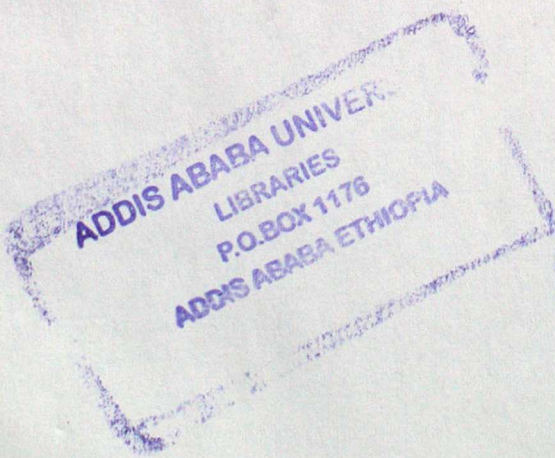


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A CASE IN GULELE SUB-CITY OF ADDIS ABABA**

**ALEBACHEW ALEMNEW WOBETE**

A Thesis Submitted to the School of Graduate Studies in Partial  
Fulfillment of the Requirements for the Degree of  
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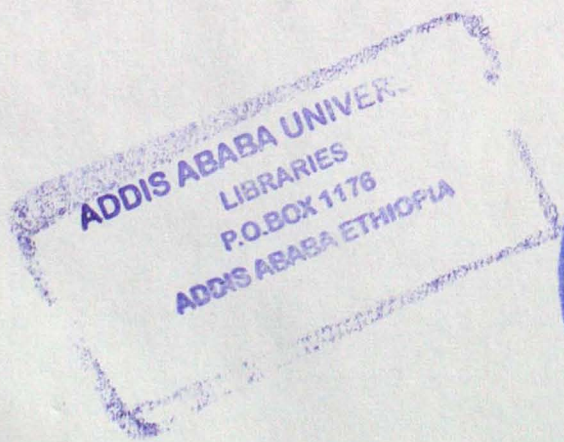


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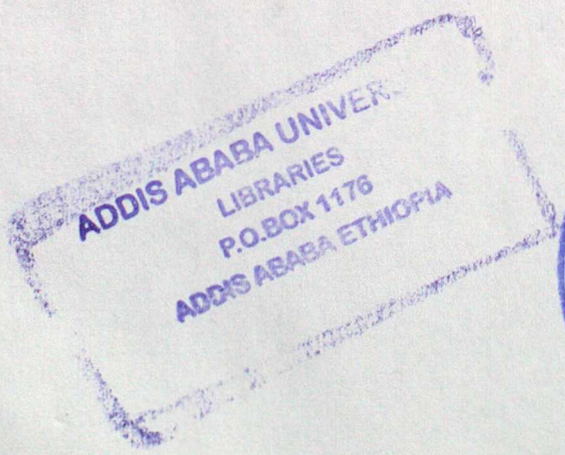


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## Acknowledgement

I am highly indebted to thank my advisor Dr. Mohan Raju for his professional assistance, insightful comments, constructive and genuine criticism for the completion of this research paper. With out his continuous follow up and encouragement, the completion of this work would have been myth.

My special thanks goes to my wife Mulunesh Negash, my daughter Safe Alebachew, my beloved sisters and brothers , Melkam Alemnew ,S/r Belaynesh Alemnew , Dr Eshetu Alemnew and Tsigereda Worku who had been helping me both financially and morally to attend this program.

It is also worth mentioning to thank my friend Sisay Tilahun who has been supporting me financially and morally from abroad.

I owed to thank Ato Tamerie Andualem (Ass. Prof) AAU, Department of Psychology; Ato Kifle Zeleke , Save the children UK (Ethiopia); Ato Yitayew Zerihun , AAU post graduate student(TEFL); Ato Gedefaw Kassie AAU post graduate student(Measurement and Evaluation); Ato Getahun Amogne, AAU, Department of Linguistics and Ato Befekadu Zeleke, AAU, Department of Educational planning who had helped me for back ward and forward translations, edited ethical aspects and validity of the questionnaires.

I am also indebted to thank the staff of Focus on Children at Risk (local NGO) especially Ato Abebe Tsegaye and Ato Yemegnuhal Awol who helped me in conducting both the pilot and final study in each sample schools.

## Table of Contents

TITLE	PAGE
ACKNOWLEDGEMNET -----	iv
TABLE OF CONTENTS -----	v
LIST OF TABLES -----	vii
ABSTRACT -----	viii
ACRONMYS/ABBREVIATIONS-----	ix
<b>CHAPTER ONE -----</b>	<b>1</b>
1. INTRODUCTION -----	1
1.1. BACKGROUND -----	1
1.2. STATEMENT OF THE STUDY -----	5
1.3. SIGNIFICANCE OF THE STUDY -----	7
1.4. OBJECTIVE -----	8
1.5. DELIMITATION AND LIMITATION OF THE STUDY -----	9
1.6. DEFINITION OF TERMS -----	9
<b>CHAPTER TWO -----</b>	<b>10</b>
2. REVIEW OF LITERATURE-----	10
2.1. INTRODUCTION -----	10
2. 2. VIOLENCE AGAINST CHILDREN -----	11
2.3. EFFECTS OF VIOLENCE -----	22
2.4. INTERVENTION MECHANISM OF VIOLENCE-----	24

<b>CHAPTER THREE</b>	<b>30</b>
3. METHOD	30
3.1. INTRODUCTION	30
3.2. POPULATION	30
3.3. SAMPLE	30
3.4. TOOLS	32
3.5. PILOT STUDY	34
3.6. PROCEDURES OF DATA COLLECTION	36
3.7. METHODS OF DATA ANALYSIS	37
<b>CHAPTER FOUR</b>	<b>38</b>
4. RESULTS AND DISCUSSION	38
4.1. RESULTS	38
4.2. DISCUSSION	66
<b>CHAPTER FIVE</b>	<b>76</b>
5. SUMMARY, CONCLUSION AND RECOMMENDATION	76
5.1. SUMMARY	76
5.2. CONCLUSIONS	79
5.3. RECOMMENDATIONS	80
<b>REFERENCES</b>	<b>82</b>
<b>APPENDICES</b>	<b>88</b>
APPENDIX A: Questionnaire for Students' (English Version)	88
APPENDIX B: Questionnaire for Students' (Amharic Version)	93
APPENDIX C: Questionnaire for Teachers' and directors' (English Version)	98
APPENDIX D: Questionnaire for Teachers' and directors' (Amharic Version)	101
APPENDIX E: Test-Retest Reliability of students' pilot data	104
APPENDIX F: Test-Retest Reliability of teachers' and directors' pilot data	105
APPENDIX G: Pilot Test Result of Students' Questionnaire	106
APPENDIX H: Pilot Test Results Of Teachers' and Directors' Questionnaire	107

## LIST OF TABLES

Table	Page
Table 1: Percent of Violence among the total against children for the period of 2000 to 2003.-----	4
Table 2: Sample size of students in each school -----	31
Table 3: Sample size of teachers and directors in each school-----	32
Table 4: Background information of student respondents -----	38
Table 5: Background information of teacher and director respondents -----	40
Table 6: Prevalence of Physical Violence in Schools: Students' View -----	43
Table 7: Prevalence of Physical Violence: Teachers' and Directors' View -----	47
Table 8: Prevalence of Discrimination in Schools: Students' View-----	49
Table 9: Prevalence of Discrimination in Schools: Teachers' and Directors' View-----	51
Table 10: Prevalence of Emotional Violence in Schools: Students' View -----	53
Table 11: Prevalence of Emotional Violence in Schools: Teachers' and Directors' View -----	55
Table 12: Prevalence of Neglect in Schools: Teachers' and Directors' View -----	56
Table 13: Prevalence of Sexual Violence in Schools: Students' View -----	57
Table 14: Prevalence of Sexual Violence in Schools: Teachers' and Directors' View -----	60
Table 15: Prevalence of Alternative Approaches to Correct Misbehaving in Schools: Students' View -----	61
Table 16: Prevalence of Alternative Approaches to Correct Misbehaving of Students in Schools: Teachers' and Directors' View -----	63
Table 17: Students' General View towards School's Discipline -----	64

## *Abstract*

*The study attempted to investigate the prevalence of violence against children in second cycle elementary school students in Gulele sub city, Addis Ababa. The participants of the study were students, teachers and school directors of the target schools. A total of 369 students (170 males and 199 females), and 108 teachers and directors (59 males and 49 females) were included in the study. Among these, 314 students and 108 teachers and directors have responded. Questionnaires were used to gather information about the prevalence of violence, methods used to violate the rights of students, information on the perpetrators and the methods of preventing it. For analysis purpose, the descriptive statistics (percentage and mean value) were employed.*

*Based on the findings of the study, the prevalence rate of violence in students view was as follows: physical 36.1 %, discrimination 17.5%, emotional 25.2%, neglect 37.9% and Sexual 8.7 %. It has also indicated that alternative non-physical approaches like advising students, explaining the reason why some thing was wrong, providing them verbal reward and advising them acceptable behaviors were the four most highly implemented so as to keep school discipline to the extent of 61.2%. For the implementation of these alternatives non- physical measures in keeping school discipline, credit was given to teachers.*

*The proposed methods of lessening the problem by the respondents were advocacy and awareness creation, involving children in all issues that concern them, reporting violence cases, application of non-physical measures, and revealing perpetrators to law enforcing bodies.*

## Acronyms/Abbreviations

ACPF – African Child Policy Forum

ACRWC- African Charter on the Rights and Welfare of the Child

ANPPCAN- African Network for the Prevention of and Protection against Child Abuse and Neglect

CRC- Convention on the Rights of the Child

CRIN- Child Rights Information Network

CRP – Child Rights Promotion

FDRE – Federal Democratic Republic of Ethiopia

FGM – Female Genital Mutilation

ILO – International Labor Organization

IRIN -Integrated Regional Information Networks

IPEC -The International Program for the Elimination of Child Labor

ISPCAN: -International Society for the Prevention of Child Violence and Neglect

LGB –Lesbian, Gay, Bisexual

MOE- Ministry of Education

OAU- Organization of African Unity

OMCT -The World Organization against Tortures (Organization Mondiale Contre La Torture; French word)

SCD- Save the Children Denmark

SCS – Save the Children Sweden

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nations Children's fund

VAC - Violence Against Children

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. BACKGROUND

Child violence, according to Befekadu and Tsegaye (in Desalegn, 1998) and Eshetu (2003), dates back to the history of mankind though the social concern and a study about it is relatively a recent phenomenon. For a long time, there have also existed charitable groups and others concerned with children's well-being who have advocated the protection of children. Nevertheless, the issue did not receive widespread attention by the medical profession or the general public until 1962 (Kempe, 1962). It remains largely ignored (Assefa, 2006). Though Violence affects all racial, ethnic, economic, social and regional lines and groups, but its burden falls disproportionately on poor and minority children (RAND, 2006) and females and youths, who lack the economic and social status to resist or avoid it (Delano, 1998).

According to Reiss and Roth (in Greene 2002), child violence is the physical or emotional violence on a child by a parent, guardian, teacher, or any other person category person. According to these researchers, the most widely accepted definition of violence - sometimes termed "intentional interpersonal injury" is: "behavior by persons against persons that intentionally threatens, attempts, or actually inflicts physical harm". The closely related terms "aggression" and "antisocial behavior" are generally applied to lesser forms of violence and include, but are not limited to, behaviors that are intended to inflict psychological harm as well as physical harm. Some child development experts go a bit further, and define child violence as any act or omission, which fails to nurture or in the upbringing of the children.

As it has been stated in Dereje and Derese (1997), a central problem in identifying the nature and scope of violence is the fact that many forms and incidents of violence in schools are not reported and recorded as such. Identification of violence in schools as a barrier to increase educational participation, in particular of girls, in the poorer countries of the world, is not well developed. As a result, children will face a range of problems in education in developing countries such as underachievement, high pupil drop-out, and poor quality of teaching and low levels of teacher

professionalism which are indicators of its presence in schools. They also explained that all these are fundamental to school experiences and the quality of school life.

Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity, bearing in mind that the need to extend particular care to the child, it has been stated in the Geneva Declaration of the Rights of the Child (1924) adopted by the General Assembly on 20 November 1959 (UN, 1989). It is indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs."

As stated in Bulti (2003), when we talk of child rights, the bench mark is the convention on the rights of the child which is so far ratified by many countries. The acceptance of the convention by so many countries has highlighted the recognition of the fundamental human dignity of all children and the attention given to ensure their wellbeing and development.

The Convention on the Rights of the Child sets out 54 articles and two optional protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; protection from harmful influences, violence and exploitation; and to participate fully in family, cultural and social life. The four core principles of the convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the convention is inherent to the human dignity and harmonious development of every child. The convention protects children's rights by setting standards in health care; education; and legal, civil and social services. Ethiopia has ratified this convention in Dec.1991.

Filling in the gap between ratification and the implementation of the convention requires expanded response of all children-friendly parties to enable them enjoy rights and dignities inherent in all human being. According to Bulti (2003), enacting and effectively implementing appropriate national legislative measures is highly required to protect children from all forms of violence and exploitation. Intensive actions must be taken by all concerned actors in all challenging areas, economic underdevelopment, scarcity of finance, limited manpower, and material resources, lack of appropriate institutional structure and effective implementation

mechanisms which are usually observed as the constraints hampering the implementation of the convention.

As it is clearly indicated in the CRC (1989) article 3(1) and ACRWC (1990) article 4(1), States Parties to the convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child. Some of the violence against children may also include domestic violence, traditional practices, female genital mutilation, son preference, gift-related violence, early marriage, violence in the community, rape, sexual assault within marriage, sexual harassment, prostitution and trafficking, migrant workers, pornography and others. There are situations where violence may be severe like custodial violence against children, violence against women in situations of armed conflict, violence against refugee and displaced women, legal steps to criminalize violence against women and challenging traditional attitudes (UN, 2001).

It is the young and new generation that is the guarantee for the perpetuity of society, hence serious and reflective thoughts began to be extended on the interest and wellbeing of the child. As a result, according to Pring (in Ghermai, 2003), schools are required to prepare young people for a multicultural society, to encourage tolerance between ethnic groups, to promote social responsibility, to encourage respect for law and democratic institutions, to develop sensibility towards the disadvantaged and to encourage girls enjoy equal opportunity with boys. More over, Ghermai (2003) stated that schools create a web of programs and activities to be conducted in and out of the classrooms.

Save the Children Denmark (Ethiopia) (2004), forwarded that many children are exposed to violence and exploitation in Ethiopian urban centers, such as Addis Ababa and Bahirdar. Some are sexually violated, forced to engage in commercial sex and robbed by adults. On the other hand, according to the Federal Police Commission report (in the Federal Ministry of Labor and Social Affairs' Response to The UN Secretary General's Questionnaire to the Study on Violence Against Children, 2005), the total number of reported cases of violence against children in Ethiopia during the years 1999/2000 to 2002 /2003, and selected cases of violence against children between the ages of 9 and 18 (national) is presented as follows:

**Table 1: Percent of Violence among the total against children for the period of 2000 to 2003.**

Violence	Sep. 1999- Sep 2000		Sep.2000- Sep 2001		Sep. 2001- Sep 2002		Sep. 2002- Sep 2003	
	n	%	n	%	n	%	n	%
Assault and willful injury	7243	19.84%	5187	23.23%	12118	20.99%	11747	19.93%
Rape	152	38.48%	338	39.12%	344	36.63%	330	43.82%
Sexual outrage	829	70.85	1134	76.15%	1313	71.63%	843	77.91%

According to the reports of Assefa (2006), nine out of ten girls in Eastern Africa have suffered physical or psychological violence, including rape at the hands of relatives. He added, "We must speak out against violence against children; it is inexcusable that one in every two girls in Ethiopia will marry before their 18th birth day. Although violence against children is widespread in Ethiopia, it remains largely ignored".

In Ethiopia, one in every two girls is a victim of unwanted sexual touching. Among these 18.9 percent are regularly hit with a stick, while 55.2 percent are hit with a stick some times (ACPF, 2006). Violence against children is a critical issue present nearly in all; however each issue is raised rarely. The absence of data regarding violence in different settings or about different types of violence is another obstacle which makes law enforcers less effective. This absence doesn't necessarily mean a low incidence of violence. The low reporting can be due to many factors: problems of definition, lack of information, lack of awareness, cultural values, or indeed low incidence of violence. This issue should be addressed systematically at each school, educational offices, NGO and other governmental offices (Bower, 2006).

On the other hand, recent studies have suggested that for young people who are—or are perceived to be lesbian, gay, or bisexual (LGB), schools are all too often the sites of victimization. Additionally, Fineran (2001) found that sexual minority youth were more likely

than other students to be sexually harassed in school, for example, by having rumors spread about them or being took hold of or touched in sexual ways. At worst, harassment can escalate to physical assault.

While noting the problem in Ethiopia, the Ministry of Education developed a Hand Book of Internal Management (1990), School Administration (1996), Internal Rules and Regulations by Addis Ababa Education Bureau (2005) which all of them prohibit the use of physical punishments that inflict pain. These documents give a warning that administering any punishment other than what has been mentioned in the documents so as to enforce school discipline is illegal. The documents incorporated alternative approaches like the use of self-criticism, warning, suspension, and forcing to pay for damages if any, or dismissal as the last action. But the use of corporal punishment remains common in schools and in the context of the family. For instance a study conducted by Focus on Children at Risk, Local NGO in Gulele and Arada Sub-Cities, Addis Ababa (2005 and 2006) depicted that teachers and school personnel still inflict corporal punishment up on children despite the prohibition of the use of corporal punishment.

In article 28 / 2 of the CRC, States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention, through the enforcement of appropriate legislation, awareness raising activities for parents, teachers and other relevant groups and the training of teachers in alternative disciplinary sanctions which are not harmful to children (Treaty Body Report, 2001).

## **1.2. STATEMENT OF THE STUDY**

Apart from the biological variations that differentiate children from adults, there are psycho-social facets of the society which make boundary for behavioral manifestation that are considered appropriate for each age group. These prescriptions would directly or indirectly dictate every age member of the society to act according to its rules of thumb. The community spells out some of the rules and regulations clearly in a cut and dry ways and their effect would be direct on the

members. However; others remain hidden whose influences are not openly comprehended by members of a society. Every society has its own behavioral patterns where the children and adults are expected to follow in their day to day activity. If there is any violation of these behavioral patterns, there may come punishments, especially children are victims of these problems.

According to Riak (1998), violent treatment of school children, often misrepresented as discipline, punishment or chastisement, is wrong and dangerous. But schools are essential institutions for acquiring knowledge, abilities, attitudes, and skills: ideal centers for the socialization of children and for inculcating required standards of behavior (Dereje and Derese, 1997). Informed and responsible educators have shown for a long time that both physical and non-physical mistreatment of children by their teachers is unprofessional behavior; that it can destroy children's enthusiasm for learning and set the stage for serious emotional and behavioral problems. For that reason, no college or university teacher-training program instructs trainees how to frighten, hit, manhandle, shout at, berate, humiliate or otherwise hurt children (Riak, 1998).

The large majority of teachers are competent and caring professionals who do not mistreat children physically or emotionally, and most school administrators set high standards for teacher behavior within their schools. According to Riak (1998), sadly, however, in some schools there are teachers who are unsuited to their profession and who habitually hurt children, and some school administrators who lack the will or ability to maintain high professional standards in their school. Some administrators are themselves violent toward children and therefore are incapable of setting a good standard for teachers.

In view of Ayalew ( in Belay ,2001), in many schools, one rarely sees principals, unit leaders, guard's etc. without holding canes, sticks or whips in their hands. Whipping late comers at school gates by guards is a common phenomenon. In classrooms, teachers administer all sorts of physical punishments such as slapping, pinching, beating, throwing duster etc. at the slightest provocation. What, however, needs to be noted in this regard is the fact that corporal punishment,

while ineffective as a corrective mechanism, it would, at the same time, constitute a gross violation of children's rights.

Hence, based on these understandings, this research looks for answers for the following questions:

1. What are the major types of violence practiced in second cycle elementary schools?
2. What is the prevalence of each violence?
3. Who are the major violators?
4. What mechanism can be implemented to minimize the problems?

### **1.3. SIGNIFICANCE OF THE STUDY**

Violence is used against the members of society least able to protect themselves-children in schools, in orphanages, on the streets, in refugee camps and war zones, in detention, and in other fields. In its investigations of human rights violence against children, Human Rights Watch (2001) has found that in every region of the world, in almost every aspect of their lives, children are subject to unconscionable violence, most often perpetrated by the very individuals charged with their safety and well-being. Children are exposed to other human rights violence as well. Millions have no access to education, work long hours under hazardous conditions, are forced to become soldiers, or get weaker in orphanages or detention centers where they endure inhumane conditions and daily assaults on their dignity. This violence persists because children have few mechanisms for reporting violence and other human rights violations. They may be reluctant to speak out for fear of reprisals (ACPF, 2006).

The ACPF (2006) has also clarified that the issue of violence against children and their entitlement to be protected from it is beginning to receive global attention. This is partly a result of organizations worldwide recognizing the universality of human and child rights and the corresponding obligation to respect, protect and realize those rights. In addition, UN has given the subject considerable weight as it is currently undertaking a global study on violence against

children with the goals of raising international visibility of all forms of violence against children; creating a better understanding of the causes of the problem and its impact on children, adults and societies; assessing existing mechanisms that address violence against children; identifying an international action plan to effectively end these violence.

