



Teacher-Student Relationships

**Target audience Message Development Research
Report for the Lusweti Regional Health And Communication Programme**

November 2006

ACRONYMS AND ABBREVIATIONS

SHAPE	-	Schools Health and Population Education
HIV	-	Human Immuno Virus
AIDS	-	Acquired Immuno Deficiency Syndrome
NSP	-	National Strategic Plan
ART	-	Anti Retroviral Treatment
TSC	-	Teaching Service Commission
REO	-	Regional Education Offices

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1.0 EXECUTIVE SUMMARY

Swaziland has the world's highest HIV prevalence rate of 42.6%. Among other problems caused by HIV and AIDS are the 120 000 orphans projected by 2010 (Stanecki 2001). SHAPE, in partnership with Soul City, is implementing the Regional Health and Communication Programme, a multi-media programme using edutainment to bring about development and social change. Over the years, the programme has been producing disjointed material; in 2007 all the material will be synergized. This means that all the media will address the same topics and issues.

Documents such as the National Strategic Plan (NSP) and an updated county profile were reviewed and a series of meetings were held to derive the 3 topics dealt with in the multi-media programme. The research team explored the target audience's overall impressions of teacher-student relationships; knowledge and understanding of the topic, beliefs, myths, norms, attitudes, practices and experiences relating to teacher-student relationships; nature of problems and key areas of concern of teacher-student relationships and how these affect the target audience; barriers to behaviour change and life experiences to obtain information for designing appropriate messages for the target audience.

The regional Health and Communication Programme is implemented in 8 other sub-Saharan countries. In Swaziland the programme was coined Lusweti with the aim to give it local relevance. Several materials have been produced under this initiative. These include a booklet entitled *HIV and AIDS Action Now*, 2 television and 1 radio series. Before the end of 2006, 1 other product will be out; the third television series will be broadcasted and the 2 other products will be out at the beginning of 2007. These will be the second radio series and the new alcohol and you booklet will be out. Year 2006 marks the beginning of a new dimension of the programme. Over the years the programme has been producing disjointed material whereas in 2007 all the material will be synergized. This means that all the media will address the same topics and issues.

1.1.1 Methodology

Ten groups were selected from rural and urban areas across the country for the study. They consisted of participants in the 16-34 age group, including in-school and out-of-school youth, teachers and parents.

There was also one teacher who was once involved with a student and one student who was once romantically involved with a teacher. The groups were categorized according to sex; females were grouped together and males like wise. The groups were conducted, transcribed, analyzed using Atlas TI - by classifying the data into themes that were also used when reporting.

1.1.2 Results of the study

What came out prominently from the study was that relationships between teachers and students are wrong. Respondents viewed teachers as representing parents; they carry the responsibility of caring for the students in the absence of their parents. Dating a student was viewed as a sign of immorality on the part of both students and teachers. Respondents reported that relationships start when a teacher pays a lot of attention on the student he is interested in; they (teachers) would also get close to needy students in the guise of trying to assist them. In some instances, the teachers would take advantage of simple admiration by their students and use that to pursue their lustful tendencies (lust was identified as one of the reasons these relationships take place.) Mobile phones make it easier for teacher to have private conversations with students and arrange meetings.

It came out that lack of guidance and exposure to teacher-student relationships also perpetuate these relationships, as those involved were seen to be more likely to want to emulate them. Other issues related to how the students dress; they wear short, revealing dresses that tempt male counterparts, in this case teachers. As mentioned earlier, some students go out with teachers out of desperation ó poverty. They seek to make ends meet, and the teachers provide that. Private consultations, private visits to teachers' quarters; little age differences between students and young teachers; teachers living without spouses were also found to contribute to these relationships.

Effects on students included that students once involved in relationships with teachers were likely to develop a pattern of dating older people. They also get abandoned by the teachers after having had sex with them. In teacher-student relationships, students have a higher risk of contracting HIV. Other factors include favoritism in the classroom, inconsistencies with regards to administering punishment; students having superiority complexes among their peers, due to the fact that they are dating a teacher; distraction from school work to concentrate on the affairs; dropping out of school; getting home late from school; loss of self esteem and the respect for other people especially the elderly.

Respondents reported that this tends to give all teachers a negative reputation; this also causes hostility between a teacher who is involved with a student and his students, especially boys. Teachers who are romantically involved with students subject themselves to blackmail by students when they go out with students because other students would use that to get the teachers to do what they want, which would render them unable to teach effectively. They also lose the respect of their colleagues. These relationships affect parents because they would usually have to pick up the pieces when things go wrong; when the student falls pregnant, they would have to take care of the girl child.

A few corrective measure were identified: It emerged that students and teacher involved in romantic relationships should receive the same punishment; students should receive counselling before they could be thrashed. Another suggested measure was using the students' experience (in teacher-student relationships) to educate others about their experience, with the view to discourage them. It was also pointed out that private consultations should be banned. On the part of teachers, it was suggested that offending teachers should be arrested, expelled or suspended. They should also take the responsibility over the student's education in case the student fell pregnant and dropped out of school. It also came out that teachers should be prohibited from wearing casual clothes and should not be allowed to carry mobile phones to class; they should wear uniforms just like the students. Parents need to have time to talk with their children and

should not keep the relationships between their children and teachers secret. It was reported that government should empower children and parents on their rights; laws must be tightened and implemented.

Finally, respondents recommended that there should be suggestion boxes in schools, where people would anonymously report relationships between students and teachers.

2.0 INTRODUCTION

2.1 Topic selection

There were 3 topics selected for the multi-media programme: ART, Youth sexuality and child/youth sexual abuse. A series of meetings and consultations were conducted to arrive at the topics. Documents such as the National Strategic Plan (NSP) and an updated country profile were considered, taking into account whether or not the issues were public health concerns. This report is in child abuse with specific focus on teacher-student relationships.

2.2 Formative research

All products of the Lusweti programme are produced through a vigorous research process. Research is an integral part of material production in the regional programme. Formative research in this context is a process in which stakeholder consultations, literature reviews, key informants and message development, target audience interviews are conducted to inform the development of the material. The process is in the last consultation stage: message development target audience research.

2.3 Objectives of the audience research

The research team explored the target audience's:

1. Overall impressions of teachers student relationships,
2. Knowledge and understanding of the topic,
3. Beliefs, myths, norms, attitudes, practices and experiences relating to teachers student relationships,
4. Nature of problems and key areas of concern of teachers student relationships and how these affect the target audience,
5. Barriers to behaviour change and
6. Life experiences to obtain information for designing appropriate messages for the target audience.

