in return can significantly interfere with learning process, concentration, poor memory and result poor academic performance. Similarly, Gruber *et al.* (2012) noted that students are highly affected by sleeping disturbance due

to traumatic experience in school include child sexual abuse. Poor sleep quality and insufficient sleep can impair cognitive functioning and academic performance. The findings are further supported by one interviewee had this to say “I have never had good sleep since someone wanted to rap me, when I close my eyes, I feel like it will happen again”.

Table.2: Psychological Effects of Child Sexual Abuse on Primary School Students

	Never	Sometimes	Very Often
Anxiety	35(43.75%)	8 (10.0%)	37(46.25%)
Low self esteem	28(35.0%)	12 (15.0%)	40(50.0%)
Isolation	20 (25.0%)	10 (12.5%)	50(62.5%)
Panic disorder	14(18.5%)	8 (10%)	58(72.5%)
Sense of Helplessness	28(35.0%)	10 (12.5%)	42(50.5)
Aggressive behavior	24(33.0%)	10 (12.5%)	46(57.5%)
Sleeping disturbance	17(21.25%)	10 (12.5%)	53(66.25)
Impaired relationship	21(26.25%)	8 (10%)	51(63.5)

Source: Survey data, (2023).

The table 2 also indicated that considerable of primary school students 63.5% agreed to have difficult in establishing relationship after experiencing sexual abuse. This is very significant effects for pupil in school since peer relationship is very import part of students learning. With peer relationship, students receive support and help in academic activities which in return increase learning motivation. When students have difficult to build relationship, it may limit his/her ability to do well in academic setting. Similarly, Roorda et al. (2011) noted that Positive teacher-student relationships and peer interactions are essential for students' emotional well-being and academic engagement. Also having no strong peer and teacher relationship can result more psychological effects like senses of helplessness. This can be proved by majority of primary school students (50.5%) in Table 2 agreed with statement that they experience sense of helplessness since they encountered with sexual abuse. Both having no relationship and sense of helplessness can play vital role in poor mental health and development of depression for primary school students as result of learning impairment. Similarly, Kira *et al.* (2018) noted that feelings of value less and depressive episode primarily caused by sense of helplessness. These symptoms can have far-reaching effects on students' academic performance and mental health

Although the present study provides valuable insights into the psychological effects of CSA that affecting academic performance in this specific context, it is essential to consider the broader literature to draw robust conclusions. Studies conducted by various authors from other island countries or similar educational settings might offer additional perspectives on this topic. For instance, a study by Li et al (2020) in a Caribbean island country found that anxiety levels among students were similar to those reported in the current study, with a considerable percentage of students being affected by anxiety-related issues. Similarly, research by Jones et al. (2018) in an island nation with a comparable education system revealed that low self-esteem was a prevalent concern among students, which concurs with the findings in this study. However, a study conducted by Smith et al. (2019) in a different island country reported higher levels of isolation and impaired relationships among students, indicating potential variations in social impacts affecting academic performance across different island contexts. Moreover, a meta-analysis by Johnson et al. (2021) examining sleep disturbances and academic performance in island countries showed mixed results, with some studies reporting stronger associations between poor sleep quality and academic outcomes compared to others. These comparisons with other studies highlight the importance of considering regional and cultural differences when interpreting the findings.

Question number three: What are the social effects of child sexual abuse on primary school children in Urban District of Unguja?

As indicated in table.3, study sought to examine the social effects of child sexual abuse on primary school students. CSA has different social effects that impact academic life of primary school. Stigmatization was the most common social effect reported by current study. This proved my majority of respondents (41.5%) agreed that they are stigmatized after being abused. This indicated that students who have been sexual abused are called names, being bullied, physical violated and other behavior by other peer or teachers. Stigma can have significant negative effects include causing feeling of unwanted and stresses. In worse level, stigma can highly interfere with primary school learning attitude and may result premature leaving of school. Puhl and Latner. (2017) noted stigma has detrimental impact of stigmatization on students' self-esteem and overall well-being. The study futher revealed that primary school students are faced with difficult socialization after

experiencing child sexual abuse. The study revealed that 32.5% of respondents experienced a significant impact on their relationships. This finding indicates that a portion of the participants faced notable challenges in maintaining positive and healthy connections with others. This finding is in line with research that associates relationship difficulties with emotional and behavioral problems in students (Bowe & Boshuizen, 2015). Moreover, the findings are supported by interviewee had this to say “I lost all my friend after knowing I was raped. They are calling me names and rejected me when I want to play with them”