Therefore, the researcher hopes that the study will provide pictures on the existing status of violence against children in second cycle elementary schools. Consequently, it may help

1. School directors , Class monitors, teachers, Child right clubs and child forums to know the current need and prevalence of the problem in schools, particularly violators and violence,
2. Educators to make change in policy and strategy based on the identified comments ,
3. To design mechanisms to prevent violence, and
4. To give insight to those who are interested to pursue the issue for further investigation.

#### **1.4. OBJECTIVE**

The study intended to provide a picture of violence against children in schools and proposed clear recommendations for the improvement of school regulations, policy and programmes relating to the prevention of and responses to violence against children in school settings. The study also documented the magnitude and various types of violence against children. For each type of violence against children addressed, the study reviews what is known about the causes and associated risks and protective factors. More specifically the study tries to:

1. Identify major types of violence ,
2. Assess the magnitude of various types of violence against children,
3. Explore main perpetrators of violence against children, and
4. Indicate preventive methods to reduce the prevalence of violence.

## 1.5. DELIMITATION AND LIMITATION OF THE STUDY

This study is mainly concerned on the prevalence of violence against children in second cycle elementary schools. In spite of its commonness of the problem, its scope is confined to Addis Ababa because of time and financial constraints. With in Addis Ababa, it targets only Gulele Sub-City. In this zone, there are 31 schools ( Gulele Sub- City Education Department ,2006) but the researcher considered only 5 schools which he thought them to be representative and at the same time to make it manageable. So, all the necessary information was collected from these 5 schools. At the same time, the researcher did not plan to make comparison among schools.

Similarly, due to the difficulty of getting a well-documented data about the major types of violence and perpetrators, the researcher is not in a position to present statistical report of the problem in the target area as well.

## 1.6. DEFINITION OF TERMS

**African Charter on the rights and welfare of the child:** is a document developed by The African member states of the organization of African Unity (OAU), proclaiming that everyone is entitled to all rights and freedoms recognized and guaranteed therein.

**Child:** every human being below the age of 18 years.

**Convention on the Rights of the Child** – a document developed by UN recognizing the inherent dignity and of equal and inalienable rights of children is the foundation of freedom, justice and peace in the world.

**Discrimination:** any exclusion, restriction, or preference based on race, colour, sex, language, religion, political, social origin, property, or any other which has the purpose or effect of nullifying the recognition, enjoyment, equal footing and freedom.

**Gulele sub- city** - is one of the 10 sub-cities of Addis Ababa located in the north west of the city.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs (Roe, 2005).

**Second cycle elementary school:** grade 5 to grade 8

**Violence** - behavior by people or against people liable to cause physical or psychological harm.

# CHAPTER TWO

## 2. REVIEW OF LITERATURE

### 2.1. INTRODUCTION

Although centuries of novels and autobiographies have dealt with the subject of child violence in all its forms, society has been slow in recognizing the frequency with which this assault is committed. Only in the last twenty years has there been any real progress in this respect, and most of it is due to the efforts of a small number of researchers and above all to the media. Still underestimated and sometimes contested are the consequences very early violence will have for the victims in their adult lives. The issues involved have been largely ignored, and there is correspondingly little mention of them in historical and anthropological studies (Miller, 1998).

As it has been stated in Leach (2001), if an angry man comes into his home and takes the back of his hand to his partner, most societies call it assault. If he takes the palm of that hand to their child, many call it discipline. A court of law may sentence that man for assaulting his wife but dismiss a case against him for doing the same thing to his child. Children have the same basic human right as adults to be protected from any form of violence yet the laws of most countries extend far greater protection against being hit and humiliated to adults than to children. Furthermore the special defenses in state laws that protect parents, teachers and careers who do violence to children in the name of discipline violate the right to equal protection under the law.

The situation of children is one of general malnutrition, poor hygiene, lack or shortage of proper clothing, essential social services (such as health, education, and recreation) and displacement due to natural and man made disasters. The problems of homelessness (including those of street children), child Labor and addiction to Chat and perhaps other drugs are quite common (OMCT 2001). In short, the poverty and ignorance that pervades the society is nowhere more overtly observed than in the condition of children in the country. It also explained that while children are valued, their needs and rights do not seem to be given the appropriate attention. Traditional and cultural beliefs, attitudes and practices of parents and society in general appear to have in advertently.

According to Department of Justice Canada (2006) a child who is being violated is usually in a position of dependence on the violator. The power imbalance between the child and the violator often increases the burden of disclosure. Children, who are sexually violated, for example, may not tell anyone for a long time, or ever. Many children who experienced violence while living in special needs institutions, child welfare facilities, youth detention facilities, and residential schools for native children are only now, as adults, reporting the violence. As to why individuals who witness or suspect that a child is being violated may not report, the department has listed some factors. It is because they:

- *want to avoid the demands of becoming involved,*
- *have personal views which condone the use of physical punishment,*
- *believe that the violence is not serious, especially if the child does not have visible or severe injuries,*
- *believe that reporting the violence to the authorities is not in the child's best interest,*
- *believe that reporting may not solve the problem because, for example, there may be a lack of appropriate services to help the child,*
- *lack knowledge about the signs and symptoms of violence,*
- *not understand their responsibility to report violence,*
- *not know that they can report to child welfare agencies, provincial or territorial social services departments or police departments, or*
- *not know that a report can be made anonymously, and that there are no legal consequences, unless the report is false and is made maliciously.*

## **2. 2. VIOLENCE AGAINST CHILDREN**

### **2. 2.1. Definition**

According to International Society for the Prevention of Child violence and Neglect (in World Report on Violence and Health,2002), recently compared definitions of violence from different countries and found some commonality in what was considered violence .In 1999, the WHO

Consultation on Child violence Prevention drafted the following definition , “Child violence or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual violence, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child ’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.” The definition given above covers a broad spectrum of violence. Some definitions focus on the behaviors or actions of adults while others consider violence to take place if there is harm or the threat of harm to the child .The distinction between behavior – regardless of the outcome –and impact or harm is a potentially confusing one if parental intent forms part of the definition. Some of the literature on child violence explicitly includes violence against children in institutional or school settings.

On the other hand, WHO (in UN ,2004), defined violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Children have their own way of understanding and defining violence. According to ACPF (2006), Children were asked what they understood by the term ‘violence against children’. The definitions forwarded by them include:

- actions that cause children pain,
- violence is an act which physically hurts children,
- psychological and physical abuse of children,
- a harmful act one person causes against another,
- a violation of the human rights of a child,
- inappropriately punishing or harming a child.

According to this study report, most children also responded by enumerating specific acts, which they consider as violence against them. The most frequently cited acts include: rape, insult, beating, being deprived of basic necessities such as food or clothes, being made homeless, abduction, early marriage, female genital mutilation (FGM) and child labor.

A violator may use a number of different tactics to gain access to a child, exert power and control over them, and prevent them from telling anyone about the violence or seeking support. A child who is being violated is usually in a position of dependence on the person who is violating him/her. The violence may happen once or it may occur in a repeated and escalating pattern over a period of months or years. The violence may change form over time (ibid).

## **2.2.2. TYPES OF VIOLENCE**

### **a. Physical violence**

It is defined as the deliberate infliction of pain intended to correct behavior or to punish. Historically speaking, most punishments, whether in judicial, domestic, or educational settings, were corporal in basis (Wikipedia, 2007). Physical violence of children in the form of hitting, punching, kicking or beating -is socially and legally accepted in most countries. It also explained that, during the eighteenth century the frequent use of corporal punishment was heavily criticized, both by philosophers and legal reformers. Merely inflicting pain on troublemakers was seen as inefficient, influencing the subject merely for a short period of time and affecting no permanent change in their behaviors.

According to O'Moore (1999), physically violent behavior is where a child, adolescent or group directly or indirectly ill treats, injures, or kills another or others. The aggressive behavior can involve pushing, shoving, and shaking, punching, kicking, squeezing, burning or any other person category form of physical assault on a person or on property. He has also discussed that, mostly, violence is a significant phenomenon in schools and other institutions and in penal systems for young offenders. The UN Convention on the Rights of the Child (1989) requires States Parties to protect children from "all forms of physical or mental violence" while they are in the care of parents and others, and physical punishment is incompatible with the Convention.

According to Kim *et al*, UNICEF, Tafa, The Human Rights Watch and Youssef *et al* (in Dunne, Humphreys and Leach. ,2003), even in countries which have abolished corporal punishment in schools, it is widely practised, e.g. in China and in Pakistan . They have also pointed out that in 1999 investigation into corporal punishment in 20 schools in Kenya, only one school was found to

be applying corporal punishment according to the regulations. The numerous reports of violations of corporal punishment regulations in Africa are supplemented by evidence of its widespread use and violence by teachers in Asia. In other countries where corporal punishment is permitted, it is usually specified that it should be administered as a last resort and according to strict guidelines. These regulations, however, are frequently contravened as pupils are reportedly kicked, punched, slapped or hit with instruments other than the official cane.

Appropriate measures to ensure school discipline should be administered in a manner consistent with the child's human dignity and in conformity with the present UN Convention of child rights (article 28.2). When a child is physically punished or verbally violated, the victim feels humiliated. Punishment must not humiliate and arouse resentments. It must be constructive so as to motivate socially approved behavior in the future and must lead to conscience-building to guarantee future inner control of behavior. Without paying due consideration to the above essential elements of good punishment, parents and teachers over-step and use violent means to install good virtue of discipline in children. Physical punishment is prevalently practiced by parents and teachers. In schools, physical punishment is taken as an end by itself. Any form of punishment has to deter the repetition of socially undesirable acts, must teach children that certain acts are right or wrong and must lead to the recognition of the possible consequences of wrong acts.

A study conducted by ACPF (2006) revealed that physical violence like kneeling down (81.3%), hitting on the head (77.8%), pinching (74.4%), slapping (72.3%) and hitting with a stick (60.8%) are experienced violence in the schools. According to the study result, out of the 1121 children reached through structured interviews, 74.2 percent stated that they have not learned anything from the punishment they endured, and that it would not compel them to stop committing the same offence again. Alternative ways of disciplining children were put forward during the structured interviews and focus group discussions. Almost all the children questioned believed that advising children is the best way of disciplining them.

Although the importance of discipline is unquestionable to make the teaching -learning process effective, to enable the child manifest socially approved behavior and help the child develop self control, the reasons why teachers administer physical punishment is not fully congruent with the aforementioned opinions. Teachers administer physical punishment with the motive of instilling discipline, to deal with stubborn students, to establish teacher's superiority and to create fear for teachers (ACPF, 2006).

According to Ayalew (in Belay, 2001), as we all know children are defenseless, and they bear the punishment not because they accept it as a necessary evil, but rather because they have no choice. What is more worrying is that, children tend to pick up the habits of their parents; teachers, elders etc, and learn from what they see and observe around them. It can, therefore, hardly be surprising to see children, who are brutalized in schools, begin to interact with their fellow students and later fellow citizens in a violent manner (Ibid).

Article 19 of the CRC stipulates that States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence or injury, neglect or negligent treatment, maltreatment or exploitation including sexual violence, while in the care of parents, legal guardians or any other person category person who has the care of the child. This article clearly pointed out that children do have the right to protection from all forms of interpersonal violence

According to Department of Justice, Canada (2006), Physical violence may consist of just one incident or it may happen repeatedly. It involves deliberately using force against a child in such a way that the child is either injured or is at risk of being injured. It listed out Physical violence like beating, hitting, shaking, pushing, choking, biting, burning, kicking or assaulting a child with a weapon. It also includes holding a child under water, or any other person category dangerous or harmful use of force or restraint. Female genital mutilation is another form of physical violence which is practiced against the convention. Of these, the most common physical violence in schools is punishment.

## **b. Neglect**

Wikipedia (2007) defined neglect as to pay little or no attention; fail to heed, disregard; fail to care for or attend to properly. On the other hand, Roe (2005) defined Child Neglect as the persistent failure to meet a child's basic physical and/or psychological needs. Parents who neglect provide an unremitting low level of care.

Neglect is often chronic, and it usually involves repeated incidents. It involves failing to provide what a child needs for his or her physical, psychological or emotional development and well being. For example, neglect includes failing to provide a child with food, clothing, shelter, cleanliness, medical care or protection from harm. Emotional neglect includes failing to provide a child with love, safety, and a sense of worth (Department of Justice, Canada, 2006).

According to Sérgio (2006), neglect is also a feature of many residential institutions where conditions are so poor that they put the health and lives of children at risk. In many facilities for children with disabilities, there is no access to education, recreation, rehabilitation or other programmes. Children with disabilities are often left in their beds or cribs for long periods without human contact or stimulation. This can lead to severe physical, mental and psychological damage.

The ACRWC of article 20 (1990) stated the following issues with regard to the responsibilities of parents:

- 1. Parents or other persons responsible for the child shall have the primary responsibility of the upbringing and development the child and shall have the duty:  
(a) to ensure that the best interests of the child are their basic concern at all times-  
(b) to secure, within their abilities and financial capacities, conditions of living necessary to the child's development; and  
(c) to ensure that domestic discipline is administered with humanity and in a manner consistent with the inherent dignity of the child.*
- 2. States Parties to the present Charter shall in accordance with their means and national conditions the all appropriate measures;  
(a) to assist parents and other persons responsible for the child and in case of need*

*provide material assistance and support programmes particularly with regard to nutrition, health, education, clothing and housing;*

*(b) to assist parents and others responsible for the child in the performance of child-rearing and ensure the development of institutions responsible for providing care of children; and*

*(c) to ensure that the children of working parents are provided with care services and facilities*

According to the Ethiopian amended Penal Code 579 (in UN, 2005), a person who neglects, ill-treats, over tasks a minor under his custody or charge is punishable with simple imprisonment up to three months. In cases where the offence has impaired the health, security, education, physical or psychological development of the child, the punishment is a minimum of one-month simple imprisonment. Simple imprisonment under the law ranges from ten days to three years. The criminal punishment may be coupled with revocation of ones' family right over the victim child.

### **c. Emotional Violence**

There is no universally accepted definition of emotional violence since it accompanies other forms of violence, but also may occur on its own; like other forms of violence in relationships, emotional violence is based on power and control. As stated by Gambotto (2006), the following are widely recognized as forms of emotional violence:

#### **i. Rejecting**

Refusing to acknowledge a person's presence, value or worth; communicating to a person that she or he is useless or inferior; devaluing her/his thoughts and feelings. Example: repeatedly treating a child differently from siblings in a way that suggests resentment, rejection or dislike for the child.

#### **ii. Degrading**

This includes insulting, ridiculing, name calling, imitating and infantilizing; behavior which diminishes the identity, dignity and self-worth of the person. Examples: yelling, swearing, publicly humiliating or labeling a person as stupid; mimicking a person's disability; treating a senior as if she or he cannot make decisions.

### **iii. Terrorizing**

It is inducing terror or extreme fear in a person; coercing by intimidation; placing or threatening to place a person in an unfit or dangerous environment. Examples: forcing a child to watch violent acts toward other family members or pets; threatening to leave, physically hurt or kill a person, pets or people she / he cares about; threatening to destroy a person's possessions; threatening to have a person deported or put in an institution; stalking.

### **iv. Isolating**

This involves physical confinement; restricting normal contact with others; limiting freedom within a person's own environment. Examples: excluding a senior from participating in decisions about her or his own life; locking a child in a closet or room alone; refusing a female partner or senior access to her or his own money and financial affairs; withholding contact with grandchildren; depriving a person of mobility aids or transportation.

### **V. Corrupting/exploiting**

It is socializing a person into accepting ideas or behavior which opposes legal standards; using a person for advantage or profit; training a child to serve the interests of the violator and not of the child. Examples: child sexual violence; permitting a child to use alcohol or drugs or see pornography; enticing a person into the sex trade.

### **vi. Denying emotional responsiveness**

This one deals about failing to provide care in a sensitive and responsive manner; being detached and uninvolved; interacting only when necessary; ignoring a person's mental health needs. Examples: ignoring a child's attempt to interact; failing to show affection, caring and / or love for a child; treating a senior who lives in an institution as though she / he is an object.

Emotional Violence involves harming a child's sense of self. It includes acts (or omissions) that result in, or place a child at risk of, serious behavioral, cognitive, emotional or mental health problems. Emotionally violent behavior is where there is verbal attacks, threats, taunts, mocking, yelling, exclusion, and malicious rumors (O'Moore, 1999).

According to O'Moore (1999), emotional violence, also referred to as verbal, mental, or psychological violence, includes acts or the failures to act by parents or caretakers that have caused or could cause serious behavioral, cognitive, emotional, or mental disorders. This can include parents/caretakers using extreme and/or strange forms of punishment, such as confinement in a closet or dark room or being tied to a chair for long periods of time or threatening or terrorizing a child. Less severe acts, but no less damaging are belittling or rejecting treatment, using derogatory terms to describe the child. It also includes terrorizing a child, or exposing them to family violence (Ibid).

As indicated in Dunne, Humphreys, and Leach (2003), there is a wide range of implicit violence in schools which is perpetrated by teachers and students. Bendera, Maro and Mboya ( in Dunne, Humphreys and Leach ,2003), looked at violence in selected elementary schools in six areas of Tanzania, which included insults and verbal violence, stealing money, food and stationery. Similarly, Bunwaree (in Dunne, Humphreys, and Leach,(2003) found high levels of verbal violence in schools in Mauritius and this was also found in Zimbabwe and was particularly prevalent among female teachers, who often preferred to use it rather than corporal punishment.

According to the Criminal code of the Federal Democratic Republic of Ethiopian (2005) article 560,

*"Whoever assaults another or does him violence without causing bodily injury or impairment of health, is punishable, upon complaint with a fine not exceeding here hundred Birr, or , in serious cases, with simple bruises, swellings or transient aches and pains are not held to be injuries to person or health."*

#### **d. Sexual violence / harassment**

According to Forum on Street Children Ethiopia (2004), sexual harassment is a phenomenon that is 'difficult to define'. Various researchers and international documents have listed their own lists of acts constituting sexual harassment. However, the lists of acts constituting sexual harassment

provided by different writers vary. In fact, some of the definitions are so general that lead to an open interpretation. For instance, the European Commission's 1991 Recommendation on the protection of the dignity of women (Article 1) (in Forum on Street Children Ethiopia ,2004), defines sexual harassment as a conduct of sexual nature and other conduct based on sex affecting the dignity of women. As what affects the dignity of a woman is subjective, various categories of acts can fall under this definition. This seems the reason why some writers define the term widely so as to encompass rape within the category.

Forum on Street Children Ethiopia (2004), sexual harassment consist of a diversified offense like: Leering, Sexual innuendo, accidentally brushing sexual parts of the body, lewd and threatening letters, Pressure for dates, Sexually explicit gestures, unwelcome touching and hugging, sexual sneak attacks (e.g., grabbing breasts or buttocks), inappropriate invitations, obscene phone calls, inappropriate gifts (e.g. lingerie), hooting, lip smacking and animal noises, sexual assault, stalking, soliciting sexual services, leaning over; invading a person's space, etc

Sexual violence also occurs in educational settings. Much is directed against girls, by male teachers and classmates (Sérgio, 2006). Sexual violence and exploitation involves using a child for sexual purposes. Examples of child sexual violence include fondling, inviting a child to touch or be touched sexually, intercourse, rape, incest, sodomy, exhibitionism, or involving a child in prostitution or pornography (Department of Justice Canada, 2006). Millions of girls and boys worldwide are being used in prostitution, pornography, trafficking and other forms of sexual exploitation. Research has shown that violated and exploited children often become either violated and exploited adolescents and adults or violators and exploiters themselves (CRIN, 2006).

According to Dunne, Humphreys and Leach (2003), study from sub-Saharan Africa have focused almost exclusively on heterosexual relations and violence against girls and have not investigated the incidence of violence against boys or against teachers. They have also addressed primarily the sexual violence of female pupils by male teachers and male pupils. The studies examined the violence of junior secondary school girls by older boys, teachers and 'sugar daddies' in Zimbabwe, Ghana and Malawi and found that there was a high level of sexual aggression from

boys, which went largely unpunished in the schools, and some cases of teachers propositioning girls for sex.

In the study done by ACPF(2006) in Ethiopia, children questioned reported that they know cases of abduction (60.8 percent), rape (52.2 percent), seduction (42.5 percent), sexual harassment (33.2 percent) and unwanted sexual advance (33.2 percent), experienced by other children. 48 percent and 38.7 percent of the children indicated that they personally know of cases of early marriage and Female Genital Mutilation (FGM), respectively.

In a recent survey in Ghana, 6% of schoolgirls said teachers had blackmailed them, threatening to give them lower grades if they refused to have sexual relations (Sérgio, ,2006 ). He has also indicated that a study covering Nepal found that 9% of children had experienced severe sexual violence (kissing of sensitive parts, oral sex and penetration), and that 18% of the perpetrators were teachers.