3.0. METHODOLOGY

Each of the 10 groups selected for the study consisted of 10 participants ó selected in rural and urban areas of Swaziland. Most (8) groups consisted of participants of the same sex to prevent arguments and blame of the opposite sex during the proceedings of the group. However, two 16 ó 19 year in-school youth groups were of mixed sex. A total of 6 groups involved the youth between 16-19 years. Of the 4 groups, 2 were in-school separated sex youth groups and another 2 mixed females with males. The other 2 involved out of school youth. There was an additional one to one interview with a female student who was involved in a relationship with a teacher. The study considered females because teacher student relationships are often perpetrated by male teachers on female students. The study sampled 2 separated sex groups of teachers from the age 20 ó 34 years. Another one to one interview was conducted with a teacher who was involved with a student. The last 2 groups comprised of parents from the age of 30 (See the table below).

Table 1: Child sexual abuse (teacher-student relationships sample groups)

Age group in years	Sex	Region	Stratification
16 - 19 (In school)	Male	Manzini	Rural
16 ó 19 (In school)	female	Hhohho	Urban
16-19 (out of school)	male	Shiselweni	Rural
16 - 19 (out of school)	female	Lubombo	Urban
16 - 19 (in school)	Mixed	Manzini	Rural
16 - 19 (in school)	Mixed	Hhohho	Urban
16 ó 19 (in/out of school involved or been involved)	Female	Lubombo	Rural
30 and above (Parents)	male	Shiselweni	Rural
30 and above (Parents)	female	Lubombo	Urban
20 ó 34 (teachers)	Male	Manzini	Rural
20 ó 34 (teachers)	female	Hhohho	Urban

20 6 34 (teachers involved or been involved)	male	Shiselweni	Urban
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3.1 Recruitment

Normally the research team organizes participants through schools. This study was no exception. Teachers were requested to organize the participants from the designated areas. Where the teachers were unable to get the out of school participants, they identified individuals who assisted with the recruitment. The identified individuals were given the group profile and they recruited the participants. The research team was in frequent contact with the recruiters until the day of data collection. The recruiters arranged the venues for data collection.

3.2 Data collection method

This was a qualitative study. So basic qualitative techniques were used to obtain information from the participants where they responded to open non directive questions and clarifications. The participants were organized in a form of focus groups.

3.3 Data collection

Two fieldworkers collected data on a daily basis for a period of three weeks. Each fieldworker conducted one group a day. They alternated facilitating the group each day so that one group was conducted by one facilitator and the other by the other. Child abuse focus groups took a period of 7 days. These groups were conducted concurrent with youth sexuality groups. All group transcriptions began at least a day after a group was conducted. There was an overlap of at least after data collection dedicated for the completion of the transcription process.

3.4 Data Processing/analysis

The data was analyzed using *Atlas TI* qualitative data analysis software. The members of the research team namely: Sarah, Musa and Muziwethu did the analysis and compiled the write-up thereafter. The data was analyzed by organizing it into using themes where

related issues were classified into the same categories called families. These themes were also used when reporting the findings.

3.5 Quality Control

Fieldworkers compiled a short report on the proceedings of each group highlighting the successes, challenges, anecdotes and nuances of that group. Towards the end of each week the team convened to discuss the issues emanating from those short reports. Burning and serious issue were tackled on a daily basis upon recognition or reporting to ensure that the data was of utmost quality. The short report was attached to the transcript to assist in the analysis and report writing process.

4. FINDINGS OF THE STUDY

4.1 OVERALL IMPRESSIONS

4.1.1. Teachers are custodians for students

It came out prominently that the respondents were not happy with teacher-student relationships because teachers are supposed to be custodians for the students in their care. Parents entrust the responsibility of their children's safety in the hands of the teachers and it does not please them to know that teachers have relationships with their students. As custodians, teachers are not different from parents. Students look up to the teachers as role models and everything done by the teachers they would want to do. They should not use their power and money over the children. As such, it is a crime for a teacher to be involved with a student. The challenge though is that it is difficult to get evidence so that Head teachers could follow the case through and forward it to the relevant authorities, mainly the Teaching Service Commission (TSC). This is because teacher student relationships are kept secret.

ōMale: I would like to add but most of it has been saidí it's not right because the teacher got a chance to be educated and went to college and that is where he could have met his wife. When he is teaching at school say my child, I regard him as a parent. If he then sees a girl and asks her out it means he is a loser. he was not able to get a wife at college he is asking the child out because he has money and has power over the girl or he has things that can attract the girlö

[Hlutse, over 30 parents]

ōMale: The first thing that I can say is that relationships between students and teachers are not a good thing, because by being a teacher you are no different than a parent. The students look up to you as role model, so in everything you do the students are watching and learning from us. If you do a stupid thing, the student will still be learning from you. [Mzimpofo, 20 ó 34 male teachers]

4.1.2. Lack of morals among teachers and students

It came out that there were no morals among teachers and students, particularly male teachers. Students show off to the teachers to get their attention and the teachers date the students when they are not supposed to as the custodian.

öMale: í there are a lot of bad morals in the students and teachersí ö

öFemale: most male teachers do not have morals. They are self-centred, they only think for themselves. They do not think of the next person. They do not think of what will happen after destroying that kid. They just think about what they want and how they will get it.ö

[Mhlatane, 16 ó 19 in-school female]

Male: So I conclude that it is not a good thing and immoral.ö

[Mzimpofo, 20 ó 34 male teachers]

4.2. THE WAY THE RELATIONSHIPS START

4.2.1. The teacher pays a lot of attention on the student

Respondents said some relationships begin with a teacher paying too much attention on the student he is interested in. He would involve her in everything he does in class such as giving her extra responsibility like monitoring and booking those making noise in his absence. However, this kind of attention usually goes beyond normal professional teacher-student interaction; he would send her to his house and then follow her, take advantage of the situation and engage in conversation not related to school work. This opens up an opportunity to get closer and start a romantic affair.

öMale: whatever that the teacher does he involves the student, like when they are doing some exercises in the class. When he sends her to his house he follows her and starts talking about something which is not related to school workí ö

[Elulakeni, 16-19 out of schools male]

“Male: it starts in Forms 1 and 2 when you give the student a chance to write down all those who are making noise. Bit by bit the teacher gets closer to her and end up knowing one another then that is when they asks each other out.”

[Mankayane, 16-19 in-school males]

4.2.2. Befriending to get close and capitalise on problems by offering assistance

The second prominent theme was that some relationships start with the teachers befriending the students beyond professional boundaries. They would try to find out about their problems and offer some assistance. They would offer things like money to buy food after the child has performed some little chores for the teachers.