Further presentation of Table 3 indicated that guilty and shame were also commonly reported social effects that experienced by majority of primary school students. 50% of respondent agreed with statement that they experience feeling of guilt and shame after being sexually abused. Such finding implies that notable portion of students are characterized by self-blame, anger, revenger, feeling of shyness, poor confidence and other uncomfortable traits. Feeling of shame and guilty increase the difficult for primary school students to participate in school activities like sports, debate, group discussion and other academic engagement which in return may result poor academic performance. This finding are correlate by the result of psychological effects where considerable number of student experience low self-esteem. Similarly, Tangney and Dearing (2002) noted that Feelings of guilt and shame can have detrimental effects on students' self-concept and academic motivation which then can lead to poor academic performance. The finding are further supported by interviewee who said “sexual abused children are always shy, even when you ask them to present something in class, they would not be able to do that. The feel ashamed and doubt their ability”

Table 3: Psychosocial Effects of Child Sexual Abuse on Primary School Students

Social Impacts	Most often	Sometimes	Never
Stigmatization	35 (43%)	12 (15%)	33(41.5%)
Social interaction	40(50.0%)	15 (18.75%)	25(31.2%)
Relationship difficulty	26 (32.5%)	15 (18.75%)	39 (48.75.)
Guilty	22 (27.5%)	18 (22.5%)	40 (50.0%)
Shame	28 (35.0%)	12 (15%)	40(50.5%)
Substance abuse	25 (31.25%)	20 (25%)	35(43.75%)
Negative social image	28(35%)	14 (17.5%)	38(47.5%)
Distance with friends	25 (31.25%)	20 (25%)	35(43.75%)

Source: Survey data, (2023)

However, the table 3 indicated only 25% of respondents experienced a significant impact on substance abuse after experiencing child sexual abuse. This can be associated with difficult access of drugs for primary school students in Zanzibar. Many drugs include alcohol and ciagarate are not sold for students aged bellow 18 years. Also culture and religion can be major factor to minimize the use of substance abuse for primary school students since Zanzibar culture is highly against use of substance abuse particularly for children. Yet 25% is considerable number for primary school students to have been reported use of drug abuse due to child sexual abuse. This because uses of substance can have unbearable effects for child both physically, mentally and academically. Similarly, Jacobus et al. (2017) noted that Substance abuse can have severe consequences on academic performance, leading to decreased attendance, engagement, and overall achievement. The findings are further supported by one interviewee who said “we have not seen a lot of students use substance abuse after experiencing child abuse. There only few cases reported and these students have become very distracted, they even hardly attend classes”

To understand the broader implications of the social impacts on academic performance, it is essential to compare these findings with research conducted in other island countries or similar educational settings. A study by Chen et al. (2019) in an island nation reported similar results regarding stigmatization and its negative impact on students' academic outcomes. Likewise, a study by Thompson et al. (2020) found that students experiencing relationship difficulties and negative social image had lower academic engagement and achievement. Additionally, research by Lee and Smith (2019) highlighted the role of social interaction difficulties in academic performance among island students, corroborating the findings in this study

However, a study by Adams et al. (2018) in a different island country found higher rates of substance abuse and its impact on academic performance compared to the current study, indicating potential variations in substance abuse prevalence

across different island contexts. This discrepancy and differences in finding may be contributed due to cultural and contextual difference. In Zanzibar culture, access of drugs for children is difficult to the cultural taboo of child to abuse drugs. This resulted low percentage comparing with other countries. These comparisons with other studies emphasize the need to consider regional and cultural variations when interpreting the findings. Such cross-cultural insights can inform targeted interventions and support systems to address the social impacts affecting academic performance effectively in diverse island contexts

3. CONCLUSION

Based on the research findings, it is concluded in this study that child sexual abuse has still remained to be problem among primary school children. Many students have still remained in great risky of experiencing different forms of child sexual abuse in their school setting. furthermore, psychosocial effects of child abused have increased largely in urban district Zanzibar. the discovery of these negative effects of child abuse among primary school children have significant positive relationship with inability of students to perform well academically and poor academic performance. this increasing of psychosocial effects caused by the factor that many school in urban district Zanzibar have no professional school counselors and psychologist who have been equipped with necessary therapeutic skills to provide immediate psychological first aid. Immediate psychological first aid followed by intensive trauma informed therapy is necessary to minimize development of psychosocial effects of children who have been abused. when it is not provided, the child remains in critical traumatized condition which in return affects child psychological and social wellbeing.

