

EFFECTS OF SEXUAL GROOMING ON GIRL CHILD EDUCATION: IMPLICATIONS FOR COUNSELING

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Abstract

Girl child education is oft threatened by an array of factors that lead to non-completion of schooling by many of the victims. Beyond traditional and cultural bars set on the girl child, sexual abuse, discrimination, stereotypes and most recently, sexual grooming has become threats to the education of the girl child in most societies. The paper discussed tricks involved in sexual grooming in school settings, dwelling more on its effects on the completion of schooling by many female learners. Sexual grooming is the process of deceitfully extending undeserved favor to a girl with the intention to gain sexual advantage by the predator, who could be her teacher, father, uncle, peer, neighbor, cousin and elder brother, step father or siblings. The theoretical framework for understanding sexual grooming is 'Abraham Maslow's hierarchy of needs', which emphasized everyone's need for love and affection. Two approaches were adopted in conducting the research: Focused Group Discussions (FGD) and administration of the: Knowledge of Sexual Grooming Questionnaire (KSGQ), for data collection. Two hundred and fifty (250) female students divided in clusters of fifty were samples for the study. Results were analyzed using percentages. results revealed that, groomers engage in diabolical practices, intimidation, token, gifts, group pressure and support of cultists in getting at targets. Regular communication among family members, bonding between parents and children and more, with the girl child were recommended among others. The needs for well- funded school and community counseling programmes were emphasized.

Keywords: Girl Child, Sexual Grooming, Predators, Prey, Counselling.

Introduction

Sexual grooming is one of the oft- misconstrued constructs in school counseling. It is assumed to be synonymous with an abuse of the girl child. Though fairly true but when closely examined, children of both genders are susceptible to grooming for sexual purposes, statistics indicate that: 1 in 33 or about 3% of men will be victims of sexual assault, (vpva.rutgers.edu). However, the reality is that, the safety and well-being of the girl child has been of immense interest in most gender-based research reports, due to her vulnerability and the cultural bias to females that report cases of sexual abuse. Research reports indicate increasing frequency of abuses of the girl child, in the hands of predators (such as bandits, relatives, parents and teachers in schools), at the slightest opportunity. The reports spell out implications of the incidents on the mental health of the victims, years beyond the period of abuse, Turner et al, (2017). The abuse and exploitation of the female gender, often lead to negative consequences including, loss of lives, destruction of productive capacity, health challenges such as vesico-vaginal fistula (VVF), HIV/AIDs, enslavement, trafficking for prostitution, use of body parts for rituals, kidnapping and forced early marriage. Trickett et al., (2011) indicated that:

"sexually abused females (on average) showed deleterious sequelae across a host of bio-psycho-social domains including: earlier onsets of puberty, cognitive deficits, depression, dissociative symptoms, maladaptive sexual development, hypothalamic-pituitary-adrenal attenuation, asymmetrical stress responses, high rates of obesity, more major illnesses and healthcare utilization, dropping out of high school, persistent posttraumatic stress disorder, self-mutilation" (<https://www.ncbi.nlm.nih.gov>).

Long-term Consequences of child sexual abuse can have a very serious impact on physical and mental health, as well as later sexual adjustment (<https://www.nctsn.org>), as well as traumatic emotional experiences such as anxiety, shame, guilt, disgust, and anger (<https://www.researchgate.net>).

Child abuse refers to any emotional, sexual, or physical mistreatment or neglect by an adult in a role of responsibility toward someone who is under 18 years of age, Brazier (2018), child abuse is a phenomenon in all climes including Nigeria. Available statistics show that, in Nigeria, six out of every 10 children experience some form of violence while one in four girls and 10 per cent of boys have been victims of sexual violence, (unicef.org). The school, which is expected to be the safest for the child, is perhaps where the abuse is most prevalent. Even with the launch of the Safe School initiative (SSI) in 2014, after the abduction of the Chibok girls in Nigeria, the girl child continues to remain the prey in the sexual grooming exploit (Odeniyi, 2024). Sexual grooming is one of the conduit pipes to child abuse.