“Female: sometimes the teacher will see that I am lonely and I do not have any money to buy food. He will befriend me and ask me about my problems then offer me money to buy things. After some time he will tell me that I should come over to his house to do some chores like washing for him and then he will pay me. That’s how the relationships then start.”

[Mhlatane, 16-19 in-school females]

4.2.3. Teachers take advantage of student’s complements

It came out that some teachers dress up well, which often draws students to admire their styles and look up to them. Related to this point was that students would sometimes complement their teachers and the teachers would take advantage of that, and encourage them associate with them if they aspire to be like them..

“Female: if the student will be telling the teacher that he looks nice. The teacher might then misinterpret that and think that the student is interested.”

[Mhlatane, 16-19 in-school females]

“Female: another thing is that students take wrong people as their role models. Some teachers dress up well such that some students may see them as their role models. He might be aware that student x sees him as his role model and might take advantage of that. It might not be that clear to the student what a role model is. So the teacher will tell the student that if she wants to be like him she should associate with him. The teacher will be taking advantage of her in that way. The student will associate herself with him just to get the style.”

[Mhlatane, 16-19 in-school females]

4.2.4. Admiration and lust

The respondents reported that sometimes teachers just start admiring and desiring students just from seeing them around the school. This so-called admiration and desire develops to the point where the teachers make advances towards the students.

öFemale: sometimes teachers have interest in student. They may see a student around the school and start admiring her. That's how the relationships start.ö

[Mhlatane, 16-19 in-school females]

öMale: they have desires for the studentsí ö

[Elulakeni, 16 -19 out of school male]

öMale: I agree that it is true that they lust. They end up failing to control themselves and ask them outí ö [Elulakeni, 16 -19 out of school male]

4.2.5. Text messages and phone calls

It came out that some students have mobile phones. In such cases, the teachers would either get the students' numbers from the students themselves or from their friends. The teachers would start by sending text messages or calling the students. That way they would arrange meeting points outside the schools and the relationships would eventually start.

öMale: when the girl has a number or a cell phone they will send messages to as well as call each other. Sometimes he gets her number from her friends and if he gets the number he will not hesitate to call her ...ö

[Mankayane, 16-19 in-school male]

öMale: it becomes easy if the student has a cell phone because they will send each other messages telling her where to meet.ö[Mankayane, 16-19 in-school male]

4.3 FACTORS LEADING TO THE RELATIONSHIPS

4.3.1 Upbringing – exposure to such behaviour and lack of guidance

The respondents felt strongly that teachers and students' behaviour was largely influenced by their upbringing. If a teacher was brought up in an environment where

teachers dated students, he would also do it when he becomes a teacher. On the part of students, it came out that other students did not have people to groom them properly and teach them how to behave and relate to people like teachers. For instance the girl who had a relationship with the teacher, lived with her grandmother who is too old to give her the necessary close and proper guidance. If children like her had good parents they could have possibly learnt that teachers should be viewed like parents. Moreover it was revealed that parents nowadays do not care to advise their children on appropriate behaviour as well as dressing patterns. The parents allow their children to wear short skirts in the name of rights. Coupled with that, the parents buy their children expensive mobile phones which they use at school. As a result of all this, the children become undisciplined thus they relate and behave towards adults as their equals.

õMale: itø also that the student is not taught that people like teachers are like parents to her. You find that others stay alone at home with no parents or guardians and they are not able to find someone to educate them about life or behaviourí ö

[Elulakeni, 16-19 out of school male]

õMale: í Another thing that contributes to such behavior is that some children do not live with their parents; they stay at their working places, like the one I was involved with. She was living with her blind grandmother and younger children but she was the only older child. There should be someone older to look after the children to guide them, even if parents are away. Living alone contributes to the way they behave.ö

involved male]

[Elulakeni,

õMale: We encourage the parents to always check if their children are dressed properly when they leave for school. We are now facing a problem when a parent says that he sees no problem when her child is wearing something short because it is her right. There is obviously a problem when it comes to males; once they see something, they lust for it. But if the student was wearing a full-length skirt, nothing was going to be enticing. A person was just going to approach her out of love not because he has been tempted by anything. Nothing has tempted you, you just fell in love and we then wonder about such motives. Itø a wonder these days why educated parents donø care about their children when they know that during their upbringing they were warned, but now they do not practice that to their children. We were spoken to individually when we got to the adolescent stage about our bodies, and warned not to have sex. I remember when I was doing Form One my father talked to my elder brothers and me about such issues, and he told us about his past hardships. He said he had built this mud house through determination in hard times, because

he wanted us to have a home of our own, since his father had died while he was young. He asked us not to impregnate anyone until we got married, just like he did. These days we don't make time to talk to our children, when some of them were going to heed warnings, while at times it would fall on deaf ears. There are many examples, and people are not the same, some males do not pass a lady without proposing love to her, and then he ends up doing the same to the students. Some males are okay with having only one girlfriend; we are just not the same.ö [Mzimpofo, 20 ó 34 male teachers]

4.3.2. Dressing code and indecent sitting at school

It came out prominently from the teacher respondents that students put on short uniforms that are very tempting to the teachers. They also sit exposing their underwear so that the teachers especially the male teachers would see them and get interested. They do this deliberately if they want the teachers. To affirm this point, it was revealed that males fall in love through seeing. Men don't have to see the private parts to get aroused how much more when they have. Female students know this and they take advantage of it.

öMale: Another thing is that nowadays students like wearing short uniforms; they make sure that they shorten them. If you would notice these days they wear tracksuits under the short skirts and then you wonder if she would take the tracksuit off, how short would the skirt be? They are as short as these beaded skirts used for traditional dancing. I am sure these skirts are thirty centimeters long. When they walk the skirt goes up, and if they would take the tracksuits off, you would be amazed. They cut these skirts on purpose, so that the teacher can see something.ö

[Mzimpofo, 20 ó 34 male teachers]

öMale: There are a lot of factors that contribute to this. Some could be valid and others not. For example, the students contribute by showing themselves off to the teachers. Naturally, men are weak when it comes to sexual issues. They are easily get attracted. Their attraction is fuelled by what they see, where as for females they have to have romantic feelings and so on. Once a male sees a girl's thigh, he quickly thinks that the child is ripe (mature) and starts thinking about sex, imagining that if he could move upwards from the legs especially if she is hairy. I am just telling it as it is, you will then analyze it. If he sees these light legs, and starts thinking, he is turned on; I am talking about the nature of a male person.ö

[Mzimpofo, 20 ó 34 male teachers]

öMale: As the others have said, a male is weak. You find that the way the students sit in class can distract the teacher because they show their underwear. The uniform may not reveal that, but they do it on purpose pulling it behind to sit with their underwear directly on the chair. So the uniform

would go up to show the underwear at the front, so that the teacher can see her thighs while he is trying to teach. When the teacher moves from the blackboard, he catches a glimpse of the thighs, and starts to crave for them. It is not because the teacher loves the student but because he has seen something nice; a nice bun. The teacher should tell the students to sit in a proper manner and make sure it does not reveal your underwear.ö [Mzimpofu, 20 ö 34 male teachers]

4.3.3 Poverty

The out of school and teacher groups reported that a lot of students go out with teachers because they are poor. They see teachers as a way of improving their lives which is to access material things. They get money, air time service access (In Swaziland people pay to be on the mobile phone networks which is called service fee) and access to the teachersø houses to watch movies and listening music. Therefore, the students especially the girls invite the teachersø attention. They understand that by virtue of being employed, teachers would have more and better things than their male colleagues.