According to the report of UN (2001), Sexual harassment in the workplace is a growing concern for women. Employers violate their authority to seek sexual favors from their female co-workers or subordinates, sometimes promising promotions or other forms of career advancement or simply creating an untenable and hostile work environment. Women who refuse to give in to such unwanted sexual advances often run the risk of anything from demotion to dismissal. But in recent years more women have been coming forward to report such practices -- some taking their cases to court. The report stressed that sexual harassment constitutes a form of sex discrimination. "It not only degrades the woman", the report noted, "but reinforces and reflects the idea of non-professionalism on the part of women workers, who are consequently regarded as less able to perform their duties than their male colleagues."

The criminal code of the Federal Democratic Republic of Ethiopia (2005) Article 622 proclaimed,

*Whoever, by the use of violence or grave intimidation , or after having in any other person category way rendered his victim incapable of offering resistance, compels a person of the opposite sex, to perform or to submit to an act corresponding to the sexual act, or any other person category indecent act is punishable with simple*

*imprisonment for not less than one year , or rigorous imprisonment for not exceeding ten years.*

According to UNICEF (in UN, 2005), there is a child Abuse and Neglect Unit in one government Hospital- Yekatit 12 hospital in Ethiopia. This unit, which is the only one of its kind, provides medical and psychological support to abused children. It was reported that this unit provided physical and psychological support to 256 violated children from July 2001 to June 2002. Amongst 214 children younger than 15 years, 93 percent were female. The most common form of abuse (74 percent) was sexual. The lowest age limit encountered is 2 years for sexual violence. 39 percent of perpetrators were very close neighbors followed by teachers (31percent).

### **e. Discrimination**

According to the Human Rights Committee (in SCS, 2006), the term discrimination should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedom.

OMCT (2001) believes that discrimination is one of the causes of torture and welcomes the fact that the principle of non-discrimination is foreseen in the Ethiopian Constitution (art.25) in compliance with article 2 of the UN Convention on the rights of children. Nevertheless, OMCT (2001) is concerned about the fact that the Constitution does not mention non-discrimination based on the ground of disability and recommends that the Ethiopian authorities ensure that the disabled child enjoy his or her rights without discrimination of any kind and the prevention and elimination of discriminatory attitudes against him or her according to article 23 of the CRC and article 3 of ACRWC:

*Every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in this Charter irrespective of the child's or his/her parents' or legal guardians' race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.*

### 2.3. Effects of Violence

According to Department of Justice Canada (2006), the impact of child violence is often discussed in terms of physical, psychological, behavioral, and societal consequences. In reality, however, it is impossible to separate them completely. Physical consequences (such as damage to a child's growing brain) can have psychological implications (cognitive delays or emotional difficulties, for example). Psychological problems often manifest as high-risk behaviors. Depression and anxiety, for example, may make a person more likely to smoke, violence alcohol or illicit drugs, or overeat. High-risk behaviors, in turn, can lead to long-term physical health problems such as sexually transmitted diseases, cancer, and obesity. This fact sheet provides an overview of some of the most common physical, psychological, behavioral, and societal consequences of child violence and neglect, while acknowledging that much crossover among categories exists (ibid).

In the research findings of Dereje and Derese (1997), violent repercussions or consequences are diverse and far-reaching. Responses from junior secondary schools revealed that attempted rape (45 %) was the most frequent phenomenon affecting schoolgirls. Physical injury (34%) may range from slight wounding to loss of some faculties. Accidental deaths (20 %) are difficult to account for: but the few deaths that do occur in schools have a far-reaching impact, particularly on the students-who will endure the memory for a considerable time afterwards. Some of them withdraw from school because of this.

Sexual violence and harassment in schools erect a discriminatory barrier for young women and girls seeking an education. As a result, the government's failure to protect girl children and respond effectively to violence violates not only their bodily integrity but also their right to education (Human rights watch, 2006). It found that sexual violence has a profoundly destabilizing effect on the education of girl children. All the rape survivors Human Rights Watch interviewed reported that their school performance suffered. All of the girls told them it was harder to concentrate on their work after their assaults. Some girls reported losing interest in school altogether, many girls transferred to new schools, others simply left school entirely.

As it has been indicated by Goodenow et al (2006), the effects of school victimization or marginalization may spill over into life outside of School. For example, adolescents who feel

unable to risk being open about their emerging sexual identities at school are unlikely to view schoolmates as safe sources for socializing and dating and may instead look for companionship in other, potentially more dangerous, settings. The significantly higher rates of dating violence reported by sexual minority adolescents than by their heterosexual peers may be partially due to sexual orientation differences in the social context of socializing and dating.

#### **2.4. Intervention mechanism of violence**

All violence against children is preventable. Every society, no matter its cultural, economic or social background, can and must stop violence against children. This does not mean sanctioning perpetrators only, but requires transformation of the “mindset” of societies and the underlying economic and social conditions associated with violence (Sérgio, 2006). According to his report, although prohibited by the International Covenant on Civil and Political Rights and the Convention on the Rights of the Child, some countries still impose the death sentence for crimes committed by those under 18. Currently, at least 31 countries permit corporal punishment in sentencing children for crimes, 45 which in some countries may include caning, flogging, stoning or amputation.

Academic institutions, women associations, associations of students, charitable organizations, religious associations, as well as non-profit associations have been engaged in the topic of violence against children. Individual, as well as family counseling is being dealt with, trainings and family events are being carried out and articles are being published in newspapers, studies are being conducted; services, as well as material assistance are being offered etc.

According Leach (2001), the UN Convention on the Rights of the Child is the first international human rights instrument expressly to address the protection of children from violence. Article 19 of the CRC requires states to take “all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence...” while in the care of parents or others. Attempts have been made to trivialize the violence involved in corporal punishment of children at home and thus exclude it from Article 19. However the Committee on the Rights of the Child, Treaty Body for the Convention, has consistently stated that legal and social acceptance of corporal punishment of children, whether in their homes or in institutions, is not compatible with the Convention. The Committee recommends prohibition of

all physical punishments, together with campaigns to raise awareness of its negative effects and to encourage the development of positive, on-violent child-rearing and educational practices.

#### **2.4.1. Role of Child right clubs**

Different governmental and non governmental organizations are establishing and strengthening child right clubs in each school to address the problem of children exposed to different types of violations. Besides the material assistance to these institutions, capacity –building activities were organized by the professional alliance for Development in Ethiopia based on the experience that child right clubs have been assisting orphans on the provision of school materials as well as raising the awareness of community members on issues of children violence and exploitation (Save the children Denmark, 2004). This is very useful to involve and participate children in the promotion of their own rights (Eshetu, 2003).

#### **2.4.2. Role of Schools**

In the efforts of discharging its share of responsibility in the process of citizenship transformation of the young for a meaningful and purposeful adult life, schools create a web of programs and activities to be conducted in and out of the classroom (Ghermai, 2003). Now a days for members of a democratic society to become citizens or making members citizens, however, education and schooling are becoming inescapable essentials. For both the functioning of society and preparation of pupils for participation in school life, instilling of norms and values along with knowledge, skills, abilities, and attitudes, schools are the ideal centers for socialization of children and for inculcating required standards of behavior (Dereje and Derese, 1997; Ghermai, 2003).

As indicated in Dereje and Derese (1997), negative school factors such as poor school performance, destructive peer relationships, unmanageable class size, imposition of rote learning, and predetermined curricula, etc cause feelings of anger, resentment, and rejection –conducive entry points to aggressive violence in schools. According to the authors, many educational professionals also believe that the nature of the relationship between teachers and students inhibits the former from forgetting the boards which would enable them to take corrective measures to minimize violence in the class rooms.

The social violence being witnessed today is a learned behavior and if violence is critical to preventing future violence. This means that children who show signs of anti-social behavior must be targeted very early for school and family intervention to ensure that their aggressive tendencies don't affect their educational achievement and causes learning problems later on. Positive interactions between parents, adults and schools can lessen the risk of developing violent behavior in schools. Therefore schools can use advising, counseling, self assessment and self criticism, peer discussion and criticism, consultation with other pertinent bodies to solve problems of violence in their schools (Dereje and Derese, 1997).

### **2.4. 3. Role of Government and non –government bodies**

The efforts towards institutionalizing the rights of the Ethiopian Children need to be examined from different directions; what are the national responses to the efforts observed at the international levels? These efforts include the political will on the part of the government, the legal tools that make these rights constitutional and the educational provisions for placing child rights education at the centre of the curriculum (Ghermai, 2003).

As stated in Bulti (2003), the Government of Ethiopia prepared a National plan of Action for children and Women in 1995 to improve the wellbeing of the Ethiopian children and to translate the convention in the tangible reality is a concrete expression of the commitment of the government of Ethiopia to improve the conditions and well being of Ethiopian children. Moreover, participation of the non-governmental organizations and other stakeholders is paramount in order to address the issue down to the grass root levels.

According to The Federal Ministry of Labor and Social Affairs (2005), the welfare of children is a priority concern for the Ethiopian Government. The ratification of important international and regional instruments like the UN Convention on the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the Child, and the ILO Convention on the Worst Forms of Labor is an expression of this commitment. Going beyond the acceptance of international and regional standards, there are ongoing efforts by the government to ensure national laws, policies and practices conform to the international standards.

In the national setting of Ethiopia, the issue of violence against children is addressed by various laws, policies and programs. First and foremost, the supreme law of the land, which is the Federal Constitution, provides a sound framework for the protection and promotion of the rights of children. In addition to domesticating international instruments which Ethiopia has ratified, the Constitution contains key articles for the pursuit of the rights of the child. In the FDRE Constitution (1995), particularly article 36 of this replicates many of the rights of children; Every child has the right: life, name and nationality, to know and be cared for by his or her parents or legal guardians, not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being and to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children. It has also stated:

*In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interest of the child. Juvenile offenders admitted to corrective or rehabilitative institutions, and juveniles who become wards of the State or who are placed in public or private orphanages, shall be kept separately from adults. Children born out of wedlock shall have the same rights as children born of wedlock. The State shall accord special protection to orphans and shall encourage the establishment of institutions which ensure and promote their adoption and advance their welfare, and education.*

There are many subordinate laws that deal with the different aspects of violence against children. The Family law, the Penal law, the Criminal Procedure law and the Labor law are the notable ones. All of these laws have gone through some revision recently, with the principal objective of making them consonant with progressive standards and constitutional principles. The old family law that had been in operation in the country since 1960 is being replaced by a new one in many regions (member states) of the Ethiopian Federal Democratic Republic. The family law that was proclaimed in 2000 by the federal parliament to be enforceable in the administrative cities of Addis Ababa and Dire Dawa has served as a model for the other regional family laws. The family law contains many provisions, which attempt to ensure that children are not left without guardians and tutors as well as which require guardians and tutors to ensure the wellbeing and physical and intellectual development of children entrusted to them (OMCT 2001).

The issue of violence against children (VAC) is widely dealt with in this law. One cannot also fail to mention the labor law that has relevance to the major issue of child labor. Besides these written and modern laws, there are various customary norms operating in the country. Legally, customary norms are allowed to operate in so far as they don't come in conflict with constitutional principles. Article 34(5) of the Constitution recognizes adjudication of disputes relating to personal or family matters in accordance with customary or religious laws on condition that both parties to such disputes have given their consent (ibid).

According to OMCT (2001), many acts of violence against children are specifically criminalized in the penal law. There are specific provisions on infanticide, sexual violence, abduction, maltreatment, neglect and negligent treatment, sexual exploitation of children, as well as trafficking. The revised penal law has made many positive changes. Some provisions are more elaborated and clarified. Others that were found to deviate from constitutional standards are canceled altogether. For instance, the provisions that used to exempt the perpetrator of rape or abduction from criminal charges if he marries the victim are cancelled. This means rape and abduction will be prosecuted regardless of the marriage between the offender and the victim.

On the other hand, new sets of provisions on harmful traditional practices have been incorporated. As a result, female genital mutilation is now explicitly criminalized. Another positive change made in the revised penal law is the removal of the provision that allowed corporal punishment as one form of penalty for commission of a crime. Corporal punishment is not a valid measure of correction under the amended law. Nevertheless, corporal punishment in the home is still not outlawed. In fact, it seems some legal defense is available to parents who inflict corporal punishment on their children. Article 579 of the revised law that criminalizes maltreatment of minors reserves for the right to administer lawful and reasonable chastisements.

The revised Ethiopian Family law (2000) has moved in the right direction in removing the provision [Article 267, Civil Code 1960] that empowered legal guardian/s to inflict light bodily punishment on the minors in their care for the purpose of ensuring the latter's education. The provision in the revised law reads as 'the guardian may take the necessary disciplinary measures for the purpose of ensuring his up bringing', Article 258, the revised family code, proc. 213/2000.

Improvements made in the family law are not limited to restricting corporal punishment. It has for instance raised the minimum age for marriage of girls from 15 to 18. It is to be noted that the old family law fixed age of marriage as 15 for girls and 18 for boys.

With respect to legal redresses for VAC, penal as well as civil action may be instituted against the perpetrator of violence. For penal redress, the incident must be reported to the police who then will make an investigation. Anyone may make a report to the police unless it is specified in the penal law that the injured party needs to file a private complaint first. In offences of private nature, the specific articles in the penal law state that the offence is punishable upon complaint.

Several police stations in major towns and cities have now child protection units who will handle cases of children as victims or as offenders. After investigation has been carried out by the police, the prosecution office is responsible for bringing the case before the court. At present, attempts are being made to improve the court system. A child- friendly court system that deals with VAC has become operational in Addis Ababa since September 2004. The set up of a similar bench in three more regions (Tigray, Oromia and SNNPR) is underway. For cases of Juvenile offenders-a group that constitutes offenders of ages 9 to on the other hand, some benches in Addis Ababa are exclusively assigned to deal with them. But in practice, not all cases of children in conflict with the law appear before the courts. Children reported to the police for minor offences may be referred to community correction programs. Although this practice has no legal foundation, it is gradually getting acceptance by the general public as well as by law enforcement bodies.

On the other hand, when juvenile offenders have been tried and found guilty of an offence, they may be subject to different measures or penalties ranging from supervised education to imprisonment. Young offenders of this age group shall not be subject to the ordinary penalties applicable to adults nor shall they be kept in custody with adult offenders. On the other hand, persons between the ages of 15 and 18 are subject to the ordinary provisions although judges have discretionary power to use the special provisions applicable to juvenile delinquents. Also, when imprisoned, such persons are to be kept separately from adult offenders until attaining the age of majority. Finally, offenders below the age of 18 at the time of commission of a crime cannot be subjected to capital punishment.

Arbegnoch and Medhanialem second cycle elementary school.

The target sample subjects from the five schools and grades were selected using proportionate stratified random sampling technique. The sample size of the population was determined using the simplified formula of Yamane (in Israel 2003):

$$n = \frac{N}{1 + N (e^2)}$$

Where: n is sample size,

N is size of the population and

e is confidence level.

As a result, 369 students (170(46.1%) males and 199 (53.9%) females) were selected from the total of 4619 students of the second cycle elementary schools. Systematic random sampling procedure was applied to each grade level and produced a sample size of 369. Questionnaires were distributed to these 369 students and 328 returned to the investigator. Of these returned questionnaires, 14 had been discarded because they were incomplete. So the final study was based on the responses of 314 students (139(44.3%) males and 175 (55.7%) females). The sample size of students per school is shown in Table 2.

**Table 2: Sample Size of Students in Each School**

School	Grade	Number of students					
		Population			Sample		
		Male	Female	Total	Male	Female	Total
Kelem Amba	5-8	239	269	508	19	21	40
Belay Zeleke	5-8	542	664	1206	43	53	96
Arbegnoch	5-8	315	452	767	25	36	61
Addis Ababa No 2	5-8	186	186	372	16	16	32
Medhanialem	5-8	844	922	1766	67	73	140
Total		2126	2493	4619	170	199	369

### 3.3.2. Teacher and School Director Participants

Similar to student respondents, teachers and school directors of the aforementioned schools were requested to be participants of the study. There were 149 (82 male and 67 female) teachers and school directors of second cycle elementary school in the five selected schools and 108 teachers and directors were considered as representatives of the target population. A proportionate stratified random sampling procedure was used to select these samples from each school. These subjects comprised of 59(55%) males and 49(45%) females. Questionnaires were distributed to these teachers and directors. All the respondents returned the questionnaires to the investigator. The sample size of teachers and school directors per school is shown in Table 3.

**Table 3: Sample Size of Teachers and Directors in Each School**

School	Grade	Number of students					
		Population			Sample		
		Male	Female	Total	Male	Female	Total
Kelem Amba	5-8	11	8	19	8	6	14
Belay Zeleke	5-8	18	23	41	13	17	30
Arbegnoch	5-8	13	11	24	9	8	17
Addis Ababa No 2	5-8	12	16	18	9	4	13
Medhanialem	5-8	28	19	47	20	14	34
Total		82	67	149	59	49	108

### 3.4. TOOL

The researcher used questionnaires to collect information. This was because questionnaire is amenable to statistical data analysis with minimal manipulation of raw data, help to access a large sample, place minimal demands on personnel, can avoid biases of responses due to personal experiences unlike interview and observation and can be totally anonymous (Plub and Spyridakis, 1992). Questionnaires that consisted of specific questions about right violations in schools on students were administered to students, teachers and school directors.

### **3.4.1. Source of the Questionnaires**

The original source of these questionnaires was International Society for the Prevention of Child Violence and Neglect (ISPCAN). These instruments were prompted by the UN Secretary-General's call for a study on Children and Violence. ISPCAN has focused upon building instrumentation that can be used by investigators all over the world to assess their own communities and other countries.

### **3.4.2. Description of Questionnaires and Content Validation**

The original teachers' and directors' questionnaire has 45 items categorized in 3 sections, namely back ground information, applicability of methods that might be used to teach students the right behavior and; neglect and sexual abuse questions. On the other hand, the original students' questionnaire has 58 items in two sections; background information and questions about school.

The researcher had done forward and backward translation (English-Amharic and Amharic--English) using two professionals for each translation and selected 44 items from the total of 58 students' questions which were appropriate to our culture and context. The questionnaires were again distributed to 5 professionals for its validity. These experts were instructors in Educational Psychology (1), Educational Measurement (1), Educational Planning (1) and language (2) from Addis Ababa University. Based on the comments of these professionals, the students' questionnaire was developed for the pilot study which consisted of 39 main items and 5 questions related to back ground information.

The questionnaires were presented in Amharic to make them simple and understandable for the sample respondents. The nature of the questionnaire was both open ended and close ended. The first part of the questions was concerned on demographic characteristics like gender, age, name of school and number of years they have been in the school. The second part of the questionnaire included 39 items each having 2 sub questions. The items dealt with the subjects' self -reported experiences of violence in schools (Appendix A).

On the first of sub-questions, the students were required to indicate their responses on a four-point scale (many times, some times, seldom and never). The rating scale has the following

designations: 4= many times; 3 = some times; 2 = seldom and 1 = never (if the statement is positive, this scoring is reversed). On the second sub-questions, students were asked to identify the perpetrators of such violence from guard/cleaner, teacher, school director, classmate, monitor, and any other person category). In the third and last section of the questionnaire, students were requested to give their free response to the open ended questions dealing with the general views and comments on the preventive measure of violence.

For teachers' and directors questionnaire, the researcher had also done forward and backward translation (English-Amharic and Amharic-English) using the same professionals. The questionnaire was presented in Amharic to make them simple and understandable for all. The questionnaire consisted of a total of 38 main questions including sub-questions about the existence of violence in their schools. The nature of the questionnaire was both open ended and close ended and was designed to assess the experiences, practices, exposures and / or frequencies teachers and directors have to violence. The first part of it forwarded questions related to demographic characteristics like age, gender, name of school, qualification, grade level they teach, experience and number of students per class. The second part of the questionnaire covered methods teachers and directors in general use to correct misbehaviors among students (in a four point scale) and preventive methods. The rating scales for teachers' and school directors' questionnaire was in a five point scale. (Appendix C).

### **3.5. PILOT STUDY**

In order to test appropriateness of items and the reliability of the questions, the researcher decided to obtain test-retest reliability and had administered the questionnaire two times to students, teachers and school directors with the help of two assistants. The researcher trained the assistants on the purpose of the study, the nature of the questionnaires and the school environment where the questionnaires were to be distributed. The researcher had also informed the assistants about research ethics and procedures in data collection. Test-retest method of checking the reliability of the instruments was to make any substantial progress on questions of reliability one needs, of course, repeated measurements (Bailey, 1994).

### **3.5.1. Item –Analysis and Test-Retest Reliability of Students’ Questionnaire**

The first administration was done on 40 students of both gender in Kelem Amba Elementary and Junior Secondary School. The total number of questions that the researcher presented was 44. The students were informed not to write their names to maintain confidentiality of their responses. To make a clear identification of respondents in the second administration, students were asked to write their mother’s name at the end of the questionnaires. During the first administration, 1 failed to write his/her mother’s name. In the first administration, using Chi-square ( $\chi^2$ ) 8 questions were found not significant (Appendix G). As a result, 6 of the items were revised in their wordings/language and 2 questions were totally cancelled from the list, which made the final number of the questions 42 for the second administration.

The second administration was done after 2 weeks based on the concept of, “the interval between the two administrations be relatively short, a week to two weeks there by hoping to tap only random measurement error and not true chance” (Pedhazur, 1991).