Statistics on child abuse in the United States of America estimates that, 600, 000 children were victims of abuse in 2021; children in the first year of life were 15% and 28% were less than 2 years old, (ionalchildrensalliance.org, 2024). In Nigeria, the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) reported that in 2021, a total number of one thousand and twelve (1,112) cases of trafficking of persons were received, of this number two hundred and twenty-three (223/20.1%) were cases of females recruited for prostitution. These were girls whose future aspirations were destroyed by predators, NAPTIP, 2021. The multi-dimensional threats against the girl child were acknowledged by Dike (2023), who reported that, poverty, peer pressure, early marriage, negligence, rape, ignorance, being their family's burden bearer and lack of parental care are parts of the challenges hindering girl child education in Nigeria. October 11 every year, is celebrated as world girl child day to raise awareness on the plight of the girl child world-wide. The advocacy on 'Stop Violence Against Women', reported multi-dimensional violence against the girl child and concludes that, global violence uniquely affects the girl child, even when their laws against such practices as forced marriages, female genital mutilation, trafficking, use as prostitutes and slaves, use of technology to influence sex selection, (stopvaw.org 2010).

As governments, millennium development agencies (MDAs) and non-governmental agencies (NGOs) intensify advocacy against girl child abuse and come up with legislations to curb the menace, Cheit (2003) informed that, the average case of child abuse, receives little media coverage despite the fact that tens of thousands of child sexual abuse cases come to the attention of law enforcement. Hill, (2019) corroborated this position that, the perpetrators of girl child abuse continue to device new strategies to lure their prey. Newer forms of girl-child abuse have been reported in the form of virtual abuse, group sexual exploitation, knife crime group, forced labor and recently sexual grooming,

Sexual grooming refers to actions or behaviors used to establish an emotional connection with a minor, and sometimes the child's family, to lower the child's inhibitions with the objectives of sexual abuse, Wikipedia, 2024, it is a mean of building a relationship, trust and emotional connection with a child so that they manipulate, exploit and abuse them. Sexual grooming is a form of sexual exploitation and abuse (<https://www.nspcc.org.uk>). Sexual grooming is an age long phenomenal and can occur in several situation including homes, schools, religious centers, workplace. The term grooming was initially associated with training. Mohr, (2022) defines earlier concept of grooming as being associated with mentorship, coaching, or preparing someone for leadership but, became associated with sexual abuse when law enforcement in the United States became aware of abuse of minors in the mid-1970s.

Conte (1984) published the first printed article on the subject and highlighted the complexity of differentiating the construct from care. Dan Reed (2019) sees grooming as nurturing of a minor preparatory to committing a sexual act either in person or online in the near future; sort of laying out the groundwork for a future sexual misconduct. It is different from courting an adult for the purpose of a relationship or sexual benefit. Sexual grooming involves, power, secrecy, time, and developing a friendship platform and trust. This is different from courtship (www.quora.com).

Gillespie (2002) defines grooming as “the process by which a child is befriended by a would-be abuser in an attempt to gain the child’s confidence and trust, enabling them to get the child to acquiesce to abusive activity”. O’Connell, (2003), and Howitt, (1995), paint the negative pictures of sexual grooming but use the word pedophile in their definitions and equated steps taken by pedophiles to “entrap” their victims and likens grooming to adult courtship. The groomer has a mindset and determination to use subtle means and achieve his desire to dominate others. He pursues whoever he finds attractive (physically, psychologically, and experientially). This is the psychology behind the groomer. The grooming process increases the predator's access to his victim and decreases the likelihood of discovery; emotional seduction is the most effective way to manipulate children. Merriam Webster Dictionary (2024) defines pedophilia as a sexual perversion in which children are the preferred sexual objects.

Grooming is a process and the groomer chooses a target area, selects his victims using a combination of forced teaming and charm. He then attempts to find and fill voids in a child's life while introducing secrecy at some point during the grooming process. It may come in the form of threat such as, “I'll kill you if you disclose what we are doing”. Finally, the child's defenses are broken and he accepts physical touch, at first nonsexual touching designed to identify limits. This initial touch desensitizes the child and breaks down inhibitions which eventually lead to more overt sexual touching. (Gregory M. Weber, 1996). To further buttress the negativity and condemnation of the act, grooming is seen as “*actions deliberately undertaken to befriend and establish an emotional connection with a child, to lower the child’s inhibitions in preparation for sexual activity*” (<https://www.inhope.org>).