öMale: í you find that the teacher gives the student money and the following day she will ask for more money. In that way the student is drawing herself closer to the teacher and the teacher would not see that. She would ask for money everyday and at the end she will ask for something bigger than the money.ö

[Elulakeni, 16 -19 out of school male]

öMale: I think it can be that they are poor at home and she sees that she can easily get money from teachers.ö

[Elulakeni, 16 -19 out of school male]

öMale: they get all the things they need they give the children airtime and they service for themö

[Mbabane, 20 -34 male teachers]

4.3.4 Private consultation visits in the houses

It came out that some students would go to teachersø houses after school hours as if they wanted to inquire about things they did not understand in class. The teacher who was involved with a student attested to this. He reported that while he was innocently attempting to help the student she would behave in inviting ways. After a while to teacher would get the queues and propose especially if the teacher is young.

õMale: I said things to her after she had come to my house a number of times. Even when I was explaining something she would smile at me and I could see that she was getting carried away. I also got carried away and found myself saying a few words, which I should not have said.õ

[Elulakeni, involved male]

õMale: It all started by her coming to my house after school, saying that she had not understood something and needed an explanation. She didn't live far from me and that made it easier for her to keep coming to me and led to me saying a few words. That is when I told her that the relationships should be between us and no one else shouldí õ

[Elulakeni, involved male]

4.3.5 Little age differences between students and young teachers

The teacher who was involved with a student stated that he delayed starting to engage in relationships because he was very young at college. The colleagues at college were older than he was so when he started teaching he felt the students were more of a suitable age for him to start a relationship with. What made it worse was the fact that the students were making advances towards him. They were enticing him in many ways.

õMale: It is that reason mostly because the people I attended college with were much older than me, I was quite young, and when I got to the teaching field the students were enticing.õ

[Elulakeni, involved male]

õMale: What made me do it was that I delayed being in a love affair and when I got to the students, I felt like they were the suitable age because the age difference was little.õ

[Elulakeni, involved male]

4.3.6 Teachers living without spouses

The respondents reported that some teachers did not leave with their spouses. As such some teachers try to fill up the gap by starting relationships with students.

õMale: I think teachers at timesí at times they do not stay with their wivesí and see that his home is far awayí how can it be if he caní (inaudible) with the studentí maybe she can fill in the place of his wife who is far awayí õ

[Elulakeni, 16 -19 out of school male]

4.4 TEACHER-STUDENT RELATIONSHIP IMPACT ON STUDENTS

4.4.1 Assimilation to dating out of school

It came out that teacher-student relationships were not good because the young teachers go out with kids in Form 1 and by the time these kids reach Form 3 they would know a lot. It influences the kids to date other people outside the schools who might be older than they are.

õMale: í it's not good because you find that there are these young teachers who want Form 1's or 2's. So when the students get to form 3 they know what going out is, and starts going out with outsiders not teachers. They end up not writing their exams because of pregnancy and this lead to the increase in failuresí ö [Mankayane, 16-19 in school male]

4.4.2 Abandonment after sex

It strongly emerged that teachers use students most of the time. The student who was once involved with a teacher said a teacher involved with a student just lusts for that particular student. He would leave at the end of the day for new students who come to the school year after year. She stated that she regrets being involved in such a relationship because she realized that the teacher never really cared nor was he ever serious about her. Other respondents reported that teachers take advantage of the adolescent stage of children because the children would not be likely to say no to sexual advances. This was because at this time the students would be usually proud if being involved with a person like a teacher oblivious of the fact that the teacher may not marry them at the end of the day. In the process the student losses her virginity and career opportunities considering that she could get pregnant.

õFemale: í I think it's not right because by that the person uses you.

Female: í if someone is just playing or rather not serious to love someone that person lust you for that moment.

Female: because he ends up not interested and mind you not at the end, Sometimes if new students arrive, he leaves for them by then you see that the person was not serious.

Female: í I feel bad because I now realize that this person was using me

Female: í I now realize because he never bothered to take care of me.ö

[Ludzeludze, involved female]

öMale: í Secondly, her future is ruined because when they get to the adolescent stage, their sexuality reaches a climax, then if she engages in a relationship with a teacher, she won't say no. She is proud of going out with a teacher and overlooks the negative side that the teacher will not marry her eventually and she will lose her virginity and career or future. So I conclude that it is not a good thing and immoralí ö

[Mzimpofu, 20 ó 34 male teachers]

öFemale: The teachers are abusive making it seem as if they will marry the students later, when they will just abuse and leave them in the end.ö

[Sigombeni, 16 ó 19 in-school female]

4.4.3 High exposure to contracting HIV

The respondents indicated that teacher student-relationships made them sad because they exposed students to risks of contracting HIV. This came out strongly because when a student engages in a relationship with a teacher that student would leave the teacher and date another person in future who might not know that the student was involved with another teacher. That person would stand the risk of getting infected and the cycle would go on and on as the student keeps changing partners. This was said on the premise that teachers as grown ups would want to engage in sexual relations with the students as much as they might have had other experiences prior to the student.