During the second administration, the researcher and his assistants could not get 4 respondents of the first administration and 6 respondents’ code was inconsistent with the first administration code. As a result, the test-retest reliability was calculated based on the feedback of 30 students. The rated scores (1, 2, 3, or 4) for each item for the whole questionnaire was added and the results of the two administrations were used to calculate the reliability. The reliability coefficient was calculated using Pearson Correlation and this was done using the SPSS computer program. The reliability coefficient for the students’ questionnaire was found to be 0.72 (Appendix E). According to Kappa (in Feldmann, 2007), a reliability coefficient of above 0.80 was considered to be excellent; 0.61–0.80 good; 0.41–0.60 moderate; 0.21–0.40 fair and below 0.20 poor. Accordingly, the reliability of this questionnaire was considered to be good.

### **3.5.2. Item –Analysis and Test-Retest Reliability of Teachers’ and Directors’ Questionnaire**

The questionnaire for teacher and director participants was tried out for test-retest reliability. The questionnaire was administered first time to 30 teachers and directors who were teaching from grade 5 to 8 in Belay Zeleke Elementary and Junior Secondary school. The researcher used this school because the number of teachers who were teaching in Kelemamba (grade 5 to 8) was few

in number. The questionnaire comprising of 44 questions were distributed to the 30 teachers and directors. The contents of the questionnaire were: 8 questions on background information, 33 questions for rating the extent to which respondents observed violence ( many times, some times, seldom and never), and 3 open ended questions on the alternative approaches and preventive methods. Among these, 30 questions were on five point scale type that expresses the frequency of occurrence of violence. The category had the following designations: 1= Never; 2= 1-2; 3= 3-5; 4= 6-10 and 5=above 10. The demographic codes were used for identification of respondents in the second administration like gender, age, qualification, responsibility, grade level where she/he taught and years of teaching experience. Using Chi- square ( $\chi^2$ ), 4 questions were found to be not significant. As a result, 4 of them were revised in their languages and included in the final study (Appendix H).

The rating scale was on a five point scale. However difficulty of marking was observed among respondents. As a result, the final questionnaire was changed to four point scale with the designation of 4= many times; 3 = some times; 2 = seldom and 1 = never (if the statement is positive, this scoring was reversed).

The second administration of the questionnaire was done after 2 weeks. During the second administration, the researcher and his assistants could not get one teacher. Hence, the test- retest reliability was calculated based on the feedback of the 29 teachers. The rated scores (1, 2, 3, or 4) for each item of each respondent for the whole questionnaire was added and the results of the two administrations were used to calculate the reliability. Based on these results, the reliability was calculated in Pearson Correlation using SPSS and was found to be 0.94 (Appendix F).

### **3.6. PROCEDURES OF DATA COLLECTION**

Before the investigator enters to the process of data collection, the researcher and his assistants contacted each of the school directors and discussed with them the purpose of the research.

After the questionnaires were finalized, both the researcher and his assistants went to each school and communicated with the directors of each school. The students were given on an average one hour to complete the questionnaires at school environment. This was done to give them time to think about the problems seriously, read the questions line by line, and give reasons for some

questions. At the same time, they were given space of freedom from any interference to give their own feelings and experiences confidentially. Teachers were given the questionnaires during break time. It was at the end of the daily shift that we collected the questionnaires of teachers and directors.

### **3.7. Methods of Data Analysis**

Once the data have been collected from target sources (samples), data were summarized based on the responses of each group using the statistical methods and finally developed the interpretation. The statistical tools used for analysis in this study was descriptive, that is, percentage and mean value using SPSS/ PC+ (Statistical Package for the Social Science). Percentage was chosen to identify the more prevalent problems, status and magnitude of each violence. Mean value was used to see how each item vary from the average grand mean.

The percentage was calculated by adding the frequency of response for each category and dividing the result by the total number of expected response for each item. The mean value was calculated by multiplying each category response ((many times (4), some times (3), seldom (2), and never (1)) with the frequency of responses, then adding the product of each and finally dividing the result by the total number of respondents for each item.

As shown in table 4, 175 (55.7%) of the students involved in the study were females and 139 (44.3%) were males. In relation to their grade levels, 57(18.2%) were grade 5; 73 (23.2%) grade 6; 78(24.8%) grade 7 and finally 106 (33.8%) were grade 8 students. As to their ages, the most frequent age category was 14-16 years which constitute 183 (58.3%) and the next being 11-13 years comprising of 101(32.1%). The least frequent age category was  $\leq 10$  years having an occurrence of 7(2.2%) and the next lowest being 17- 19 years (20 (6.3%)). Among the 314 respondents, 3 (1%) of them omitted to mark their ages.

With regard to the number of years students who have stayed in their schools;  $\leq 4$  years 109 students (34.7%), 5 years of stay 55 students (17.50%), 6 years of stay 50 students (15.9%), 7 years of stay 49 students (15.6%) and 8 years of stay 41 students (13.1%). There were still 7 students (2.3%) who have been in the school for more then 8 years which might have either repeated grades or dropped at some level. Similar to age category, 3 students (1%) did not indicate the number of years they were in the school.

**Table 5: Background Information of Teacher and Director Respondents**

Characteristics	Category	n	%	Total		Missing	
				n	%	n	%
Gender	Male	59	54.6	108	100	-	-
	Female	49	45.4				
Grade level teachers teach	5	24	22.2	100	92.6	8	7.4
	6	11	10.2				
	7	11	10.2				
	8	16	14.8				
	5-8	38	35.2				
Age	≤ 25	33	30.6	104	96.3	4	3.7
	26-31	27	25.0				
	32-37	13	12.0				
	38-43	9	8.3				
	44-49	14	13.0				
	≥ 50	8	7.4				
Teaching Experience in the sample school	≤ 5	71	65.7	101	93.5	7	6.5
	6-15	21	19.4				
	16-25	7	6.5				
	≥ 26	2	1.9				
Teaching Experience in other school(s)	≤ 5	26	24.1	74	68.5	34	31.5
	6-15	27	25.0				
	16-25	21	19.4				
	≥ 26	-	-				
Average Number of students in a class	≤ 50	11	10.2	100	92.6	8	7.4
	51 - 55	6	5.6				
	56-60	31	28.7				
	61-65	29	26.9				
	66-70	14	12.9				
	≥ 71	9	8.3				
Qualification	TTI	19	17.6	107	99.1	1	.9
	12+1	4	3.7				
	12+2 /Diploma	80	74.1				
	12+3	3	2.8				
	12+4/Degree	1	.9				
Responsibility (Main Duty )	Teacher	100	92.6	108	100	-	-
	School directors	3	2.8				
	Deputy directors	5	4.6				

Table 5 depicts the demographic characteristics of teachers and school directors. Accordingly, 49 (45%) of the respondents were females and 59 (54.6%) were males. These teachers were appointed to teach in grade 5 (24 (22.2%)), grade 6 (11(10.2%)), grade 7 (11(10.2%)), grade 8 (16 (14.8%)) or combination of them 38 (35.2%). Among the total respondents, 8 (7.4%) of them were school directors and deputy directors.

Young teachers ( $\leq 25$  years old) dominated the age category embracing 30.6%. The next highest category was 26-31 years encompassing 27(25.0%) teachers and directors, and the third highest was the category of 44-49 years of age consisting 14(13.0%). The lowest age category was  $> 50$  years involving 8 (7.4 %) and the next lowest being 38-43 years category 9(8.3%).

Since young staff were dominant in number, they also were the highest number 71(65.7%) with the lowest teaching experience of  $\leq 5$  years. The highest teaching experience category with the lowest frequency of 2(1.9%) was  $\geq 26$  years and the next being 7 (6.5%) with age category of 16-26. The experience teachers have in other schools showed a little shift from experience in the sample schools. That is  $\leq 5$  years is the second consisting of 26 (24.1%) and the highest or the first being 6-15 years of experience 27 (25.0%). The next figure goes to 16-25 years of experience covering 21 (19.4%) respondents. Surprisingly, 34(31.5%) of the subjects did not respond to the question.

As to their qualification (Table 5), more than 1/3 of the total, 80(74.1%) of them were (12 +2)/ diploma holders and the next highest being those who were TTI (Teachers Training Institute) graduates who shared 19(17.6%) of the total. The lowest frequency but the highest qualification was degree level which shared 1 (0.9%) and the next lowest being 12+3 and 12+1 with a frequency of 3(2.8%) and 4 (3.7%) respectively. Among the respondents, 1(0.9%) did not mark her/his qualification. On the responsibility (main duty) of respondents in their schools, 100(92.6%) of them were appointed as teachers and 8 (7.4%) as school directors.

## **4.1.2 .Prevalence of Violence against Students in Schools**

This is the section where the responses of students', teachers' and school directors' are discussed on the prevalence of violence against students in schools in 2005/06 academic year. Generally the results are categorized in to 6 main themes for the sake of presentation and discussion based on the kinds of violence. These are physical violence, discrimination, emotional violence, neglect, sexual harassment, alternative disciplinary approaches and suggested preventive methods. For each category of violence, the responses of students and teachers are treated separately.

### **4.1.2.1. Physical Violence in Schools: Students', Teachers' and Directors' View during**

One of the main purposes of the study was to investigate prevalence of different types of violence in schools as a means of correcting misbehaviors. Assefa (2006) revealed that physical violence is prevalent in Ethiopia. He also reported that it is a serious problem of being a violent society and if we don't do some thing about it, then our children are going to be perpetrators of violence which in the long run will not help in building a peaceful society. So we have to address the violence issue right from the very beginning at the family and school level.

The following tables deal with physical violence. Therefore, the view of respondents towards the problem and perpetrators during 2005/2006 academic year are presented as follow.

**Table 6: Prevalence of Physical Violence in Schools: Students' View**

The following table deals about the observations of students in 2005/2006 academic year to different types of physical violence and perpetrators for each violence.

Question Number	Questions Related to Physical violence	Frequency of Responses							Frequency of Perpetrators *						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor	Any other person	Total
2	Hurt you or caused pain to you at school	10	37	45	219	311	3	1.5	15	29	11	13	12	8	88
	%	3.2	11.8	14.3	69.7	99.0	1.0		17.0	33.0	12.5	14.8	13.6	9.1	100
3	Tried to cut you purposefully with a sharp object	2	4	5	299	310	4	1.1	0	2	0	7	9	0	18
	%	.6	1.3	1.6	95.2	98.7	1.3		0	11.1	0	38.9	50.0	0	100
6	Slap you with a hand on your face or head as punishment	30	68	75	140	313	1	1.9	9	71	17	27	33	24	181
	%	9.6	21.7	23.9	44.6	99.7	.3		5.0	39.2	9.4	15.0	18.2	13.2	100
10	Stole/ broke your belongings	28	50	46	186	310	4	1.7	3	19	0	77	31	23	153
	%	8.9	15.9	14.6	59.2	98.7	1.3		2.0	12.4	0	50.3	20.3	15.0	100
11	Twisted your ear as punishment	34	67	76	130	307	7	2.0	15	73	19	24	32	21	184
	%	10.8	21.3	24.2	41.4	97.8	2.2		8.2	39.7	10.3	13.0	17.4	11.4	100
15	Pulled your hair as punishment	9	17	28	253	307	7	1.3	6	17	7	12	0	13	55
	%	2.9	5.4	8.9	80.6	97.8	2.2		11.0	31.0	12.7	21.8	0	23.6	100.
19	Hit you by throwing an object at you	16	49	58	183	306	8	1.6	15	24	11	30	22	26	128
	%	5.1	15.6	18.5	58.3	97.5	2.5		11.8	18.8	8.6	23.4	17.2	20.3	100

Question Number	Questions Related to Physical violence	Frequency of Responses							Frequency of Perpetrators *						
		Times Many (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Mean Grand ( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor	other Any person	Total
23	Choked you	5	13	15	273	306	8	1.2	4	7	0	11	6	14	42
	%	1.6	4.1	4.8	86.9	97.5	2.5		9.5	16.7	0	26.2	14.3	33.3	100
24	Hit you with a closed fist	31	65	80	130	306	8	2.0	4	62	5	18	16	12	117
	%	9.9	20.7	25.5	41.4	97.5	2.5		3.4	53.0	4.3	15.4	13.7	10.3	100
31	Twisted your fingers or hands as punishment	20	36	38	215	309	5	1.5	5	22	6	33	19	16	101
	%	6.4	11.5	12.1	68.5	98.4	1.6		5.0	21.8	6.0	32.7	18.8	15.8	100
33	Made you kneel down in a way that hurts you	20	72	75	143	310	4	1.9	12	93	16	19	15	9	164
	%	6.4	22.9	23.9	45.5	98.7	1.3		7.3	56.7	9.8	11.6	9.1	5.5	100
	Total frequency of each response	205	478	541	2171	3395	59		88	419	92	271	195	166	1231
	%	6.0	14.1	16.0	64.0	100			7.1	34.0	7.5	22.0	15.8	13.5	100
	Average Grand Mean ( $\bar{X}$ )							1.6							

Note; \*There were multiple category responses for the same question.

Students' report of their view on prevalence of physical violence in schools (Table 6) indicated that twisting ears and hitting with a closed fist ( $\bar{X}=2.0$ ), kneeling down in a way that hurts children and slapping with a hand on their face ( $\bar{X}=1.9$ ) were the most prevalent respectively. Following this, stealing or breaking of their belongings ( $\bar{X}=1.7$ ), hitting by throwing objects ( $\bar{X}=1.6$ ), and twisting fingers or hands and causing pain ( $\bar{X}=1.5$ ). The rest activities tend to occur between seldom and never (1.1 and 1.3). Mean value was used to see how each item vary from the average grand mean. The mean value was calculated by multiplying each category response ((many times (4), some times (3), seldom (2), and never (1)) with the frequency of responses, then adding the product of each and finally dividing the result by the total number of respondents for each item. For example, the response of students for item 2 category many times (4) was 10, some time (3) 37, seldom (2) 45 and never 219 responses. Therefore the grand mean was calculated as  $(4 \times 10 + 3 \times 37 + 2 \times 45 + 1 \times 219) / 311 = 1.5$

Some students even expressed their experiences as:

*"The most urgent issue is that school staff who are appointed to be guards in the school are dictators. They are performing both physical and emotional violence on children. Those concerned authorities shall make a follow up and take the necessary preventive measures."*

15 year old girl, grade 7

*"While we were taking examination, my classmate asked me to help him. But I rejected his request. Starting from that time on wards he is scaring me with his friends.. I have reported to the school but no measure is taken yet. The problem is still going on."*

15 year old boy, grade 6.

Seen as a whole, 6.0% students faced physical violence many times, 14.1% some times and 16% seldom. This value could be reached by adding the number of students who selected each category against the total expected response (3454 (11 items x 314 respondents)). In general, though the frequency varied from the category of many times to seldom, physical violence was prevalent in schools in 36.1 %.

As to the perpetrators of physical violence (Table 6), teachers practiced the most prevalent physical violence by 'making students kneel down in a way that hurts them' (56.7 %). Likewise, teachers perpetrate by, twisting students' ear as punishment (39.7%), slapping students with a hand on their face or head as punishment (39.0%), hitting with a closed fist (53.0%), hurting or

caused pain to students at school (33.0%), and pulling hair as punishment (31.0%). On the other hand, respective to the above listed methods of violating students, guards/cleaners (17.0%), monitors (18.2%), monitors (17.4%), any other person category (23.6%), classmates (15.4%), and again classmates (11.6%) took the second rank correspondingly to each perpetration. Similarly, classmates (between 13% to 22%), monitors (13.7%) and school directors (9.8%) ranked third respectively for the items mentioned above. The percentage was calculated by adding the frequency of response for each category and dividing the result by the total number of expected response for each item. For example, the total number of frequency of responses for item 2 of students' response in category 'many times (4) was 10 and total expected frequency of the response was 314. Therefore the percentage of the response for item 2 with category of many times (4) was  $(10 \times 100) / 314 = 3.2$ .

According to the students view, perpetrators in 'any other person category' were school drop outs, gangs on the way to schools and even in the school, federal Police, family, neighboring students in the neighboring schools, sugar daddies and students in other schools who have friends in the victims' school.

With respect to the above mentioned physical violence related questions, students reported that monitors practiced the highest rate by, 'tried to cut students purposefully with a sharp object', 9(50%). On the other hand, classmates did the highest on 'stole or broke students' property 77 (50.3%), hit students by throwing an object 30(23.4%), and twisted students' fingers or hands as punishment' 33(32.7%). In this violence, monitors 31(20.3%), any other person category 26(20.3%) and teachers 22(21.8) caught the second position respective to each violence where as any other person category 23(15.0%), teachers 24(18.8%), and monitors 19(18.8%) occupied the third order.

In line with students' view, observed as a whole, teachers took the first rank in perpetrating physical violence in schools with cumulative frequency of 419( 34.0%), and the rest classmates 271(22.0%), monitors 195 (15.8%), any other person category 166(13.5%), school directors 92(7.5%) and guards/cleaners 88(7.1%) occupied from second to sixth ranks.

The next table depicts about the Prevalence of Physical Violence based on the responses of teachers and directors.

**Table 7: Prevalence of Physical Violence: Teachers' and Directors' View**

The following table indicates the view of teachers and directors to the prevalence of different types of physical violence during 2005/2006 academic year.

Question Number	Questions Related to Physical violence	Frequency of Responses						Grand Mean ( $\bar{X}$ )
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	
5	Hit them on the buttocks or elsewhere with an object such as a stick, broom, cane, or belt	3	10	26	69	108	0	1.5
	%	2.8	9.3	24.1	63.9	100		
6	Punished them by giving something else to do (distracted them)	8	17	21	61	107	1	1.7
	%	7.4	15.7	19.4	56.5	99.1	.9	
7	Pinched their ear	4	16	28	60	108	0	1.7
	%	3.7	14.8	25.9	55.6	100		
8	Hit them on the head with knuckle or back of the hand	6	16	31	55	108	0	1.8
	%	5.6	14.8	28.7	50.9	100		
10	Pulled their hair	1	2	14	91	108	0	1.2
	%	.9	1.9	13.0	84.3	100		
13	Kicked them with a foot	5	4	17	81	107	1	1.4
	%	4.6	3.7	15.7	75.0	99.1	.9	
14	Forced them to kneel down or stand in a manner that results in pain	8	13	26	61	108	0	1.7
	%	7.4	12.0	24.1	56.5	100		
16	Choked them or squeezed their neck with hands (or something else)	6	3	10	89	108	0	1.3
	%	5.6	2.8	9.3	82.4	100		
21	Pinched their body	1	3	26	77	107	1	1.3
	%	.9	2.8	24.1	71.3	99.1	.9	
23	Slapped on face or back of head	6	6	14	82	108	0	1.4
	%	5.6	5.6	13.0	75.9	100		
26	Hit them over and over with object or fist	0	5	9	94	108	0	1.2
	%	0	4.6	8.3	87.0	100		
27	Threatened them with duster	5	1	19	83	108	0	1.3
	%	4.6	.9	17.6	76.9	100		
	Total of each response	53	96	241	903	1293	3	
	Average Grand Mean ( $\bar{X}$ )							1.5

As it can be seen from table 7, on prevalence of different physical violence as a method of correcting misbehaviors of students, teachers and directors view ranged from low  $\bar{X}= 1.2$  (pulled hair and hit them over and over with objects or fist) to high  $\bar{X}=1.8$  (hit them on head with knuckle or back of the hand). Other violence like punishing them by giving some thing else to do, pinched their ear and forced them to kneel down or stand in a manner that results in pain had a considerable number of prevalence  $\bar{X}= 1.7$  where teachers and directors practice them. The mean values of the remaining physical violence are lower than  $\bar{X}=1.7$ , implying that they were less prevalent compared to others.

In general, the degree of prevalence of physical violence practiced by teachers and directors as a means of correcting misbehaving students was (30.1%) though it varied from many times to seldom categories.

#### **4.1.2.2: Discrimination in Schools: Students', Teachers' and Directors' View**

Article 23 of the CRC and article 3 of ACRWC declared that every child shall be entitled to the enjoyment of the rights and freedoms irrespective of his/her parents' or legal guardians' race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status. But the following tables; Table 8 and 9 show the practice of discrimination against these declarations for the period of 2005/2006 academic year.

**Table 8: Prevalence of Discrimination in Schools: Students' View**

The next table talks about the outlooks of students to the following different questions on discrimination in schools and persons who practice them throughout 2005/2006 academic year.

Question Number	Questions Related to Discrimination	Frequency of Responses							Frequency of Perpetrators *						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor	Any other person	Total
4	Embarrassed you because you were poor or unable to buy things	9	21	30	250	310	4	1.3	7	11	3	17	9	16	63
	%	2.9	6.7	9.6	79.6	98.7	1.3		11.1	17.5	4.8	27.0	14.3	25.4	100
8	Referred to your religion in a hurtful way	17	19	17	255	308	6	1.3	3	9	7	18	11	14	62
	%	5.4	6.1	5.4	81.2	98.1	1.9		4.8	14.5	11.3	29	17.7	22.6	100
13	Referred to any health problems you might have in a hurtful way	9	12	10	280	311	3	1.2	1	8	2	13	3	10	37
	%	2.9	3.8	3.2	89.2	99.0	1.0		2.7	21.6	5.4	35.1	8.1	27	100
14	Threatened to give you low marks that you didn't deserve	12	29	44	228	313	1	1.4	0	87	7	0	0	0	94
	%	3.8	9.2	14	76.2	99.7	.3		0	92.6	7.4	0	0	0	100
32	Tried to embarrass you because you were an orphan or without a parent	6	11	14	278	309	5	1.2	6	4	2	22	4	8	46
	%	1.9	3.5	4.5	88.5	98.4	1.6		13.0	8.7	4.3	47.8	8.7	17.4	100
38	Referred to your gender in a hurtful way	12	23	30	246	311	3	1.4	5	8	5	28	9	13	68
	%	3.8	7.3	9.6	78.3	99.0	1.0		7.4	11.8	7.4	41.2	13.2	19.1	100
	Total frequency of each response	65	115	145	1537	1862	22		22	127	26	98	36	61	370
	%	3.5	6.2	7.8	82.5	100	1.2		6.0	34.3	7.0	26.5	9.7	16.5	100
	Average Grand Mean ( $\bar{X}$ )								1.3						

Note; \*There were multiple category responses for the same question.