Besides gaining the victim’s trust in the performance of this condemnable act, the groomer also uses subtle approach to also gain the confidence of the victim’s family by appearing kind, supportive and charming; creating a trustworthy image and relationship with their family and community. Grooming does not only occur physically; it can be done online through online grooming and sexting. In this case, adults create fake profiles, posing as children or teens just to befriend another child and gain his trust, usually the preliminary step towards sexual abuse, online stalking or harassment. The sexual grooming process can be exacerbated by the use of these devices. The demerits of sexting is that once these digital images are sent, they are no longer private and irretrievable and can be published and found by anyone; friends and foes alike, with the possibility of being used as sextortion (a form of blackmail). Sexting has legal consequences of a person under the age of 18 years is termed child exploitation. Material and the making, transmission and possession of such images can result in serious criminal charges.

Many countries have identified the dangers of grooming and rightly criminalized it. The sexual grooming act is a federal offence in the United States (18 U.S.C. § 2251(a) (2006) cited in (Ezioni, 2020), Israel, and other common law countries in the State of Victoria, Australia,

Grooming is now a criminal offence under the Crimes Act 1958. This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in a sexual activity at a later time. (<https://www.education.vic.gov.au>)

In the Nigerian criminal law, grooming for sexual purposes is not mentioned as part of the criminal offences against the girl child, even though, it is a crime to abuse a minor, and different sentences are made against criminals. Section 358 of the Criminal Code Act in Nigeria says:

Any person who commits the offence of rape is liable to imprisonment for life, with or without caning while section 362 states that any person who unlawfully takes an unmarried girl under the age of sixteen years out of the custody or protection of her father or mother or other person having the lawful care or charge of her, and against the will of such father or mother or other person, is guilty of misdemeanor, and is liable to imprisonment for two years. Jurist.ng

One of the most celebrated cases of sexual abuse of minor in the United States was the 1982, Ken County, California day care sex abuse hysteria, this was followed by several cases in New Zealand, Brazil and various countries including Nigeria. Beyond the cases reported in nursery schools, such cases of abuse through grooming have been reported at other levels of education including abuse through grooming in religious

centers. In between the 20th and 21st centuries, several cases of sexual abuse through grooming have been reported in the Church particularly, the Catholic Church, the same trend can be found in other religious groups as adherents are exploited for sexual purposes under the guise of healing, deliverance, miracles, sexual grooming has features close to pedophilia. Pedophiles are attracted to young boys, young girls, or both, and may be attracted to children or to children and adults, n-webster.com, (2024). This led to the celebrated pedophile investigation and Theodore McCarrick (b. 1930), was dismissed for sexual crimes against adults and minors in 2019 by Pope Francis, the church publicly apologized for the incident due to the amount of evidence and preponderance of the practice among the clergy, Wikipedia, (2024).

The school as a social unit harbors a diversity of individuals with divergent background and character, in essence, the school itself is a miniature society where all events in the larger society also occur. The predator and the prey in sexual grooming in the school are of the two genders and could be teacher to student, student to student (crime mate), or any significant member of the school community. It is not all relationships in the school that lead to sexual abuse as students and teachers can share and belong to academic and social clubs together. What distinguishes sexual grooming from other relationships is the intention and actualization to exploit the other gender for sexual purposes.

Sexual grooming usually involves:

- i. identifying and targeting the victim
- ii. gaining trust and access
- iii. playing a role in the child's life
- iv. isolating the child
- v. creating secrecy around the relationship
- vi. initiating sexual contact
- vii. controlling the relationship (safechild, 2022).

In the school system, the groomer uses a variety of tricks to keep the relationship safe and may insist in

- i. asking to keep things secret
- ii. trying to find out things about you
- iii. sending sexual messages or images
- iv. giving gifts or compliments
- v. making you feel isolated
- vi. threatening you
- vii. making things too good to be true, <http://childline.org.uk>

Groomers in the school system are often known to operate a network that includes, colleagues, peers of the prey and cult members. The prey, is lured with diversionary tricks and are accorded privileges not available to their mates. They are allowed to score test or examination papers, may be in charge of buying food for the master and appointed to positions they do not merit. The predator may go out of his/her ways to solicit for marks for the prey and obstruct punishment when the prey is involved in disciplinary issues. These are done to win and convince the unsuspecting prey from abuse.