öMale: it saddens me because you find that the student is going out with the teacher like me, I am a grown up and I am looking forward to her finishing school then she goes out with another teacher and I do not know. Whilst they are going out I also come and she also goes out with me. I would be infected with the disease. And when she leaves me she will go to someone else and the same thing happens. This lead to the increase of the virusö

[Elulakeni, 16-19 out of school, male]

öFemale: I think teacher student relationships are wrong. It might destroy one's future and there are also issues of HIV/AIDS these days and one may not know what to do.ö

[Mhlatane, 16-19 in-school female]

õMale: í you may find that the teacher or the student infect each other with diseasesí ö

[Elulakeni, 16-19 out of school male]

õMale: it saddens me because you find that the student is going out with the teacher while I am looking forward to her finishing school. Then she goes out with the teacher and I do not know, whilst they are going out she also goes out with me. I would get infected with a disease and she leaves me. She goes to someone else and the same thing happens. This leads to the increase of the virusö

[Elulakeni, 16-19 out of school male]

4.4.4 Favouritism and preferences in punishments

The respondents also emphasized that a lot of changes occur when a teacher gets involved with a student. Other students would observe how the teacher punishes the student he would be involved with. They would assume that he would not punish her as much as other students. They also thought that it would be difficult to attribute the student's success in class to her hard work but to favours that she gets from the teacher. The teacher who was involved with a student attested to this when he stated that things changed when he started getting involved with a student. He said it became difficult to punish the student he was involved with because other students would be mindful of how he does it. The students also developed some sort of pride over their relationship and her marks remarkable dropped. Such relationships are problematic towards a child's progress. She might not do well in the next grade where she might not be taught by the teacher who would do her favours. All this would create a situation where the teacher's reputation is questionable and the students dislike him or her.

õMale: What I can say is that having an affair with a student as a teacher is not a good thing. If you are a teacher you should avoid that because it has negative effects on the student and some things tend to change at school when a teacher is having a relationship with a student. Okay you find that the student tells her friends that she is having an affair with a certain teacher. You only notice later not in the beginning that when you go to teach a class, the other students in that class start treating the one you're involved with in a different way. Usually when you beat them, they watch your reactions when beating the student you are involved with. They start clustering and making noise in a group you know, things like that. Another one might be smart but because of such a relationship, her marks would actually drop and not perform the normal way or the way

she could have.ö
Male]

[Elulakeni, involved

öMale: í I find it wrong for a teacher to be carried away and go out with a student because when she is going out with the teacher and that teacher happens to be teaching her one of her subjects, she will not concentrate on what the teacher is teaching. maybe she would pass and proceed to another class where the very same subject will not be taught by her boyfriend teacher and she may not do well which would be evident that she was being helped by the teacher she was going out with. Yes it's not good that they go outí ö [Hlutse, over 30 parents male]

4.4.5 Superiority complex

It came out that students in relationships with teachers feel more important than other students. When the students in the relationships do something wrong they do not get punished and that makes them feel proud and better of than the other students.

öMale: she feels like she's better than other students. When she has done something wrong he would not discipline her which makes her feel big.ö

[Elulakeni, 16-19 out of school male]

öMale: í she finds herself better than the othersí ö

[Elulakeni, 16-19 out of school male]

4.4.6. Distraction from school work to private affairs

It came out that relationships between teachers and students were not good because other students would come to school to see their lovers as opposed to coming to learn. They would be preoccupied with their love affair instead of concentrating on their work. In order to impress the teachers the student involved would be afraid to ask question because the teacher may think that she is dull and lose interest. The student who was involved with a teacher attested to this. She said she lost concentration at schools and her mind wandered about even when teachers were teaching. Other students on the other hand stop concentrating on their school work and paid attention to the stories circulating about the relationship.

öFemale: I also think it's wrong. If the teacher teaches me I won't be able to concentrate in class. I'll think about what we do in private. I'll even be afraid to ask if I don't understand something

because he might think that I am dull and lose interestí ö

[Mhlatane, 16-19 in-school female]

öMale: I can say her mind is carrying a heavy load because of the love she has for the teacher and the education. Then she comes across some difficulty in her subjects. The other teachers will be concernedí ö

[Mankayane, 16-19 in-school male]

öMale: they do get affected! Such stories invite more attention and everyone in the school will talk about it. Everyone will be passing the word around and the students will get affected. Instead on concentrating on their lessons they will put more attention on the story.ö

[Mankayane, 16-19 in-school male]

öFemale: í I lost concentration on my school work and my mind went far away even when the teacher was teaching my mind would be outside.ö

[Ludzeludze, involved female]

4.4.7. Dropping out of school

It came out that in some instances students would get pregnant and drop out of school. In other instances dropping out would be as a result of ill-treatment from other teacher who may not like the relationships between the student and the teacher. It was also revealed that it is possible for a student to be ill-treated by a teacher who might be interested in the teacher involved with the student. Unfortunately, dropping out means that the student's future would be ruined. In a worst case scenario where the students get pregnant, she may have to raise a child without the father and because she would not be qualified, it would be difficult to get a good job so she might end up selling fruits and vegetables to make ends meet.

öFemale: if the other teachers find out they will be on the student's case. She will be blamed for every little thing that she does; they will just say it is expected of her after all she goes out with teachers and punish her. The student will be ill-treated. It would even be worse if there would be a female teacher who has an eye for the same teacher. She might even be chased out of school. After all if they keep her at school it will look like they are condoning the act and it will seem like it's okay to go out with a teacher.ö

[Mhlatane, 16-19 in-school female]

öFemale: the student may be a drop out and her whole future may be destroyed. She might get pregnant while still at school and the teacher may deny the baby. Her parents may get mad at her

and decide not to send her back to school. She might end up selling fruits and vegetables and with a baby without a father.ö [Mhlatane, 16-19 in-school female]

4.4.8. Getting home late from school

It was revealed that some teachers (especially male teachers) would send the kids they are in relationships with to do house-hold chores like fetching water for them. As such the kids would come back home late.

öFemale: sometimes the teachers send the students to do their personal things like fetching water for him and they come home very late, it is not a good thing; kuyonakala! (Things are going wrong).ö [Siphofaneni, over 30 female parents]

4.4.9. Loss of self and elderly respect

The impact of teacher student relationships on the student involved is losing respect for elders. The student would see and relate to her parents and teachers the same way she sees and relates to her teacher boyfriend. The student could end up not even asking for things from her parents the way she should (respectful way) because she knows that she has an alternative: a person who will provide her with the things she might need anyway. To emphasize this point, the student who was involved with a teacher said students involved with teachers becomes arrogant like she did. It also came out that other students would not respect another student in a relationship with a teacher while others may admire him or her. The lack of respect would emanate from their questions on her reasons for coming to school because all students go to school to learn not date their teachers.

öFemale: I also think that the student will lose respect for the other teachers. She will feel like she's a friend with them just because she is a friend to one of them.ö

[Mhlatane, 16-19 in-school female]

öFemale: It is more painful because a lot of these students who are in such relationships end up thinking that they are involved with all the other teachers. She then stops respecting them one by one.ö[Sigombeni, 16 -19 in-school female]

öFemale: it will not affect students and teachers only; the relationship may affect the student's parent as well. Since she is going out with a teacher who is much older than her, she might lose respect for her parents as well. She will treat them the same way she treats her boyfriend. They are

of the same age after all. She may even tell them that she won't beg them for anything since the teacher can afford to give her all she wants. [Mhlatane, 16-19 in-school female]

Female: another thing is the girl will lose her value. Okay fine the girl's friends will praise her for going out with a teacher but other students will hate her. They will wonder what she came to school to do; to learn or to go out with teachers. The students will not like the girl and she will lose her value.