Here in table 8, students' report on the prevalence of discrimination portrayed that the mean value ranged from the lowest 1.2 (referred to any health problems you might have, tried to embarrass you because you were orphans) to the highest 1.4 (threatened to give you low marks that you did not deserve and referred to your gender in a hurtful way). The response of students to the rest items stretch out between seldom and never.

In general, students faced discrimination in their schools though the occurrence was low (many times (3.5%), some times (6.2%) and seldom (7.8%)). This cumulatively resulted in prevalence rate of (17.5%). The table also indicated the non-occurrence of discrimination (81.6%). However, 1.2% of the total respondents did not give their experiences towards the problem.

With regard to perpetrators as indicated in Table 8, among the 63 respondents, classmates were highly alleged on practicing discrimination in schools. That is 'embarrassed students because they were poor or unable to buy things (27.0%), referred to students religion in a hurtful way (29.0%), referred to any health problems students might have in a hurtful way (35.1%), tried to embarrass students because they were orphans (41.2%), and referred to students' gender in a hurtful way (41.2%). Respective to each problem, any other person category was indicated as the second perpetrator's category at a rate of 25.4%, 22.6%, 27.0% and 17.4% respectively. Analogously, teachers (17.5%), monitors (17.7%), teachers (21.6), guards/cleaners (13.0%), again monitors (13.2%) were considered the third perpetrators respective to each violence and the rest took the last orders. On the other hand, teachers (92.6%) and directors (7.4%) were the only alleged perpetrators for 'giving low marks that students did not deserve'.

The following table portrays the Prevalence of discrimination in schools for the duration of 2005/2006 academic year based on the responses of teachers and directors.

**Table 9: Prevalence of Discrimination in Schools: Teachers' and Directors' View**

The table below is about the view of teachers and directors on the practices of discrimination in school environment during 2005/2006 academic year.

Question Number	Questions Related to Discrimination	Frequency of Responses						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean( $\bar{X}$ )
11	Forcing them leave the classroom	15	24	33	36	108	0	2.2
	%	13.9	22.2	30.6	33.3	100.0	0	
18	Send them away for a long time from school	2	3	24	78	107	1	1.3
	%	1.9	2.8	22.2	72.2	99.1	.9	
19	Took away privileges or forbade something in the school	1	2	5	99	107	1	1.1
	%	.9	1.9	4.6	91.7	99.1	.9	
25	Deduct marks as punishment	1	1	8	98	108		1.1
	%	.9	.9	7.4	90.7	100		
	Total frequency of each response	19	30	70	311	430	2	
	Average Grand Mean ( $\bar{X}$ )							1.4

As it is seen in table 9, teachers and directors reported that they never practiced discrimination in their schools (72.3 %). It was (27.7 %) who reported that they practiced discrimination though its prevalence varied from many times (4.4 %) to seldom (16.3 %).

Observing each item, the least prevalent were 'took away privilege or forbade some thing in the school and deduct marks as punishment' ( $\bar{X}$ =1.1) and the most prevalent was 'forcing students leave the classroom' ( $\bar{X}$ =2.2). The average grand mean was ( $\bar{X}$ =1.4) which was almost above all the grand means except 'forcing them leave the classroom' ( $\bar{X}$ =2.2).

#### **4.1.2.3. Emotional Violence in Schools: Students', Teachers' and Directors' View**

Emotional violence may refer to verbal, mental, or psychological violence which may include acts or the failures to act by parents or caretakers that have caused or could cause serious behavioral, cognitive, emotional, or mental disorders on children (O'Moore 1999). According to Gambotto (2006), this may be revealed in the form of Rejecting children, degrading, terrorizing, isolating, corrupting/exploiting, denying emotional responsiveness and others.

Emotional violence was found to be prevalent in school environment. The data gathered from the sample participants indicated that students were embarrassed by their teachers, classmates, directors, guards, monitors and any other person category.

The following tables, Table 10 and 11 indicate the view of students, teachers and directors towards the prevalence of emotional violence in schools for the period of 2005/2006 academic year.

**Table 10: Prevalence of Emotional Violence in Schools: Students' View**

The following table explains about the view of students on different questions that are talking about, different types of emotional violence at school environment and individuals who practice them during 2005/2006 academic year.

Question Number	Questions Related to Emotional violence	Frequency of Responses						Frequency of Perpetrators *							
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean ( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor	Any other person	Total
16	Made other children to laugh at you	14	28	31	231	304	10	1.4	14	38	14	29	16	18	129
	%	4.5	8.9	9.9	73.6	96.8	3.2		10.9	29.5	10.9	22.5	12.4	14.0	100
18	Deliberately insulted you	38	59	46	169	312	2	1.9	13	29	15	42	22	16	137
	%	12.1	18.8	14.6	53.8	99.4	.6		9.5	21.2	11	30.7	16.1	11.7	100
26	Shouted at you to embarrass or humiliate you	19	37	55	201	312	2	1.6	9	16	11	29	13	11	89
	%	6.1	11.8	17.5	64.0	99.4	.6		10.1	18.0	12.4	32.6	14.6	12.4	100
30	Called you rude or with hurtful names	23	28	25	232	308	6	1.5	7	11	4	33	16	14	85
	%	7.3	8.9	8.0	73.9	98.1	1.9		8.2	13	4.7	38.8	18.8	16.5	100
34	Purposely made you feel stupid or foolish	11	22	37	235	305	9	1.4	7	21	7	27	9	11	82
	%	3.5	7.0	11.8	74.8	97.1	2.9		8.5	25.6	8.5	32.9	11	13.4	100
36	Forbade you from being with other children to make you feel bad or lonely	11	8	16	276	311	3	1.2	0	11	0	5	3	12	31
	%	3.5	2.5	5.1	87.9	99.0	1.0		0	35.5	0	16.1	9.7	38.7	100
37	Forced you to do something that was dangerous	11	15	19	262	307	7	1.3	0	3	11	15	1	8	38
	%	3.5	4.8	6.1	83.4	97.8	2.2		0	7.9	29	39.5	2.6	21.1	100
	Total Frequency of each response	127	197	229	1606	2159	39		50	129	62	180	80	90	591
	%	5.9	9.1	10.6	74.4	100	1.8		8.5	21.8	10.5	30.5	13.5	15.2	100
	Average Grand Mean ( $\bar{X}$ )							1.6							

Note; \*There were multiple category responses for the same question.

Students' report (Table 10) on the emotional violence depicted that 'deliberately insulting' ( $\bar{X} = 1.9$ ), 'shouting to embarrass or humiliate' ( $\bar{X} = 1.6$ ) and 'called students rude or called with hurtful names' ( $\bar{X} = 1.5$ ) were the three most prevalent emotional violence. The less prevalent emotional violence with ( $\bar{X} = 1.3$ ) was 'forcing students to do some thing that was dangerous'.

Over all the prevalence rate of emotional violence in schools based on Table10 was, many times (5.8%), some times (9.0%), and seldom (10.4%) and resulted cumulative prevalence rate of 25.2%.

Students' view towards perpetrators of emotional violence in schools (Table 10) depicted that classmates took the first rank in 'deliberately insulting students' (30.7%), 'shouting at students to embarrass or humiliate them' (32.6%), 'calling students with hurtful names'(38.8%), 'purposely making students feel stupid or foolish' (32.9%) and 'forcing students to do some thing that was dangerous' (39.5%). As to the second rank perpetrators, it was attributed to teachers (21.2%), teachers (18.0%), monitors (18.8%), teachers (25.6%) and directors (29.0%) corresponding to the above listed emotional violence. Moreover, the third perpetrators to the above violence respectively were monitors (16.1%), monitors (14.6%), any other person category (13.4%) and still any other person category (21.1%). Teachers (29.5%) took the first rank in 'making students to laugh at others' where as classmates (22.5%) and any other person category (14.0%) occupied the second and third position respectively. On the other hand, any other person category of perpetrators (38.7%) was the first in 'forbidding students from being with other children to make them feel bad or lonely'. In this item, the second and third perpetrators were teachers (35.5%) and classmates (16.1%) correspondingly.

Seen as a whole, the perpetrators of emotional violence in schools; classmates (30.5%), teachers (21.8%), any other person category (15.2%), monitors (13.5%), directors (10.5%) and guards /cleaners (8.5%) occupied the ranks of first to sixth respectively.

**Table 11: Prevalence of Emotional Violence in Schools: Teachers' and Directors' View**

This table deals about the observations of teachers and directors on the prevalence of emotional violence in school environment in 2005/2006 academic year.

Question Number	Questions Related to Emotional Violence	Frequency of Responses						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean ( $\bar{X}$ )
3	Scared them	13	12	29	52	106	2	1.9
	%	12	11.1	26.9	48.1	98.1	1.9	
12	Shouted, yelled, or screamed at them	5	16	21	66	108	0	1.6
	%	4.6	14.8	19.4	61.1	100	0	
15	Cursed them	1	6	11	90	108	0	1.2
	%	.9	5.6	10.2	83.3	100	0	
20	Insulted them by calling [name] dumb, lazy, or other similar names	4	1	23	79	107	1	1.3
	%	3.7	.9	21.3	73.1	99.1	.9	
29	Used public humiliation to discipline them	1	-	24	81	106	2	1.3
	%	.9	-	22.2	75.0	98.1	1.9	
30	Made children to laugh at others	4	7	18	79	108	-	1.4
	%	3.7	6.5	16.7	73.1	100		
	Total frequency of each response	28	42	126	447	643		
	Average Grand Mean ( $\bar{X}$ )							1.5

In table 11, it is indicated that scaring of children ( $\bar{X}=1.9$ ) was the most prevalent emotional violence as compared to others and the next being shouting and yelling on children with mean value of ( $\bar{X}=1.6$ ) and the least being cursing of students ( $\bar{X}=1.2$ ). The rest emotional violence, insulting students by calling dumb, lazy; use of public humiliation; and made children to laugh at others have a grand mean of 1.3, 1.3, and 1.4 respectively which are below the average grand mean indicating that they were less prevalent.

Observing the overall prevalence of the problem, it was (10.4%) running from many times (1.5%) and some times (2.2 %) to seldom (6.7%).

#### 4.1.2.4. Neglect in Schools: Teachers' and Directors' View.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. The ACRWC of article 20 stated that persons responsible for the child shall have the primary responsibility of the upbringing and development the child. In relation to neglect, the following table indicates how teachers and directors treat children as a responsible person for the development of the child.

**Table 12: Prevalence of Neglect in Schools: Teachers' and Directors' View**

In the following table, the view of teachers and directors on neglect has been presented during 2005/2006 academic year.

Question Number	Questions Related to Neglect	Frequency of Responses					
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing
24	Refused to speak to them	1	9	31	67	108	0
	%	.9	8.3	28.7	62.0	100	
		Yes (2)	No (1)				
31	Was there a time in the past year that your student, did not get the medical care for an injury or illness that he or she needed at that time?	18	90			108	
	%	16.7	83.3			100	
32	Was there a time in the past year that your student was seriously hurt or injured (cuts, broken bones or worse)?	14	91			105	3
	%	13.0	84.3			97.2	2.8

As it is indicated in table12, responses of teachers and directors to item 'refused to speak to students' was many times (.9%), some times (8.3%) and seldom (28.7%) having a cumulative prevalence of (37.9%). It was (62.1%) teachers and directors who reported 'never' for the violence of 'refused to speak to students' as a practice of neglecting them. For item 'Was there a time in the past year that your student did not get the medical care for an injury or illness that he or she needed at that time?', the response 'NO' was 83.3%; and for item 'Was there a time in the past year that your student was seriously hurt or injured?', the response 'NO' was 84.4%. 2.8% of the respondents didn't give their reply to item 'Was there a time in the past year that your student was seriously hurt?'

#### 4.1.2.5. Sexual Violence in Schools: Students', Teachers' and Directors' View

Sexual violence involves using a child for sexual purposes. This may include inviting a child to touch or be touched sexually, intercourse, rape, incest, and others. The following tables (Table 13 and 14) indicate the prevalence of this sexual violence in schools and its perpetrators during 2005/2006 academic year.

**Table 13: Prevalence of Sexual Violence in Schools: Students' View**

The table below presents the observations of students on different types of sexual violence and expected perpetrators for each type.

Question Number	Questions Related to Sexual violence	Frequency of Responses						Frequency of Perpetrators *							
		Many Times (A)	Some times (B)	Seldom (2)	Never (1)	Total	Missing	Grand Mean	Guard/cleaner	Teacher	director	Classmate	monitor	Any other person	Total
5	Did anyone at school kiss you when you didn't want to be kissed?	11	15	19	262	307	7	1.3	0	9	1	17	3	11	41
	%	3.5	4.8	6.1	83.4	97.8	2.2		0	22	2.4	41.5	7.3	26.8	100
9	Did anyone at school involve you in making sexual pictures or videos?	7	5	8	292	312	2	1.1	0	2	0	9	1	8	20
	%	2.2	1.6	2.5	93.0	99.4	.6		0	10	0	45	5	40	100
12	Did anyone at school give you money/materials to do sexual things?	8	4	6	294	312	2	1.1	2	7	1	2	1	9	22
	%	2.5	1.3	1.9	93.6	99.4	.6		9	31.8	4.5	9	4.5	40.9	100
17	Touched your genitals or breast in a sexual way.	6	13	15	277	311	3	1.2	0	8	0	11	3	12	34
	%	1.9	4.1	4.8	88.2	99.0	1.0		0	23.5	0	32.4	8.8	35.3	100
20	Did anyone at school make you touch their private parts when you didn't want to?	3	5	8	293	309	5	1.1	0	2	1	8	0	7	18
	%	1.0	1.6	2.5	93.3	98.4	1.6		0	11.1	5.6	44.4	0	38.9	100

Question Number	Questions Related to Sexual violence	Frequency of Responses							Frequency of Perpetrators *						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor	Any other person category	Total
21	Showed you pictures, magazines, or movies of people or children doing sexual things.	15	14	36	244	309	5	1.4	1	3	3	18	2	14	41
	%	4.8	4.5	11.5	77.7	98.4	1.6		2.4	7.3	7.3	43.9	4.9	34.1	100
25	Did anyone ask you to have sex with him/her at school?	4	3	12	292	311	3	1.1	0	1	1	7	0	12	21
	%	1.3	1	3.9	93.9	100	1		0	4.8	4.8	33.3	0	57.1	100
29	Opened or took their own clothes off in front of you when they should not have done so.	12	3	9	286	310	4	1.2	0	3	0	13	0	7	23
	%	3.8	1.0	2.9	91.1	98.7	1.3		0	13.0	0	56.5	0	30.4	100
35	Made you take your clothes off when it was not for a medical reason	1	1	3	305	310	4	1.0	0	3	0	0	1	6	10
	%	.3	.3	1.0	97.1	98.7	1.3			30.0	0	0	10	60.0	100
	Total frequency of each response	67	63	116	2545	279	35		3	38	7	85	11	86	230
	%	2.4	2.3	4.2	91.2	100	1.2		1.3	16.5	3.1	37.0	4.8	37.4	100
	Average Grand Mean ( $\bar{X}$ )							1.2							

Note; \*There were multiple category responses for the same question.

In table 13, the view of students towards sexual violence is indicated. According to it, showing pictures, magazines, or movies of people or children doing sexual things ( $\bar{X}=1.4$ ) was the most prevalent and making you take your clothes off when it was not for a medical reasons ( $\bar{X}=1.0$ ) was the least prevalent. The others lay between these two extremes. In general, sexual violence occurred many times (2.4 %), some times (2.2 %) and seldom (4.1 %) with a total prevalence of (8.7 %) and average grand mean of 1.2.

Some students expressed their experiences of sexual violence as;

*I have faced a great challenge because of my gender. It was my sport teacher who frequently urged me to be his partner. I have reported the problem to the school. No action is taken nor is the problem solved yet since 2 years.*

16 year old girl, grade 8

*Teacher x is highly interested and acquainted with kissing, touching breasts of children and initiating them for sexual purposes.*

14 years old girl, grade 6

As it is revealed from students' view towards perpetrators, classmates took the first alleged in items; 'did anyone at school kiss you when you didn't want to be kissed? 17(41.5%),, did anyone at school involve you in making sexual pictures or videos? 9 (45%), did anyone at school make you touch their private parts when you didn't want to? 8 (44.4%), showed you pictures, magazines, or movies of people or children doing sexual things 18 (43.9%) and opened or took their own clothes off in front of you when they should not have done so 13(56.5%). Any other person category occupied the second alleged in 11(26.8%), 8(40.0%), 7(38.9%), 14(34.1%) and 7(30.4%) accordingly to each item.

It is also possible to deduct from table 13 that 'did anyone at school kiss you when you didn't want to be kissed?,41(17.8%), showed you pictures, magazines, or movies of people or children doing sexual things 41(17.8%), and touched your genitals or breast in a sexual way 34 (14.8%)' were the highest practiced sexual violence and item 'did anyone at school involve you in making sexual pictures or videos? 20(8.7%), did anyone at school make you touch their private parts when you didn't want to?18(7.8%), and made you take your clothes off when it was not for a medical reason 10(4.3%) were the least prevalent consecutively .

In general, any other person category (37.4%) was first position, classmates (37.0%), and teachers (16.5%) got second and third position in the perpetration of sexual violence in schools. The last positions, (fifth and sixth) were occupied by school directors (3.1%) and guards (1.3%) respectively.

On the other hand, any other person category was claimed and took the first rank in items 'did anyone at school give you money/ materials to do sexual things? 8(40.9%), touched your genitals or breast in a sexual way 12 (35.3%), did anyone ask you to have sex with him/her at school? 12(57.1%), and made you take your clothes off when it was not for a medical reason 6 (60.0%).

**Table 14: Prevalence of Sexual Violence in Schools: Teachers' and Directors' View**

The table presents view of teachers and directors on sexual violence at school environment during 2005/2006 academic year.

Question Number	Question Related to Sexual violence	Frequency of Responses			
		Yes (2)	No (1)	Total	Missing
33	Was there a time in the past year that your student was seduced by a staff, student or any other person category?	11	96	107	1
	%	10.2	88.9	99.1	.9

As seen in table 14, the view of teachers and directors towards sexual violence in schools, it was (10.2%) of the teacher and director respondents who expressed the presence of seduction or enticement of students for sexual purpose and (88.9%) of them replied the non-occurrence of the problem in schools. Among the total respondents, (.9%) of them did not express her/his observation or experience.

#### 4.1.2.6. Alternative Approaches to Correct Misbehaving in Schools: Students', Teachers' and Directors' View

Positive interactions between teachers, directors, adults and students can lessen the risk of developing violent behaviors in schools. For this purpose, school staff is not advised to use physical means to keep discipline in schools (Dereje and Derese, 1997). Table 15 and 16 indicate the prevalence of these alternative approaches and practitioners to keep school discipline during 2005/2006 academic year.

**Table 15: Prevalence of Alternative Approaches to Correct Misbehaving in Schools: Students' View**

The following table forwards different types of non-physical corrective measures implemented at school environment and people who apply them.

Question Number	Questions Related to Alternative Approaches	Frequency of Responses							Frequency of Practitioner *						
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand mean( $\bar{X}$ )	Guard/clean	Teacher	Director	Classmate	monitor	Any other person	Total
7	Discussed with your parents	66	47	56	139	308	6	2.1	2	42	9	4	0	8	65
	%	21	15	17.8	44.3	98.1	1.9		3.1	64.6	13.8	6.2	0	12.3	100
22	Facilitated self- criticism	49	29	17	213	308	6	1.7	3	12	3	11	1	11	41
	%	15.6	9.2	5.4	67.8	98.1	1.9		7.3	29.3	7.3	26.8	2.4	26.8	100
27	Provided you moral reward	123	72	39	73	307	7	2.8	2	123	9	15	10	5	164
	%	39.2	22.9	12.4	23.2	97.8	2.2		1.2	75.0	5.5	9.1	6.1	3.0	100
28	Advised you to behave properly	156	78	37	39	310	4	3.1	3	110	21	16	10	5	165
	%	49.7	24.8	11.8	12.4	98.7	1.3		1.8	66.7	12.7	9.7	6.1	3.0	100
	Total frequency of each response	394	226	149	464	1233	23		10	287	42	46	21	29	435
	%	32.0	18.3	12.1	37.6	100	1.8		2.3	66.0	9.7	10.6	4.8	6.7	100
	Average Grand Mean ( $\bar{X}$ )								2.4						

Note; \*There were multiple category responses for the same question. .