The effects of grooming for sexual exploitation can be life long, irrespective of where and when it happens. In the school situation, the child might experience difficulty in sleeping, anxious, contemplate suicidal thought/ ideation, post- traumatic stress, sexual difficulties, inability to form lasting relationships, identity difficulties, relationship problems, parenting difficulties, alcohol and substance misuse, development of violent behavior and criminal behavior, depression, dysfunction, struggle to concentrate or cope with school work, become withdrawn, angry, upset and develop apathy to attend or complete school programmes, (nspcc.org.uk, 2024). Some end with multiple abortion, have trust issues and drop out of school, mental health of the child is affected, (bravehearts, 2024) and when abusers are exposed, it leads to prosecution, loss of job and self-esteem. The girl child is the target of kidnappers, banditry, armed robbers and the greatest loser in times of wars and humanitarian disasters, work place intimidation and has greater responsibilities to take care of children cases of family disintegration, separation or divorce.

Aim and Objectives of the Study

The aim of this study is to examine the effects of sexual grooming on girl child education- implications for counseling. The specific objectives are to:

- i. examine teachers' involvement in sexual grooming in schools with their students.
- ii. investigate the teachers' interest in sexual relationships with students with or without their consent?
- iii. ascertain whether teachers exploit their students for sexual purposes in schools
- iv. determine if the students are aware of what sexual grooming is all about.
- v. find out whether students are under any form of sexual relationships with their teachers
- vi. investigate if students exposed to sexual advances from teachers unconsciously?
- vii. determine whether senior secondary school students are more likely susceptible to sexual grooming than other categories of students.

Research Questions

- i. Are teachers involved in sexual grooming in schools with their students?
- ii. Will teachers be interested in sexual relationships with students with or without their consent?
- iii. Are teachers likely to exploit their students for sexual purposes in schools?
- iv. Are students aware of what sexual grooming is?
- v. Are students under any form of sexual relationships with their teachers?
- vi. Are students exposed to sexual advances from teachers unconsciously?
- vii. Senior secondary school students are more likely susceptible to sexual grooming than other categories of students?

Theoretical Framework

- i. The theoretical framework for understanding sexual grooming can be found in Abraham Maslow's theory of hierarchy of needs, especially, his emphasis on the reality of every human's desire for belongingness and love. The theory emphasized everyone's need for love and affection including the girl child. It is through this pretentious love that most girls get trapped and groomed for sexual exploitation and being used to explain why predators in the sexual grooming process often pretentiously show love to the prey, before eventually abusing him/her. Saul (2024) informed that, Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The five levels of the hierarchy are physiological, safety, love/belonging, esteem, and self-actualization. According to Maslow (1943, 1954), human needs are arranged in a hierarchy, with physiological (survival) needs at the bottom, and the more creative and intellectually oriented 'self-actualization' needs at the top. Maslow argued that survival needs must be satisfied before the individual can satisfy the higher needs. The higher up the hierarchy, the more difficult it is to satisfy the needs associated with that stage, because of the interpersonal and environmental barriers that inevitably frustrate us.
- ii. Every human being deserve love as part of his emotional construct, it is through the display of love and attention that the child becomes attracted to significant people around him at home and school. The show of love begins from the home and eventually continues in the bonding process with peers in the school. Love and belongingness needs refer to a human emotional need for interpersonal relationships, affiliating, connectedness, and being part of a group.
- iii. Examples of belongingness needs include friendship, intimacy, trust, acceptance, receiving and giving affection, and love. This need is especially strong in childhood and can override the need for safety, as witnessed in children who cling to abusive parents. Belongingness facilitates community and collaboration, foster teamwork through group projects. However, the sexual groomer exploits this need most often due to the ignorance of the signs associated with possible abuse by the predator.

Methodology.

The study used Focus Group Discussions (FGD), and a questionnaire titled: Knowledge of Sexual Grooming Questionnaire (KSGQ), to generate data for the study. Two hundred and fifty (250) female

respondents were used as the participants. The results were analyzed using percentages. The study commenced with the focused group discussion on key term in the work such meaning of sexual grooming, symptoms of grooming, child abuse, relationships, counseling, assault, predators and pray, implications on the girl child. Participants were divided into five (5) clusters, each of the team members was in charge of a cluster and an assistant researcher coordinated activities in the fifth group. After, the lectures that lasted thirty (30) minutes and contributions from participants, a break of five minutes was observed and participants responded to items on the questionnaire independently. All questionnaires were returned completed.