[Mhlatane, 16-19 in-school female]

4.4.10. Teachers take all the girls

It came out that teachers take all the girls that their peers are supposed to be going out with. As such male respondents felt that nothing would be left for them.

Male: I think they are taking up all the girls such that there is nothing left for us. [Mankayane, 16-19 in-school male]

4.3. TEACHERS STUDENT RELATIONSHIP IMPACT ON TEACHERS

4.3.1. Generalization that all teachers as culprits

It came prominently from parents and out of school groups that people outside the school lump up all teachers as if they are all involved with students when only one teacher is the culprit. They label all the teachers in that particular school and say they do not have morals.

Male: it happens because when a teacher is going out with a student, people do not say the teacher is going out with a student but they say teachers in that school have no morals, they are going out with students.

[Elulakeni, 16-19 out of school male]

Female: they do get affected! If in church for instance one woman misbehaves people will say women from that church behave in that manner. It affects everyone and that hurts. If a teacher from a school sleeps with a student people will say all the teachers do likewise yet other teachers may be naturally friendly and have innocent relationships with the students. People then generalise at the whole situation yet it is only a few that are wicked.

[Siphofaneni, over 30 female parents]

4.3.2. Hostility between teachers and students

The respondents reported that these relationships between teachers and students cause hatred for teachers by the students, quarrels and dissatisfaction among the teachers. Male students usually see that the teachers are using their female counterparts. Therefore, they would develop hatred for that teacher to the point of scheming to harm him in worst case scenarios. The female student who was taken advantage of on the other hand would also develop hatred towards the teacher when she realizes that the teacher was using her. This was said in relation to statements that teachers ruin the girls' virginitities and leave them thereafter. Among teachers, the respondents stated that these relationships prompted quarrels if they were both interested in the same girl. Such ill feelings also develop in those teachers especially the females who still have integrity because they would not like the impact of such relationships on the students particularly the girls.

öMale: Maybe another thing would be that as a teacher he has an advantage than them, so they know that if they want something he can be the first to acquire it. At times the girl will not in a relationship with a boy but because males were born to be leaders, they know that the teacher is just using the student and will not marry her. This is because boys are born with a sense of leadership and look at things from a long- term point of view unlike girls who just enjoy immediate little benefits like say chips. So that is what causes the hatred in the boys, they know that the teacher is using the student for pleasure. It is because he is using the advantage of being a teacher and his financial status.ö

[Mzimpofu, 20 ó 34 male teachers]

öFemale: there would be hatred towards the teacher. The student will hate the teacher after the relationship has ended. She will hate him for taking her most precious thing. She will carry that hatred through out her life.ö

[Mhlatane, 16-19 in-school female]

öMale: yes they doí you find that the other teacher wanted the girl and end up quarrellingí ö

[Mankayane, 16-19 in-school male]

4.3.3. Blackmailing teachers

It came out that since these relationships are secret; teachers find themselves in situations where they cannot report students wrong doing because the students would threaten with revealing the relationships the teachers has with a student.

Female: the teacher as well will face some challenges. If I go out with him I will tell all my friends about it. My friends will not respect him. They may even blackmail the teacher if he wants to report them of something wrong that they have done. They will say they will reveal the affair...ö

[Mhlatane, 16-19 in-school female]

4.3.4. Loss of respect among colleagues - teachers

It emerged that other teachers who are not involved with students will lose respect for the teacher who is involved with students. They might treat that teachers like one of the students.

Female: í The teacher will also lose respect among his peers. They will treat him like one of the students.ö

[Mhlatane, 16-19 in-school female]

4.3.5. Inability to teach effectively

It emerged that dating students is not ideal for teachers because they would not be able to perform to their utmost best. This would be caused by the fact that he would not be able to discipline the class if his girlfriend is involved. In one instance, the groups stated that there was a teacher who was a friend with one of the male students who could not punish him because of their friendship. They would make a plan to pretend as if he was punished when he did something wrong. The respondents made this example to emphasise the point that relationships in schools hinder effective teaching.

Female: the relationship may affect other students. The teacher may not be able to discipline the whole class if the girlfriend is involved. He won't be able to work as efficiently and reach his full potential and the students will also not perform as well as they could.ö

[Mhlatane, 16-19 in-school female]

Male: it's difficult to punish them because other students will have the mentality that she will not be beaten because she is a girlfriend. It's a problem. In one case in some school I know, a teacher

used to send a certain boy to fetch a stick outside. The boy happened to be his friend. They usually drank liquor together so one day the boy did something wrong and he was supposed to be punished. The other students were having doubts if he would be punished. The teacher decided to go and punish him at the staff room. When they reached the staff room they pretended as if he was beating him yet beating a box. He would also pretend to be crying in the processí ö

[Hlutse, over 30 parents male]

4.4. TEACHERS STUDENT RELATIONSHIP IMPACT ON PARENTS

4.4.1. Parents suffer more from the relationships

Parent groups lamented and said relationships between teachers and students are hurtful to their feelings. They said that they are the ones that suffer more from the damage these relationships cause on their children. The news about the relationships travel fast thus they get to younger children who are not supposed to be exposed to such. These children could be influenced towards thinking that it is okay to date teachers. On another note, it came out that parents suffer because they are left to care and carry the burden of the consequences of the relationships such as pregnancy and dropping out. In as much as they would like to see teachers punished they claimed that they would still need to take care of the pregnant. That puts them in a predicament where if they report the teacher, he would have to be expelled and not be able to take responsibility for his actions. In other cases parents would be content with commitment from the teachers to take care of their daughter and the child if she would be pregnant. Other would be concerned about the teacher marrying their child. If there would be at-least a promise to that effects, parents would be satisfied.

öFemale: This is not fair because I the parent suffer more for the damage that he has done to my child.ö
[Siphofaneni, over 30 female parents]

öFemale: It really hurts what they are doing to our children.ö
[Siphofaneni, over 30 female parents]

öMale: There were a lot of problems; it was like the students had been prophesying that if you would fall pregnant and be dumped. There were problems eventually when she got pregnant, and the whole school committee was involved and I then left. It also involved her family, yet I was

lucky because they did not want me expelled but expected me to maintain the baby, and not turn my back on her.ö [Elulakeni, involved male]

öFemale: í The relationship really hurt us. Such news travel very fast and even very young children get to know about it which I don't think is fair. I don't think they should be exposed to such. They will grow up thinking that it is okay to go out with a teacher. They might then go out with teachers when they grow up...ö [Siphofaneni, over 30 female parents]

4.5. DISCIPLINARY MEASURES FOR OFFENDING STUDENTS

4.5.1. They should receive the same punishment

It came out prominently that offending students and teachers should be expelled. They should be expelled to ensure that they both receive the same punishment.