The view of students towards alternative approaches to correct misbehaving in schools is depicted in Table 15. Accordingly; advised you to behave properly ( $\bar{X}=3.1$ ), provided you moral reward ( $\bar{X}=2.8$ ), discussed with your parents ( $\bar{X}=2.1$ ) were the most prevalent ones and the least being facilitate self- criticism ( $\bar{X}=1.7$ ).

Over all, the prevalence of the alternative approaches ranged from many times (31.4), some times (18.0%) to seldom (11.9%). Seen as a whole, the prevalence or application of these techniques of correcting misbehaviors was (61.2%).

Teachers were given recognition for the application of alternative non-physical approaches to shape and correct students behavior. For all of the questions posed to students, they gave first position to teachers in items, 'discussed with your parents (64.6%), facilitated self- criticism (29.3%), provided moral reward (75.0%), and advised to behave properly (66.7%). Directors (13.8%), classmates (26.8%), classmates (9.1%), and again directors (12.7%) hold the second position respective to each item.

**Table 16: Prevalence of Alternative Approaches to Correct Misbehaving Of Students in Schools: Teachers' and Directors' View**

The table below deals about the application of alternative approaches by teachers and directors to correct misbehaving of students in the school environment rather than violent means.

Question Number	Questions Related to Alternative approaches	Frequency of Responses						Grand Mean ( $\bar{X}$ )
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	
1	Explained the reason why some thing was wrong	52	26	12	15	105	3	3.1
	%	48.1	24.1	11.1	13.9	97.2	2.8	
2	Advised them to start doing good things and stop doing bad thing	58	25	10	10	103	5	3.3
	%	53.7	23.1	9.3	9.3	95.4	4.6	
4	Provided them verbal reward	56	19	5	27	107	1	3.0
	%	51.9	17.6	4.6	25.0	99.1	.9	
9	Facilitated self assessment and self-criticism	30	39	14	25	108	0	2.7
	%	27.8	36.1	13.0	23.1	100	0	
17	Advised them acceptable behaviors	57	17	8	25	107	1	3.0
	%	52.8	15.7	7.4	23.1	99.1	.9	
22	Discussed misconducts with their parents	44	33	12	19	108	0	2.9
	%	40.7	30.6	11.1	17.6	100	0	
28	Gave them educational materials reward	34	14	23	36	107	1	2.4
	%	31.5	13.0	21.3	33.3	99.1	.9	
	Total of Each Response	331	173	84	157	745	11	
	Average Grand Mean ( $\bar{X}$ )							2.9

In table 16, the view of teachers and directors towards the application of alternative approaches in correcting misbehaviors is tabulated. Based on the table, advising them(students) to start doing good things and stop doing bad things ( $\bar{X}=3.3$ ), explaining the reason why some thing was wrong ( $\bar{X}=3.1$ ), providing them verbal reward( $\bar{X}=3.0$ ) and advising them acceptable behaviors were the four most frequently used measures that teachers and directors considered in their schools. The rest measures ranged from mean of 2.9 to 2.4. According to the report of teachers and directors, the frequency options of many times 331(43.8%), some times 178(28.5%) and seldom 84(11.1%) have been selected as a whole in the seven items having a cumulative occurrence of 593(78.4).

#### 4.1.2.7. Respondents General View towards Schools and Methods of Preventing Violence

**Table 17: Students' General View towards School Discipline**

The table below explains the general view of students towards their school environment, discipline and people who helped them to develop good attitude towards the school environment during 2005/2006 academic year..

Question Number	Questions Related to General View	Frequency of Responses						Frequency of Practitioner *						Total	
		Many Times (4)	Some times (3)	Seldom (2)	Never (1)	Total	Missing	Grand Mean ( $\bar{X}$ )	Guard/cleaner	Teacher	Director	Classmate	monitor		Any other person
1	Do you feel safe at school?	128	51	39	92	310	4	2.7	30	42	18	9	14	10	123
	%	40.8	16.2	12.4	29.3	98.7	1.3								
		Yes (2)	No (1)												
39	Do you think discipline at your school is fair?	248	64			312	2	1.8							
	%	79.0	20.4			99.4	.6								
40	Was it difficult to be completely open about what happened to you?	73	235			308	6	1.2							
	%	23.2	74.8			98.1	1.9								
	Average Grand Mean ( $\bar{X}$ )	1.5													

Note; \*There were multiple category responses for the same question.

On the general view of students towards school environment as indicated in table 17, they gave their attitude to the question, 'do you feel safe at school?; many times (40.8%) , some times (16.2%) and seldom (12.4%). On the other hand, (79%) of them reported that the school discipline was fair and (74.8%) of them expressed that it wasn't difficult to be completely open about what happened to them. It was teachers (34.1%), guards/cleaners (24.4%) and directors (14.6%) who helped students to feel safe at school. Any other person category (8.1%) and classmates (7.3%) were the least in helping students to feel safe at school.

#### **4.1.2.8. Suggested Methods for Preventing Violence Against Children at School**

For the question 'Do you have any suggestions for preventing violence against children at school? , students, teachers and directors have listed some methods of preventing and reducing the prevalence rate of the problem. These were:

1. Teaching the community to stand behind children and training them on issues of child rights and facilitate discussion with teachers, students and other education office personnel.
2. Use media to advocate the rights of children and condemning violation of rights.
3. Reporting violence, exposing perpetrators and taking serious legal measures.
4. Giving love, care and protection to children and facilitating stages for children to express their feelings and ideas freely to be heard.
5. Some teachers and directors insult us like stupid, crazy, which make us cry, please tell them to stop insulting us and let them advice /counsel us or report to the office.
6. Teachers shall treat both the clever and slow learners equally, (some times teachers give bonuses to clever students and insult those slow learners).
7. Strengthen child right clubs both in schools and kebeles (local districts).
8. The already formulated laws should be strictly implemented on perpetrators.
9. Teachers are expected to teach children and produce good citizen of being a model, but some of them are not good models, they want to practice sexual relations with young female children, please tell them to stop these bad behaviors.
10. Parents, school directors, teachers, police, other government offices, child right club members, students them selves, and NGOs should make a serious follow up.
11. Try to avoid indulging in the problems listed in the questionnaires.

## 4.2. DISCUSSION

The data obtained through the questionnaires disclosed the prevalence of different types of violence in second cycle elementary schools of Gulele Sub-city, Addis Ababa during 2005/2006 academic year. These have been presented as follow.

### a. Physical Violence

In the five schools under study, the prevalence rate of physical violence as reported by students during 2005/06 academic year was (36.1 %). The report of teachers and school directors on the other hand indicated that the degree of prevalence of physical violence practiced by teachers and directors as a means of correcting misbehaving of students was (30.1%) though it varied from many times (4.1%), some times (7.4%), to seldom (18.6%).

Even if its occurrence is high, it has shown significant rate of reduction as compared to the findings of previous studies like, ACPF (2006) disclosed that physical violence rated as 73.3% and Daniel and Gobena (1997) indicated that, 40.3% students have encountered physical punishment.

As to the methods of implementing physical violence, students' cumulative report revealed that twisting ears (57.6%), hitting with a closed fist (57.5%), slapping with a hand on their face (55.3%) and kneeling down in a way that hurts students (53.9%) were the most prevalent methods. As a method of correcting misbehaving among students, twisting ears and hitting with a closed fist were used almost equally. On the contrary, students' response to items, 'tried to cut you purposefully with a sharp object (3.5%) and choked you (10.8)' were less prevalent as compared to others. Teachers and directors report on the applicable methods for physical violence, 'hit them on the head with knuckle or back of the hand (49.1%), pinched their ear (44.4%), forced them to kneel down or stand in a manner that results in pain (43.5%), and punished them by giving something else to do (43.0%)' were the most frequent methods of each ranged from many times to seldom. Item 'hit them over and over with object or fist (12.9%)' was the least method of implementing physical violence as reported by teachers and directors where as it was the most prevalent method on students' report. Though physical violence is prevalent, there is reduction as compared to the findings of ACPF (2006) that kneeling down (81.3%),

hitting on the head (77.8%), pinching (74.4%), slapping (72.3%) and hitting with a stick (60.8%).

In view of perpetrators observed as a whole, students' reply indicated that teachers took the first rank in perpetrating physical violence in schools with a cumulative result of ( 34.0%), and the other classmates (22.0%), monitors (15.8%), any other person category (13.5%), school directors (7.5%) and guards/cleaners (7.1%) took second to sixth ranks respectively.

When analyzing each perpetrator per item , teachers were highly rated on items , 'made you kneel down in a way that hurts or punish you (56.7%), twisted your ear as punishment (39.7%), and slap you with a hand on your face or head as punishment (39.2%). Guards /cleaners were charged on items choking students (19.0%), hitting students by throwing an object 8(6.3%), and hitting students with a closed fist (6.8%). Directors were also accused of twisting students' ear as punishment (10.3%), kneeling down in a way that hurts to punish students (9.4%), and slapping students with a hand on their face or head as punishment (9.8%). Classmates were also blamed on stealing or breaking students' belongings (50.3%), making them kneel down in a way that hurts them (32.7%), and hitting them by throwing an object (23.4%), and they were the first perpetrators in all of the three.

Similarly, monitors were rated as perpetrators in items; slapping with a hand on their face or head (18.2%) and twisting ears (17.4%) next to teachers and stealing or breaking belongings next to classmates (2.3%). The other perpetrators, any other person category was accused on hitting by throwing an object (20.3%), slapping with a hand on the face or head as punishment (13.3%), and stealing or breaking belongings (15.0%) in which any other person category was second to classmate in all of them. The results of this study showed the prevalence of physical violence which is against the constitution of the Federal Democratic Republic of Ethiopia of Article 36(1) which states "Every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children." On similar basis, the handbook published by the Ministry of Education in 1990, prohibits the use of physical punishment that inflicts pain, and emphasizes the use of giving advice, reporting the case to parents, conferring with the student in the presence of parents, guidance officer, homeroom teachers and suspension and dismissal as a last resort.

The latest document on school administration (MOE, 1996) suggests the use of self-criticism, warning, suspension and forcing to pay for damages, if any, or be sent to juvenile correction center, or dismissal as the last action. According to this document, teachers are not allowed to use corporal punishment other than what has been mentioned in the document so as to enforce classroom/school discipline and any form of physical punishment inflicted on students is illegal.

Physical punishment, while ineffective as a corrective mechanism, it would at the same time constitute a gross violation (Ayalew, 1996) and children who are hit a lot have rather more behavioral problems, especially with aggression, as they grow up, and more emotional and mental health problems through out life (Leach, 2001).

The outcome of this study showed that the magnitude of punishment administered to maintain discipline has decreased both in terms of degree of severity and frequency. However, be it at different level of frequency, punishment is still present at school environment. This reduction in the magnitude is probably due to the advocacy efforts of child right clubs since teachers are members of it (Focus on children at Risk, 2006; Leach, 2001, Seleshi, 2001).

According to the study results of Focus on Children at Risk (2006), as to the frequency of beating both at schools and homes, it is declining from time to time. Teachers, now, do not carry sticks. It has changed from severe punishment to light punishment. The study revealed that this is due to the awareness raising/ education given in schools by child right clubs (in which teachers are members) and the efforts of different governmental and non-governmental organizations.

#### **b. Discrimination**

The study on the prevalence of discrimination portrayed that though the mean value ranged from the lowest 1.2 (referred to any health problems you might have, tried to embarrass you because you were orphans) to the highest 1.4 (threatened to give you low marks that you did not deserve and referred to your gender in a hurtful way), still students faced discrimination in their schools. The current result conforms to the study result of the Committee on the rights of the child, Ethiopia (2006) articulated the fact that discrimination against children exists, particularly with

regard to girls, children with disabilities, children living in poverty, refugee children, children affected by and/or infected with HIV/AIDS and children belonging to ethnic minorities.

The occurrence of discrimination in schools according to the reports of students of this study was low (17.5%). The non-occurrence of the problem was very high (81.6%). Teachers and directors reported that they never practiced discrimination in their schools (72.3 %). It was only (27.7 %) who gave their witness to the practice of discrimination in school.

Students' view on the methods employed to discriminate students; threatening to give them low marks that students didn't deserve (27.2%), referring to gender of students in a hurtful way (20.9%) and embarrassing students because they were poor or unable to buy things (19.4%) were the first three common ways and the least being, referring to health problems students might have in a hurtful way (10.0%). Teachers and directors have also indicated their views on the methods they employed to discriminate students. According to them, forcing students leave the classroom (16.7%) was mentioned the most prevalent one and the rest sending them away for a long time from school (6.7%), deducting marks as punishment (2.3%), and taking away privileges or forbidding something in the school (1.9%) were pointed out second to fourth respectively.

Regarding perpetrators, the research indicated that classmates (27.0%), any other person category (25.4%) and teachers (17.5%) were highly alleged on practicing discrimination in schools in embarrassing students because of their poorness and these groups were also claimed on discriminating students based on health problems as classmates (35.1%), any other person category (27.0%) and teachers (21.6%). The least perpetrators for these problems were directors (4.8%) and guards/cleaners (2.7%) respectively. Similarly, on the problem of discriminating students based on religion, classmates (29.0%), any other person category (22.6%) and teachers (17.7%) were highly alleged and the least being guards/cleaners (4.8%). It was clear that other categories of perpetrators didn't have access to perpetrate students by giving low marks that students didn't deserve. As a result, it was only teachers (92.5%) and directors (8.5%) who took all the blames in violating the rights of students. On discriminating students based on being orphan and gender, it was classmates and any other person category who took the highest blame respectively.

In line with perpetrators, observed as a whole excluding discrimination of students by giving low marks, classmates stood first in practicing discrimination in school environment with a cumulative result of (35.5%), and the rest any other person category (22.1%), teachers (14.5%), monitors (13.0%), guards/cleaners (8.0%) and directors (6.9%) took second to sixth orders respectively.

### **c. Emotional violence**

Emotional violence involves harming a student's sense of self. This is revealed in the form of rejecting, degrading, terrorizing, isolating, corrupting/exploiting, denying emotional responsiveness, and others. Since it harms the student's psychological development, emotional adjustment should be given to teachers in training institutions so that they can better understand the student and be aware of danger signals in his/her behavior. Additional understanding must be secured concerning behavioral characteristics of the emotional maturity (Cox, 1967).

The results of this study have indicated the occurrence of emotional violence in schools. Though there was variation from many times category to seldom category, the cumulative frequency of the prevalence rate in students view was (25.2%) and the teachers' and directors' observation was (10.4%). This has shown a significant reduction rate as compared to other study on its prevalence which was 58.1% (ACPF, 2006).

On the methods or approaches of violating students emotionally, deliberately insulting (45.8%), shouting to embarrass or humiliate (35.6%) and calling with rude or hurtful names (24.7%) were the three common methods based on the view of students. Teachers and directors reply on the other hand indicated, scaring (51.0%), shouting (38.9%) and insulting (26.2%) as the three methods practiced by them. In line with this research finding, the World Report on Violence and Health (2002) reported that, there is evidence to suggest that shouting at children is a common response. Cursing children and calling them names appears to vary more greatly. According to the WorldSAFE study (in Sérgio, 2006), the lowest incidence rate of calling children names in the previous 6 months was 15%.

With regard to perpetrators, classmates were claimed as the first violent people in deliberately insulting (30.7 %), shouting to embarrass or humiliate them (32.6%), calling with rude or hurtful names (38.8 %), purposely making them feel stupid or foolish (33.0 %), and forcing them to do something that was dangerous (39.5 %). It was only in making children to laugh at others and forbidding students from being with other children to make them feel bad or lonely that teachers (30.2 %) and any other person category (38.7 %) were alleged highly with respect to each violence. This result is in contradiction to the findings of Focus on Children at Risk (2006), which stated most of the time, the cleaners, guards and young teachers use humiliating words, even in front of their classmates.

#### **d. Neglect**

Neglect is another form of violence found in schools as a result of the study in 2005/06 academic year. This is a type of maltreatment committed by teachers, classmates, guards, and others. Among the student respondents of this study, 37.9% of them have indicated that teachers and directors 'refused to speak to them' as a practice of neglecting them. It was only 16.7% of teachers and directors who reported that there was a time in the past year that a student did not get medical care for injury or illness. This was expressed in the content of absence of first aid facilities. In a similar study, Daniel and Gobena (1997) pointed out that it was only 40 % of the schools which were found integrating first aid facilities to handle minor accidental physical injuries that could occur owing to the hyperactivity of young children. This is far below the standard set by the Ministry of Education but neglectful to the physical development of students.

On the other hand, 13.0 % of teachers and directors responded 'Yes' to item, 'was there a time in the past year that your student was seriously hurt or injured' because of the absence of first aid facilities.

#### **e. sexual violence**

According to WHO (2004), statistically, more than 2.5 million cases of child violence and neglect are reported each year. Of these, 15% involve sexual violence. Studies show that one in four girls and one in eight boys will be sexually violated before they are 18 years of age. Studies in Goa, India, and Ethiopia reported that the experience of sexual violence was associated with adverse social outcomes such as discontinuing school and poor academic performance (ibid).

As to the methods of violating students sexually based on this study, showing pictures, magazines, or movies of people or children doing sexual things (21.0 %), kissing when students didn't want to be kissed (14.7%), touching genitals or breast in a sexual way (10.9%) and taking their own clothes off in front of students when they should not have done so (7.7%) were the four common methods reported by student respondents. It was making students take their clothes off when it was not for a medical reason (1.6%) which was reported as the least prevalent method of violating students sexually. In line with the results of this study, in a recent survey in Ghana, 6% of schoolgirls said teachers had blackmailed them, threatening to give them lower grades if they refused to have sexual relations (Sérgio, 2006). The document has also indicated that a study covering Nepal found that 9% of children had experienced severe sexual violence (kissing of sensitive parts, oral sex and penetration), and 18% of the perpetrators were teachers). A study carried out by ACPF (2006), children reported that they knew of cases of seduction (42.5 %), sexual harassment (33.2 %) and unwanted sexual advance (33.6%) which were experienced by other children.

Of the 41 responses obtained about perpetrators, classmates (41.5%), any other person category (26.8%) and teachers (22.0%) were first to third in violating children for sexual purpose by kissing them when they didn't want to be kissed. As it has been indicated by Goodenow et al (2006), on the impacts of school victimization or marginalization may spill over into life outside of School. For example, adolescents who feel unable to risk being open about their emerging sexual identities at school are unlikely to view schoolmates as safe sources for socializing and dating and may instead look for companionship in other, potentially more dangerous, settings. Similarly out of the 20 responses, classmates (45.0%), any other person category (40.0%) and teachers (10.0%) were first to third in involving students in making sexual pictures or videos (45.0%, 40.0% and 10.0%) accordingly. In the same pattern, out of the 18 respondents, classmates (44.4%), any other person category (38.8%) and teachers (11.1%), were first to third in making students to touch their private parts when they didn't want to and out of the 41 participants, classmates (43.9%), any other person category (34.2%) and teachers (7.2%) were first to third in showing pictures, magazines, or movies of people or children doing sexual things. Of the 23 respondents for item 'opening or taking their own clothes off in front of students when they should not have done so', classmates (56.5%), any other person category (30.4%) and teachers (13.0%) were alleged first to third respectively.

Any other person category of perpetrators was indicated as the first violator in items ; 'giving money/ materials to do sexual things (40.9%), touching genitals or breast in a sexual way (35.3%), asking to have sex with him/her at school (57.1%) and making students take their clothes off when it was not for a medical reason (60.0%).

Guards /cleaners as perpetrators of sexual violence were not alleged in items; kissing students when they didn't want to be kissed, involving students in making sexual pictures or videos, touching genitals or breast in a sexual way , making them to touch their private parts when they didn't want to, asking them to have sex with him/her at school, opening or taking their own clothes off in front of them when they should not have done so and making students take their clothes off when it was not for a medical reason.

In similar studies done by Dunne, M., Humphreys, S., and Leach, F. (2003), studies from sub-Saharan Africa have focused almost exclusively on heterosexual relations and violence against girls. They have also addressed primarily the sexual violence of female pupils by male teachers and male pupils.

In the research findings of Sérgio (2006) and Dunne, Humphreys, and Leach (2003), sexual violence occurs in educational settings. Much is directed against girls, by students on other students and teachers on students. Sexual violence is also perpetrated outside the school by adult men (sometimes called 'sugar daddies') who engage in transactional sex (sex in exchange for gifts or money) with children. Particularly important is the fact that the adult, whether sugar daddy or teacher, may be misleading the schoolchild (e.g. making promises of marriage or expensive gifts) in their efforts to tempt her into a sexual relationships.

Leach and Machakanja (2000) and Leach *et al* (2003) (in Dunne, M., Humphreys, S. and Leach, F.2003) examined the violence of junior secondary school girls by older boys, teachers and 'sugar daddies' in Zimbabwe, Ghana and Malawi and found that there was a high level of sexual aggression from boys, some cases of teachers propositioning girls for sex. This behaviour was largely tolerated and 'normalised'. All the three countries educational systems were characterised by a reluctance to take action against either teachers or pupils. Teachers downplayed or dismissed

the suggestion that some teachers had sex with their pupils, although both male and female pupils talked about teachers offering to give girls high grades or gifts in exchange for sex.