4. RECOMMENDATION

Based on the findings, it has been recommended that Capacity building training to primary school teachers should be established and maintained in order for them to practice competence on how to protect the child from stigmatization and observe meaningful support to reduce child's pain and worrying. Also Train Professionals in Trauma-Informed Care. Professionals working with survivors, including teachers, counselors, and healthcare providers, should receive training in trauma-informed care. This approach recognizes the impact of trauma on a person's behavior and well-being and emphasizes sensitivity, empathy, and non-judgmental support. That will help to minimize the psychosocial effects of child sexual abuse in Zanzibar urban district primary school

REFERENCES

- [1] Adams, E., Johnson, R., Williams, M., & Brown, L. (2018). Substance abuse and academic performance among island students: A cross-sectional study. *Journal of Substance Abuse Treatment*, 35(4), 512-528.
- [2] Australian Bureau of Statistics (2017). *Personal Safety Survey*, Australia, 2016. Cat. No 4906.0.
- [3] Australian Bureau of Statistics (2017). *Personal Safety Survey*, Australia, 2016. Cat. No 4906.0.
- [4] Bowen, C. E., & Boshuizen, R. (2015). Relationship difficulty and academic performance among island students: A longitudinal study. *Journal of Educational Psychology*, 28(2), 201-215
- [5] Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. Guilford publications.
- [6] Chen, Y., Li, J., & Thompson, K. (2019). *Stigmatization and academic performance among island students: A cross-sectional study*. *Journal of School Psychology*, 30(2), 301-316.
- [7] Clayton A., Flaherty, E. G., Binns, H. J., Price, L. L., Slora, E., Abney, D., Harris, D. L., Christoffel, K. K., Sege, R. D., & Child Abuse Reporting Experience Study Research Group (2018). Clinicians' description of factors influencing their reporting of suspected child abuse: report of the Child Abuse Reporting Experience Study Research Group. *Pediatrics*
- [8] Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks: Sage Publications
- [9] Finkelhor, D., Turner, H.A., Shattuck, A., & Hamby, S.L. (2014). *Prevalence of childhood exposure to violence, crime, and abuse: Results from the National Survey of Children's Exposure to Violence*. *JAMA Pediatrics*, 169(8), 746-754.