öFemale: I want to emphasise on that both the teacher and student should receive the same punishment. If it's expulsion, both should be expelledí ö [Siphofaneni, over 30 female parents]

4.5.2. Counselling followed by hiding on persistence

It came out that those children in relationships with teachers need thorough talking to. The respondents started off by saying that all schools must teach children about sex. They moved on to say that children in such relationships should be sternly spoken to in an effort to find out what it is that makes them engage in such relationships. They also said children should be counsel. If the talking fails, these children should get a thorough beating. They said this because they did not approve of expelling offending students as it was highlighted in the preceding paragraphs as well as they thought that not all students respond well to being beaten.

öFemale: All schools must teach students about safe sex.ö [Sigombeni, 16 -19 in-school female]

öMale: I think you just need to talk to her sternly. In SiSwati there is a saying which says öSala kutjelwa sibona ngemopho,ö (which literally means if you do not heed any warnings, you will

regret it) because the beatings help others but not all children.ö

[Sigombeni, 16 ó 19 in-school male]

öFemale: I also agree with you. The person will need counselling but in this school the student may not open up to other teachers because we are scared of our teachers. They always beat us up. They should counsel the student and not beat her up. Beating doesn't help; it makes the person want to do worse.ö

[Mhlatane, 16-19 in-school female]

öFemale: You must sit down and talk to the student and enquire what her problem is, why she is in such a relationship. If she continues, she must be beaten. If she still continues, she must then be expelled. But she will definitely state her reasons.ö

[Sigombeni, 16 -19 in-school female]

4.5.3. The student must be used for peer education

As an extension of the above paragraphs where the respondents indicated that students should not be expelled or punished before understanding why they have such relationships with teachers, it came out that the students should become peer educators. They could relate their experience to other students to help them avoid getting into the same relationships.

öFemale: I suggest that the student be asked to relate her experience to other students. After the counselling she can be asked if she is strong enough to warn other students about teacher-student relationships. The student should be turned into a peer educator. The other students will listen to her since she is of their age and is talking from experience. She will be able to explain exactly what goes on. She will tell us what it means if a teacher holds your hand for instance instead of the adults who just say the teacher will ask you out. Besides sometimes they don't really ask us out but rape us. The student who has been through it would be able to tell us of the warning signs and would be able to discourage others from the start.

[Mhlatane, 16-19 in-school female]

4.5.4. Disallow private consultations

The teacher who was involved with a student revealed that he should have been stronger and banned the student he was involved from bringing school work to his house on Saturdays.

õMale: I think it is the way I welcomed her especially on Saturdays when she brought schoolwork to me. The right thing to do for me was to ban her from coming to my house on Saturdays, but I was weak to do that and that led to the relationship.

4.6. DISCIPLINARY MEASURES FOR OFFENDING THE TEACHERS

4.6.1. Arrest offending teachers

It came out that teachers in relationships with students should be spoken to and if they persist they should be arrested.

õMale: í we must first report him to the headmaster and when he continues then that is when he can be arrestedí ö [Mankayane, 16-19 in-school male]

õMale: I think he must be sat down and spoken to and if he continues he must be arrestedí ö [Mankayane, 16-19 in-school male]

4.6.2. Expelled offending teachers

It came out that children are sent to school to learn. The teachers are expected give them knowledge and skills to deal with life. They are not expected to date the pupils. If such happens then the teachers should be expelled. The expulsion depended on whether or not the teacher admitted to his crime. If the teacher admits and apologises the sentence is usually lenient. The respondents stated that the expulsion of teachers in relationships with students is something that is currently happening. It is not something that they felt should happen.

õMale: í If he is going to do that, then he must go home because he does not know why he came at the school.ö [Elulakeni, 16-19 out-school males]

õFemales: I also think they should be expelled because embarrassing them will last for a few weeks and it will be forgotten. The students are young and still have their future ahead of them so no one should come in the way. I think their certificates should be destroyed and that would be it with him, I don't think there's another way. Paying a fine would also not help because he will pay

and continue with his life but if he has been expelled he wont do his thing to any other student.ö

[Mhlatane, 16-19 in-school female]

öMale: If the teacher has admitted his mistake early, the sentence is usually lenient, because he is apologetic. It is even better when he admits it while the issue is still at school level, as it becomes a problem if he denies it because the child records what happens in her diary, thus keeping evidenceí Sometimes the child is not in a relationship with the teacher but he is just using her by sending her exercise books from his flat and then following to have sex with her. That is rape, and when the teacher denies it, it is easier if the child noted it in her diary, there is no lenient sentence then. Once she does that, the evidence nails him and he is expelled because he is harmful to children, he is expelled and not suspended from the teaching fraternity. Yet if he had admitted and been apologetic, he might have only been suspended for a year or twoí ö

[Mzimpofu, 20 ó 34 male teachers]

4.6.3. Expulsion is too harsh – suspension is proper

It came out strongly that expelling teachers is too harsh especially to the dependants of the teacher. The respondents suggested that the teachers should not be totally removed from the teaching fraternity. They should be suspended for sometime so that they can reform and come back to teach. This would save government the money invested in the teacher through training. It would also allow the government to recover the scholarship funds spent on these teachers. The other alternative punishment would be to redeploy the teacher to another government department where he or she would not deal with children.

öMale: We are not condoning that, but expelling him altogether is a problem because his dependents suffer, while he also wasted government funds while training. He is supposed to pay back the study loan so that others can also train, and his suspension would cause his dependents to be labeled as orphaned and vulnerable, which isn't necessary.

Male: He must also be suspended for longer, and people are going to be affected by the suspension in two ways. Firstly by the fact that he is no more working and secondly who must pay back the study loan to government, when he is no longer working. Economically the nation is affected because a qualified person like him should be working hard to boost the economy. He must be suspended for five or ten years, as if he is in jail. If he is younger ten years is fine because he does not want to work. He will return reformed.ö

öMale: í he must be transferred to another department where he will not deal with children because he is hard hearted toward them. He should work in a department that has no children instead of stopping work all together because he might have been the breadwinner for his children

and parents in the family.ö
34 male teachers]

[Mzimpofo, 20 ó

4.6.4. Take the responsibility over the student's education

It came out that the teacher who was involved with the students should be tasked with the responsibility of ensuring that the student completes school since he would have been responsible for their dropping out.