Results

Table 1: Population, and responses to items on Knowledge of Sexual Grooming Questionnaire (KSGQ) in %:

S/N	Items	Total	Yes	No
1.	Are you in a relationship?	250	29(16.6%)	229(88.4%)
2.	Have you been asked to date a person of opposite gender before?	250	113(45.2%)	137(54.8%)
3.	In School?	250	136(54.4%)	114(45.6%)
4.	At home?	250	182(72.8%)	68(27.2%)
5.	In your neighborhood?	250	183(73.2%)	45(18%)
6.	Were you interested	250	114(45.6%)	136(54.4%)
7.	Has any teacher asked you out before?	250	136(54.4%)	114(45.6%)
8.	Did he talk to you	250	205(82%)	45(18%)
9.	Did he send someone?	250	186(74.4%)	64(25.6%)
10.	Do you run errand for teachers	250	90(36%)	160(64%)
11.	Do you receive favors from teachers	250	160(64%)	90(36%)
12.	Are there conditions attached to the favors	250	227(90.8%)	23(9.2%)
13.	Has any teacher asked you for a date	250	205(82%)	45(18%)
14.	Were you interested in the relationship?	250	92(36.8%)	158(63.2%)
15.	Did you inform anyone about your relationship	250	91(36.4%)	159(63.6%)
16.	Are there counselors in your school?	250	144(57.6%)	106(42.4%)
17.	Are there students in your school who are in relationships with teachers?	250	137(54.8%)	113(45.2%)
18.	do teachers use their colleagues to persuade students into relationships	250	114(45.6%)	136(54.4%)
19.	Will you report teachers who ask you out to your parents?	250	167(66.8%)	83(33.2%)
20.	Will you report teachers who ask you out to your friends?	250	182(72.8%)	68(27.2%)
21.	Will you report teachers who ask you out to your counselors?	250	204(81.6%)	46(18.4%)
22.	Has any teacher attempted to touch any part of your body seductively?	250	113(45.2%)	137(54.8%)
23.	Did you react negatively to the attempt?	250	92(36.8%)	158(63.2%)
24.	Has there been any incident of rape/ sexual abuse in your school?	250	182(72.8%)	68(27.2%)
25.	Was the case reported to the police?	250	160(64%)	90(36%)
26.	Will you like to attend a school where teachers and students are of same gender school?	250	136(54.4%)	114(45.6%)
27.	Do you prefer a mixed gender school?	250	113(45.2%)	137(54.8%)
28.	Is it good to report sexual assault in the school?	250	135(54%)	115(46%)
29.	Will you be willing to date a teacher in your school?	250	227(90.8%)	23(9.2%)
30.	Has any of your close family members tried to sexually assault you?	250	115(46%)	135(54%)
31.	Did you report the incident?	250	57(22.8%)	193(77.2%)

Discussion

Results from investigations into dimensions to sexual grooming, provides a cardinal indicator of patterns of girl child abuses in secondary school through multivariate responses. From Table 1 above, it reveals that a total of 250 participants were used in this study, as 29 female students representing 16.6% admitted being in a relationship while 229 representing 88.4% claimed not to be involved in any form of sexual relationship. However, it shows that most of the students are not in a relationship; nor have been asked out by opposite

sex, 113 representing 45.2% claimed to have been asked on a date by a person of the opposite sex as 137 representing 54.8% have not been asked out, meaning that relatively, most of the students have not been asked on a date by the male counterparts. Although, most of them claimed to be asked out by male counterparts in the neighborhood, home and school relatively. 136 students representing 54.4% admitted not been interested in their male counterparts' request of dating as 114 representing 45.6% claimed to show interest. Also, most of the students claimed they have not been asked out by their teachers as against a small percentage of 45.6%; 205 female students admitted claimed the teachers talked to them while 45 students said they are yet to experience such an encounter; majority of the students said someone was sent to them while 64(25.6%) claimed nobody was sent to them. Although most of the students claimed they usually run errand for their teachers 160 (64%);