#### **f. Respondents' General View towards School environment and Methods of Preventing Violence**

On the general view of students towards school environment, they feel safe, the school discipline is reasonably fair and they were free to express their feelings on issues that happened to them. This is what the educational institutions ought to be and indicated the efforts of the school community. In line with this, UN (2006), adults who oversee and work in educational settings have a duty to provide safe and child -friendly environments that support and promote children's dignity and development.

On the methods of preventing violence in schools, teachers, directors and students have enumerated a number of approaches which parents, teachers, polices, students them selves, child right clubs, government and non government offices should consider so as to bring a non-violent school environment. The methods were related to the work of advocacy and awareness creation on child right issues (to all school and for those out of school community members), giving ears for children and involving them on issues that concern them, reporting the occurrence of violence to the concerned bodies when ever there is the incidence, and effective implementation of laws that the country has. A short and brief response was forwarded like "if you want to prevent violence in schools, simply, try to avoid all violence listed in the questionnaire and work on it." It has also been mentioned to use alternative approaches to correct misbehaviors like advising /counseling, discussing with parents, moral reward, self-criticism and face to face discussion.

Inline with the above preventive measures of violence in schools, Dereje and Derse (1997) had indicated the provision of guidance and counseling services, establishing a close parent/school relationship and making clear school regulations which students are obliged to observe. Parents were urged to fulfill school requirements like uniform, school fee, learning materials and send their children to school on time to avoid any disagreements. The finding had also awakened the community as a whole to identify the causes of school violence and seeking appropriate solutions, including working with pertinent legal institutions to discourage potential acts of violence and perpetrators.

According to Burgess and Growth (in Dunne, M., Humphreys, S. and Leach, F.2003) among sex offenders, 59 % of them gain sexual access to their victims through seduction or enticement. These forms of abuse need to be examined in the context of heightened concerns surrounding HIV infection rates among adolescents, in particular girls, who are the most vulnerable to infection.

The Addis Ababa Education Bureau in 2005 has prepared and circulated an administrative manual to all schools within Addis Ababa. The Manual sets the steps to be taken on misbehaving students in the following way for grade 5 – 8 students: -

1. Let them admit their mistakes before going into any issue.
2. Let them criticize themselves for the wrong mistakes they have committed.
3. Give oral warning.
4. For the second mistake committed, let the unit leader and the concerned teacher give advice.
5. If a student commits the third mistake, keep a record in his personal file and let the home room teacher and the unit leader discuss on the issues with the concerned parent/s.
6. If improvement could not be observed, keep the record again in his/her personal file and talk to the parent.
7. After all these steps, if the student fails to show behavioral change and improvement, proposal should be submitted to the school principal and suspend the student for one year from the school.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. SUMMARY

The study was carried out to investigate the prevalence of violence against students in second cycle elementary schools: a case in Gulele sub-city of Addis Ababa. Specifically, the research had attempted to explore prevalence and perpetrators of physical violence, discrimination, neglect, emotional and sexual violence during 2005/06 academic year. To achieve its purpose, the following research questions were formulated:

1. What are the major types of violence practiced in second cycle elementary schools?
2. What is the prevalence of each violence?
3. Who are the major violators?
4. What mechanism can be implemented to minimize the problems?

The result of the study was expected to provide a reasonable picture on the existing status of violence against students in second cycle elementary schools for:

1. School directors, class monitors, teachers, child right clubs and child forums to know the current need and prevalence of the problem in schools,
2. Educators to make change in policy and strategy based on the identified comments,
3. Designing mechanisms to prevent child right violence, and
4. To give insight for those who are interested to pursue the issue for further investigation.

The review of literature had highlighted that violence is prevalent in the world even in the present day and the situation is seriously observed in Ethiopia and other African countries. It had also indicated the most prevalent forms of violence which are conducted in school environment with research findings. In addition, the literature had also treated the effects of violence and intervention mechanisms in relation to CRC, ACRWC, Criminal Code, Family Code and Ethiopian Constitution.

To get answers for the leading questions, students, directors and teachers from the five selected schools (Belay Zeleke, Kelem Amba, Addis Ababa No. 2, Arbegnoch and Medhanialem second cycle elementary schools) were given questionnaires. These participants were randomly selected from the five schools in Gulele Sub-City. From these schools 369 students (170 males and 199 females) were included as representatives of the target population. Among these, 55 questionnaires from participants were not used because 14 didn't complete it and the remaining 41 didn't return the questionnaire to the investigator. Similarly, 108 teachers and directors (59 males and 49 females) were included in the study. All of them have given their view towards the problem. Henceforth; the final analysis of the research was based on the responses of 314 students (139 males and 175 females) and 108 teachers and directors (59 males and 49 females).

The researcher used questionnaires to collect information from students, teachers and school directors on the prevalence of violence against children in schools. The original source of these questionnaires was International Society for the Prevention of Child Violence and Neglect (ISPCAN). The original teachers' and directors' questionnaire has 45 items and students' questionnaire has 58 items. The researcher had done forward and backward translation (English-Amharic and Amharic-- English) using two professionals for each translation and selected items from the total 44 for students and 42 for teachers and directors which were appropriate to our culture and context. These questionnaires were again distributed to 5 professionals for their validity.

In order to test appropriateness of items and the reliability of the questions, the researcher decided to obtain test-retest reliability from the pilot test from 40 students and 30 teachers and directors. The test-retest reliability coefficient for the students' questionnaire was found to be 0.72 and the reliability coefficient for teachers' and directors questionnaire was found to be 0.94.

To analyze the data, the statistical procedures used were descriptive (percentages and grand mean values). Percentage had been used to see the more prevalent violence and perpetrator in schools where as grand mean value was used to see those items which were near or far to the average grand mean.

The over all findings of the study can be presented as follows;

1. Based on the responses of students (36.1%) and teachers and directors (30.1%), physical violence was found prevalent in schools with the indicated rate. Teachers were ranked first in perpetrating physical violence in schools (34.0%), and the rest classmates (22.0%), monitors (15.8%), any other person category (13.5%), directors (7.5%) and guards/cleaners (7.1%) occupied second to sixth ranks . The out come of this study showed that the magnitude of administering physical violence to maintain discipline has decreased both in terms of degree of severity and frequency. However, be it at different level of frequency, physical punishment is still present in school environment. This reduction in the magnitude could be considered due to the advocacy functions of child right clubs, efforts of governmental and non-governmental organizations.
2. Students faced discrimination in their schools at a prevalence rate of 17.5%. According to teacher and director respondents, its prevalence rate was 27.7 %. With regard to perpetrators, teachers were alleged first on practicing discrimination in schools and classmates were indicated as the second perpetrators. Likewise, any other person category, monitors, directors, teachers and guards/cleaners took third to sixth ranks. Teachers and directors were the only perpetrators for 'giving low marks that students did not deserve.
3. Though emotional violence showed a significant reduction rate as compared to previous studies on its occurrence, based on the view of student respondents, it still prevailed in schools at 25.2 % and teachers' and directors view it is 10.4%. Emotional violence-deliberately insulting, shouting to embarrass or humiliate and calling with rude or hurtful names were the three most prevalent ones. The less prevalent emotional violence was 'forcing students to do some thing that was dangerous'. Classmates were claimed as the first perpetrators in emotional violence. Teachers, any other person category, monitors, directors and guards and cleaners took second to sixth positions as perpetrators of emotional violence.
4. With regard to neglect, 37.9% teachers and directors replied that it prevails in schools.
5. Sexual violence occurred (8.7 % in students' report) where as on the contrary, 88.9% of teachers and directors didn't agree on prevalence of sexual violence especially seduction and enticement in schools. It was only 10.2% of teachers and directors who reported that

there was seduction in schools. Observed as a whole, any other person category, classmates, and teachers got first to third positions in the perpetration of sexual violence in schools.

6. The implementations or applications of the alternative non-physical corrective methods based on student's reply were prevalent in schools (61.2%). Advising to behave properly, providing moral reward, discussing with parents and facilitating self-criticism were the common methods applied. In the application of these methods to correct misbehaving, teachers were given high recognition.
7. Based on teachers and directors view towards violence in schools, the order from the least occurrence to the most occurrences were sexual violence (8.3%), emotional violence (10.4%), discrimination (27.7 %), Physical violence (30.1%); and neglect (37.9%). But in students view, the order was sexual violence (8.7 %), discrimination (17.5%), emotional violence (25.2%), physical violence (36.1 %) and neglect (37.9%).
8. As a preventive and reduction methods on the prevalence of violence, students, teachers and directors forwarded the following approaches:
  - advocacy and awareness creation on child right issues to the community,
  - giving ears for children and involving children on issues that concern them,
  - reporting the occurrence of violence to the concerned bodies,
  - effective implementation of laws that the country has, and
  - applying the alternative approaches to correct misbehaviors.

## 5.2. CONCLUSIONS

On the basis of the findings of the study, the following conclusions are made:

1. Physical violence was still prevalent in schools though there is a reduction in terms of frequency and severity.
2. Discrimination in schools was observed and classmates were highly alleged on practicing discrimination in schools.
3. Emotional Violence showed a significant declining as compared to other studies in its prevalence and it was fellow students who were alleged on practicing this violence in schools.

4. It was found that 'refusing to speak to students' was the common method of neglecting students in schools practiced by teachers and directors.
5. Any other person category, classmates and teachers got first to third position in the perpetration of sexual violence in schools.
6. Among alternative disciplinary measures to correct misbehaviors in schools, advising to behave properly, providing moral rewards, discussing with parents were the most prevalent ones where as facilitating self- criticism was the less frequent method.

### 5.3. RECOMMENDATIONS

In light of major findings of the study and conclusions made, it seems appropriate to suggest the following recommendations in order to reduce violence in schools.

1. Schools shall establish and strengthen child right clubs and sensitizing the community on child right issues/conventions. Improvements in reducing violence and respecting the rights of children have been observed as a result of promoting child rights through child right clubs. More awareness education can still contribute a lot for the realization of responsibilities of school community towards children and children will also know their rights and obligations. Therefore it is good to strengthen child right clubs and training of the community.
2. Community shall report cases to law enforcing bodies such as police, prosecutors, etc. There are laws, rules and regulations which prohibit violence on children. But laws can be implemented if cases are reported to law enforcing bodies like police, judiciaries and prosecutors. Therefore it is important to develop mechanisms for systematic data collection from children and effectively reporting violence.
3. School Administrators, teachers, educational experts and students themselves shall develop alternative approaches to maintain school discipline. One of the causes for resorting to physical violence, emotional violence, neglect or discrimination to keep school discipline is lack of awareness on the presence of the non- violent disciplinary measures even though there are some teachers who try to apply other methods of maintaining discipline. The alternative non-physical approaches may include advising

students to behave properly, providing them moral reward, discussion with parents, facilitating self- criticism and counseling.

4. The government shall establish structures, or institutions like children commission to prevent the problem .
5. The researcher also recommends to all concerned bodies to conduct further investigation on the problem and methods of reducing the prevalence rate of the occurrence.

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# APPENDICES

## Appendix A

Addis Ababa University  
Schools of Graduate Studies  
(Department of Psychology)

### QUESTIONNAIRE FOR STUDENTS

Children in many parts of the world have been exposed to violence or bad treatment at school and in their communities. This is an important problem for children in all parts of the world. We would like to ask you about your experiences with violence directed against you.

I am conducting a survey on the prevalence of violence in second cycle elementary schools in Gulele Sub-City of 2005/2006 academic year. This questionnaire is intended to know what children face at schools particularly in relation to punishments by their teachers and other school staff. The responses that you give to the following questions would be helpful in identifying the problems and what measures concerned bodies have to pay attention to keep children safe. The questionnaire is private and the answers to the questions will be kept **secret/confidential**. Because the questionnaire is private, it would be good if you could have a private place to sit for where no one will see your responses or interrupt you.

**No need of writing your name!**

**Thank you in advance.**

Alebachew Alemnew

Addis Ababa University.

#### Part I: Background information

**Instruction: Put “√” mark or write your answer for the following questions.**

- Sex male \_\_\_\_\_ female \_\_\_\_\_
- Age \_\_\_\_\_
- What is the name of the school you attend? \_\_\_\_\_
- Including this year, how many years have you been learning in this school? \_\_\_\_\_  
Years.

## Part II: Questions about violence in Schools

Instruction: In the following questions you are asked to respond on how frequent each violence was and who did it

Put “√” mark for the following questions on the column of your choice and you can choose more than one option in the column of perpetrators.

No	Questions related to Violence	Frequency				Questions related to perpetrators	Perpetrators /Practitioner						Would you like to say any more?
		Many times	some times	seldom	never		Guard	Teacher	Directors	Classmate	monitor	Any other person	
1	Do you feel safe at school?					Who can be the cause?							
2	Hurt you or caused pain to you at school					Who was she/ he?							
3	Tried to cut you purposefully with a sharp object					who was she/ he?							
4	Embarrassed you because you were poor or unable to buy things					who was she/ he?							
5	Did anyone at school kiss you when you didn't want to be kissed					who was she/ he?							
6	Slap you with a hand on your face or head as punishment					Who was she/ he?							
7	Discussed with your parents					Who was she/ he?							
8	Referred to your religion in a hurtful way					who was she/ he?							
9	Did anyone at school involve you in making sexual pictures or videos					who was she/ he?							
10	Stole, or broke your belongings					who was she/ he?							

11	Twisted your ear as punishment				Who was she/ he?								
12	Did anyone at school give you money/ materials to do sexual things				who was she/ he?								
13	Referred to any health problems you might have in a hurtful way				who was she/ he?								
14	Threatened to give you low marks that you didn't deserve				who was she/ he?								
15	Pulled your hair as punishment				Who was she/ he?								
16	Made other children to laugh at you				who was she/ he?								
17	Touched your genitals or breast in a sexual way				who was she/ he?								
18	Deliberately insulted you				who was she/ he?								
19	Hit you by throwing an object at you				Who was she/ he?								
20	Did anyone at school make you touch their private parts when you didn't want to?				who was she/ he?								
21	Showed you pictures, magazines, or movies of people or children doing sexual things.				who was she/ he?								
22	Facilitated self- criticism				who was she/ he?								
23	Choked you				who was she/ he?								
24	Hit you with a closed fist				Who was she/ he?								
25	Did anyone ask you to have sex with him/her at school?				who was she/ he?								
26	Shouted at you to embarrass or humiliate you				who was she/ he?								
27	Provided you moral reward				Who was she/ he?								
28	Advised you to behave properly				Who was she/ he?								
29	Opened or took their own clothes off in front of you when they should not have done so				who was she/ he?								
30	Called you rude or with hurtful names				who was she/ he?								

31	Twisted your fingers or hands as punishment				Who was she/ he?								
32	Tried to embarrass you because you were an orphan or without a parent				who was she/ he?								
33	Made you kneel down in a way that hurts to punish you				who was she/ he?								
34	Purposely made you feel stupid or foolish				who was she/ he?								
35	Made you take your clothes off when it was not for a medical reason				who was she/ he?								
36	Forbade you from being with other children to make you feel bad or lonely				who was she/ he?								
37	Forced you to do something that was dangerous				who was she/ he?								
38	Referred to your gender in a hurtful way				who was she/ he?								

### **Part III: Questions of general views about violence**

39. Do you think discipline at your school is fair? Yes \_\_\_\_\_ No \_\_\_\_\_
40. Was it difficult to be completely open about what happened to you? Yes \_\_\_ No \_\_\_\_
41. Do you have any suggestions for preventing violence against children?

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42. *Is there anything else you would like to say about your experiences of violent acts against children?*

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**Thank you again for your cooperation.**

### **Items Rejected in the Validation Process of Students' Questionnaire.**

1. Do you live with your parents? Mother: Yes No Father: Yes No
2. Do you belong to any religion or religious group? Yes No
3. What religion or religious group do you belong to?
4. What ethnic or racial group is your family a part of?
5. Do you like to go to school?
6. Slapped you with a hand on your arm or hand?
7. Washed your mouth with something like soap or put something like pepper in your mouth?
8. Made you stay outside in the cold or heat to punish you?
9. Burnt you as punishment?
10. Put you into hot or cold water as punishment?
11. Took your food away from you as punishment?
12. Tied you up with a rope or belt at school?
13. Was this a hard questionnaire to answer?
14. Is there anything that you didn't understand?

## Appendix B

### በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ጥናት ክፍል (የሳይኮሎጂ ትምህርት ክፍል)

#### በተማሪች የሚሞላ መጠይቅ

ይህን መጠይቅ በመሙላት ስለተባበርክኝ/ሽኝ በቅድሚያ አመሰግናለሁ።

ይህ መጠይቅ በትምህርት ቤቶች በሕጻናት ላይ በሚፈጸም ጥቃት ላይ የተማሪዎችን ገጠመኝ ለማወቅ የዳሰሳ ጥናት ለማካሄድ የተዘጋጀ ነው።

በብዙ የዓለማችን ክፍሎች የሚኖሩ ሕጻናት በትምህርት ቤት ና በመኖሪያ አካባቢያቸው ለተለያዩ ጥቃቶች የተጋለጡ ናቸው። በሁሉም የዓለማችን ክፍል የሚኖሩ ሕጻናትም ተቀዳሚ ችግር ይኸው ነው። በዚህ ጥናትም ሕጻናት በትምህርት ቤት የሚያጋጥሟቸውን ችግሮች በመለየት፣ ትኩረት የሚሹ ጉዳዮችን በመገንዘብ፣ ደህንነታቸውን ለመጠበቅ የሚያስችሉ የመፍትሔ ሃሳቦችን ለመጠቀም ነው።

በመሆኑም አንተ/ አንች ባለፈው አመት የገጠመህ/ሽ ልምድ ለማወቅ ቀጥሎ ያሉትን ጥያቄዎች አቅርበናል። ጥያቄዎቹ አንተን/ችን ብቻ የሚመለከቱ በመሆናቸው ለጥያቄዎቹ የሰጠኸው/ሽው መልስ ሚስጢራዊነታቸው የተጠበቀ ነው። ስለዚህ መጠይቁን ፀጥታ በሰፊነበት አካባቢ በጽሞና ብቻን ሆኖ መሙላት መልካም ነው።

ስም መጻፍ አያስፈልግም

አለባቸው አለምነው  
አዲስ አበባ ዩኒቨርሲቲ

#### ክፍል አንድ የግል ሁኔታ

የአሞላል መመሪያ - እንደ ጥያቄዎቹ አቀራረብ ከክፍት ቦታው ላይ «/» ምልክት ወይም ተፈላጊውን ሀረግ በመጻፍ መልስ ስጥ/ጭ።

1. ጾታ: ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
2. ዕድሜ \_\_\_\_\_
3. የትምህርት ቤት ስም \_\_\_\_\_
4. ክፍል ና ሴክሽን \_\_\_\_\_
5. ይህን ዓመት ጨምሮ በዚህ ትምህርት ቤት ለስንት ዓመት ተምረሃል/ሻል \_\_\_\_\_

**ክፍል ሀለት - ትምህርት ቤቶችን ስነ-ስርዓት የሚመለከቱ ጥያቄዎች**

ቀጥሎ በቀረበው ሰንጠርዥ መሰረት እያንዳንዱ ጥያቄ ባለፈው አመት ምንም ዓይነት ጊዜ እንደተከሰተ ና ማን እንደፈጸመው ግለጽ/ጭ!!! በመልስህ/ሽ ፊትለፊት የ«/» ምልክት ወይም ተፈላጊውን ሀረግ በመጻፍ መልስ ስጥ/ጭ:: ያለምንም ፍርሃት እውነተኛ ና ትክክለኛ መልስ እንዲሰጡ ይጠየቃሉ:: ቅጣት የፈጸመው በሚለው ከአንድ በላይ መ ምረጥ ይችላሉ::

ተ. ቁ	ጥያቄ	ብዛት				ጥያቄ	ቅጣት የፈጸመው						ተጨማሪ አስተያየት ካለህ/ሽ	
		ብዙሃን	አንዳንድ	በጣም አልፎ	አላውቅም		ጥበቃ / ጋዳት	መምህር	የትም. አመራር	የክፍል ባለሀያ	የክፍል አሰቃ	ሌላ ችሎ. ይገጠዳል		
1	በትምህርት ቤት ከስጋት ነጻ የሆነ ስሜት አለህ/ሽ					ምክንያት-								
2	የአካል ጉዳት ወይም ግርፋት ተፈጽሞብሃል/ሻል?					ማን ነው?								
3	ሆን ብሎ በስለት ነገር በመቁረጥ/በመውጋት የቀጣህ/ሽ አለን?					በማን ነው?								
4	ድሃ በመሆንህ/ሽ ወይም ቁሳቁስ መግዛት ባለመቻልህ/ ሽ የሰደብህ/ሽ አለን?					በማን ነው?								
5	በትምህርት ቤት መላም ሳትፈልግ/ጊ ስምህ/ሽ የሚያውቅ አለ?					ማን ነው?								
6	በጥሬ ከፊትህ ወይም ራስህን ተመትተህ/ሽ ታውቃለህ/ሽ?					ማን ነው?								
7	ከወላጆችህ/ሽ ጋር ወይም ያደረገ ነበር?					ማን ነው?								
8	በሃይማኖትህ/ሽ ምክንያት የሰደብህ/ሽ ነበር?					በማን ነው?								
9	የወሲብ ስዕሎችን ወይም ፊልሞችን በመሥራት አንድ-ሁለት/ፊ ያደረገህ/ሽ ሰው በትምህርት ቤት ነበር?					በማን ነው?								
10	ሆን ብሎ ዕቃህን ያጠፋብህ/ሽ ፣ የሰበረብህ/ሽ ወይም					ማን ነው?								