öFemale: she gets expelled from school. If only they expel her from school but the teacher should take her back to school and pay her fees until she finishes it would be better. She shouldn't be left like that. The teacher should take her back school until she finishes. He is the one that disturbed her.ö

[Siphofaneni, over 30 female parents]

4.6.5. Prohibit private clothes and mobile phones in class

The respondents stated that teachers used expensive accessories and clothes that enticed students. As such it came out that they should leave their mobile phones in the staff rooms when they come to class. This was because the students especially the girls start by talking about the phones and later envy them which lead them to temptation. It also came out that teachers dress in expensive designer label clothes that attract the children. To counter that it came out that teachers should also wear uniforms to school.

öMale: I think teachers should leave their cell phones in the staff room because *-bayasimosha'* (they violate us). They show-off in class and bore us in the process.ö

[Mankayane, 16-19 in-school male]

öMale: what I can say is teachers must wear uniform when on duty so that they cannot show-off their clothing to the girls because the girls will be carried away and get interested in the teacher even if he was not. They will want to get close to him yet if it was a uniform say *khakis* it would be good. There is nothing in khakis that will create interest in the girl.ö

[Mankayane, 16-19 in-school male]

[Mankayane, 16-

4.7. PARENT'S ROLE IN DEALING WITH THE RELATIONSHIPS

4.7.1. Parents must have time with their children

The most prominent issue that came out on the things that parents can do was that they needed to make time to talk to their children. They need to groom them in such a way that they know that they are children so that they could behave like children. That means they will know and accept that they will be allowed to do certain things and not others. Parents could also teach their children respect. Children need to respect teachers. Having more than what the teachers may afford does not mean that students should not respect their teachers. The respondents said this is possible if teachers and parents work together in ensuring that they teach children.

õMale: parents are not even able to control children today things that we as adults don't do they do them. I do not know how they can be taught at home. I think we must work together as parents and teachers. The children must see that they are concerned about their behaviour even at home.õ
[Mbabane, 20-34 male teachers]

õMale: í parents must give themselves time with their children. it means they don't have time with their children and in most times you find that parents are not staying with their children and this leads to the children having more time to themselves. I mean freedom. There is no time to sit down with them and teach them something. If ever they can be parents enough to give themselves time with their children and must not bring an undisciplined child to school hoping that teachers will discipline that child. If she is undisciplined at home, she will also be undisciplined at school.õ
[Mbabane, 20-34 male teachers]

õMale: I don't know what I can say about what must be done to the students but if students would consider their teachers as parents, it would really help. If the students have not started doing that, it is difficult. I also think that their parents should advise the students at home, because it all depends on them and how they bring up their children. Their upbringing is reflected in the way they behave.

[Elulakeni, male involved]

4.7.2. Parents should not keep relationships a secret

It came out that one way of dealing with the teacher student relationships would be for parents not to take part in concealing relationships between their children and teachers. If

these relationships would be reported it would allow the Head teachers to take the appropriate and necessary action.

ōMale: í Another way to curb it would be for parents to stop keeping the relationships a secret because the Head teacher acts upon something that is reported by a parent. If the parent does not report the matter at school, no matter how suspicious others would be nobody will take it up. If the parents would look at it in a long-term way; if my child would leave school now, she would not be anything tomorrow. [Elulakeni, involved teachers]

4.8. GOVERNMENT'S ROLE IN DEALING WITH THE RELATIONSHPS

4.8.1. Empower children and parents on rights

It came out strongly that when a teacher attempts to abuse a child at school the child would not know the channels he or she might need to follow in order to stop the teacher from making advances to him or her. Equipping the children with such information is crucial and a right. Likewise parents do not do anything about such relationships and situations where a teacher impregnates a student because they are not informed. They just get complacent with the teacher saying that he will marry their child.

ōMale: í it starts from the community you find they are not educated about the steps to be taken when someone has done that. When the teacher asks the child out she must go to the Headmaster with the teacher and tell him what the teacher was saying to her in front of the headmaster. Children do not know their rights around what they should do. You find the teacher having impregnated the child and the parent don't do anything because he said he will make her his wife. They are not informed about this.ö [Hlutse, over 30 parents male]

4.8.2. Laws must be strengthened

It came out people in Swaziland no longer respect the law. The laws are there but not implemented. Therefore, the government should strengthen the laws. Strengthening the laws includes getting strong and virtuous lawyers like Dunseith who will represent government in the abuse cases.

ōMale: it has been said my son the law must be strengthened because people no longer fear the law; it only barks but it does not act. Government is failing to strengthen the law. Those who are

REO's (regional education officers) they are educated and they know that if they fire a certain teacher they will get bad results. They know that when they lose this teacher, it would be hard to get another one as good as him especially headmasters do that. Like one instance in a mission school where a teacher slept with many students then they took him to another school. He got a transfer but he wanted to go back to his old school. He took a lawyer and won. So if government could have strong lawyers who will only be dealing with child abuse. Not lawyers who are bribed because many are bribed. It would be better if it was *Dunseith* (top lawyer in Swaziland). *Dunseith* is not easily bribed.ö

[Hlutse, over 30 parents male]

öMale: the law must be very strong because today it seems like a song that a teacher found going out with a student is fired. Even if he gets the student pregnant they will be beating about the bush in saying the truth yet we know it's him.ö

[Mankayane, 16-19 in-school male]

4.8.3. Provide a suggestion box at schools

The students recommended that there should be a suggestion box where they would be able to report relationships between teachers and students anonymously. The suggestion box should only be opened by the Head teacher. The provision of this box would deal with situations where students or other people who report such relationships are accused.

öMale: And when you take up an issue to the Head master, it must be dealt with. They should not want to know who came up with the story. There should be a suggestion box where you will place your concerns but no one must know who lodged that complaint.ö

[Mankayane, 16-19 in-school male]

öMale: there must be a few who have access to the suggestion box say the Head teacher because if the other teachers have access, they'll begin to trace for the person who wrote it.ö

[Mankayane, 16-19 in-school male]

4.0 CONCLUSION

Teacher student relationships are predominantly perpetuated by male teachers. They start from simple schools interactions and evolve. Teachers can be blamed for having relationships with students because they are supposed to be the custodians of the pupils and under no circumstances should they be involved with students like that. Students have a role to play though. Due to the decline in morals among both the teachers and the students, it was reported that students are also responsible for willing to be involved with teachers. They go out of their way to entice the teachers so that they could be noticed. Poverty was among the reasons why students date teachers and such unfortunate situations often tempt parents to allow the abuse to continue as long as the teacher is going to take her of the students as a wife and if she gets pregnant.