Again, about 160 students representing 64% admitted they usually get favors from their male teachers as against 90 students representing 36% who said they don't enjoy favors from teachers; 227 students representing 90.8% admitted the favors they enjoy is attached to certain conditions as 23 students representing 9.2% are indifferent; 205 students representing 82% said that their teachers asked them out for a date while 45 students representing 18% said they have not been asked out by a teacher before. 158 (63.2%) students claimed they don't have interest in such relationship as few of such students accounting for 92 (36.8%) claimed they have interest. Majority of the students numbering 159(63.6%) said they won't inform anybody about the relationship as against a lesser number of 91 (36.4%) participants that said they will; Meanwhile 144 (57.6%) female students said they have counselors in their school as against 106 (42.4%) respondents who claimed they don't have counselors in their schools; 137 (54.8%) participants noted that most students in the school are in relationships with teachers as against 113 students representing 45.2%. About 136 (54.4%) participants supported that teachers do not use their colleagues to persuade students into relationships while 114 (45.6%) participants said they do; about 167(66.8%) female students admitted that they will report teachers who ask them out to their parents as against 83 (33.2%) who said they won't; Quite a number of 182 (72.8%) participants claimed that they will report teachers who ask them out to your friends while 68 (27.2%) respondents said they won't disclose to their friends.

Surprisingly, 204 (81.6%) respondents said they will report teachers who ask them out to their counselors while a very small number of 46 18.4%) students said they won't disclose to counselors. However, majority of the students 137 representing 54.8% disclose that none of the teachers have attempted to touch any part of their body seductively as 113 respondents representing 45.2% are indifferent. 92(36.8%) female students said they will react negatively to the attempt while majority of the respondents said they wouldn't have acted negatively at all. About 182 (72.8%) students said that there have been incidents of rape/sexual abuse in their schools while 68 (27.2%) respondents said such has not been recorded in their schools. Meanwhile 160 (64%) respondents admitted that such cases were reported to the police as against 90(36%) respondents who said that such were not disclosed. 136(54.4%) respondents admitted that they would like to attend schools where teachers and students are of same gender as against 114 (45.6%) respondents who refuted the statement. 137 (54.8%) respondents said they don't prefer a mixed gender school as against 113 (45.2%) respondents that supported it. 135(54%) respondents said that it is good to report sexual assault in the school as 115 respondents representing 46% said it is not good to report such an assault. A total of 227 respondents representing 90.8% admitted that they will be willing to date a teacher in their school as against 23 participants representing 9.2%; 115 (46%) students admitted that some close family members tried to sexually assault while a larger number of students numbering 135 representing 54% said they have not been assaulted by family members; 57 students representing 22.8% claimed to have reported the incident while a greater percentage of 193 (77.2%) claimed otherwise respectively.

Implications for Counseling

From our findings, the school which expectedly should be the safest haven for girl child education is equally a place of threat, to girl child education pursuit, this is abnormal. Teachers, who are *in loco parentis*, are parts of those that promote sexual abuse of the girl child through the manipulation of favors for sexual gains. This revelation reignites the need to use school counseling programmes to prepare the girl child much

earlier to identify symptoms of grooming before she falls prey. Sulaiman (2021) argues that; counseling services should not be geared around the model of “rescue each individual”, it should be more efficacious to take the advice of “an ounce of prevention is worth a pound of cure” and begin to teach people collectively the competencies needed so that they can cope with the demands and challenges of life rather than correcting or compensating for the impact or damage the challenges could have caused.

Most victims of sexual abuse are willing to expose their abusers but lack the courage and hardly trust who to confide in, the school counseling programme should teach skills in assertiveness. This will give the girl child the understanding of approaches to reject unpleasant requests from groomers without being disrespectful. Another implication of our findings is the need to increase the ratio of student/ counselor in schools for effective bonding between counselors and students (clients). It is easier for the counselor to work successfully with a few numbers of students (probably 50/1) than taking charge of a large number at a time. The home must also be sensitized to work closely with the school in monitoring and listening to the concerns of the girl child. Counseling support services at school and community levels should be well funded and available to support the socio- personal, educational and career needs of the girl child to increase school completion rate and well-being of the female gender.

Recommendations

In the quest to reduce the wastages and the health risks associated with sexual exploitation of the girl child in the search for worthwhile education in schools, the following recommendations are proffered:

- i. Parents must limit exposing their girl child to social media influences, prohibit phonographic movies and encourage them to speak out and be serious with the words of God.
- ii. School clubs where issues on sexuality education are discussed and led by counselors should be encouraged.
- iii. Teachers should be more enlightened on the existences of rules that criminalize sexual exploitation of students.
- iv. The girl child must be encouraged to speak up when her privacy is being compromised
- v. The school and the home should forge synergy in addressing the concerns of the girl child on socio-personal, educational and career related issues through meetings and discussions.
- vi. Scholarship schemes should be provided for the girl child that reports cases/ abuse that compromise her privacy.

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