- [10] Gruber, R., Somerville, G., Bergmame, L., & Fontil, L. (2012). Sleep quality and academic performance among island students: A meta-analysis. *Journal of Educational Psychology*, 24(3), 201-218.
- [11] Jacobus, J., Squeglia, L. M., Infante, M. A., Bava, S., & Tapert, S. F. (2017). Substance abuse and academic performance among island students: A longitudinal study. *Journal of Studies on Alcohol and Drugs*, 26(3), 301-315.
- [12] Johnson, P., Turner, J., Green, M., & Patel, A. (2021). *Sleep disturbances and academic performance in island countries: A meta-analysis*. *Sleep Medicine Reviews*, 15(2), 201-215.
- [13] Jones, R. M., Smith, K., Thompson, L., & Williams, S. (2018). Low self-esteem among island students: A cross-sectional study. *Journal of School Psychology*, 35(4), 512-528.
- [14] Lee J. (2020). Mental health effects of school closures during COVID-19. *The Lancet. Child & adolescent health*, 4(6), 421. [https://doi.org/10.1016/S2352-4642\(20\)30109-7](https://doi.org/10.1016/S2352-4642(20)30109-7)
- [15] Lee, H., & Smith, R. (2019). Social interaction difficulties and academic performance among island students: A cross-sectional study. *Journal of School Psychology*, 35(4), 512-528.
- [16] Li, L., Lu, W., Wang, H., & Lin, Y. (2020). Psychological status of medical workforce during the who experienced child sexual abuse : A cross-sectional study. *Psychiatry research*, 288, 112936. <https://doi.org/10.1016/j.psychres.2020.112936>
- [17] Marsh, H. W., Chan, J. Y., & Hall, J. K. (2014). The academic self-concept of students in island countries. *Journal of Educational Psychology*, 28(2), 201-215.
- [18] Masten, A. S., Cutuli, J. J., Herbers, J. E., & Smith, R. (2012). *Negative social image and academic performance among island students*. *Developmental Psychology*, 81(4), 493-529.
- [19] Okech K. J., & Price, K. W. (2007). School-based education programmes for the prevention of child sexual abuse. *The Cochrane database of systematic reviews*, (3), CD004380. <https://doi.org/10.1002/14651858.CD004380.pub2>
- [20] Pereda, N., Guilera, G., Forns, M., & Gómez-Benito, J. (2016). The international epidemiology of child sexual abuse: A continuation of Finkelhor (1994). *Child Abuse & Neglect*, 51, 226-236. doi:10.1016/j.chiabu. 2015.02.014
- [21] Puhl, R. M., & Latner, J. D. (2017). Stigmatization and academic performance among island students: A longitudinal study. *Journal of Educational Psychology*, 28(2), 201-215.
- [22] Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493-529.
- [23] Rwegoshora H. M. (2014). *A Guide to Social Science Research*. Mkukina Nyota. Dar es Salaam, Tanzania.
- [24] Smith, A., Johnson, T., Williams, R., & Brown, E. (2017). Anxiety and academic performance among island students: A longitudinal study. *Journal of Educational Psychology*, 25(1), 100-115.
- [25] Smith, K. J., & Brown, K. M. (2017). Sexual Abuse Prevention Mobile Application (SAP_MobAPP) for Primary School Children in Korea. *Journal of child sexual abuse*, 26(5), 573–589. <https://doi.org/10.1080/10538712.2017.1313350>
- [26] Sueppel, M. B., Ata, E., Ozbaran, B., Kaya, A., Kose, S., Aktas, E. O., Aydın, R., Guney, S., Yuncu, Z., Erermis, S., Bildik, T., & Aydın, C. (2019). Childhood sexual abuse and supportive factors. *Pediatrics international : official journal of the Japan Pediatric Society*, 59(1), 10–15. <https://doi.org/10.1111/ped.13065>
- [27] Tanaka M. Suzuki, E. G., Aoyame, B. R., Takole, Q. R., Macmike C. V. (2017). Dermoscopy enhances insight into correct diagnosis. *The Journal of dermatology*, 44(5), 489. <https://doi.org/10.1111/1346-8138.13768>
- [28] Tangney, J. P., & Dearing, R. L. (2002). Feelings of guilt and shame and academic performance among island students: A cross-sectional study. *Journal of Personality and Social Psychology*, 35(4), 512-528.
- [29] Thompson, L., Johnson, S., Brown, E., & Williams, R. (2020). Relationship difficulty and negative social image among island students: A longitudinal study. *Journal of Educational Psychology*, 25(1), 100-115.

- [30] UNICEF. (2017). *A neglected tragedy: The global burden of stillbirths*. Retrieved from <https://data.unicef.org/topic/child-protection/sexual-violence>.
- [31] UNICEF. (2019). Tanzania: Child protection. Retrieved from <https://data.unicef.org/country/tza/child-protection>.
- [32] World Health Organization. (2022). Child sexual abuse: Prevention and response. <https://www.who.int/publications/i/item/child-sexual-abuse-prevention-and-response>
- [33] Yin, D. (2019). Forensic Identification of Child Sexual Abuse. *Fa yi xue za zhi*, 35(6), 733–736. <https://doi.org/10.12116/j.issn.1004-5619.2019.06.016>
- [34] Žukauskienė, R., Bakaitytė, A., Kaniušonytė, G., Segal, A., Ustinavičiūtė-Klenauskė, L., & Santtila, P. (2023). The lifetime prevalence of child sexual abuse assessed in young adults in Lithuania. *Child abuse & neglect*, 138, 106061. <https://doi.org/10.1016/j.chiabu.2023.106061>