	የሰረቀህ/ሽ ነበር?													
11	ጅሮህን/ሽን ተቆንጥጠህ/ሽ ታወቃለህ/ሽ					ማን ነው?								
12	የወሲብ ድርጊት ለመፈጸም በትምህርት ቤት ገንዘብ/ግብዣ የሰጠህ/ሽ ነበር?					በማን ነው?								
13	በአለብህ/ሽ የጤና ችግር ወይም የአካል ጉዳት ምክንያት የሰደበህ/ሽ ነበር?					በማን ነው?								
14	የማይገባህን/ሽን ወጤት በመስጠት /በመቀነስ የቀጣህ/ሽ አለን?					በማን ነው?								
15	ፀጉርህን/ሽን በመጎተት ተቀጥተህ/ሽ ታወቃለህ/ቁያለሽ?					ማን ነው?								
16	ተማሪዎች እንዲስቁብህ/ሽ ያደረገ/ች ነበር/ረች?					በማን ነው?								
17	በጡትና በሌሎች ስሜትን ሊያነሳሱ በሚችሉ የሰውነት ክፍሎችህ/ሽ ላይ በወሲብ ስሜት የነካህ/ሽ ነበር?					በማን ነው?								
18	ሆን ብሎ የሰደበህ ነበር?					ማን ነው?								
19	በዕቃ ወይም በሌላ ነገር ወርወሮ መትቶህ/ሽ የሚያወቅ አለ?					ማን ነው?								
20	በትምህርት ቤት የወሲብ አካሉን/ራቁት የሰውነት ክፍሎች/ሷን አስነክታህ/ሽ የሚያወቅ ሰው ነበር?					በማን ነው?								
21	የወሲብ ፊልሞች፣ ሥዕሎች ወይም ጋዜጦች ያሳየህ/ሽ ሰው ነበር?					በማን ነው?								
22	ግለሂስ እንድታደርግ/ጊ ጥረት ያደረገ ነበር?					በማን ነው?								
23	በማፈንና ጊሮሮን በማነቅ ቀጥቶህ የሚያወቅ አለን?					በማን ነው?								
24	በኩርኩም መትቶህ/ሽ የሚያወቅ አለን					ማን ነው?								
25	የግብረ ሥጋ ግንኙነት እንድትፈጽሙ ያደረገህ/ሽ					በማን ነው?								

	የትምህርት ቤት ሰው ነበር?													
26	ለማዋረድና ለማስደንገጥ የጮኹበህ/ሽ ነበር?					ማን ነው?								
27	የቃላት ማበረታቻ ሰቶህ/ሽ የሚያውቅ አለ ?					ማን ነው?								
28	ስለ ትምህርት ቤት ስነ-ስርዓት የመክረህ/ሽ ነበር?					በማን ነው?								
29	ሰኝ በማይገባቸው ቦታ ከአንተ/አንቺ ፊት ልብሳቸውን አወልቀው አሳይተውሃል/ሻል?					በማን ነው?								
30	በሚያዋርዱ/አሳፋሪ ስሞች የሚጠራህ/ሽ ነበር?					በማን ነው?								
31	ጣትህን ወይም እጅህን በመጠምዘዝ ቀጥቶህ የሚያውቅ አለን?					ማን ነው?								
32	ወላጅ አልባ በመሆንህ/ሽ የሰደበህ/ሽ ነበር?					ማን ነው?								
33	አንበርክኮ ቀጥቶህ/ሽ የሚያውቅ አለ?					ማን ነው?								
34	ሆን ብሎ ሞኝ ወይም የማትረባቢ ያስመሰለህ/ሽ ነበር?					በማን ነው?								
35	ያለ ሕክምና ምክንያት በትምህርት ቤት ልብስህን/ሽን አስወልቆህ/ሽ የሚያውቅ ነበር?					በማን ነው?								
36	ከህጻናት ጋር እንዳትጫወት/ች ና ብቸኛ እንድትሆን/ኝ የተደረክበት/ሽበት ገዜ ነበር?					በማን ነው?								
37	ጉዳት ሊያደርስ የሚችል ድርጊት እንድትፈጽም/ሚ አስገድዶህ/ሽ የሚያውቅ አለን?					በማን ነው?								
38	በጾታህ/ሽ ምክንያት የሰደበህ/ሽ ነበር?					በማን ነው?								

ክፍል ሶስት : አጠቃላይ አስተያየትን በተመለከተ የቀረቡ ጥያቄች

39. የትምህርት ቤታችሁ ሥነ ሥርዓት የተከበረ ነዉ? አወ \_\_\_\_\_ አይደለም \_\_\_\_\_

40. የተፈጸመብህን/ሽን በግልጽ ለመናገር አስቸጋሪ ነበር? አወ \_\_\_\_\_ አይደለም \_\_\_\_\_

41. የሕጻናትን ጥቃት ለመከላከል ምን መደረግ አለበት ተላለህ/ትያለሽ?

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42. በመጨረሻ መግለጽ የምትፈልገዉ/ጊዉ ነገር ካለ ብትገልጽልኝ/ጭልኝ

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መጠይቁን በመሙላት ስለተባበርከኝ/ሽኝ በድጋሚ አመሰግናለሁ::

## APPENDIX C

### ADDIS ABABA UNIVERSITY

#### SCHOOLS OF GRADUATE STUDIES

#### (DEPARTMENT OF PSYCHOLOGY)

### QUESTIONNAIRE FOR TEACHERS AND DIRECTORS

Children in many parts of the country have been exposed to bad treatment at school and in their communities. This is an important problem for children in all parts of the world. I would like to know about your experiences of classroom management.

I am trying to study on how teachers manage their students' behaviours / misbehaviors in school/classroom situations in second cycle elementary schools. This research is intended to understand what kind of practices teachers follow in their schools and how frequent it was in last year. The questionnaire is private and so that the answers to the questions will be kept **secret/confidential**/. Because the questionnaire is private, it would be good if you could have a private place to sit where no one will see your responses or will interrupt you.

**No need of writing your name.**

**Thank you in advance.**

Alebachew Alemnew

Addis Ababa University.

#### **Part I: Personal information**

**Instruction: Put "✓" mark or write your response on the space provided for the following questions.**

- a. Name of your school \_\_\_\_\_
- b. Sex Female \_\_\_\_ Male \_\_\_\_\_
- c. Age \_\_\_\_\_
- d. Qualification \_\_\_\_\_
- e. Responsibility in your school \_\_\_\_\_
- f. Grade level you recently teach \_\_\_\_\_
- g. For how many years have you been teaching?
  - i. in this school \_\_\_\_\_
  - ii. in other schools \_\_\_\_\_
- h. How many students, on an average, are there in your class? \_\_\_\_\_

**Part II: The following questions refer how teachers and directors correct misbehaviors of students'**

All teachers use certain methods to teach students the right behavior or to address misbehaviors. Following are various methods that might be used. Please put a Tick Mark (√) in the appropriate column to indicate how often teachers have used these with their students in the *last year*. Your sincere responses will make this research fruitful.

The Columns given against each item means:

**1: Never, 2: Seldom, 3: Some times, 4: Many times**

No	Sentences	1	2	3	4
1	Explained the reason why some thing was wrong				
2	Advised them to start doing good things and stop doing bad thing				
3	scared them				
4	Provided them verbal reward				
5	Hit them on the buttocks or elsewhere with an object such as a stick, broom, cane, or belt				
6	Punished them by giving something else to do (distracted them )				
7	Pinched their ear				
8	Hit them on the head with knuckle or back of the hand				
9	Facilitated self- assessment and self-criticism				
10	Pulled their hair				
11	Forcing them leave the classroom				
12	Shouted, yelled, or screamed at them				
13	Kicked them with a foot				
14	Forced them to kneel down or stand in a manner that results in pain				
15	Cursed them				
16	Choked them or squeezed their neck with hands (or something else)				
17	Advised them acceptable behaviors				
18	Send them away for a long time from school				
19	Took away privileges or money, forbade something, prohibited them from getting in class				
20	Insulted them by calling [name] dumb, lazy, or other similar names				
21	Pinched their body				
22	Discussed misconducts with their parents				
23	Slapped on face or back of head				
24	Refused to speak to them				
25	Deduct mark as punishment				
26	Hit them over and over with object or fist				
27	Threatened them with duster				

28	Gave them Educational materials reward				
29	Used harassing or public humiliation words to discipline them				
30	Made children to laugh at others				

## Part II: Questions referring to Neglect

31. Was there a time in the past year that your student did not get the medical care for an injury or illness that he or she needed at that time?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, please describe / explain why \_\_\_\_\_
32. Was there a time in the past year that your student was seriously hurt or injured (cuts, broken bones or worse) when you or another teacher/ staff should have been supervising him or her?  
 Yes \_\_\_\_\_. No \_\_\_\_\_
33. Was there a time in the past year that your student was seduced by a teacher/ staff?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
34. What methods of discipline have you found to be most successful in correcting undesirable behaviors in schools? \_\_\_\_\_
35. Do you have any other person category experiences related to correcting children's behavior at school that have not been asked in this questionnaire? \_\_\_\_\_
36. Do you have any suggestions for preventing violence against children at school?  
 \_\_\_\_\_

*Thank you very much again for your cooperation.*

## Items Rejected in the Validation Process of Teachers' and directors' Questionnaire

1. Explained why something was wrong
2. Put chili pepper, hot pepper, or spicy food in mouth (to cause pain)
3. Locked out of class
4. Withheld a meal as punishment
5. Used a hand or pillow to prevent breathing (smother)
6. Burned, scalded or branded him/her
7. Threatened him/her with a knife or gun
8. Locked him or her in a dark room

# Appendix D

## በአዲሲ አበባ ዩኒቨርሲቲ

### የድህረ ምረቃ ጥናት ክፍል

#### (የሳይኮሎጅ ትምህርት ክፍል)

#### በመምህራን ና ርዕሰ መምህራን የሚሞላ መጠይቅ

ይህን መጠይቅ በመሙላት ስለተባበሩኝ በቅድሚያ ምስጋና አቀርባለሁ። መጠይቁ በጉለሌ ክፍለ ከተማ በ1ኛ ደረጃና በመለስተኛ 2ኛ ደረጃ ትምህርት ቤቶች በሕጻናት ላይ በሚፈጸም ጥቃት ላይ የዳሰሳ ጥናት ለማካሄድ የተዘጋጀ ነው።

በብዙ የዓገራችን ክፍሎች የሚኖሩ ሕጻናት በትምህርት ቤት፣ በመኖሪያ አካባቢያቸውና በሥራ ቦታ ለተለያዩ ጥቃቶች ተጋልጠው ይገኛሉ። በሁሉም የዓለማችን አገሮች የሚኖሩ ሕጻናትም ተቀዳሚ ችግር ይኸው ነው። በመሆኑም በማይስተምሩበት አካባቢ በሕጻናት ላይ ስለሚፈጸሙ ጥቃቶች ያለውን የባለፈው አመት ልምድ ለመጋራት ይህ መጠይቅ ተዘጋጅቶልኩልኝ። ጥያቄዎቹ እርስዎን ብቻ የሚመለከቱ በመሆናቸው፣ የሚሰጧቸው መልሶች ሁሉ ሚስጢራዊነታቸው የተጠበቀ ነው። ስለዚህ መጠይቁን ፀጥታ በሰፊነት አካባቢ በጽኑና ቢሞሉት መልካም ነው።

ስም መጻፍ አያስፈልግም

አለባቸው አለምነው  
ከአዲስ አበባ ዩኒቨርሲቲ

#### ክፍል አንድ : የግል ሁኔታ

መመሪያ - እንደ ጥያቄዎቹ አቀራረብ በክፍት ቦታው ላይ «/» ምልክት ወይም ተፈላጊውን ሀረግ በመጻፍ መልስ እንደሰጡ ይጠየቃሉ።

1. የትምህርት ቤቱ ስም \_\_\_\_\_
2. ጾታ ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
3. ዕድሜ \_\_\_\_\_
4. የትምህርት ደረጃ \_\_\_\_\_
5. ኃላፊነት \_\_\_\_\_
6. የሚያስተምሩበት ክፍል ደረጃ \_\_\_\_\_
7. ለስንት ዓመት አስተምረዋል?
  - 7.1. አሁን ባሉበት ትምህርት ቤት \_\_\_\_\_
  - 7.2. በሌላ ትምህርት ቤት \_\_\_\_\_
8. በሚያስተምሩበት ክፍል በአማካይ ስንት ተማሪች አሉ? \_\_\_\_\_

ክፍል ሁለት - የክፍል ስነ-ስርዓት ማስጠበቂያ ዘዴዎች የሚመለከቱ ጥያቄዎች

መምህራን ተማሪዎቻቸውን ሥነ ሥርዓት ለማስተማርና የባህሪ ችግራቸውን ለመፍታት የተለያዩ ዘዴዎችን ይጠቀማሉ። መምህራን ሊጠቀሙባቸው ይችላሉ ተብለው የሚገመቱ የተለያዩ ዘዴዎች ቀጥለው ቀርበዋል። ባለፈው ዓመት እነዚህን ዘዴዎች ምን ያህል እንደተጠቀሙባቸው እንዲገልጹልኝ እፈልጋለሁ።

ቀጥሎ በተዘረዘረው መንገድ (ዘዴዎቹ) ተማሪዎችን ለማስተማር ባለፉት ዓመታት ምን ያህል እንደተጠቀሙ ምልክት ያድርጉ፤

1 = የለም፤ 2 = በጣም አልፎ አልፎ፤ 3 = አንዳንዴ፤ 4 = ብዙ ጊዜ

ተ. ቁ	ጥያቄ	መልስ			
		1	2	3	4
1	የነገሮችን ስህተትነት ማብራራት				
2	አንድን ጥሩ ድርጊት እንዲፈጽሙ ማበረታታት ና መጥፎ ድርጊት እንዲያቆሙ ማስተማር				
3	ማስፈራራት				
4	የሞራል ድጋፍ መስጠት				
5	በአርጨጫ፣ በቀበቶ ወይም በመጥረጊያ ቂጣቸው አካባቢ መምታት				
6	በሥራ መቅጣት				
7	ጆሮአቸውን መቆንጠጥ				
8	በኩርኩም መምታት				
9	ራስን ማየት ና ግለሂስ ማበረታታት				
10	ፀጉራቸውን በመጎተት መቅጣት				
11	ክፍሉን እንዲለቁ ማስገደድ				
12	በከፍተኛ ድምፅ መጮህ				
13	በካልቾ መምታት				
14	ማንበርከክ ወይም ለብዙ ጊዜ እንዲቆሙ ማድረግ				
15	ልዩ ልዩ የርግማን ቃላትን መናገር				
16	አንገታቸው አካባቢ በእጅ ማነቅ				
17	የምክር አገልግሎት መጠቀም				
18	ከትምህርት ቤት ማስወጣት				
19	ላይብረሪ፣ የክብብና ሌሎች ጥቅም መከልከል				
20	ሰነፍ፣ ደደብ፣ ወዘተ. እያሉ መሳደብ				
21	ሰውነታቸውን መቆንጠጥ				

ተ. ቁ	ጥያቄ	መልስ			
		1	2	3	4
22	ከወላጆቻቸው ጋር መወያየት				
23	ፊታቸውን በጥሬ መምታት				
24	ንግግር መንሳት				
25	ያመጡትን ወጤት መቀነስ				
26	በቡጢ ወይም ሌላ ነገር መምታት				
27	በዳስተር ማስፈራራት				
28	የትምህርት መሳሪያ እቃ ሽልማት መስጠት				
29	በተማሪች ፊት ባጸያፊ ወይም አሳፋሪ ቃላት መስደብ				
30	ሌሎች ልጆች እንዲስቁባቸው ማድረግ				

**ክፍል ስስት : ማግለልና ጾታዊ ጥቃት በተመለከተ**

31. ባለፉት ዓመታት ተማሪ ቆስሎ ወይም ታሞ ሕክምና እየፈለገ ያልታከቁበት/ችበት ጊዜ አለን? አዎ----- አልነበረም -----  
 መልስ አዎ ከሆነ ምክኒያት \_\_\_\_\_
32. ባለፉት ዓመታት ተማሪ እርስዎ ወይም ሌላ መምህር ክፍሎችን በምትጎበኙበት ጊዜ ወይም ሳትጎበኙም ተማሪ ከፍተኛ ጉዳት ደርሶበት አጋጥሟችሁ ያወቃል? አዎ-----አልነበረም -----  
 መልስዎ አዎ ከሆነ ምክኒያት \_\_\_\_\_
33. ባለፉት ዓመታት ተማሪ በመምህር ወይም በሌላ ሠራተኛ የወሲብ ጥቃት ተፈጽሞባት የሚያወቅ አለች? አዎ -----አልነበረም -----
34. ባለፉት ዓመታት የተማሪዎችን ባህሪ ለማሻሻል ወጤታማ ሆኖ ያገኙት ዘዴ የትኛው ነው? ይዘርዘሩልን \_\_\_\_\_
35. በጥያቄዎቹ ውስጥ ያላካተተኳቸው የተማሪችን ባህሪ ለማሻሻል የሚጠቀሙባቸው ዘዴዎች ካሉ ቢጠቅሱ? \_\_\_\_\_
36. ሕጻናትን ከጥቃት ለመከላከል ያስችላሉ የሚሏቸው ዘዴዎች ካሉ ይግለጹልን?

ልምድን በማካፈል ለጥናቱ መሳካት ላደረጉልኝ አስተዋጽኦ በድጋሚ አመሰግናለሁ!

### Appendix E: Test-Retest Reliability of students' pilot data (n=30)

Respondents	Sum of First Adm.	Sum of Second Adm.	Remark
1	62	55	$\alpha = 0.72$
2	66	61	
3	61	63	
4	59	59	
5	61	57	
6	62	61	
7	76	74	
8	76	75	
9	76	78	
10	67	70	
12	72	53	
13	65	68	
14	61	55	
15	76	76	
16	62	65	
17	76	77	
18	56	59	
19	71	69	
20	60	57	
21	79	71	
22	75	76	
23	65	64	
26	68	62	
31	75	78	
32	60	68	
33	60	67	
35	63	65	
36	63	61	
39	63	70	
40	69	69	

**Appendix F: Test-Retest Reliability of teachers' and directors' pilot data  
(n=29)**

Respondents	Sum of First Adm.	Sum of Second Adm.	Remark
1	55	59	$\alpha = 0.94$
2	52	47	
3	58	55	
4	45	49	
5	46	46	
6	43	48	
7	45	49	
9	66	65	
10	51	58	
11	53	51	
12	68	67	
13	58	60	
14	58	59	
15	55	57	
16	57	58	
17	58	60	
18	52	49	
19	58	61	
20	72	73	
21	57	61	
22	73	74	
23	80	84	
24	55	57	
25	53	55	
26	65	67	
27	62	71	
28	56	59	
29	42	50	
30	74	76	

## Appendix G: Pilot Test Result of Students' Questionnaire (n=30)

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Chi-Square	3.684	10.632	51.946	22.757	55.167	11.757	7.667	48.222	94.231
Asymp- Sig.	.298	.014	.000	.000	.000	.008	.053	.000	.000

Question	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Chi-Square	15.462	7.667	71.263	77.789	33.914	40.400	17.914	55.167
Asymp- Sig.	.001	.053	.000	.000	.000	.000	.000	.000

Question	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Chi-Square	14.026	11.600	32.111	33.595	4.405	42.243	4.590	48.229
Asymp- Sig.	.003	.009	.000	.000	.221	.000	.204	.000

Question	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33
Chi-Square	7.432	11.000	16.692	75.514	26.000	.378	1.800	45.919
Asymp. Sig.	.059	.012	.001	.000	.000	.828	.615	.000

Question	Q34	Q35	Q36	Q37	Q38	Q39
Chi-Square	8.105	18.892	35.103	62.231	57.513	41.811
Asymp- Sig.	.044	.000	.000	.000	.000	.000

## Appendix H: Pilot Test Results Of Teachers' and Directors' Questionnaire (n=29)

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Chi-Square	12.357	9.111	15.655	38.414	15.828	14.276	30.138	21.862
Asymp. Sig.	.015	.058	.004	.000	.001	.006	.000	.000

Question	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Chi-Square	3.931	36.690	2.207	34.621	37.069	13.586	36.690	31.931
Asymp. Sig.	.415	.000	.698	.000	.000	.009	.000	.000

Question	Q17	Q18	Q19	Q20	Q26	Q21	Q22	Q23
Chi-Square	17.429	22.357	44.643	26.643	36.690	19.143	16.690	17.034
Asymp. Sig.	.001	.000	.000	.000	.000	.000	.002	.000

Question	Q24	Q25	Q27	Q28	Q29	Q30	Q31	Q32	Q33
Chi-Square	20.759	36.690	20.759	10.138	2.793	31.931	18.241	12.462	14.286
Asymp. Sig.	.000	.000	.000	.038	.095	.000	.000	.000	.000